



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ACHARYA'S BANGALORE B SCHOOL

NO 3, LINGADHEERANAHALLI OFF MAGADI ROAD ANDRAHALI ROAD

560091

www.abbs.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Acharya Bangalore B School is a leading Institution in India with the credentials of NAAC 'A' grade for the institution as whole (in two cycles) and NBA accreditation for MBA program. The institution is also accredited by IACBE (USA). Established in the year 2001 the institution has been a place of advanced learning in Management, Commerce, Science and Arts. The institution is under the affiliation of **Bangalore University**. The Green campus located near Magadi main road (Bangalore urban) on a 4.8 acres of land, has the state-of-the-art infrastructure/facilities and an excellent ambience for learning on a built-up area of **28,000sqm**. The facilities include well equipped laboratories, computer labs, class-rooms with digital technology, Libraries, Auditorium, Seminar Halls, Gallery rooms, Indoor sports facility, Outdoor sports facility, gym, Yoga room and Atrium. Students are under the guidance of highly qualified and experienced faculty. The student centric learning modules are giving our students immense knowledge, skills and confidence to become corporate leaders, experts and scientists.

Under Management stream, post graduate-MBA and under-graduate-BBA-Regular / BBA (Aviation management) program are offered. In Commerce, we offer M Com and B Com-regular / B Com (Logistics & SCM). Under Science stream we offer B Sc. -Biotechnology and BCA-Computer applications. In addition, we have introduced BA program in liberal arts. With flexibility in subject choice, the multidisciplinary learning environment has been a unique feature of ABBS. We have incorporated several activity -based learning modules that create self- learning opportunities with lot of interactive sessions. We have a close tie-up with industries and students directly interact with industry experts during their internship, project work, industry visits, guest lectures, seminar and conferences.

Vision

VISION OF OUR INSTITUTION

“To provide relevant education, consistent with the changing world, by integrating the best faculties and infrastructure to enable students to stand the test of time and be of utmost benefit to society”.

Our institution has taken-up the major task of providing holistic education as committed in our vision and is the need of the present scenario of economic and social environment. Students should have capacity to absorb new technology, new managerial skills and also possess high ethical values for a successful career. Along with this the societal responsibility is an important attribute of a professional career.

In order to achieve the above goal, the institutional curriculum has been set on three fundamental aspects viz.

1. Acquisition of appropriate knowledge and skills
2. Ability for applying the knowledge in real-time situations and
3. Motivation to shoulder societal responsibilities.

The curriculum provided by affiliating University (Bangalore University) is reviewed by the departmental committee with inputs from academic/industry experts and the add-on programs are identified and exercised.

These additional programs add value to the curriculum in terms of employability skills, professional development and value based education.

We have introduced value added programs under three categories:

1. Technical advancement
2. Professional development that includes personality development with soft skills, life skills and professional ethics.
3. Develop human values and concerns for social, environmental and health issues.

The value added programs are all through activity based learning and are learner centric. Students participate in interactive sessions and make presentations on selected topics. They also undertake mini projects through field work, survey and exploration. Students in teams participate in community services through NSS, ROTARACT and RED CROSS wings of our institution.

ABBS has established four study centers at the institution viz.,

Mahatma Gandhi , Swami Vivekananda, Bhagawan Buddha and Dr B R Ambedkar study centres.

Students actively participate in the activities of study centers by independently planning and conducting the events. These activities are building leadership and team spirit among students. The discussions on the ideology and messages of the respected leaders has created a great impact on the young minds.

Mission

MISSION

- *To create an interface with industry and academia*
- *To offer value added training programs in addition to the prescribed syllabus*
- *To encourage knowledge synthesis through active faculty student interaction*
- *To enhance faculty knowledge base through regular training and seminar participation*
- *To provide extensive experiential learning sessions enabling students to compete on a global level*
- *To impart professional ethics and social responsibilities*

Institution is aiming at fulfilling the following objectives

- Provide latest knowledge and skills using modern technology
- Develop technical competence enhancing their employability

- Global exposure through industry interaction and visits
- To infuse high ethical and moral values relevant for enhancing social responsibility
- To ensure high standards of quality of education
- Foster innovation and research culture among students and staff

Communication of Vision and Mission to Stakeholders

- Vision, Mission and Objectives of the Institute are communicated to its stakeholders through the following means:
- Official college website www.abbs.edu.in
- Admission brochures
- Student handbook
- Employees handbook
- Departmental notice board
- Library notice board
- Through faculty and students orientation program
- Brochures (for Conferences, Workshops, MDPs.)

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTH

- Management with a vision to provide the best and holistic education
- Faculty with high credentials as well as flair for continuous learning
- Students with diverse background in education and culture
- Institution located in the heart of high tech industries and corporates
- The infrastructural facilities are well designed for activity based learning and holistic development
- Accreditations by NAAC with A grade in last two cycles
- NBA accreditation for MBA program, twice.
- International accreditation by IACBE-USA
- The brand *Acharya* is well recognized in education field
- Consistently recognized as one of the best institutions in the country by many ranking agencies
- Notable public visibility through our outreach activities

Institutional Weakness

WEAKNESS

- Funding by Govt. agencies is very less
- Being an affiliated institution academic calendar is not in our control
- Agility issues to reap benefits of changing environment

Institutional Opportunity

OPPORTUNITIES

- Can Attain the status of autonomous institution
- Has scope launch new specializations at PG level
- Has potential to Set-up centers of excellence
- We can Launch online programs like MOOC
- Have more MOUs with foreign Universities for advanced specializations
- Starting niche Certificate and Diploma programs, both for captive and external students
- Attract more number of students from across the country and foreign
- Start multi-disciplinary courses as per the spirit of New Education Policy
- The need to offer many add-on program to bridge the gap between curriculum and industry requirements

Institutional Challenge

CHALLENGES

- Competing with the fast developing online education system
- Admission process is dependent on all India scenario of education
- Coping with the fast changing needs of the industry

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the syllabus provided by the affiliating University under the NEP/CBCS scheme. Academic Advisory committees are constituted in each department which comprises of program coordinator, experts from industry, quality circle coordinator and all the faculty members. Committee members review the syllabus for various courses being offered in the current semester and develop guidelines for curriculum delivery in terms of lesson plan, lecturer outlines, industrial visits, guest lecture, activity based learning in business lab, assignments, case studies, students seminar. Planning also includes project work and practical schedules.

Based on the academic calendar of the University, the departmental academic calendar is prepared incorporating curricular, co-curricular and extra-curricular programs. Time table is framed and courses are allotted to faculty based on their experience and area of expertise. Course files consists of syllabus, lesson plan, teaching methods to deliver topics, question bank, and topics for add-on courses. The entire planning and implementation process is well recorded in a standard format. Various teaching methodologies such as class room presentations, group discussions, practical demonstration, and case-study analysis are followed to make teaching-learning a participative and knowledge enriching exercise. The Academic plan and the lesson plan are displayed on the notice board at the beginning of the course.

The quality circle coordinator for each department will send the reports on academic activities and feedbacks to IQAC. Feedbacks are taken from the faculty, alumni/industry experts regarding course content for identifying

the gap. The add-on programs are designed to bridge the gap and also to achieve the objective of holistic development.

For fresher students the learning levels are assessed based on an aptitude test followed by a bridge course. The contents of the bridge course are designed to enable the students to strengthen their basic knowledge. Students with fast and slow learning abilities are identified in order to provide them the additional academic support. The curriculum delivery system is designed to achieve holistic development of students and also imbibe an ability for critical thinking and application of knowledge and skills.

Teaching-learning and Evaluation

We have an effective evaluation plan that ensures monitoring of students' academic progress as well as continuous improvement. At the first stage the evaluation starts from the day of admission to a course in the orientation program, we conduct an aptitude test to assess the student's level of understanding the basics of their specialization. This is followed with the *bridge course* for two weeks wherein basic principles in the concerned subject are taught. Then test is conducted to assess the student's level of acquiring knowledge. Based on the bridge course data, student's ability is assessed as slow learner or fast learner. This helps throughout the course to give special attention for each student. During the semester, the students' performance is assessed based on academic and co-curricular participation. Class tests are conducted at the end of each unit in the syllabus. The Institution follows the University pattern to conduct the mid- term test and pre-final exam. In addition to this the continuous evaluation is done based on the class participation, case study, seminars, industrial visits and assignments. At every stage a performance report is generated and shared with the parents during the interaction. Students' progress is discussed with parents on a regular basis.

Self-Assessment Tool with a score index was introduced and was found effective as a self-learning module and enhanced the self- confidence of the students. After the completion of the syllabus, students assess themselves and do intensive revision accordingly.

Research, Innovations and Extension

The institution has the policy and culture of research and innovation in every department. The institution has provided facilities for conducting research in thrust areas. We have set-up two libraries with resources like books, Journals-both national and international, on-line Journal access through INFLIBNET, J Gate, Delnet and Pro-quest. We have provided research data analysis software like SPSS and R- on-line access.

We have a Research center recognized by Bangalore University for guiding Ph D students . At the institutional operation we have appointed a qualified faculty as Coordinator to impart research skills to faculty. Between 2016 to 2021 December our faculty have published 143 research papers and published 9 books. Associating fast- learner group of students with faculty in research has been a unique effort and 24 research papers are published through this approach. The students involved are highly motivated. Many articles, patents and books by our faculty have made name at national level. For example, a book on Rural Management- *Rural supply chain management* authored by our faculty Dr C Sengottuvelu is published by MGNCRE MOE Govt. of India. The institution has incentivized the faculty research contribution to encourage research culture. The faculty presenting research papers are supported financially and five of our faculty received best paper award in the Conferences organized across the country. The institution organizes seminars and conferences at the campus, this has helped the faculty to establish global contacts. Under the purview of our Research center we have

organized six workshops on Intellectual Property Rights and 10 programs on Entrepreneurship.

The significant achievement is the starting of Innovation and Entrepreneurship center- a student driven activity. Under this program nearly 250 students participated in learning about 'idea- to- business plan' and start-up requirements. Our faculty members have also put-in efforts to patent their ideas and two international patents are to the credit of our faculty Dr Sri Ram.

Infrastructure and Learning Resources

The campus spread over 4.8 acres has followed '*green campus*' concept with Solar power installations producing 200kvw energy. The RWH system and STP help in water conservation and recycling. The infrastructure houses adequate class rooms, gallery rooms, seminar/conference halls, computer labs, two libraries, Auditorium, Atrium, gym, yoga room, indoor sports and cafeteria among the other needed facilities. The institute provides a highly conducive academic and learning environment for students.

Classrooms and computer labs are well-equipped with modern teaching aids. All classrooms have LCD projectors for PPT presentation and wi-fi connectivity. The institution runs on ERP of TCSion. Institution has a 100 MBPS internet connectivity.

LIBRARY

We have two libraries with wide collection of reference books, text books, national and inter-national journals and digital resources. We have created an extensive digital platform to enable students to acquire latest information round- the- clock. Our e -resources include a large collection of books, journals and articles. Library is also digitized with an access to J- gate, pro-quest and INFLIBNET giving a wide connectivity to academic and research resources. The wi-fi enabled campus is also giving students and faculty a wide access for information and communication

SEMINAR HALL AUDITORIUM

We have an air-conditioned auditorium of 310 seats, an open-air amphitheater of 300 capacity, in addition to a seminar hall and two gallery rooms. All these are with multimedia A/V facilities. Gallery rooms have smart boards, LCD along with multi-media system.

SPORTS

The sports, gym and yoga room facilities are helping students to keep up their physical fitness. The indoor and out- door sports facilities are well utilized by students and staff.

LAB / CLUB ACTIVITIES

We have developed an exclusive Language lab with computer systems and software to enhance students' language proficiency. The Business lab with multimedia is a hub of students' activity involving group discussions, debates and presentations. Various clubs viz. Media, HR, Marketing, Finance, Digital world B focus bring students together for creative work and develop team spirit. Students conduct activities like collage creation, model making, documentary films, quiz, current affair discussions, creative writing for Newsletter, book review and field trips.

Student Support and Progression

In order to enlighten students on value based education, we have set up student driven study centers to expose them to the ideologies of Mahatma Gandhi, Swami Vivekananda and Gautama Buddha. To recognize the student diversity we conduct ethnic day and cultural fest as well as celebrate important festivals. Students organize Independence Day, Republic Day and Kannada Rajyotsava celebrations expressing national and state pride. Presence of international students from various countries has also created a cross cultural ambience and interaction.

Students also engage in socially relevant activities through NSS, Red Cross and ROTRACT memberships. They take-up activities related to environment, health and public education. Students participate in Swatch Bharath program, 5k marathon to create awareness about sustainability of environment. Students involved in many community development programs like helping to community, old age homes and nearby schools.

PROFESSIONAL DEVELOPMENT

We have also focused on developing competitive ability of students through participation in intercollegiate competitions, Toastmaster club and TEDx programs. We have an effective mentoring system and career counselling cell to give a direction for future career of students. The placement cell at ABBS is active in linking our students for opportunities in industry and corporate world. One of the unique effort at ABBS is to encourage entrepreneurship skills among students. Several interactive sessions addressed by entrepreneurs and the in-house activities of incubation center have motivated students to start their business and achieve success.

ALUMNI

Our alumni have been our strength and support in our endeavors to build- up our image in corporate world and guide our students in right direction. The registered (since 2011) body of ABBS alumni association has a regular program for constant interaction and annual meet of the alumni is held every year. Our alumni helps in Placements, mentoring and also come as guest speakers. Few of the alumni are in important decision making bodies of the institution. The senior alumni members visit the campus and share their experience with the new students.

Governance, Leadership and Management

ABBS was established by visionaries with a clear objective of providing an excellent education by having best infrastructure, knowledgeable faculty and an effective

Pedagogy. The governance and administration is decentralized and participative. Various committees with faculty and student representatives are involved in planning, implementation and evaluation of different aspects of the institution. The institution has a strategic plan 2026 wherein the goal is to become an autonomous institution.

Institution has a continuous program for training the faculty and updating their knowledge through FDP and MOOC programs, workshops and research initiatives. Faculty incentive and welfare schemes are in- place to motivate them for research & publications in order to enhance the quality of teaching. Financial matters are transparent and managed as per the statutory requirements. We have annual budgeting system and the

utilization is scrutinized by internal auditing as well as external Chartered Accountants. The IQAC established in the year 2009 has been the nodal center for screening the activities and identifying the need for quality improvement. The institution fulfills the eligibility requirements and has applied for autonomous status to Bangalore University and UGC.

