



Yearly Status Report - 2019-2020

Part A

Data of the Institution

| | |
|---|---|
| 1. Name of the Institution | ACHARYA'S BANGALORE B SCHOOL |
| Name of the head of the Institution | Dr D M MAHISHI |
| Designation | Principal |
| Does the Institution function from own campus | Yes |
| Phone no/Alternate Phone no. | 08023245515 |
| Mobile no. | 9945704462 |
| Registered Email | principalabbs295@gmail.com |
| Alternate Email | principal@acharyabbs.ac.in |
| Address | No-3,Lingadheeranahalli, Andrahalli Main Road off Magadi Road,Bangalore -560091 |
| City/Town | BANGALORE |
| State/UT | Karnataka |
| Pincode | 560091 |

| | |
|--|-----------------------------------|
| 2. Institutional Status | |
| Affiliated / Constituent | Affiliated |
| Type of Institution | Co-education |
| Location | Urban |
| Financial Status | Self financed |
| Name of the IQAC co-ordinator/Director | DR VIJAYA BHASKAR |
| Phone no/Alternate Phone no. | 08023245515 |
| Mobile no. | 9845697384 |
| Registered Email | iqac@abbs.edu.in |
| Alternate Email | principalabbs295@gmail.com |

| | |
|--|---|
| 3. Website Address | |
| Web-link of the AQAR: (Previous Academic Year) | https://abbs.edu.in/wp-content/uploads/2021/08/aqar-2018-19.pdf |
| 4. Whether Academic Calendar prepared during the year | Yes |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://abbs.edu.in/wp-content/uploads/2021/08/CLAENDAR-OF-EVENTS-SPECIMEN-COPY.PDF |

| 5. Accrediation Details | | | | | |
|--------------------------------|----------|-------------|----------------------|--------------------|--------------------|
| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
| | | | | Period From | Period To |
| 1 | A | 3.20 | 2012 | 10-Mar-2012 | 09-Mar-2017 |
| 2 | A | 3.23 | 2017 | 02-May-2017 | 01-May-2022 |

| | |
|---|--------------------|
| 6. Date of Establishment of IQAC | 11-Sep-2009 |
|---|--------------------|

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|---|
| 7. Internal Quality Assurance System |
|---|

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|-----------------|---------------------------------------|
| Item /Title of the quality initiative by | Date & Duration | Number of participants/ beneficiaries |

| IQAC | | |
|--|------------------|-----|
| FDP | 23-Nov-2019 1 | 45 |
| one week certificate program on supply chain management | 23-Sep-2019 3 | 43 |
| National conference on Timeless management -lessons from Ancient Indian Literature - video conference | 15-Oct-2019 1 | 83 |
| National conference on Importance of Artificial Intelligence in the corporate world - video conference | 30-Sep-2019 1 | 95 |
| National conference on Industry 4.0 -Technology and its implication on business | 18-Oct-2019 1 | 135 |
| International conference on | 02-Oct-2019 3 | 105 |
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|----------------------------------|-------------|-------------------------|-----------------------------|--------|
| Dr. HR Venkatesha/Dr. VS Chauhan | consultancy | HR- IPIRTI-CENTRAL GOVT | 2019 30 | 194680 |
| DR C SENGOTTUVELU | RESEARCH | ICSSR | 2020 30 | 250000 |
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| | |
|--|---------------------------|
| 9. Whether composition of IQAC as per latest NAAC guidelines: | Yes |
| Upload latest notification of formation of IQAC | View File |
| 10. Number of IQAC meetings held during the year : | 5 |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | Yes |
| Upload the minutes of meeting and action taken report | View File |

| | |
|---|----|
| 11. Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
|---|----|

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

1. Administrative
2. Research
3. Teaching
4. MULTI DISCIPLINARY INTERACTION APPROACH:
5. CURRICULAR AND CO-CURRICULAR ACTIVITIES