Institutional Values and Best Practices

In accordance with the vision of the institution our focus has been on imparting Holistic education which imbibes knowledge, skills , professional ethics and values among the students. We have set-up study centers for Mahatma Gandhi, Swami Vivekananda, Gautama Buddha and Dr B R Ambedkar. These centers are hub of activities for students and they organize discussions on the ideology and messages of great leaders and learn the ethical, moral and human values. We have also set up units of NSS, REDCROSS and ROTRACT wherein students take up out-reach programs in the nearby communities to create awareness about community service, health, environment and education. Students also conduct events to commemorate national days and world days to develop national pride and global perspective. Students are engaged in community development work and involve in Swatch Bharath, waste management, school education and societal support.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACHARYA'S BANGALORE B SCHOOL
Address	NO 3, LINGADHEERANAHALLI OFF MAGADI ROAD ANDRAHALLI ROAD
City	BANGALORE
State	Karnataka
Pin	560091
Website	www.abbs.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vijaya Bhaskar K	080-23245515	9945704462	-	principalabbs295@gmail.com
IQAC / CIQA coordinator	Jayanthi	080-23245517	9845697384	-	jayanthi@acharyabbs.ac.in

Status of the Institution	
Institution Status	Private and 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	
Date of establishment of the college	01-06-2001

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Karnataka	Bangalore University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-06-2014	View Document
12B of UGC	05-01-2017	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	25-06-2021	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1655969334.pdf
If yes, has the College applied for availing the autonomous status?	Yes

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NO 3, LINGADHEERANAHALLI OFF MAGADI ROAD ANDRAHALLI ROAD	Urban	4.8	27871

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Bba Business Administration	36	PUC	English	180	100
UG	BBA,Bba Aviation Management	36	PUC	English	120	88
UG	BCom,Bcom Commerce	36	PUC	English	160	63
UG	BCom,Bcom Logistics And Supply Chain Management	36	PUC	English	100	83
UG	BSc,Bsc Bio technology Bio Chemistry And Genetics	36	PUC	English	80	0
UG	BSc,Bsc Genetics Biochemistry And Bio Technology	36	PUC	English	60	13
UG	BSc,Bsc Bio Chemistry	36	PUC	English	60	10

	Microbiology Biotechnology					
UG	BSc,Bsc Computer Science Bio Technology And Bio Chemistry	36	PUC	English	60	0
UG	BA,Ba History Tourism And Journalism	36	PUC	English	42	4
UG	BA,Ba Political Science And Psychology And Sociology	36	PUC	English	42	11
UG	BA,Ba Economics Statistics And Marketing	36	PUC	English	42	2
UG	BCA,Bca Computer Application	36	PUC	English	72	65
PG	MCom,Mcom Com	24	GRADUATE	English	40	4
PG	MBA,Mba Business Administration	24	GRADUATE	English	240	239

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				15				58			
Recruited	5	2	0	7	5	6	0	11	26	27	0	53
Yet to Recruit	2				4				5			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	19	9	0	28
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	2	0	5	5	0	4	4	0	24
M.Phil.	1	0	0	0	0	0	4	3	0	8
PG	0	0	0	1	0	0	18	20	0	39
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	73	164	0	1	238
	Female	52	66	0	0	118
	Others	0	0	0	0	0
PG	Male	110	25	0	0	135
	Female	62	46	0	0	108
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	24	13	19	27
	Female	11	12	6	11
	Others	0	0	0	0
ST	Male	5	4	3	2
	Female	2	0	4	2
	Others	0	0	0	0
OBC	Male	115	77	72	200
	Female	87	53	75	69
	Others	0	0	0	0
General	Male	277	268	313	176
	Female	101	110	98	78
	Others	0	0	0	0
Others	Male	1	1	4	2
	Female	0	2	4	1
	Others	0	0	0	0
Total		623	540	598	568

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institution has been offering programs in commerce, management, science, computer applications and life sciences thus giving a wide choice of programs to select. In the curriculum delivery system we have introduced add-on skill development programs with range of subjects related to employability. As a part of the curriculum students study Indian Language of their choice. Our MBA program is open to graduates from any branch can enroll hence we have engineers, commerce graduates, science graduates etc. taking up the course. The multidisciplinary approach is practiced even in co-curricular activities wherein students enroll in various clubs like science, Human Resource club, Finance club, Digital world etc. resulting in multidisciplinary approach to enrich their knowledge. The diversity of our students' background in terms of region, religion, language and culture have created a heterogeneous environment and cross cultural impact. Faculty also have created a platform for interdisciplinary interaction under knowledge exchange series and generate novel ideas for research. Students and faculty enroll for MOOC programs which gives wide choice for knowledge enrichment.
2. Academic bank of credits (ABC):	The affiliating university has introduced NEP 2020 revised system from 2021 academic year for undergraduate program. University will be a nodal agency to facilitate the link for Academic Bank of Credit. At our institution we have conducted orientation program to the fresh batch to make them familiar with NEP system and the concept of Academic Credit Bank.
3. Skill development:	Imparting practical skills and employability skills has been the basic foundation of our holistic development approach as proposed under NEP Students are trained in soft skills, Life skills and professional skills. The curriculum also emphasizes on value based education and our students engage in community service through REDCROSS, NSS and Rotract. We have also established study centre on Mahatma Gandhi and Swami Vivekananda to imbibe the ideology and messages of great leaders. With the balanced curriculum design we will achieve the objectives stated under NEP 2020.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	The institution has already established Study centres for great Indian leaders viz., Mahatma Gandhi,

online course):	Swami Vivekananda , Gautam Buddha and Dr B R Ambedkar . The activities under the centre is enlightening students on Indian philosophy. We have introduced multiple language learning platform to enable students to study in their local language.
5. Focus on Outcome based education (OBE):	We have introduced NEP syllabus for the fresh batch and we have defined the PO CO for all the courses, the attainment levels are assessed based on performance analysis, Our MBA program is accredited by NBA and hence the curriculum delivery is under Outcome based system. The PEO PO and CO are displayed on our web-site and communicated to all the students and stake holders.
6. Distance education/online education:	With the digitalization, internet and availability of devices & softwares the education online is becoming as effective as off-line. Students and faculty have enrolled for many MOOC programmes, The major teaching during Covid period was through online mode and was an effective system, In this way the institution is well prepared for NEP 2020.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
311	286	286	250	250
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	11	11	10	10

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
623	540	598	568	482
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
757	658	620	582	565

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
450	416	344	355	260
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
71	53	54	54	50
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
80	58	58	58	56
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 37**4.2****Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
395.16	451.19	472.55	418.90	442.22

4.3**Number of Computers****Response: 130**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution follows syllabus provided by the affiliating University under the CBCS scheme. The Program Educational Objectives, Program Outcomes (POs) and Course Outcomes (COs) are defined for each program keeping in mind regional, national and global developmental needs. Academic Advisory Committee is constituted in each department comprising of program coordinator, experts from industry and faculty members. COs are mapped with POs to identify the gaps between University syllabus and employability requirements. The committee frames value added programs, particularly addressing the gaps in POs attainment. Committee members review the syllabus for various courses being offered in the semester and develop guidelines for curriculum delivery in terms of lesson plan, lecture outlines, industrial visits, guest lecture, activity-based learning, assignments, case studies, and student's seminar. Planning also includes project work and practical schedules.

Based on the academic calendar of the University, the departmental academic calendar is prepared incorporating curricular, co-curricular and extra-curricular activities. Time table is set and courses are allotted to faculty based on their experience, interest and area of expertise. Course files consisting of the syllabus, lesson plan, teaching methods, question bank, internal tests, and performance analysis is maintained by each faculty. The entire planning and implementation process is well recorded in a standard format. Various teaching methodologies such as class room presentations, group discussions, practical demonstration and case study analysis are followed to make teaching- learning a knowledge enriching exercise through participative and collaborative experience. Students also participate in research activities and attend conferences and seminars. The Academic plan and the lesson plan are shared with students at the beginning of the course and the students are encouraged to do self-directed study of the topic before the lecture class and also enroll for MOOC programs. The POs and COs are mapped and attainment is assessed by the faculty. The data is referred to PAQI (Program Assessment and Quality Improvement) cell and IQAC for improvement in the curriculum.

The quality circle coordinator for each department will send the reports on academic plan and feed backs to IQAC. Feed backs are taken from the faculty, alumni/industry experts regarding the course content for identifying the gap through an interaction with IQAC. The add-on programs are designed to bridge the gap and also to achieve the objective of holistic development.

For the fresher's the learning levels are assessed based on an aptitude test followed by a bridge course. The contents of the bridge course are designed to enable the students to strengthen their basic knowledge and update on current trends. Students with fast and slow learning ability are identified in order to provide them the additional academic support. The curriculum delivery system is designed to achieve holistic development of students and also to imbibe ability for critical thinking and application of knowledge and skills.

Monitoring of teaching learning process is carried out by direct assessment and indirect assessment. Continuous feedback and evaluation of activities helps IQAC to take corrective measures.

File Description	Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Our institution follows the academic calendar of the affiliating University as a basis for institutional academic plan. All the events planned under curricular, co-curricular and extra-curricular program are scheduled and are listed in the academic calendar. The MBA department includes knowledge Exchange Series, Consultancy, MDPs, and FDPs in its calendar. The academic calendar is a document shared with the students and displayed on notice board and printed in the Student Hand book for reference. The calendar also includes the details of the continuous internal evaluation that includes internal tests, pre-final exam, and skill development activities. The internal test covers stipulated modules. This ensures completion of those modules within the given period. This also ensures adherence to academic calendar. Students are appraised about their performance at every step. The CIE is unique in each department.

For example, in MBA, CIE consists of following tools:

1. Assignment/ Mini Projects
2. Case study analysis
3. Presentation
4. Sectorial Analysis
5. Two Internal Tests in each semester

The notification to the students are issued as per the dates in the calendar. The calendar includes the following events/activities:

CURRICULAR

- Commencement dates of the semesters
- Fresh Admission due dates
- Orientation/Induction /bridge program for fresher
- Internal test dates
- Online tests
- Dates of final theory exams
- Dates of Practical exam
- Dates of Project submission
- Dates for project viva
- MOOCs

CO-CURRICULAR

- Value added programs – schedules for certification/diploma program.
- Guest lectures
- SRP-Social Responsibility Project
- Club Activities
- Industry visits
- Video Conferences
- Conferences
- Workshops
- Seminars

EXTRA-CURRICULAR

- Sports and yoga
- Cultural fest
- Toastmaster club activity
- TEDx program activities.
- Study center activity
- Community service programs under NSS/ REDCROSS/ROTARACT

AWARENESS PROGRAMS

- National and world day commemoration
- proctor interaction dates
- Pre-placement training dates
- Add-on program on capacity building-
- Sessions on personality development/soft skills/life skills/professional skills
- Session on Code of conduct, professional ethics, plagiarism.
- Plan on gender sensitization, human rights, civic responsibilities
- Ant-Ragging awareness program
- Fresher's day
- Ethnic day
- Book exhibition
- Teachers day
- Alumni meet
- Gandhi Jayanthi, Independence Day, Republic day celebrations
- Graduation day
- International Women's day

STUDENT SUPPORT

- Health check schedule
- Parent-teacher meet

RESEARCH

- Dates for sessions on Research methodology, entrepreneurship.
- Conference-national/International

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 14

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 36

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
11	8	8	8	1

File Description	Document
List of Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 100

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
623	540	598	568	482

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The institution has an effective policy for inculcating the basic human values and professional ethics among students, . The value based education system has the following features:

1. As a part of the Curriculum:

The syllabus prescribed by the university has special courses addressing professional ethics, gender, values and environmental concerns.

Courses like Indian Constitution, Environmental science, Human rights. Science and society and Society and culture offered as a non-core course have been successful in creating an impact. The institution has established the following study centers for study of the messages of respected leaders viz.,

- Mahatma Gandhi study center established in the year 2018

- Swami Vivekananda study center, 2019
- B R Ambedkar study center 2019
- Gautama Buddha study center 2020
- Centre for Human rights 2021

Each center has a committee consisting of students along with faculty members for guidance. Students conduct activities for understanding the philosophy, ideology and the messages given by the leaders for societal transformation, ethics and moral values.

2. Student centric activities:

Under student centric activities designed by the institution awareness about the human values and environmental concerns are created. Management students do SRPs (Socially Relevant Projects) addressing Sustainability, Environment, Human values, Gender, Rural Development, Arts and on such other cross cutting issues. The students would study the problem, conduct survey and tries to find a sustainable solution. In many cases students interact with NGOs working in the concerned areas. Students acquire qualities like; Team spirit, Leadership, Philanthropy, Concern for human life & environment along with Moral and Ethical values in these activities.

The community service activities by students create a platform for learning human values. Students voluntarily engage in community development programs in the surrounding areas. They visit Government Schools and old age homes as part of sensitizing among themselves about social issues like concern towards poor, family values, ethics and such other human values. REDCROSS activities, Swatch Bharath program under NSS and ROTARACT club activities in the campus also integrates in to the curriculum these cross cutting issues in human values and ethics. Awareness programs on Education, Health, and Environment are conducted during national and world day commemorations. Students have made an impact on local communities with their socially oriented activities. They have also worked on health & hygiene, zero wastage campaign and Covid 19 precautions in local communities.

Events like human rights day, international yoga day, and world environment day were organized with large participation of students to spread awareness and healthy practices.

Pragathi, the women cell of ABBS is working through many programs to sensitize students on gender issues.

Various events concerning women's health awareness, Financial Planning, workshop for frontline women employees are conducted. International Women's day is celebrated at ABBS, every year, during which women with outstanding achievement are honored. ABBS TEDx conducts exclusive women oriented programs, every year. Women's Sports day is conducted to encourage the spirit of competitions among women.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**Response:** 12.62**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
67	46	50	12	8

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 87.16**1.3.3.1 Number of students undertaking project work/field work / internships****Response:** 543

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website**
- 2.Feedback collected, analysed and action has been taken**
- 3.Feedback collected and analysed**
- 4.Feedback collected**
- 5. Feedback not collected**

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 55.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
623	540	598	568	482

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1220	1060	1000	940	910

File Description	Document
Institutional data in prescribed format	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 37.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
241	159	192	311	273

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

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

Response:

A vital aspect of effective teaching-learning process is in understanding that every student possesses unique strength and weakness related to the ways in which they approach learning. As part of our academic system, the learning abilities of students are assessed right from the day of commencement of the program. Students are given aptitude test at the beginning of the new academic program, to know their level of learning. Based on their score, bridge courses are designed to enhance their basic knowledge in selected areas. For example, in Under Graduate programs bridge courses are conducted in Mathematics, Accountancy and other allied subjects. In MBA bridge courses are conducted in Communication, Accountancy, Principles of Management, Business Law, Mathematics and Statistics. Here again, students are allowed to pick up subjects based on Cafeteria approach.

During the course Slow and Advanced learners are identified through continuous internal assessment. Continuous assessment tracks the progress of the student throughout the semester as it ensures support, guidance and provides opportunities for different levels of learners.

Advanced learners are supported to involve in writing research papers, undertaking mini projects, and appearing for competitive exams. We arrange for their visit to national institutes and participation in conferences. They write papers on advanced topics and present the same in class Seminars.

Slow learners are supported with books, question bank and SAT-Self Assessment Tool. Special tutorial and remedial classes are conducted to prepare them for the examinations.

Continuous Internal assessments are the yardstick to assess the CO attainment. PAQI assesses the subjects which has low attainment, and corrective measures like tutorial classes and remedial sessions are arranged.

Continuous Internal Assessment tools are planned by the faculty during preparation of the course plan, they also map the COs and POs and indicate which PO has less attainment. The course plan will include enrichment topics which will enhance the PO attainment. On approval by PAQI, the course plan is shared with the students.

Assignments are of two categories designed by faculty for each subject:

Assignments on course concepts- designed to test the understanding and application of the course contents. These types of assignments are for slow learners. Assignments which are beyond syllabus-advanced topics are identified are given to fast learners.

On honing communication skills, extensive public speaking and oral presentation are carried out for all the students. The students are mapped on their communication. Students are categorized based on the score and benchmarks. The students below the benchmark undergo rigorous English training session after the class hours. Language lab facility is also used for this purpose. Throughout the studies both advanced and slow learners are guided to achieve more.

File Description	Document
Past link for additional Information	View Document

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

Response: 9:1

2.3 Teaching- Learning Process

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

Response:

It is necessary to introduce variety of learning activities inclusive of experiential, participative, and problem-solving methodologies. The institution has elicited the active involvement of the learners to ensure that the teaching-learning process is more student-centric. To quote few methodologies implemented at ABBS are:

EXPERIENTIAL & PARTICIPATIVE LEARNING

The learning is made more participatory by conducting activities like Group Discussion, Model Making, Field Survey, Field Visits, Role Play, Debates, Quiz, Assignments, Seminars, Project Writing, Interactive Learning, Collaborative Learning Independent/Self-Directed Learning, Demonstrations, Writing Articles, Book Review and Group Presentation/Case Presentation.

TCS-ion, an ERP software installed for college automation has supported in interactive learning, wherein students can post their queries to teachers and submit assignments online.

A student centric approach is targeted in every class room interaction. To support critical thinking application oriented assignments are given to keep the student practical oriented.

Student Clubs like HR club, Marketing club, Brand Club, Finance Club, Science club, Media Club are established to enhance experiential learning of students in their knowledge-domain. Students are encouraged to participate in Inter college workshops, Fests and symposiums.

The Institution has introduced a unique system of Involving students in research programs carried-out by faculty members.

The college promotes creativity amongst students by encouraging them to publish in -The Times of ABBS an 'in-house' newsletter where articles and literary work of students are published. ABBS Toastmaster Club, and Science Club also publishes annual newsletter highlighting departmental achievements through the articles from students and staff. In addition to this Entrepreneurship Development Cell of MBA Department publishes Monthly online newsletter. The college also publishes a biannual research journal AMBER with ISSN No 0976-3341. This journal also accepts students Research articles.

Role plays, Field visits, National Science Day Celebrations, inter-departmental projects aims at increasing

scientific temper of students.

The college takes special efforts to instill and nurture creativity and impart critical thinking among the learners by providing opportunities through the following:

- Students' projects and seminars
- Internship
- Book Reading and Review
- Case study analysis
- Learning through experiments
- Filed survey
- Group Discussion

SOCIAL RESPONSIBILITY PROJECT: SRP is an additional & new initiative by the management department from the year 2017-18. This initiation is to make students sensitive to the social problems. Successively the agenda is to form students Socially Responsible and ethically bound. Under this project, students in their second semester, study a social problem and suggest feasible solution. Students are also made to find a business solution to the problem. This makes many students social entrepreneurs. In this project students are also initiated to work with NGOs in the concerned field. Students prepare a project and submit the same to the department. This is evaluated and Viva is conducted. On successful completion, certificate is distributed to every student.

SELF DIRECTED LEARNING: Students complete MOOC programs on-line in frontier areas. In MBA Department each student would complete at least one MOOC course in each semester.

PROBLEM SOLVING: Students participate in quiz, case analysis/ workshops & research to develop their analytical and critical thinking power.

File Description	Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

To strengthen the teaching-learning we have inducted ICT tools and an agreement with ICT academy –an initiative by Govt of India in 2018 to train our faculty.

To improve teaching practices, departments have integrated curriculum delivery with ICT usage with Campus software-TCS-iON, LCD, 24x7 Wi-Fi, and Digital library.

Content Management System TCS-iON Lx interactive learning platform provides interactive environment between students and faculty to improve learning outcomes and helps in real time learning of students-where clarification of doubts, sharing of notes, and interactive chats can be done.

Smart classroom are equipped with PC free interaction to facilitate the faculty to manage the entire PC operation on the board (touch screen) is operational. Faculty can share the file, resources from the server, local drive, internet and present live content during the class.

In order to apply the modern technology, the campus is Wi-Fi enabled with 100 mbps, along with a computer lab with latest systems and a Language Lab equipped for learning communication skills, making learning experience more unique for the students.

The institution has a large collection books and access to 15000 e-Journals. The ERP software TCS-ion, J-Gate and Pro Quest has made the information system easily accessible. There are two libraries in the institution, one mainly catering to UG departments and another exclusively for PG Management programs.

Video conferencing systems (Collaborative Classroom Learning), accessories and software are designed, engineered and built around one fundamental idea: being the simplest video solutions ever. Video Cameras (Hikvision DS-7616NI-E2/A) across the campus is a modern IP network Video recorder capable of monitoring, recording and playing back images.

To provide an effective learning experience to the students, teachers are encouraged to use modern teaching aids and tools like computers, audio visuals and internet. The libraries are fully automated with open access system that gives students and faculty hassle free access of physical books and to e-Resources (e-Journals, e-Books & online database).

The college has online data bases such as INFLIBNET, PROQUEST, J-Gate, SPSS, and SAS which are used for teaching and learning. The college has a state-of-the-art facility with laboratories that are equipped with latest digital technologies like projectors, internet connectivity, visualization system and digital sound system. A full-fledged computer lab provides the access to internet, and online sources. All class rooms have the facility of LCD projectors.

The following methods and tools are used at ABBS to teach the students in the classes using ICT resources:

- Power point presentations
- Language Lab- with language learning software
- MOOC Courses (Online courses)
- Demonstrations/ Educational films and documentaries
- Videos and Webinars
- Smart Search, an in-house digital library software
- Virtual lab
- MS Teams and zoom on-line platform

Innovative teaching approaches adopted by faculty members by using ICT are:

- ICT enabled teaching and learning.
- TCS-iON Learning Exchange solution integrates Learning Management System (LMS), Collaboration and Communication to facilitate experiential learning for improved learner outcomes.
- Activity based learning through simulation games, survey etc.
- Analytical development through case studies, group discussion, debate.

- Discovery learning by creating working model

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

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

Response: 9:1

2.3.3.1 Number of mentors

Response: 71

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 91.12

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with 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: 29.23

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /*

D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	17	14	15	14

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 2.73**2.4.3.1 Total experience of full-time teachers****Response:** 194

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Continuous assessment tracks the progress of the student throughout the semester as it ensures support, guidance and opportunities to improve during the course.

Examination policy highlights the methodology of the question paper that has to be framed consistent to the COs. Faculty finalize the question paper along with the key answers.

Two internal tests will be conducted in a semester. Blue books are used for the internal tests which are issued from the institution for the uniformity and transparency. In Internal assessment examination, question papers are reviewed by PAQI to ensure the identified syllabus is covered. After evaluation of the answer sheets marks and answer booklets are shared with the students. Marks are also displayed on the notice board.

The Internal assessment marks to be submitted to University are calculated based on the preset parameters. Two internal tests, class participation, case study/presentations and Assignments are given weightage. The assignment is based on the guidelines, the faculties are evaluating based on the communication skills, (identify the skills) negotiation skills, team building activities, game simulation, presentation skills, case studies are considered for evaluating the internal marks which will be sent to the university. Assignments are of two categories, one on core concepts designed to test understanding and application of the course contents and assignments on enrichment topics which uses multiple sources of information in the library and students are asked to present and provide a copy of the assignment.

Continuous Internal assessments (CIA) are the yardstick to assess the CO attainment. PAQI/QCs assesses the subjects which has low attainment, and corrective measures like Tutorial classes and remedial sessions are arranged.

Continuous Internal Assessment tools are planned by the faculty during preparation of the course plan and indicate which PO it addresses. The course plan is shared with the students. The evaluation process is a continuous activity. Evaluation is in accordance to the norms of the University. Internal evaluation is done for 30/50 marks based on the course.

The internal assessment is monitored by the HOD's and Director, Principal to ensure rigor and transparency in the internal assessment. External evaluation is conducted by the University.

File Description	Document
Link for additional information	View Document

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

Response:

Every faculty will distribute the evaluated answer booklets in the class and discuss the question paper so as to clarify any discrepancies. All the internal marks are displayed on the notice board within seven days after the internal exam held and this ensures transparency.

Controller of Examination constitutes two member grievance cell exclusively for addressing exam grievances. Students who find discrepancy in their answer papers will approach the committee. The committee is responsive to call a meeting of the subject teacher/valuators to solve the issue.

Institutional level Grievance Redress:

Institute has Student Grievance Redress Cell chaired by Principal/Director wherein all issues related to evaluation at Institute level can be discussed. Besides University representative, Liaison Officer interacts with the University for addressing Students' Issues. If the students have any grievances regarding evaluation, the teachers are asked to look into the matter. If there are any discrepancies regarding the marks awarded; the issue is resolved immediately in the presence of students. Heads of Departments are empowered to address such grievances and resolve any problems by offering scheme of evaluation.

Internal assessment marks are displayed on the notice board before the theory exams are conducted.

Mechanism to Handle University level Grievances:

The University has a system of redressing the grievance related to evaluation. After the announcement and publishing of result, the University communicates the dates for the representation of grievances related to evaluation. The University makes provision for obtaining the photo copy of the evaluated answer scripts and also retotaling and re-valuation. The prescribed fees and dates are notified and the relevant forms issued by the University are made available. The application forms for redress of grievances duly filled in are submitted to the University. The results released by the University as and when announced are notified by the College. Grievances are redressed by attending to them immediately by the office through letters, matters of discrepancies are brought to the notice of University Registrar (Evaluation). The same would be addressed by the University.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Every incoming batch student will have an orientation of the vision, mission and Program Educational Objectives of the department during induction. The same is displayed on the website and also in the Principal/Director room, student's handbook and notice board in the department.

Course outcome are introduced by the faculty on the first day of the session, since faculty designs the course outcome based on the program outcomes.

At the Institution level PEOs are prepared in discussion with the concerned Program HOD's, senior faculty, Alumni (Industry experts) and the Dean.

Course Outcomes (COs) are the result- statements of knowledge, attitude or ability in line with Blooms Taxonomy that a student expected to acquires after the completion of a course. Course Outcomes (COs) are framed after the series of discussions with all the faculty, the HOD and the domain expertise. Further, Departmental Committee finalizes course outcomes for each course duly approved by the Dean.

Mechanism of communication:

- After the approval by the Dean Academics, the courses in the Programs and the corresponding COs are uploaded in the Institutional website.
- Through regular meetings the Dean Academics discusses and guides the Faculty for unobstructed implementation of COs.

- COs are included in Lesson Plans, Lab Manuals, Course files, Course End Survey, Alumni Survey.
- To bring awareness on COs among the students an Orientation Program is conducted to help them adapt the outcome based education.
- COs are discussed with students by the concerned course faculty at the beginning of the course, during delivering the course and on the completion of each unit for better understanding of the content and the pattern of answering Internal and External questions.
- During Parent Teachers Meeting the COs are discussed to bring awareness among the parents.

File Description	Document
Past link for Additional information	View Document

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

Response:

The Program Outcome evaluation is carried out by two assessments - Direct and Indirect.

The Direct Assessment (80%) is determined by taking average across Courses addressing POs.

Indirect Assessment of PO (20%) is determined based on the:

- Student Exit Feedback
- Alumni Feedback
- Employers' Feedback

PROCESS:

Direct Measures

Step 1: Faculty frame their Course Outcomes (COs) for the course allotted to them at the beginning of the semester by taking guidelines from the PAQI.

Step 2: The COs are presented to the PAQI for deliberations and validations. Any suggestions and corrections, if any, are incorporated in the COs and are finalized.

Step 3: The finalized COs of the course is mapped with each PO with respect to the relevance, consistency, and achievability, and is given a score between 1, 2, and 3 based on the strength. Average is calculated for each PO.

Step 4: PAQI receives average of each course's mapping which is then tabulated in a table containing all courses of all semesters. Average of all these are calculated and 80% of it is taken as Direct Measure.

Indirect Measures

Step 1: Structured Questionnaires are used to collect data from Students Exiting College.

Step 2: Placement department collects the feedback from employers.

Step 3: Feedback from Alumni.

Step 4: Average of all these are calculated and 20% of it is taken as Indirect Measure.

Evaluation of Course Outcome is based on two assessment tools; Direct and Indirect tools.

The direct measurement tool is taken as Semester examination conducted by the University (80%).

Indirect measurement tool is based on the Continuous Internal Assessment (20%)

- Assignment/ Mini Project
- Case study analysis
- Presentations and
- Sectorial Analysis

Process:

Step 1: Individual faculty will have access to semester end results; they will calculate the number of students who have attained the set value and calculate 80% of the same which forms the Direct Measure.

Step 2: Individual faculty will calculate the number of students who have attained the set value and calculate 20% of the same which forms the Indirect Measure.

Step 3: The final score of CO attainment will be summated by the faculty.

Step 4: All the subjects COs are tabulated.

Set Attainment Levels

The attainment levels for course outcomes for all courses have been set through the following Direct and Indirect measures:

Direct Assessment: Semester Examination (Direct Measure - 80%)

- More than 70% and less than or equal to 80% of students scoring 50% of marks and above: 01 Mark
- More than 80% and less than or equal to 90% of students scoring 50% of marks and above: 02 Marks
- More than 90% scoring 50% of marks and above: 03 Marks

Indirect Assessment: Continuous Internal Assessment (Indirect Measure - 20%)

- More than 70% and less than or equal to 80% of students scoring 50% of marks and above: 01 Mark

- More than 80% and less than or equal to 90% of students scoring 50% of marks and above: 02 Marks
- More than 90% scoring 50% of marks and above: 03 Marks

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 90.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
450	416	344	355	260

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

2020-21	2019-20	2018-19	2017-18	2016-17
482	467	374	392	298

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.23

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 28.53

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)

2020-21	2019-20	2018-19	2017-18	2016-17
4.44680	7.94680	12.64680	1.74628	1.74628

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 4.23

3.1.2.1 Number of teachers recognized as research guides

Response: 3

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 80

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	1	1

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
List of research projects and funding details	View Document
Paste link to funding agency website	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:

All stakeholders at ABBS are involved in building an ecosystem for innovations. Particularly the faculty, students, management, and Industry are partners in this endeavor. Management has provided both soft and hard infrastructure for innovation. It has also facilitated the innovation ecosystem by monetarily incentivizing the faculty for innovation and research contribution.

The highlights of this infrastructure are:

- Online databases & Software (J-Gate, Pro-quest, EBSCO, Delnet, INFILBNET –N-list, Pdf drive, SPSS)
- Innovation Infrastructure (Research Centre, Incubation Lab)
- The institution brings out an in-house publication in Management namely “AMBER = *Acharya Management Business and Entrepreneurship Review* with ISSN: no: 0976-3341

Faculty and also students can contribute articles to the Journal. This half yearly publication is theme based.