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

| Plan of Action | Achivements/Outcomes |
|---|---|
| Faculty Development Program MDP program | Faculty development program on research methodology Data analysis using ' r \statistics was conducted on 23.11.2019. Under Knowledge Exchange Series among the faculty members 11 lectures were conducted. Faculty members attended 6 FDP on artificial intelligence research Attended 29 FDP/Workshops through webinars. Six FDP/ workshop participated through webinars Three MDPs were conducted |
| Modified Self Assessment Tool | Improved version of SAT was effective for self-evaluation and revision of lessons by students. The feedback showed the tool is very effective. Results have improved |
| Research & consultancy: | ABBS has carried out Consultancy services with INDIAN PLYWOOD INDUSTRIES RESEARCH AND TRAINING INSTITUTION(IPRITI) Research and publication: during 2019-20- 68 publications were done and 50 publication in the UGC care journal 15 publications were H Indexed journals |
| Academic enrichment program | Following Value Added Program were conducted : • Supply Chain Management, • Oracle 9i/10G, • molecular Diagnostics and • Advanced Excel, • |

Business Analytics, • Digital Marketing, • International Business Club activities conducted include: Digital lab Business lab HR club, Marketing Club Finance Clubs Students in research: Students participated in National and International conference and won the best paper presenter awards. Conducted National level seminar on Industry 4.0 for business-disruption. Seminar on MSEM and aviation was conducted. Career guidance: career guidance was given for the final year students Co-Curricular Activities: students participated in debate competition and quiz, panel discussion. Students participated in inter college and Intra- college activities 1. Study Centre activities: student development programs for holistic development through the study Centres, viz., Mahatma Gandhi Study Centre, Gautama Buddha Study Centre, Swamy Vivekananda study centre and Dr B R Ambedkar Study centre. Students participated in theme based activities. Students participated in the activities conducted by BHEL, Public sector undertaking & won the first two prizes on public speaking for the vigilance week. 2. Student prepared the video to give awareness to the local residents on Covid -19. 3. Students from M.Com Final years Manjunath and two took active participation as covid warriors and joined hands with NGO during the lockdown. Period from April to Sept 2020 4. Through ABBS Rotaract- five activities were conducted which includes personality development and career guidance through webinar in association with ROTARACT 5. Blood Donation camp was conducted : Good response from -students, faculty and non teaching staff members Through NSS and Community development- World Ozone Day, Environmental Day and societal values- awareness on Human rights, gender sensitization were conducted. Through CDAC activity students did research in understanding the societal problems by giving solution through their observation in association with NGOs.

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| 14. Whether AQAR was placed before statutory body ? | Yes | | | | |
|---|--|------------------------|--------------|-------------------|-------------|
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Name of Statutory Body</th> <th style="width: 50%; text-align: center;">Meeting Date</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Governing Council</td> <td style="text-align: center;">11-Jan-2020</td> </tr> </tbody> </table> | | Name of Statutory Body | Meeting Date | Governing Council | 11-Jan-2020 |
| Name of Statutory Body | Meeting Date | | | | |
| Governing Council | 11-Jan-2020 | | | | |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | No | | | | |
| 16. Whether institutional data submitted to AISHE: | Yes | | | | |
| Year of Submission | 2019 | | | | |
| Date of Submission | 25-Feb-2019 | | | | |
| 17. Does the Institution have Management Information System ? | Yes | | | | |
| If yes, give a brief description and a list of modules currently operational (maximum 500 words) | <p>Management information system at our institution works at two levels Our Institution has evolved an effective Management Information System, which is helping in decision making, coordination, maintaining and reviewing the ongoing process. The MIS system we follow works out at 5 levels, At Level 1: All HODs/ coordinators of the Department submit data and details about the Academic, research, Administrative and Cocurricular activities conducted in the Department on a monthly basis, the MIS data presented and discussed at IQAC and it is further submitted during the management review. At Level 2: The Institutional data related to Infrastructure and Facilities, digital technology, services like library , learning related resources and information , faculty and new recruitment, finance and accounts,maintenance, new proposals are discussed along with the observation of the IQAC, decisions are made on ongoing issues. At Level 3: Data and admissions, student diversity, student support system are analysed with the data from admission department, placement department, hostel, stores, sports and student mentors and duly verified by IQAC. At the Level 4: The</p> | | | | |