In order to disseminate the knowledge created through innovation, ABBS has implemented a practice, termed as ‘Knowledge Exchange Series’. In this initiative every week a faculty shares their research output with peers leading to a constructive discussion, thereby transfer or share innovative knowledge.

Events conducted under knowledge exchange/ enhancement series:

Year	2020-21	2019-20	2018-19	2017-18	2016-17
Number of sessions	14	1	12	18	30

Majority of the faculty are Doctorates and have produced good research papers in emerging research areas. This has resulted in ABBS being consultant for premier Central Government organizations like IPIRTI continuously for over six years. In addition to this ABBS has transferred the knowledge it has created through 13 MDPs in the last five years. The innovation has also resulted in faculty members of ABBS getting patents. To highlight our faculty Dr. VP Sriram has two (2) patents to his credit.

Faculty have received awards for outstanding research,

The institution has taken initiation to build research & innovation mindset among its MBA students.

Twenty four students have published their papers in reputed journals. This has resulted in building an ecosystem for research in the department. Students run extra-miles to study social problems and prepare Social Responsibility Projects. This has resulted in sensitizing the students about social problems and few of them coming out with innovative solutions to address the same.

Under the student driven program we have established a “Entrepreneurship and Innovation Centre” on 18-3-21, The Centre has conducted three activities in sequence on 27-3-21, 10-5-21, 16-12-21 the topics covered are on idea to execution, writing an effective business plan, entrepreneurship project with large participation of students.

In brief the institution has created an inspirational and motivational ecosystem for research and innovation. The financial incentives for publications, students associated with faculty for collaborative research. Multidisciplinary interaction platform created under Knowledge exchange series, Regular sessions/workshops on research methodology, interaction with industry experts during industrial visits and guest lectures, encouragement for patenting, Workshops on patenting and entrepreneurship have created an ecosystem for research and innovation.

File Description	Document
Paste link for additional information	View Document

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

Response: 30

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	8	8	5

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 3

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI website	View Document

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

Response: 3.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
69	42	29	33	8

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.3 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: 0.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	16	1	3	1

File Description	Document
List books and chapters edited volumes/ books published	View Document

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:

Extension activities have dual objectives of sensitizing students on social issues and contributing to community. Events like water conservation day, world environment day, etc see large participation of students who take up activities collaborating with NGOs/agencies to spread awareness and healthy practices. One of the unique way followed by our institution is to carry out many mini projects on Social Responsibility. MBA students in every batch starting from 2017-19 batch have participated in this program

SOCIAL RESPONSIBILITY PROJECTS:

Batch	Number of Students Participated
2020-22	192
2019-21	231
2018-20	222

2017-19

237

Illustrative Cross-Cutting areas of study include : Sustainability and environment : 46 Human values : 08 Gender : 05 Arts, handicraft and indigenous products :15 Others : 157

Being sensitive to natural calamities, students carried out drive in which they handed over the necessities to the flood affected areas in Kerala in August, 2018 and during covid pandemic in 2020.

It's a regular practice to organize Blood Donation camps with Red Cross societies in the campus.

Some Students of every batch carry out skill development activities for the Government primary school in the community.

Under the community Development cell activities students have organized various socially relevant programs like:

- Awareness on organ donation on 25-8-18
- Swachh- soch –a program on mental health and positivity on 3-10-18
- Polio awareness program on 31-10-18, Elysian-2019 a concert for the cause of blind on 4-10-19
- Blood donation camps on 27.10.18 and 19.10.19 Covid. -19 15.5 20
- Zero waste challenge 7-2-21
- awareness on food wastage, 12.2.21
- Earth day and earth hour on 22.4.21
- World environment day on 5-6-21
- Covid vaccination drive on 1-7-21
- Green menstruation awareness on 9-8-21 and 14.8.21
- Solid Waste management on 1-3-9-21 with NGO- *Hasirudala*
- About cancer curing plant *Simaruba* on 24-9-21
- workshop on composting on 11-11-21
- clean green initiative with City corporation on 21-11-21.

File Description	Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	0	1	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 67

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	13	22	5	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 159.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
1856	1037	1070	319	357

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 38

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	19	3	4	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 14

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	1	0	2	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

ABBS has a campus with all the facilities required for the UG and PG programs under the affiliation to Bangalore University and AICTE. The physical structure of the institution fulfills the technical norms of AICTE and the University. The campus is located within the Bangalore Urban area and is spread over 4.8 acres of land.

The basic built up area has 27 class rooms, six tutorial rooms, three computer labs and five science laboratories. A seminar hall with multimedia facilities is used for seminar and guest lectures. Two gallery rooms with 110 seating capacity each are having smart class room facilities. All the class rooms are provided with LCD projectors for lectures. We have constructed a fully air- conditioned auditorium with a capacity of 310 and is most ideal for conferences.

A video center has been set-up for recording special lectures. The wide corridors are provided with facilities like power points and benches to enable students to sit and work on laptops. Every floor has drinking water unit and self -operating locker. The library, business lab, language lab, computer lab and science lab facilities are well equipped with advanced equipment and updated software.

These facilities are used for study clubs and study center activities wherein participative learning and problem solving approaches are followed for add-on program. All the faculty members are provided with workstations and department library to facilitate preparation for lectures and counseling students. A separate office room for IQAC for documentation and quality improvement process.

- The campus is under CCTV surveillance.
- The structure is well ventilated and has natural light in all class rooms, halls and corridors and has created a healthy ambience.
- An in-house clinic facility with nurse and a doctor provide medical attention for students and staff.
- The landscape and tree cover around the campus has added to the natural ambience and students find it a zone for leisure time.
- Common rooms for boys and girls are provided.
- The infrastructure also includes well maintained rest rooms provided on every floor.
- The ramp at the entrance along with a separate pathway and elevator is helping differently abled students/visitors.
- A well-furnished wing for admissions, accounts, administration and placement is supporting the student's requirements. Examination control room is established for organizing internal and University examinations.
- A cafeteria with 150 seating capacity is also a place for student's get together.
- A campus store with essential stationery items is helping students for document printing and binding.
- For extracurricular activities we have an Amphitheatre with 310 capacities, playground, gymnasium and indoor game area. The entire campus is having an access to 100 mbps internet

network.

- The library, business lab, language lab, computer lab and science lab facilities are well equipped with advanced equipment and updated software. These facilities are used for study clubs and study center activities wherein participative learning and problem solving approaches are followed for add-on program.
- All the faculty members are provided with workstations and department library to facilitate preparation for lectures and counseling students.

File Description	Document
Upload any additional information	View Document

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

Response:

Under the holistic development program the co-curricular and extra-curricular activities are planned over the entire academic year. Students participate in fresher's day, ethnic day, important festive, cultural day, national and world days, drawing and painting competitions, study centre activities, music club performances and intercollegiate management fest. To keep-up physical fitness students participate in sports, yoga, gym and athletics.

To facilitate student driven activities the institution has provided the following facilities:

Business lab: Space created for Activity based learning. The lab is equipped with Multi-media system, internet access and TATA sky TV network. Students conduct presentations, group discussions and workshops on skill development. The lab also has an attached library annexure to keep records on industry profiles and project reports used for the lab activities.

Language lab: Set-up for language learning. Individual work stations with 31 computer systems, head phones and special software are provided for practicing language accents and pronunciations, grammar etc.

Computer lab: Two computer labs with 31 systems each is a facility for upskilling the computation skills for students.

Seminar hall: A place for conducting seminar and guest lectures under co-curricular program.

Auditorium: Auditorium 448.72 Sq. Mt area having 310 seating capacity. A state of the art structure with acoustic and multimedia facility is a place for conducting conferences.

Amphitheatre: (of 260 sq. m space) an open air platform and 300 seating space is a place for exhibition of student's talent in music, culture and fine arts.

Open air theatre with pavilion: A new complex is set-up for sports facilities and a pavilion to accommodate nearly 2000 students, is a hub of extracurricular activities.

Gymnasium: well-equipped gymnasium with an instructor has been a place for building up fitness. With different timings for boys and girls.

Yoga room: A yoga hall with yoga mats and an instructor is helping students to practice yoga.

Indoor sports complex: 185.80 Sq.mt

Facility	Quantity
Snooker Table	01
Foosball	01
Table Tennis	03
Chess Boards	10
Carom Boards	10

Outdoor sports complex: 4046.86 Sq. mt

Facility	Quantity
Basket ball	01
Shuttle	01
Basket Ball Court	01
Cricket net practice	01

Health center: With all the basic facilities for first-aid with a qualified nurse and Doctor.

The campus also has a large facility for cultural activities, yoga, and gymnasium, outdoor and indoor sports.

Following are the details of the facility:

Facility Name	NOs	In Sq Mt	Facility Capacity	
Auditorium	01	448.72 Sq.Mt	310 Capacity- air conditioned	
Amphitheater	01	260 Sq.Mt	300 Seating Capacity	
Open Air Theater	01	1800 Sq.Mt	2000 Seating Capacity	

Gym, Yoga & Aerobic	01	185.80 Sq.Mt	Cardio and Weight Sections
File Description		Document	
Upload any additional information		View Document	

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 37

File Description		Document	
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)		View Document	
Upload any additional information		View Document	
Paste link for additional information		View Document	

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 16.05

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	2.47	232.05	20.61	113.58

File Description		Document	
Upload Details of budget allocation, excluding salary during the last five years (Data Template)		View Document	

4.2 Library as a Learning Resource

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

Response:

Name of the ILMS software: TCS-iON (Library Module)

Nature of Automation: Fully Automated

Version of Software: 14.00.00.01

Year of Automation: 2014

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 11.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
15.05	13.46	9.24	10.39	8.72

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

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

Response: 8.79

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

Response: 61

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

ABBS has a well-organized computer facility for students and faculty, exclusively to support the academic ERP system and computational work related to projects, research and practical sessions in commerce and computer science. The post graduate students are provided with individual laptops. In addition to this we have three computer labs with 30 desk-top computers in each. The Language lab has 32 computers which are equipped with audio-visual devices to help the students practice communication skills.

The general administration is also under TCSion ERP and has a desk-top computer network., Microsoft Office, IBM SPSS, Ubuntu and Tally 9 are used with ERP program for accounts and statistical analysis. The software systems are regularly updated and the hardware is upgraded with latest makes.

We have introduced ERP system with TCSion tools in order to digitalize Administration, Accounts, Academic, Library and admission process.

We have a strong internet access supported by 100 mbps broad band connection.

Students, faculty and support staff are given access to internet. Students' hostels are also covered under internet.

The broad band connection is updated regularly, we have made the following upgrading to be up-to-date in

our IT applications.

- Centralized network
- Firewall Policy.
- WIFI Implementation
- New Server
- Biometric Device

Centralized network: Institution has VLAN policy through L3 switch and SOPHOS Firewall. So, all the activities can easily be Configured and Monitored.

Firewall Policy: Unauthorized person cannot access Institution network or internet. And institution has made organized specialization as per the Student, Faculty and Management access policy.

WIFI Implementation: Institution has WIFI Zone Director Controller and ruckus access point. Total of 40 Access Points are used currently.

New Server Implementation: Institution has 4 servers with high configuration and with windows 2019 Data center server & Biometric Server.

Biometric Device: Institution has installed face recognized bio reader for student and faculty in Library. A Total of 4 bio-readers are installed.

Internet Bandwidth: Institution has 100Mbps 1:1 leased line and an additional back-up line of 50Mbps.

File Description	Document
Upload any additional information	View Document

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

Response: 5:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average 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: 10.72

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)

2020-21	2019-20	2018-19	2017-18	2016-17
58.65	40.82	58.37	41.97	32.55

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

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

Response:

Maintenance Team

Our institution has a full-fledged maintenance team and systems. The team consists of qualified personnel and are also trained in specific tasks. Important installations namely generator, solar system and air-conditioners are on AMC system. For in-house trouble shooting we have developed an app which facilitates the students to raise tickets to alert the staff to attend to a service required.

We have 24X7 security and CCTV surveillance system for monitoring.

The college campus has a dedicated team for maintenance of the campus

The college management has formed separate operations & maintenance team, house-keeping team for maintaining the cleanliness of various areas inside the campus.

The entire campus is maintained clean and tidy. The electrical panels, panel rooms in each block, sub-station, DG set area, water distribution system, STP area, terrace water tanks, solar water heaters, SRTPV systems, class rooms, office rooms, hostels, kitchen and dining area, canteen, auditorium, library, playground, corridors, walk ways, and toilets & wash rooms, is well maintained and cleaned on regular

intervals.

Maintenance Department Consist of;

- Estate Officer
- Campus Supervisor
- House Keeping Supervisors
- Housekeeping Staff
- Electrician
- Plumber
- Maintenance assistants
- Gardeners

Building structures - Maintenance is done by regular inspection of building and interiors by engineer and architect.

Electrical installations- Generators, UPS - We have in-house qualified electrician for maintaining all electrical gadgets.

Elevators - We have given AMC to Kone elevators for annual maintenance.

Plumbing and Water supply system [RO units] -Experienced plumbers have been appointed to maintain the water supply system.

Computers and IT Peripherals – Networking devices - We have qualified system administrators for maintaining the IT peripherals and networking devices regularly. In addition to it, at the end of every semester all IT peripherals are checked by System administrator and in case of unresolvable, we outsource the work.

Communication Systems –EPBAX - We have given AMC to Power-net Solutions Pvt. Ltd. for annual maintenance.

House Keeping - There is a separate team for house keeping with a Supervisor. The team is from the local and neighboring village of Andrahalli.

Fire extinguishers - Fire extinguishers are regularly serviced /replaced within expiry dates.

Lab Equipment's - At the end of every semesters all lab equipment are checked by our maintenance team and in case of break down we outsource to the external agencies.

Vehicles - Emission test and periodical servicing is done as per the mileage requirement of the RTO.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 28.05

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
147	177	163	152	144

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 5.23

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
35	25	25	29	32

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

5.1.3 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
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

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

Response: 43.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	205	401	220	174

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 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: A. All of the above

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

5.2 Student Progression

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

Response: 54.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
208	202	203	172	182

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 25.56

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 115

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 7.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

5.2.3.2 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

2020-21	2019-20	2018-19	2017-18	2016-17
04	08	04	03	02

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

5.3 Student Participation and Activities

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

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	3	1	0

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

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

Response:

The institution gives opportunity for both students and faculty to involve in the admin process. Students and faculty represent in important committees and participate in decision making and improvement process. For example, in library development committee, the student representatives gives us their inputs about the service quality, books availability and comfort of the seating arrangement. Students also represent in campus and hostel maintenance committee and give their feedback for improvement.

Student representation is followed in the following committees:

- Library committee
- Grievance redressal cell & anti-ragging committee
- Canteen and hostel maintenance
- Committee for International students
- Quality Assurance cell
- Committee on students' health
- Women's wing
- Sports and fitness committee

Students are part of placement coordination. From preparing presentations to companies and in hosting the company personnel in campus and communication with the HR of recruiting companies are taken care by student placement coordinators.

Further, students are given independent responsibility of organizing club activities, study centers and bodies like Red Cross, NSS and Rotract. Students take lead in organizing Science club, Digital club

Commerce club and management clubs (HR, Finance, and Marketing). These clubs bring home both education and entertainment to the members of the club. Each student is a member of at least one club.

Students organize activities under Mahatma Gandhi study center, Swami Vivekananda center, Dr B R Ambedkar and Gautama Buddha study Centers. The involvement of students is helping in developing team building spirit and leadership. Students are also learning professionalism in event management.

Cultural & other talent events and management fest involving inter-collegiate competitions are organized by students. Round –the- year students organize debate, quiz, treasure hunt and cultural competitions in the campus.

- Students also volunteer to participate in event management during conference, seminar and alumni meet. The world day commemorations are organized by students from conceptualisation to implementation.
- Youth Red Cross Unit has been established and students are designated with different roles to carryout activities as per the clubs objectives.
- Women's wing *Pragathi* has identified student representatives who continuously monitor and update the faculty on issues and concerns with regards to women

TEDxABBS and ABBS Toastmaster International are two important USPs of ABBS. Both these clubs are driven by students under faculty guidance.

File Description	Document
Upload any additional information	View Document

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	2	0

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

ABBS alumni association is a registered (80R/BLU/DR/1428/2009-10) body with more than 5000 members. The association members meet in annual *-meet* as well. Many of them in contact with faculty and placement department. Alumni members associate with the institution in giving guest lectures, internships and placement of students. They interact with the teachers and they update the faculty about the updating of skills required by the current students and their experience.

Entrepreneurship: Our students are engaged in their own business and they share the experiences with the current batches, the business idea, planning and their success stories motivates the students.

Competitive examination: Alumni who have successfully completed the competitive examination like banking and other Government jobs will give the guidance for success.

Alumni visiting the campus often address the present students and share their experience.

File Description	Document
Upload any additional information	View Document

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

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of the institution

“To provide relevant education consistent with the changing world by integrating the best faculties & infrastructure to enable students to stand the test of time & be of utmost benefit to society”.

Mission

- To create an interface with industry and academia.
- To offer value-added training programs in addition to the prescribed syllabus.
- To encourage knowledge synthesis through active faculty student interaction.
- To enhance faculty knowledge base through regular training and seminar participation.
- To provide extensive experiential learning sessions enabling students to compete on a global level.
- To impart professional ethics and social responsibilities

The Vision statement brings out the distinctive characteristics of ABBS. The institution has a clear objective to introduce changes in the educational environment in order to match with the latest developments. Institutional commitment for societal development has been one of the top priorities in academic planning & implementation. The vision and mission statements emphasize on efforts to facilitate students to enhance their ability to acquire advanced level of knowledge and skills and become competitive at all times. The vision also underlines the need for inculcating sense of social responsibility. The Mission statement clearly states that students will be made committed to professional ethics and social responsibilities. The Core values identified by the institution ensure professionalism at all levels. During the Course at ABBS, the students imbibe the core values such as Diligence, Commitment, Accountability, Integrity and ethical.

The governance and administrative systems ensure opportunities for participative management at all levels. Various committees with staff and student representatives manage the execution of the annual plan and come out with innovative practices to refine the system.

Some of the effective systems practiced to full fill the institutional visions are:

Faculty members update their knowledge and skills through FDP , online MOOC programs ,webinar and workshops.

Study centers on Mahatma Gandhi, Swamy Vivekananda, Gautham Buddha and Dr Ambedkar , are organized by students under the guidance of faculty. The programs conducted are having positive impact on holistic development of students.

The academic planning, execution and improvement process is done independently by each department

through the Academic Planning Committee. In addition to this the faculty are members of committees that cover various aspects of planning and management namely library, research, budget, quality, community development, cultural programs, mentoring, counseling, placement and sports.

The strategic plan provides a direction to the long term planning for the institution. Accordingly, the institution has been making preparations to achieve autonomous status by 2022-23. In this context faculty members are contributing towards syllabus review, value added programs and student centric pedagogy. Participation of all the teaching and non- teaching staff under the support and guidance of management is a depiction of collective strength of the institution.

File Description	Document
Upload any additional information	View Document

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

Response:

EFFECTIVE LEADERSHIP:

Decentralisation and Participative Management Case Study- Community Development

The Principal, Director in the department, Librarian, and Placement Head are directly vested with financial and administrative powers. Decentralization and participative management are cardinal principles at Acharya Bangalore B School. In the same spirit, every department is vested with powers through decentralization and participative management.

To illustrate, in MBA department the faculty members mentioned below are empowered for taking administrative decisions in their respective areas leading to decentralization.

- Dr. R.Jayanthi, Coordinator - PAQI
- Dr. Syed Kazim, Faculty Coordinator - Entrepreneurship Cell
- Mr. Ravi Aditya - Controller of Examination
- Dr. Alagesan, Faculty Coordinator - Community Development Centre

The Principal/ Director of the program prepares the annual budget and sends to the Governing Council for approval. The concerned Heads are empowered to take financial decisions to operate the budget. For example, in MBA department the PAQI Coordinator in coordination with IQAC of the institution is vested with powers to decide on Program Assessment and Quality Improvement in the department. The PAQI evaluates the proposals submitted by the faculty. Based on the merit and relevance of the evaluation it is approved, returned for modification or rejected. The Entrepreneurship Cell Coordinator drives the entrepreneurship activities in the department. The activities of the Entrepreneurship cell are renamed as LEAD (Leadership and Entrepreneurship Ability Development) series. To illustrate, during academic year 2020-21 (July 2020 to June 2021) 21 activities have been conducted varying from Workshops, Visits, Business Plan Development, Interviewing an entrepreneur and the like. The Controller of Examination in

addition to conducting Semester End University examinations also conducts two internal tests and other evaluation related activities.

The community development activities of the department are coordinated by faculty coordinator and students. With the support of institution, the Community Development Centre has organized host of programs. To illustrate a case, the Community Development Center (CDC) sensitized MBA students about poor, under privileged, the aged and other vulnerable sections of the society. The community development center under the leadership of faculty coordinator has initiated voluntary collection of funds and materials from students and faculty to donate to Sri Saibaba Sevashrama Trust (Old age and Orphaned Children's Home). The Sevashrama has 10 orphan children and twenty old -age people. This initiation resulted in collection of Rs. 35,000/- (Thirty Five thousand Rupees) in cash and materials like blankets, clothes, books and provisions to meet one month demand of the Sevashrama. The activity was started on 31st December 2020. The promotion of activity was done for one complete week. The amount of Rs. 35,000/-(Receipt No. 7804) and materials collected were handed over to the Sevashrama on 8th January 2021.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institutional Strategic plan 2026 was prepared in the year 2016. A committee constituted for the purpose had representation from management, faculty, students, alumni, parent and external expert from industry. The draft plan was approved by IQAC and the Governing council. Some of the aspects considered for inclusion in the plan are:-

- Organizational Setup
- Academic Program & curriculum planning
- Strategic Planning process
- Strategy Implementation
- Strategic Control
- Environmental policy
- Critical Success factor analysis
- Vision 2026

One of the main strategy formulated was to attain the status of Autonomous institution by the year 2022. The planning process focused on the following requirements for seeking autonomous status to be granted by University/UGC :

- UGC recognition under 2f : obtained in the year 2014, 6/06/14
- IACBE-USA accreditation 201
- Permanent affiliation under Bangalore University: we received permanent affiliation in the year 2016
- UGC recognition under 12B : --obtained in the year 2017 , 05/01/2017
- NAAC “A” GRADE - awarded in the year 2012-first cycle and 2017 for 2nd cycle
- NBA accreditation for MBA program :-- awarded in the year 2019
- Student centric pedagogy : New certificate and diploma programs are designed by Board of Studies.
- Statutory bodies namely Governing council, Academic council, Board of studies/BOE and Finance committee are functional as required for Autonomous status
- The institution has completed 10 years of existence in the year 2018
- The institution has established IQAC as a post accreditation initiative in 2009/2012
- Non statutory committees like Anti-ragging, SHPC, Grievance redressal, equal opportunity, academic audit, maintenance and other administrative committees are functional since 2008.
- Examination and valuation centre with operational software has been established.
- The institution has introduced CBCS system in 2014 and implemented NEP from 2021-22 academic year.

The institution has submitted the application on 18-8-2021 for grant of autonomous status by the affiliating University and also to UGC .

The strategic plan deployment over 10 years for attaining autonomous status has been one of the example for successful implementation of our strategy and institutional vision.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The institution has formed policies, procedures and SOP- for all the administration, academic , finance and statutory requirements. This effort has made our systems workable and dependable and has created uniformity in the organization. The policies are revised over the years with amendments to accommodate positive suggestions and new situations. Following are the list of aspects covered under the policies.

POLICY INDEX

ADMINISTRATIVE POLICIES & PROCEDURES

- Quality Policy
- Environmental Policy
- Recruitment Policy
- Employee Benefits
- Staff welfare Policy

PERFORMANCE APPRAISAL POLICY

GRIEVANCE REDRESSAL POLICY

ASSET MANAGEMENT POLICY

- Purchase Policy
- Maintenance Policy
- Safety and Security Policy
- Stock Verification Policy
- Decentralization Policy
- Funds mobilization and utilization Policy
- Financial Audit Policy
- Code of conduct for employees
- Separation Policy

IT POLICY

- Cyber Security Policy
- E mail Policy

HEALTH & HYGIENE POLICY

- Waste Management
- Waste disposal – Solid, Liquid, Hazardous, Medical
- Water Conservation – RWH, Lake development
- Energy Conservation – LED, solar, e-vehicles
- E-waste disposal policy

Institutional Social Responsibility

Placement Policy

E-Governance Policy

STATUTORY POLICIES

- Anti-ragging
- Prevention of Sexual Harassment
- Equal Opportunity Policy
- Gender Equality Policy

ADMISSION POLICY

- Admission Policy

ACADEMIC POLICIES

- Academic Review Policy
- Research & Consultancy
- Scholarship
- Student Discipline / Code of conduct for students
- Policy on Learning Resources
- Plagiarism Policy
- Student Welfare Policy

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 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
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

The institution has implemented various staff welfare measures for teaching and non-teaching staff.

All the staff are covered under social welfare schemes of the Government i.e, Provident Fund (PF NO.BG/BNG/25753) and Employee State Insurance(EMPLOYER CODE NO 49000311080001399). Staff are allotted unique UAN number (Universal Account Number) and assistance is given to get their login id and password so that they can monitor their PF account. Staff eligible under ESI are covered and they are issued with ESI card for getting free treatment from ESI hospitals for staff and their dependents.

Faculty and staff are covered under Personal Accident Insurance policy with United India Assurance Co. Ltd.

For faculty and non-teaching staff coming to Bangalore from outstation and who require bachelor's accommodation, institution provides accommodation facility in the hostels at subsidized rental without collecting any advance deposit. They have the option to opt for subsidized food from hostel facility. Transport facility has been extended to faculty who are commuting to Bangalore from various parts of Bangalore. A well designed canteen is located in the campus where in variety of hygienic food is served to faculty, staff and students.

Staff loan facility is available where in faculty and staff who needs financial support to take care of urgent family needs like education, medical treatment etc., can avail this facility. Loan amount can be repaid in monthly instalments through salary deduction as per the scheme. No interest is charged for staff loan amount.

Institution has tied-up with Axis Bank to enable staff avail hassle free bank loans at a discounted rate of interest for upgrading qualification, purchase of vehicles, Home Loans and personal loans.

A unique incentive scheme is implemented by the institution wherein faculty are eligible for paid leave for attending conference/workshop/seminar. Faculty are also eligible for incentives for research contributions- Journal publications, authoring book/chapter in book/presenting research papers in conference.

Staff are eligible for Casual Leave, Sick Leave and Vacation Leave. Casual leave is for 12 days in a year and sick leave is for 4 days in a year. For teaching staff, vacation leave can be availed for maximum 12 days in a semester, whereas non-teaching staff are eligible for 12 days in a year. Women staff are eligible for Maternity Leave. Sabbatical leave facility option to faculties to upgrade their qualification/pursue research activities. Special on duty facility is provided to faculty who are pursuing Ph.D.

Institution has a dedicated health center manned by a qualified Nurse and Doctor to treat any medical emergencies and to give immediate attention. During covid19 pandemic, the institution has regularly organized Covid19 testing in the campus in tie up with BBMP, local Civil Agency. Institution joined hands with State Government in organizing Covid 19 vaccination in the campus. Vaccination drives were conducted in the campus regularly. Faculty, staff and students received vaccination in the drives.

File Description	Document
Upload any additional information	View Document

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

Response: 68.57**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**

2020-21	2019-20	2018-19	2017-18	2016-17
55	40	33	35	32

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response: 10.8****6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	11	10	7	11

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 59.01**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
28	54	29	27	25

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

Institution has a well established performance appraisal system for faculty. Performance of faculty is evaluated on yearly basis. Performance is evaluated in the major areas of Teaching, Research, Administration, Community development, co-curricular and institution development. A structured appraisal form is devised to capture the performance objectively. When the system was introduced, it had a simple process involving self evaluation by faculty followed by the performance review by the Principal/Director. Later, student feedback on faculty was added in the process to expand the horizon of performance review. As a next level of improvement, peer review (performance feedback by faculty of similar level) was introduced in the performance evaluation of PG faculty to make it as a 360 degree appraisal system.

HR department compiles the performance feedback received for each faculty and prepares an inclusive Performance Report. This report gives an overview of performance of each faculty. The key element in the report is highlighting gaps in the performance as identified for each faculty and the follow-up action taken to close the gaps.

The outcome of performance appraisal include giving additional responsibilities to faculty, advancement in career wherever it is applicable and to decide on financial rewards in relation to the performance.

Similarly, a performance appraisal system is in place for non-teaching staff. Performance is evaluated in the area of discharging department responsibilities. A structured format is used as a tool where in the staff undertakes self evaluation followed by review by the department head. Outcome of the performance appraisal includes identification of learning and development needs of staff, decide on expanding the responsibilities, career advancement and financial rewards commensurate with performance.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institution has prepared a Financial Manual which depicts the policies, procedures and strategies for financial management. There is transparency and accountability for managing the finance at all levels. We have a system of internal auditing with an in-house team followed by an external agency. The audit remarks are discussed by the management and accounts head to resolve the remarks.

The Internal Audit reports for last five years are Uploaded in additional information.

File Description	Document
Upload any additional information	View Document

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

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	10	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues under continuous attention and monitoring. Systematic procedures and processes are followed for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

- Financial year (1st April to 31st March) is used to consolidate data, for publication related data preceding calendar year (1st January to 31st December)
- A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

A Finance Manual has been prepared as a guideline for institutional policies and procedures.

The Finance committee consisting of management, CFO and Principal meet in February month every year to prepare the budget allocation.

The heads of each department will meet in June month with their faculty members to distribute the funds as per the academic requirements.