information system works for submission of the Institutional data on Academic and non academic report is submitted annually to Bangalore University, AICTE, for Affiliation, AISHE, AQAR,NBA, NIRF. The data is scrutinized by IQAC. At level 5: We have recently introduced MIS is used for teaching and Administration, wherein online teaching, webinars conducted, virtual training are compiled and analysed by IQAC. The data is subsequently submitted to Bangalore University and Department of Higher Education.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The institution follows outcome based curriculum wherein Program Objective, Course Objective and Program Specific Objectives are defined for each course and subject during the process of developing course objective. We have the objectives given by University and we have blooms taxonomy to validate the objectives or all the courses both UG/PG. Within each department, Advisory committees are constituted which comprises of experts from an industry, coordinator/ Head of the department, quality circle coordinator and faculty members. Curriculum review takes place to match to the current trends in the market. Committee members review the syllabus for various subjects in the current semester and prepare a plan for curriculum delivery in terms of lesson plan, lecturers, industrial visits, guest lecture, experiential learning - students centric investment lab, business lab, assignments, case studies, students seminar, reference books, virtual lab. Based on the University academic calendar, departmental academic calendar is prepared incorporating curricular, co-curricular and extra-curricular programmes. Time table is framed and subjects are allotted to faculty based on their specialization, experience and area of expertise. Course file are maintained by faculty members consisting of the syllabus on the subject, lesson plan, teaching methods to deliver the topic and question bank, previous year question papers and experiential learning topics is identified and regular implementation of the curriculum is recorded systematically. Various teaching methodologies are followed to make teaching learning interesting and enriching, such as class room presentations, group discussions, practical demonstration, case study analysis, participative method, Interactive method and virtual/simulation method. The quality circle coordinator for each department will send the reports on academic plan and feed backs of previous semesters to IQAC. Feed backs are taken from the alumni/industry/Visiting Faculties regarding course content for effective implementation of the curriculum. Career counseling takes place continuously on an individual basis and while teaching the subject concerned teachers explains the opportunities for higher education and job opportunities and from the point of view on entrepreneurship. Students get opportunity to learn Value Added programs and certification programs, support for research related activities, entrepreneurship programs, placement training. Students interest on extra co-curricular activities is also supported through the cultural activities and participation in inter college and intra-college participation. Activities done

through the different study centre relevant to professional ethics, Human values and Environment and sustainability are integrated. Students participate in research activities and participate in conferences and seminars and publication. Internship projects: During the pandemic situation - online session training was conducted for teachers and students and manual was created to follow the sessions. Each department prepared the calendar of events matching to the calendar of events received by University for session's allotment and Assignments and Assessment of the students. Department wise time table was prepared, time table covered both practical and theory classes. Tests and assessments were given using MCQs, short term answers and descriptive type, students answered the tests and scanned the sheets and marks were allotment. Record has been maintained for attending to the classes and activities conducted. Feedback is collected from stake holders and analysed.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|---|-----------------|-----------------------|----------|--|---|
| Supply Chain Management Certification Program | Nil | 23/09/2019 | 30 | Employability EDP | logistics digital technology |
| Oracle 9i/10g | Nil | 07/08/2019 | 30 | Employability EDP | Understand the database concept and backend connectivity with real time web application. |
| Molecular Diagnostics | Nil | 14/10/2019 | 30 | Employability EDP | Learn different molecular techniques such as PCR, ELISA and Fluorescence in situ hybridization that helps in disease diagnosis. |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|-------------------|-------------------------------------|-----------------------|
| BCom | Logistics & Supply chain Management | 03/09/2020 |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
|----------------------------------|--------------------------|---|

| | | |
|-----------------|-------------------------|------------|
| BA (Journalism) | JOURNALISM | 09/07/2019 |
| BBA | General | 09/07/2019 |
| BBA | AVIATION MGMT | 09/07/2019 |
| BCom | General | 09/07/2019 |
| BCA | Computer Sciences | 09/07/2019 |
| BSc | LIFE SCIENCES | 09/07/2019 |
| MBA | FINANCE MKTG Healthcare | 06/08/2019 |
| MCom | Accounts | Nil |
| BCom | LOGISTICS | 09/07/2019 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | | |
|--------------------|-------------|----------------|
| | Certificate | Diploma Course |
| Number of Students | 209 | Nil |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|------------------------|----------------------|-----------------------------|
| M S EXCEL | 18/09/2019 | 215 |
| BUSINESS ANALYTICS | 15/04/2021 | 215 |
| INTERNATIONAL BUSINESS | 27/07/2019 | 135 |
| DIGITAL MARKETING | 27/07/2019 | 93 |
| No file uploaded. | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|-------------------------|--------------------------|---|
| MBA | PROJECT DISSERTATION | 210 |
| MCom | PROJECT DISSERTATION | 35 |
| MBA | SUMMER INTERNSHIP | 215 |
| BBA | PRIJECT DISSERTATION | 92 |
| No file uploaded. | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| |
|--|
| Feedback Obtained |
| Feedback from Students: In each department and for each course we have a faculty Co-coordinator for Quality Circle. The coordinator collects the |