6.5 Internal Quality Assurance System

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

Response:

1. INNOVATION CENTER

IQAC has initiated new program to create innovation ecosystem in the institution for the benefit of faculty and students

Faculty knowledge exchange series introduced in MBA department and Faculty knowledge enrichment series in UG departments has created an effective forum for multi-disciplinary interactions leading to novel ideas and critical thinking.

In order to stimulate young minds into innovative thinking a new entrepreneurial innovation center was started in 2020

The program started with an interactive session on idea generation followed by writing an effective business plan, financial modeling, and bankable project report. The response from students and faculty was an indication of its success. Our alumni who have their own business interacted with our students

The MBA department has established an entrepreneurship development cell and incubation centre and has conducted many programs to enrich students skill in entrepreneurship.

A newsletter "Research communication" was designed as a in house publication to provide valuable and

latest information on research and to create an ambience for research culture.

The book review practice by MBA students has created intense interest and critical thinking and motivating them for venturing in entrepreneurship.

2. SELF ASSESSMENT TOOL

In order to enhance the efficiency & effectiveness in preparation for final examination we have introduced a new approach for self-evaluation.

Under the Self-Assessment Tool each student will answer the last five years University exam question papers in a systematic approach

Step 1 Student will answer the first part of the question paper consisting of two marks question. A total of 25 questions, each with 2 marks, with a total of 50 marks.

Student will self-evaluate the answers and get it verified by the faculty.

Step 2 Student will answer 4 marks questions for last 5 years $4 \times 20 = 80$ marks

Follow the self-evaluation method.

Based on the score student will do additional revision of the subject notes and get the clarifications from faculty

Step 3 student will answer 15 mark question from 5 years papers. A total of 5 subjective questions each for 14 marks. Total 70 marks

Follow the self-evaluation method and plan for revision according to the score

Students will add all the scores (max 200) and submit evaluated answer scripts to the concerned faculty.

Advantages:

- Self-assessment will help students to know the level of understanding the subject and actual confidence level in preparation for the main exam.
- Self-evaluation helps in practice of writing a well-structured answer
- Self-evaluation creates awareness to focus on topics which require more effort in preparations.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Academic review and academic audit done for each course and the analysis of the feedback from student has been the basis for reforming the teaching learning process. The objective was to introduce transformative education and enable holistic development of student. We have made the following major shifts:

- Teaching learning process has been focused on student centric method wherein students actively participate through interactive class
- Introduced value added skill development program
- Introduced self-learning program through MOOC
- Value based education has been enhanced by setting up study centres to create an awareness about the ideology of great personalities

Four study centres dedicated to Mahatma Gandhi, Sway Vivekananda, Gautama Buddha and Dr Ambedkar are attracting students to various programs.

- Students' participation in community development work through NSS, REDCROSS and Rotaract has created an opportunity for students to participate in activities related to Health, Education and Environment as a community service.
- Activity based learning: We have created study clubs in specialized areas wherein students practice and enrich their technical ability through presentations, webinar, quiz competitions, art work.

Digital learning

During the pandemic the IQAC has provided guide-lines for online teaching. This process involved the following actions

- Faculty were trained in using digital platforms like Zoom and Microsoft team to deliver lessons online.
- The lesson planning was modified to make the contents of lectures more effective.
- Students were given online instructions to log-on to the online classes and were provided with video recording of lectures and lab experiments
- Students were evaluated through online test.
- The slow learners were given additional support by sharing ppt and notes online.

CURRICULAR ENRICHMENT PROGRAMS

The affiliating University has enriched syllabus of MBA by adding emerging areas like Legal Aspects and Intellectual property rights and Managerial Skill (1) and (2). New specializations like, Business Analytics,

Supply chain management, Agri and rural management are introduced in addition to existing traditional specialization. Other subjects also are revised with current topics. The Course Outcomes of all the subjects were revised based on Program Outcomes of the department for 2021-23 batch. This has made the faculty to introduce value added sessions in each Course.

The department introduced Socially Relevant Projects (SRP) in the year 2017, post second cycle of NAAC accreditation. Under this project, every student is undertaking a study of a Social Problem. Generally students are also asked to work with NGOs, which are working to address the specific social problem. This experience makes students aware and sensitive to the Social problems. The projects make students to find solution for the social problems. In 2019, the orientation of SRP is changed to include 'Business Plan' to SRP making every MBA student to address the problem with a Business solution. Indeed few of our students have become Social Entrepreneurs.

The students learning process in the department is taken to the level of Research. Students are encouraged to write research papers and publish the same in Journals. More than 25 students have published their papers in Research Journals in the last three years.

Management and Business is expanding its scope by leaps and bounds. One of the strategies students can look to excel is specializing in a particular industry. Keeping this in mind, for the last four years students are doing industry profiling. Students would study an industry, say Retailing, Automobiles, Supply chain, Pharmaceuticals and the like in detail. They would study the global scenario, Indian scenario, Indian companies, competition, financial analysis, Technological developments and such related topics in the specific industry chosen by the student in their second Semester. They also study entrepreneurial opportunity in that specific industry. This gives students an edge to explore careers in that industry.

In Post graduate programs like MBA, experiential learning is very much needed. In order to give hands on experience to students, case studies are given more emphasis. Faculty are motivated to develop case studies in Indian scenario. Role plays and Simulation games are also used in the class rooms to take learning closer to the real corporate situation.

Peer learning is another pedagogy extensively used in the department. It is not only limited to the group study and group projects, it also involves alumni. The alumni mentors the current students. The system has given very rich dividend in terms of leaning, networking, placement and corporate connect in a big way.

Industry experts are roped in to give value added programs to students through guest lecture and industry visits. This practice has been upgraded to next level in the last five years through roping in companies like Emerge and Summit Careers. These organizations have given inputs to students on corporate requirement. These programs has made our MBA students corporate ready.

File Description	Document
Upload any additional information	View Document

6.5.3 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)

3. Participation in NIRF

4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

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 during the last five years.

Response:

The institution has ensured to follow the principle of Gender equality. Among the teaching and non-teaching members nearly 40 per cent are women. The support staff are mainly women from the local community. Among students 40 percent are girls from diverse back ground and from different states of India. We have initiated a special platform- Pragathi, women's wing to provide opportunity to women in-campus to conduct activities related to cultural fest, ethnic day, sports, women's day celebration, health care and counselling. The Campus has provided common room for girls, and an in-house clinic with a nurse.

Separate Girls hostel with lady warden and 24x7 security has ensured safety and comfort for Girl students.

We have formed Sexual Harassment Prevention cell to ensure women staff a respectful working ambience.

The anti-ragging cell ensures that the campus is free from ragging incidence. We have an annual plan for gender sensitization and we conduct special programs on women under TEDxABBS. Activities like Self-defense sessions, counselling and financial literacy sessions for support staff are organized. Academically also Girl students of our institution have achieved outstanding results. Among our alumni the girl students have started their own enterprise. Many girl students have progressed to higher studies in India and abroad.

The institution has ensured to follow the principle of Gender equality. Among the teaching and non-teaching members nearly 40 per cent are women. The support faculty are mainly women from the neighboring village. Among students again nearly 40 percent are girls and also from diverse back ground and different states of India. We have created a special platform- Pragathi to provide opportunity to women in-campus to conduct activities related to cultural fest, ethnic day, sports, women's day celebration, health care counselling. The Campus has provided common room for girls and a in-house clinic with a nurse.

Separate Girls hostel with lady warden and 24x7 security has ensured safety and comfort.

We have formed Sexual Harassment Prevention cell to ensure women staff a respectful working ambience.

The anti-ragging cell ensures that the campus is free from ragging incidence. We have a annual plan for gender sensitization and we conduct special programs on women under TED ex , self defense sessions, finance management tips for support staff and career counselling. Girl students of our institution have got outstanding results.

Among our alumni , the girl students have started their own enterprise. Many girl students have progressed to higher studies in India and abroad.

Gender sensitization Annual plan is prepared and programs are conducted regularly. Under TEDx we have conducted exclusive programs for women.

Girl students are also trained for self-defense in special sessions.

Girl student of our institution have achieved outstanding results in University examinations.

Many of our star alumni are girls who have ventured in entrepreneurship.

Two women employees among support staff are given tips on health insurance. Finance handling, children's education.

File Description	Document
Link for annual gender sensitization action plan	View Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Waste management system

Sewage Treatment Plant for waste water recycling: The institution has installed STP with capacity of 50 kLPD and the quantity of final treated water is 75% of the total capacity, which is 37.5 kLPD. Certificate of Appreciation from ITC

The college has participated in well-bring out of Waste Programme and contributed 1414 kgs of paper water for recycling in the year 2017.

Installation of composting: A composting system is in place to use all the organic waste in the campus and the compost is used for gardening.

Waste Segregation: Dry waste and waste are separated at the source level in the college.

Best Practices Implemented for Waste management:

Color Code Bins

The garbage segregation is done and the garbage is given to external agencies /municipal agencies from time to time in order to maintain the college premises clean & hygiene.

The E-waste in the college is well disposed through the agency. Management has signed an MoU with Sogo synergy Pvt. Ltd. Every year the college receives 'Destruction Certificate' from company upon the E-waste collection.

Wet Waste Management

To manage the wet waste produced in the college, management has taken initiative to separate the wet waste from dry waste. Wet waste is produced from kitchen of cafeteria in the campus is segregated separately and given to the local animals like cows etc., and remaining waste has been dumped to compost area to form manure. The remains of the tiffin boxes brought by the students, teachers, & staff of the college, are collected separately and dumped in compost.

Dry Waste Management

Separate bins are used across the campus for Dry and Wet wastes. Each room (Staff, class rooms, office, restrooms, and library) is provided with the dustbin to segregate waste. The housekeeping staffs cleans and collect the wastes generated inside the campus and dumps them into the larger waste bins in segregated manner at disposal point. From, there the wastes are taken by the BBMP vehicles.

Awareness Campaigns Conducted By Students at the Campus:

On 07-02-2021 Zero waste Challenge-one week, 'no waste sent to landfill', program was conducted at our campus to create awareness about sustainable practices. To focus on environment conservation. To reduce your trash and carbon footprint. Students and their family members associated with this campaign.

On 22-04-2021 Earth Day 2021 & Earth hour to support environmental protection. To learn the impacts of their daily habits in depleting the quality of the environment.

01-09-2021 to 3-09-2021: Brand Audit in Association with NGO 'HASIRU DALA' It was an opportunity

for the students to be part of this audit where they were given opportunity to know about waste management.

File Description	Document
Link for Geotagged photographs of the facilities	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The college is emphatically initiates efforts in imbibing inclusiveness among the students creating positive environment, setting communal harmony. College admits students from different background and states.

1. College encourages students to take classes in the evening to the underprivileged students for better understanding of the subjects in specific areas and also share social responsibility.
- 2.Conducted **MUSICAL CONCERT** for specially abled (blind) to enable the students understand the positive emotions of the people who are unable to articulate their passion.

3. **ETHNIC DAY** is observed in college to enable a holistic environment and also bring tolerance in India's diverse culture among the students. It's a day designated for the students and faculty to come in traditional attire from their home state, or specific culture. The college conducts competitions.
4. To familiarize the students with the culture of the place where they study "Kannada Rajyotsava" was celebrated on 28-11-20, 20-11-21 and to raise awareness about the national language of our country "Hindi Diwas" is celebrated. On 21-9-2020, 13-01-21. The college conducts competitions in different languages to appreciate literature. Extempore on 05-02-21, poem recital on 29.5.21.
5. College encourages students to celebrate all the **festivals such as Diwali, Dusshera, Id-ul-fitr, Onam, Christmas** to broaden the students' horizons and gain unique insights into different communities as well as a broader global perspective of world's diverse cultures. By attending cultural events, a student experiences diverse offerings of culture first-hand.
6. To raise awareness among the students, that, the world is facing the challenges of modern era such as air pollution, plastic pollution, global warming and sea level increasing day by day. The days such as World Environment Day, Ozone Day, Earth Day, National Pollution Control Day, and World conservation Day is observed in the college by conducting Guest Lectures, workshops, Street plays where students are encouraged to participate actively.
7. Focusing on significance of social and civic responsibility the days such as International Ethics Day, National Voters Day, Vigilance Week are observed in the college by conducting Guest Lectures, workshops, Street plays where students actively participate.
8. To familiarize the significance to various professions the students are familiarized with all the professions. In particular, to ensure the social and economic well-being of the farmers "**Kisan Diwas**" is celebrated. The day is observed to recognise the devotion and sacrifice of the farmers and "**Sarvodaya Day-Martyr's day**" is celebrated to familiarize the sacrifices of the freedom fighters. Guest lectures and speeches are organized for the students.
9. Unity in diversity increases the morale. To inculcate the skills such as tolerance, coordination, relationships, teamwork among the students, the days "**Unity in Diversity**" "**National Youth Day**" is observed organizing different activities, workshops, and guest lectures for the students stating the significance of youth to the nation.
10. "**Cultural programmes and Fashion Shows**" play a predominant role in a student's life and predominantly carved a niche among the students for all the right reasons. These programs enable the students to develop an attitude to understand different cultures, attires, mindsets and learn to adapt themselves to the real time situations.

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institution has been set-up with a larger vision to develop future generation who would be technically knowledgeable and practice their profession under ethically bound. We have tuned our curriculum to inculcate the concepts of human values and societal responsibilities. During the community service programs our students get exposed to the social issues and societal needs and have developed the right attitude of being proactive. Students volunteer in large number to participate in awareness programs, taking care in old-age homes and children in nearby schools.

Our campus is marked by the presence of students from diverse ethnic, regional backgrounds. We organize cultural and talent hunt programs to have a cross cultural impact. Every cultural program will have presentations by each of the ethnic groups.

Another effort of the institution in bringing cultural harmony is to celebrate the festivals of different religions/community as a common program. We celebrate, Christmas, Onam, Diwali, Saraswati Pooja, Ganesha festive, Desersa together and this culture is leading to a better understanding of each other. On 04-10-2019 we conducted a program *ELYSIAN* Musical concert for blind people.

Our students participate in cultural competitions conducted at University and other colleges wherein students interact with many ethnic groups.

Students organize food fest during cultural programs to depict the regional food style.

To develop linguistic knowledge and respect Rajyotsava day, Hindi diwas and English literature competition is conducted as per the occasion.

Students study different languages as part of their curriculum.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Commemoration of important national and world days has been a part of our extra-curricular activities. The objective of organizing these activities organized entirely by students under the guidance of faculty members are :

To inculcate the spirit of national pride and patriotism

- Int. Youth day - 12th Jan
- Republic Day - 26th Jan
- Independence Day -15th August
- Gandhi Jayanthi 2nd October

To enhance the students focus on human values & yoga

- Buddha Purnima 16th May
- World yoga day - 21st June

To focus the attention of all on environmental concerns

- World water day 22nd march
- Earth day April 22
- World Environment Day - 5th June

To create awareness among students about their responsibility towards the society

- World Red Cross Day - 8th May
- Teachers Day -5th Sep
- World Literacy Day - 8th Sep

To update their knowledge about the health hazards caused by tobacco.

- World cancer day 4th Feb
- World No Tobacco Day - 31st May

To enlighten the public on diseases and their prevention.

- World Tuberculosis Day - 24th March
- World Diabetes Day -14th Nov
- World AIDS Day -1st Dec
- Awareness about Covid 19 pandemic

To inculcate scientific spirit

- National Science Day - 28th Feb

To sensitize on equality and gender issues

- Int. Women's Day - 8th March
- Ambedkar's birth day 14th April

According to the objectives set the students are sensitized and are trained to take up initiative in organizing the events to commemorate the important days. This has motivated young leaders to develop team spirit and express concern towards humanity, health and environment.

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

TWO BEST PRACTICES AT OUR INSTITUTION:

1. BEST PRACTICE: SOCIAL RESPONSIBILITY PROJECT (SRP)

2. BEST PRACTICE: INDUSTRY PROFILING

Details as per NAAC format provided in the Manual:

BEST PRACTICE 1.**1. The Practice: SOCIAL RESPONSIBILITY PROJECT (SRP)****2. Objectives:**

- To sensitize students towards social responsibility.
- To facilitate students to explore sustainable solutions for the social problems.
- To hone the Student's ability to collect, analyze, interpret and synthesize information/data.
- To motivate students to develop 'Business Solutions' to address social problems.

3. The Context:

- Prepare sensitive corporate citizens.
 - Society is a cohesive unit. Science, Agriculture, Commerce, Trade, Education and all other components of the society have to work cohesively. Specialization is for operational convenience. When business has to be sensitized, business leaders have to be sensitive. Hence, it is important to sensitize tomorrow's business leaders' towards-societal interest.
- Many social problems can be addressed through innovative and sustainable business models.
 - One of the simple definitions of business is 'Providing Solution to Day- to-Day Problems'. Thanks to business, many technologies including sustainable technology is reaching common man through business. In this background, it is necessary for students to explore business solutions for social problems.
- The SRP can be run as a social entrepreneurial venture or as a business model.
- The business plan, entrepreneurial spirit, and functional knowledge of MBA students can be equally applied to social problems as they can be done with business solutions.

4. The Approach:

The M.B.A department of ABBS strives to hone the students in acquiring social responsibility acumen. In order to sensitize students in this, the department has introduced SRP (Socially Responsibility Project) which requires every student to study a 'Social Cause' gripping the society and thereby understand it, and propose sustainable solution or even come up with business plans which act as a solution to the social cause. Every student is required to do SRP as a partial fulfillment of the course during Second Semester. This is an initiation by the department over and above the Mandatory 'Internship' and 'Dissertation' in third and fourth Semesters.

In this Project students take up a social problem and do the survey. Many times they also visit NGOs, which are working in that social space. This helps students to understand the social problem. Once the problem is understood, students will also try to give 'Business Solution' through a Business plan. In this way the SRP becomes comprehensive.

5. Evidence of Success

The SRP has been run very successfully during the last 3 years. Every year value addition has been done. To illustrate, during last academic year 2021, areas of Social problems like 'Gender', 'Dying Art, and Handicraft & Indigenous Products', 'Sustainable Environment' & 'Human values' were taken as focus areas. To illustrate the success, the list of the Social problems, in which students have pursued SRP, in

each of the above areas during 2021 is given below:

AREA OF STUDY: ARTS, HANDICRAFT AND INDIGENIOUS PRODUCTS

SL NO	ACTIVITY	STUDENT REG NO	STUDENT NAME
1	EXPORTING INDIAN HANDICRAFTS	19YUCMD200	SRI RAJESH
2	BUSINESS OPPORTUNITY FOR ANTIQUE	19YUCMD093	MANISHA
3	PROMOTION AND MARKETING OF GI HANDICRAFTS-SOUTH INDIA	19YUCMD060	HARIPRIYA
4	PROMOTION AND MARKETING OF GI HANDICRAFTS-NORTH INDIA	19YUCMD189	SHRIPATHI
5	ART SELLING AND LEASING	19YUCMD150	RAMYA
6	VINTAGE AND CLASSIC VEHICLES MARKETING AND SERVICING	19YUCMD030	AVINASH
7	PROMOTING A PLACE WITH SOUVENIRS AND MEMENTOS-ALLEPY	19YUCMD069	JENIFER
8	MUSIC DANCE PAINTING CLASS IN SMALL TOWN-A BUSINESS MODEL	19YUCMD202	SUCHITHRA
9	CROCHET KNITTING BUSINESS- A BUSINESS OPPORTUNITY	19YUCMD056	GIRISHA
10	SHOPS THAT SELL MUGHAL STYLE FURNITURE'S	19YUCMD187	SHREEKANTH
11	JEWELRY MAKING BUSINESS	19YUCMD048	DARSHINI
12	AFFORDABLE HOUSING FOR ALL: A NEW BUSINESS IDEA	19YUCMD159	ROHITH
13	INDIAN ARTISANS AND THEIR CREATION A MARKETING OPPORTUNITY	19YUCMD142	PRATHIBHA
14	PROMOTION AND DEVELOPMENT OF TRADITIONAL AND HANDICRAFTS	19YUCMD146	RAHUL
15	PROMOTION AND MARKETING OF GI TEXTILES AND HANDLOOMS-SOUTH INDIA	19YUCMD040	BHIMIN

AREA OF STUDY: GENDER				
SL NO	ACTIVITY	STUDENT REG NO	STUDENT NAME	
1	ECONOMIC EMPOWERMENT OF TRIBAL WOMEN THROUGH SKILL IMPROVEMENT	19YUCMD050	DHANU	
2	MAKING COST EFFECTIVE SANITARY PADS FROM BIO-DEGRADABLE MATERIALS	19YUCMD025	ARPI	
3	READY TO EAT FOOD MARKETING: EMPOWERING WOMEN	19YUCMD008	ADRI	
4	ROLE OF MICRO FINANCE INSTITUTIONS IN EMPOWERING OF WOMEN SELF HELP GROUPS	19YUCMD138	PRAK	
5	EMPLOYMENT OPPORTUNITY FOR RURAL WOMEN-A BUSINESS OPPORTUNITY	19YUCMD203	SUJA	
AREA OF STUDY: HUMAN VALUES				
SL NO	ACTIVITY	STUDENT REG NO	Student Name	
1	PACKAGED FOOD TARGETED AT POOR	19YUCMD022	ANUS	
2	SENIOR CITIZEN COMMUNITY- A BUSINESS MODEL	19YUCMD020	ANUP	
3	URBAN SLUMS VERTICAL GROWTH-A BUSINESS OPPORTUNITY	19YUCMD110	MOHA	
4	PET SITTING-A BUSINESS OPPORTUNITY	19YUCMD013	ALLEN	
5	MALNUTRITION IN OLDER ADULTS-BUSINESS SOLUTIONS	19YUCMD113	MRAD NAYA	
6	MALNUTRITION AMONG POOR CHILDREN-BUSINESS SOLUTIONS	19YUCMD021	ANUR	
7	IOT BASED FOOD WASTE MANAGEMENT IN SOCIAL OCCASIONS	19YUCMD192	SHUBH	
8	AGGREGATOR FOR CONSTRUCTION WORKERS	19YUCMD004	ABHIS	

AREA OF STUDY: SUSTAINABILITY AND ENVIRONMENT				
SL NO	ACTIVITY	STUDENT REG NO	STUDENT NAME	
1	ELECTRIC VEHICLE CHARGING POINTS A BUSINESS OPPORTUNITY	19YUCMD078	KARTHIK	
2	CAR POOLING AS A BUSINESS AND ECO SUSTAINABILITY MODEL	19YUCMD186	SHRAVA	
3	WASTE MANAGEMENT AT HOTELS SUSTAINABLE MODEL	19YUCMD120	NEHA M	
4	SOLAR POWER ROOF TOP - A BUSINESS OPPORTUNITY	19YUCMD062	HIND CH	
5	SOLAR CHARGEABLE ELECTRIC VEHICLE	19YUCMD185	SHIVESH	
6	USED TOYS COLLECTION AND MARKETING	19YUCMD215	TEERTHA	
7	A BUSINESS MODEL TO REDUCE CARBON FOOTPRINTS- SOLAR POWER VS THERMAL POWER	19YUCMD086	KRISHNA	
8	BATTERY FOR ELECTRIC VEHICLES- A BUSINESS MODEL	19YUCMD174	SAYED F	
9	MICRO HYDRO PROJECTS FOR POWER SUSTAINABILITY	19YUCMD026	ARUN KU	
10	IOT BASED ENERGY CONSERVATION	19YUCMD122	NETRAV	
11	IOT BASED SMART IRRIGATION SOLUTIONS	19YUCMD152	RANJITH	
12	PLASTIC SHREDDING UNIT-A BUSINESS OPPORTUNITY	19YUCMD017	ANKIT K	
13	ECO FRIENDLY STRAW MADE FROM COCONUT LEAVES- A BUSINESS OPPORTUNITY	19YUCMD219	UMESHA	
14	ECO RESTAURANTS-A BUSINESS OPPORTUNITY	19YUCMD057	GUNDIM	
15	RETAILING OF RECYCLED FURNITURE-A BUSINESS MODEL	19YUCMD179	SHASHID	
16	MAKING COMPOST OUT OF THE ORGANIC WASTE- A BUSINESS OPPORTUNITY	19YUCMD052	DINESH I	
17	RECYCLE OF NEWSPAPERS TO MAKE PAPER BAGS-AN ORGANIZED APPROACH	19YUCMD010	AJAY KU	
18	POULTRY WASTE MANAGEMENT: AGRICULTURAL	19YUCMD147	RAJESH I	

	PRODUCTIVITY			
19	SOIL TESTING AND MEASURES FOR IMPROVING THE SOIL PRODUCTIVITY	19YUCMD084	KIRAN M	
20	SAFE DRINKING WATER-DEMAND FOR COST EFFECTIVE WATER PURIFIERS	19YUCMD091	MAMANI GURUBA	
21	ARECA PALM LEAF PLATES- A BUSINESS MODEL	19YUCMD081	KAVYA NAGANN	
22	WASTE MANAGEMENT IN HOSTELS: A BUSINESS OPPORTUNITY	19YUCMD083	KEERTHI	
23	GREEN BUILDINGS-A BUSINESS OPPORTUNITY	19YUCMD195	SILESH K	
24	WASTE MANAGEMENT AFTER EVENTS SUSTAINABLE MODEL	19YUCMD145	PRIYA Y	
25	BIO-DEGRADABLE BAGS- A BUSINESS OPPORTUNITY	19YUCMD155	REVATHI	
26	ORGANIC FOODS SUPPLY-A BUSINESS OPPORTUNITY	19YUCMD157	RITHIN C	
27	ORGANIC VEGETABLES AND FRUITS-A BUSINESS OPPORTUNITY	19YUCMD132	PALLAVI	
28	RENEWABLE ENERGY- A BUSINESS MODEL	19YUCMD103	MICHELLE	
29	KITCHEN BIO WASTE SOLUTIONS A BUSINESS OPPORTUNITIES	19YUCMD061	HARSHIT	
30	GREEN BANKING	19YUCMD087	LINSU K	
31	BOUNCE CUTS POLLUTION BY FIFTY PERCENT- REPLICATE THE MODEL	19YUCMD001	A M NAV	
32	IOT-BASED SMART GARBAGE SYSTEM	19YUCMD207	SUSHANT	
33	IMPROVING FUEL EFFICIENCY AND REDUCING CARBON EMISSIONS FROM VEHICLES- A BUSINESS OPPORTUNITY	19YUCMD002	ABDUL S	
34	MICRO POWER GENERATION	19YUCMD029	ASWIN B	
35	IOT-BASED EFFICIENT FOOD WASTE MANAGEMENT	19YUCMD135	PONUGU PATTABI	
36	INTEGRATING CARBON FOOTPRINT INTO SUPPLY CHAIN MANAGEMENT IN THE AUTOMOBILE INDUSTRY	19YUCMD088	LIYA ELO	
37	MEDICAL WASTE MANAGEMENT A BUSINESS OPPORTUNITIES	19YUCMD201	SRIKANT	
38	MUNICIPAL SOLID WASTE MANAGEMENT A BUSINESS	19YUCMD033	AYYASH	

	OPPORTUNITIES			
39	RECYCLING AND REUSE OF VEGETABLE WASTE-A BUSINESS OPPORTUNITY	19YUCMD141	PRAATEEK	
40	E-WASTE RECYCLING OPPORTUNITIES	19YUCMD176	SHAKEER	
41	MAKING OFFICES GREEN-A BUSINESS OPPORTUNITY	19YUCMD016	ANIL K	
42	RETROFITTING HOMES- A GREEN BUSINESS OPPORTUNITY	19YUCMD127	NIRMAL	
43	TRASH COLLECTION-A BUSINESS OPPORTUNITY	19YUCMD161	RUBY RE	
44	SUSTAINABLE OR RECYCLED CLOTHING	19YUCMD039	BHAVAN	
45	DESIGN AND DEVELOPMENT OF GREEN PRODUCTS-A BUSINESS OPPORTUNITY	19YUCMD059	HARIKRI	
46	ECO TOURISM A BUSINESS OPPORTUNITY	19YUCMD038	BHAVAN	

6. Problems Encountered and Resources Required

There is always space for quality improvement. The challenge for the department is to make at least 2 to 3% of the students taking this forward as Social Entrepreneurship venture after completion of the course. The Incubation Centre of the department can work in this direction.

7. Notes

It is necessary to build an 'Eco System' where Corporate Sector is sensitive to Community, Social problems and Ecology. In this direction, each Education Institution, particularly, B-Schools have to take this type of initiation forward. Depending on the resources available at the disposal, each Institution can take the required Social problems to address.

BEST PRACTICE 2.

1. The Practice: INDUSTRY PROFILING

2. Objectives:

- To familiarise students with important sectors of business.
- To analyse the changing dimensions of business sectors.
- To build repository of companies from different sectors in the department.

- To facilitate students to work in teams.
- To hone presentation skills.

3. The Context

Dynamics of Business Environment

Business environment in its essence is very dynamic. With day-to-day revolutions in technology and the like businesses are seeing rapid changes. Keeping this in mind a MBA student should brace himself/herself to be aware of such changes. This awareness is created through 'Industry Profiling' an activity initiated by the MBA department.

Repository

The department has developed repository of few companies with the 'Best Practice'. This repository is source of knowledge. Every year value is added to the corporate files by updating it with media reports, financial statements, milestones, news updates of the companies, etc.

Case Study

Case study is one of the important pedagogical tool in B school, where faculty and students have to be abreast with case analysis. Going further B school should facilitate faculty and students to develop case study. Industry profiling and corporate files is a fertile ground for developing case studies.

PO attainment

In pursuit of enhancing the Program attainment of the department, industry profiling a predominant role in the areas of ability to work in teams, communicate legal, business, ethical, information about company along with honing communications skills. It also addresses the outcome of being a 'lifelong learner'.

Communication Skills

The 'Best Practice' facilitates the students to hone their varied formats of communication skills. Students in a group of three would prepare a ppt and present it. In addition to this, while conducting the survey and collecting information from the target audience, they are made to interact and improve their communication and behavioural skills.

Collective Learning

The industry profiling is generally done in a group of three students. The peer learning is evident in this practice. When the same is presented through the 'question & answer' session, participants also learn about a company.

Placement

Most of the company today look into 'Sector-wise' knowledge of the students. The recruiters also test on the corporate exposure of the students. This practice has facilitated the students their placement opportunity.

4. The Approach

Corporate files are developed and kept in the department. Every year updated information is added to the corporate file of a particular company. Few companies are added every year. In total there are 46 company files in the department. These files can be referred by students and faculty.

Another sub-practice in the department under industry profiling practice, is industry presentation. Group of students (3) prepare report. The content of the report are as follows:

- Introduction
- Global Scenario
- Indian Scenario
- SWOT analysis of sector in Indian Context
- Recent trends in the Industry
- Entrepreneurial Opportunity
- Suggestion
- Conclusion

The guidelines for the preparing the above report are:

- Minimum of 13pages and maximum of 15pages hand written report has to be submitted to the department.
- Each team has to prepare a PPT.
- Teams must prepare 15 slides, students must follow following format for slide preparation. [Introduction(1), Global Scenario(2), Indian Scenario(3), SWOT analysis of sector in Indian Context(2), Recent trends in the Industry (2), Entrepreneurial Opportunity (2), Suggestion(2), Conclusion(1)].
- Source of data has to be given in the report.
- Each team has to make a presentation for minimum of 13mins and maximum of 15mins. All four members in a team must participate.
- All teams must attend all other team's presentation.

5. Evidence of Success

As a result of this practice today department has 46 company files. The list of files is as follows:

ACER
ADIDAS
ADITYA
BIRLA
AMAZON
APPLE INC
ASIAN
PAINTS
COCA
COLA

CROMPTON
DELL
DR. REDDY'S LAB
FLIPKART
FORD
GE
GODREJ
HERO MOTORS
HIMALAYA
HUL
IBM
ICICI
IDEA
INFOSYS
ITC
LENOVA
LG
MANIPAL HOSPITALS
MARUTHI SUZUKI
MCDONALD
MICROSOFT
MRF
NARAYANA HEALTH
NESTLE
NIKE
PATANJALI
PHILIPS
PIDILITE
RELIANCE INDUSTRIES
SAMSUNG
SAP
SONY
TATA GROUP

TCS
TOYATA
VODAFON
E
WALMART
WARNER
YAMAHA

Industry Profiling

The students in a group of three prepared 'Industry Profile'. In total 223 students have completed this year too. The students have done this in Six stages namely, "Introduction, Global Scenario, Indian Scenario, SWOT analysis of sector in Indian Context, Recent trends in the Industry and Entrepreneurial Opportunity". Once the analysis is completed with suggestions and conclusion, the hand written spiral bound copy is submitted to the department. After the faculty evaluation of the report, students prepared the ppt and the same is presented in the class. The list of companies for which students have developed Industry profiling for 72 companies, which are as follows:

SL NO/ GR NO	COMPANY NAME	
1	ABB India Ltd	
2	ACC Cement	
3	Adani ports	
4	Aditya Birla Group	
5	Airtel	
6	Amul	
7	Apollo Hospitals	
8	Ashok Leyland	
9	Asian Paints	
10	Bajaj Auto	
11	Bajaj Insurance	
12	Bata India	
13	Bennett Coleman	
14	Bio-con	
15	BPCL	
16	Britannia	
17	Cipla	
18	Coal India	
19	Cognizant Technologies	
20	Colombia Asia Hospitals	
21	Dabur	
22	DLF Builders	
23	Dr.Reddy's laboratories	
24	Eicher Motors	

25	Exide India	
26	GMR Infra	
27	Godrej	
28	Grasim Industries	
29	Havells	
30	HCL Technologies	
31	HDFC	
32	Heidelberg Cement	
33	Hero Motor Corporation	
34	HUL	
35	Hyundai	
36	ICICI	
37	Indian Hotel Ltd	
38	Indian Oil Corporation	
39	Indigo	
40	Infosys	
41	ITC	
42	JSW Steel	
43	L&T	
44	LIC	
45	Mahindra & Mahindra	
46	Maruti Suzuki	
47	Mindtree	
48	MTR Food	
49	Narayana Health	
50	Nestle	
51	ONGC	
52	P&G	
53	Prestige Builders	
54	Reliance Industries	
55	SBI	
56	SicalLogitics	
57	Sobha Builders	
58	Spice Jet	
59	Sun Network	
60	Sun Pharmaceuticals	
61	Tata Chemicals	
62	Tata Consultancy Services	
63	Tata Motors	
64	Tata Steel	

65	Titan	
66	Tube Investment of India Ltd	
67	TVS Motors	
68	Ultra-Tech Cement	
69	United Breweries	
70	Voltas	
71	Wipro	
72	Wonderla Amusement Park	

Industry Presentation Report

Dr.B.ArulSenthil, Faculty Coordinator welcomed our beloved Director Dr. H.R.Venkatesha for inaugurating this Industry Presentation (IP) series on 22.06.2020. During Dr. H.R.Venkatesha's inaugural address, he said that the students must know the importance of all the sectors and its growth and opportunities to become an entrepreneur. On this first day, Group1 (Newspapers and Periodicals) and Group2 (Aviation sector) had done their presentation within their allotted time. For each team, we have given 15mins for their presentation and 5mins for the Q/A session.

We have identified 58 different sectors for this IP series and we made four members for each team based on student's choice.

6. Problems Encountered and Resources Required

Company profiling is a challenging task. It has to be done based on the material available in public domain, otherwise collecting primary data from corporate is a challenging task. Many a times financial reports which are available in the public domain would have lot of gaps. These are the limitations.

MOUs with the companies would be a great source of information to make this practice progressive. Consistent industry-interaction will help in getting ground reality of the corporate practices which also has time limitation.

7. Notes:

The initiation of building corporate files as a natural program should lead in developing case study by faculty and students in good numbers. As a catalyst corporate files should lead to that ecosystems in the department.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:**EXPERIENTIAL & PARTICIPATIVE LEARNING**

Throughout the academic program students participate in planned activities like Industry visit , Projects, Internship, Field visit, Simulation based learning ,Film making ,Story -telling, Creativity games ,Group Discussion Case- studies ,Role play ,Presentations by students ,workshop on latest technology & management concepts.

Our pedagogy also emphasizes on self-learning wherein students complete assignments, ppt. presentations, and online certificate programs under MOOC. Students are also given the task of Book reading and review to encourage the habit of reading general management books with innovative ideas and approaches. To train the students further in critical and analytical thinking they are associated with faculty in conducting research and drafting publications.

The curriculum is also designed to fulfill the objective of holistic development of the students which ensures Value based education combined with development of self-confidence and national pride.

Students participate in study centers established by the institution to facilitate Gandhian studies. Ideologies of Swami Vivekanda, B R Ambedkar and Gautama Buddha. Students plan and implement various activities thereby develop leadership skills and team spirit along with enriching their ethical and moral values.

To inculcate the spirit of societal responsibilities we have established a strong community development centre wherein under the auspices of Red Cross, NSS and Rotaract, students participate in community development work in and around the campus and also reach- out people outside through field visits. Students create awareness among people about health & fitness, environment and protection from infectious diseases.

As envisaged in our vision, faculty training is given utmost importance. Regular FDP-workshops to enhance their academic strength. Faculty members enroll for advanced studies like doctoral as well has enrolled for online MOOC certification in frontier areas. Regular update on use of technology in teaching is done through the demonstration of new modules.

Faculty member's take-up research in thrust areas and publish papers in reputed national/international journals. Faculty members attend conferences and seminars and present their work. Faculty and students association in research has been a good practice to enhance the quality of education.

ABBS gives utmost importance to experiential learning through Project work, Internship and Socially Relevant Projects. For example, in MBA every student would undergo minimum of three projects in the course of two years. They go business organization, study business problems, design questionnaire, exercise the questionnaire, collect and analyze the data, find a feasible solution and prepare a report under the external corporate guide and faculty guide. This whole exercise expose them a real life business problems and situations.

TEDx ABBS and ABBS Toastmaster International club activities have brought lot of visibility to ABBS. These activities have given unique experiential learning opportunities to students. For example, shortlisting

the speakers, curating the speech and the very TEDx program has changed the lives of many students. They have interacted and heard 'who is who' of different segments of the society.

In Toastmasters the Leadership and communication are given priority. It is observed that the members in the Toastmaster club do comparatively better than the non-members in placements. This itself is a testimony to the success of Toastmasters club. Number of programs are organized under these banners.

ABBS strongly believes in 70:30 principle. Yes, 70 percent of students learning should come from outside the classroom (outside the syllabus). In this direction institution organizes number of programs like industry visits, guest lectures, workshops and seminars, inter collegiate fests, research paper writing and presentation in conferences. Student clubs are one such program. For example, Marketing, Finance and HR clubs in MBA department are driven by students under the guidance of faculty coordinators. These edutainment programs bring out learning, leadership, team work and attitude aspects to the forefront.

These multi-disciplinary and activity based learning approach has been developed over time and has been the distinct feature of our institution. In our post-graduate management program 70 % of the learning/ trainings are done outside the class room conducted as a live project. The novel approach has given the students an effective personality and skills.

Following is the Summary of the Experiential and Participative Methods Followed:

ACTIVITIES MAPPING	CURRICULAR	CO-CURRICULAR	EXTRA-CURRICULAR
PARTICIPATIVE	Group Discussions	Club Activities	1. Workshops 2. Seminars 3. Management Fests
EXPERIENTIAL	1. MOOCs 2. Guest Lectures	1. MS Excel 2. Club Activities 3. MOOCs 4. Industrial Visits 5. Video Conferencing 6. Mutual Fund 7. Guest Lectures	1. TEDx 2. Toastmasters 3. News Letter 4. Online EDC News Bulletin 5. Days Celebration 6. CDC (Community Development Centre) Activities
PROBLEM SOLVING	Case Studies	1. Business Analytics 2. Club Activities 3. Projects, Dissertations 4. Entrepreneurship Activities	1. SRP 2. Pre-Placement
SELF-DEVELOPMENT	Student Research	Skill Development	1. Book Review 2. Sports, Yoga, Cultural, Gym, Gender sensitisation, Women's wing activities

File Description		Document	
Link for appropriate web in the Institutional website		View Document	
Link for any other relevant information		View Document	

5. CONCLUSION

Additional Information :

Acharya Bangalore B School was established by the Samagra Sikshana Samithi Trust. in the year 2001. The institution is under the permanent affiliation of Bangalore University.

The institution has been recognized by Government of Karnataka in 2001 and UGC under 2f in June 2014 and obtained Recognition under 12B in January 2017. We have been awarded A grade by NAAC in first cycle in 2012 with CGPA of 3.20/4.00 and A grade in 2nd cycle in 2016 with CGPA of 3.23/4.00.

Our MBA program has been accredited by NBA (National Board of Accreditation) in 2019.

Concluding Remarks :

Acharya Bangalore B School, '**The Green campus**' of our institution is located in western Bengaluru (Bangalore urban), within the BBMP- Bruhath Bengaluru Municipal Corporation, has been constructed on 4.8 acres of land. The state-of-the-art infrastructure and facilities built up on 28000 sqm is designed to provide the best ambience for learning. Equipped with digital technology and vast information resources the students are under the guidance of highly qualified and experienced faculty. The learner centric modules are giving our students immense knowledge, skills and confidence to become management leaders, experts and scientists.

We have both post graduate-MBA and under- graduate-BBA-Regular / BBA (Aviation management) programs in Management stream. In Commerce stream we offer M Com and B Com-regular / B Com (Logistics & SCM) programs. Under Science stream we have B Sc-Biotechnology and BCA-Computer applications programs. In addition, we have introduced BA program in liberal arts. With flexibility in subject choice and value added programs the multidisciplinary learning environment has been a unique feature of ABBS. We have incorporated several activities -based learning modules that create self- directed learning opportunities with lot of interactive sessions.

We have a close tie-up with industries. ABBS is a life member of many industry bodies like AIMA, New Delhi, NHRD and FKCCI, Bengaluru. Students directly interact with industry experts during their internship, project work, industry visits, guest lectures, seminar and conferences. Students visit various industries for experiential learning. We have designed the curriculum for a holistic development of the student. Participation in business lab, cultural programs, personality development and online courses have given our students self-learning ability and holistic development. We have also focused on developing competitive ability of students through participation in intercollegiate competitions, *Toastmaster* club and *TED-ex* programs. Student-driven Clubs in ABBS are very active. We have an effective mentoring system and career counselling cell to give a direction for future career. Our graduates are in top managerial and technical positions in industry as well as many are entrepreneurs prospering in their own business.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>623</td><td>540</td><td>598</td><td>555</td><td>238</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>623</td><td>540</td><td>598</td><td>568</td><td>482</td></tr></table> <p>Remark : Edited as per the document</p>	2020-21	2019-20	2018-19	2017-18	2016-17	623	540	598	555	238	2020-21	2019-20	2018-19	2017-18	2016-17	623	540	598	568	482
2020-21	2019-20	2018-19	2017-18	2016-17																	
623	540	598	555	238																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
623	540	598	568	482																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>67</td><td>46</td><td>50</td><td>12</td><td>8</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>67</td><td>46</td><td>50</td><td>12</td><td>8</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	67	46	50	12	8	2020-21	2019-20	2018-19	2017-18	2016-17	67	46	50	12	8
2020-21	2019-20	2018-19	2017-18	2016-17																	
67	46	50	12	8																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
67	46	50	12	8																	
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>241</td><td>159</td><td>192</td><td>311</td><td>241</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	241	159	192	311	241										
2020-21	2019-20	2018-19	2017-18	2016-17																	
241	159	192	311	241																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
241	159	192	311	273

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

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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
287680	794680	1264680	174628	174628

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4.44680	7.94680	12.64680	1.74628	1.74628

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 5

Answer after DVV Verification: 3

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 3

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

5.2.3.2. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
04	08	04	03	02

Answer After DVV Verification :

	<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>04</td><td>08</td><td>04</td><td>03</td><td>02</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	04	08	04	03	02										
2020-21	2019-20	2018-19	2017-18	2016-17																	
04	08	04	03	02																	
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>80760</td><td>47203</td><td>128518</td><td>53760</td><td>26281</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>55</td><td>40</td><td>33</td><td>35</td><td>32</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	80760	47203	128518	53760	26281	2020-21	2019-20	2018-19	2017-18	2016-17	55	40	33	35	32
2020-21	2019-20	2018-19	2017-18	2016-17																	
80760	47203	128518	53760	26281																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
55	40	33	35	32																	
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website</p> <p>2. There is a committee to monitor adherence to the Code of Conduct</p> <p>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. 2 of the above</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>82</td><td>60</td><td>60</td><td>60</td><td>58</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>80</td><td>58</td><td>58</td><td>58</td><td>56</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	82	60	60	60	58	2020-21	2019-20	2018-19	2017-18	2016-17	80	58	58	58	56
2020-21	2019-20	2018-19	2017-18	2016-17																	
82	60	60	60	58																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
80	58	58	58	56																	