feedback for the entire curriculum as well as for each event from the participants. The data is analysed and discussed in the staff meeting and with remarks it is sent to the IQAC. The feedback is collected in two ways i.e. formative and Summative approach. In the formative approach the feedback is collected by the coordinator or HOD on each subject and if the student raises any concerns immediately that is resolved and in the summative approach the feedback will be collected at the end of the semester regarding the completion of the syllabus and assistance for the learning process. During the proctor system also the student shares if there is any concerns on understanding or any discomforts he/she is facing and that will be addressed. Feedback is collected on all the activities connected to academic curricular and co-curricular and extra curricular activities conducted IQAC members will look into the data and remarks and give their inputs keeping in view the institutional quality parameters and improvement. The new guidelines are sent to HOD for further action. Feedback from Alumni: The Institution obtains feedback from alumni about the effectiveness of the degree program and the necessary updating to be done to improve. Alumni interaction with the students enhances confidence for the current batch students and they inform them about the soft skills required for employability Feedback from the Students: The College obtains feedback from the alumni to know understand the curriculum enhancement point of view. on curriculum and effectiveness of the student centric programmes. The feedback is further analyzed by IQAC. Feedback from the Stakeholders: Feedback is obtained from other stakeholders, (experts) during industrial visits, guest lectures, workshops, seminars on the quality of the activity, infrastructure facility, IT support and hospitality and the suggestions are sent to IQAC. Feedback to the parents: During the parent teachers meeting or whenever the parent interacts with the student, the coordinator and subject teachers give the performance, area to improve and area in which he is performing is reported to the parents. Parents feedback : Feedback is obtained from parents and the feedback is reviewed and suggestion by IQAC for further improvement. Feedback from the mentoring session: for the student and teacher is also analysed and Corrective measures is implemented through IQAC reviews. Corrective and preventive action: IQAC committee does Counselling and mentoring for the faculty members to enhance the quality in effective teaching and corrective measures for the improvement is indicated.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--|---------------------------|--------------------------------|-------------------|
| BCom | General | 160 | 43 | 40 |
| BBA | AVIATION MGMT | 120 | 89 | 82 |
| BBA | General | 180 | 116 | 103 |
| BCA | Computer Sciences | 100 | 47 | 41 |
| BSc | BIO TECHNOLOGY/BIO CHEMISTRY/GENETICS/MICROBIOLOGY/COMPUTER SCIENCES/CHEMISTRY | 260 | 24 | 21 |
| MCom | ACCOUNTS & FINANCE | 40 | 18 | 16 |

| | | | | |
|-------------------|---------------------|-----|-----|-----|
| PGDBM | EDP/IB/ | 60 | Nil | Nil |
| MBA | Finance & Marketing | 240 | 248 | 223 |
| No file uploaded. | | | | |

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 929 | 498 | 37 | 21 | 6 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|--|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 64 | 64 | 64 | 64 | 1 | 64 |
| View File of ICT Tools and resources | | | | | |
| View File of E-resources and techniques used | | | | | |

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

We have introduced Proctoral system wherein for every 20 students one faculty member will be a Proctor. Each Proctor will become familiar with the students assigned to them and collect their profile. They meet their students helps the students in setting up goals, interactions, and observations in the class room or activity, assessment. The proctors help the students in the Academic and career guidance. The proctor will help in setting the goals for the student. The students meet the proctor as and when the need arises also. The Proctoring helps them to gain the confidence to face the examination or in the career guidance. Proctor will advise the students about the importance of being punctual, disciplined and the ways to manage their time. Proctor will also coach them on the ways to prepare for the exams. The proctor will guide and try to suggest the challenges faced by the mentee, either in understanding the subjects or in career or any other related to career development, hostel. Mentee will interact with the proctor and during the proctoring the student raised few challenges they are facing which was addressed 1) Communication classes to be given to some students. 2) Hostel, transport to be timed a little late. 3) students made a request for wider range of opportunities 4) More practical classes in finance papers Students would be ensured that their problems will be looked into at the earliest. Faculty summated the process by submitting the Mentoring sheet. During the pandemic period the proctors supported and counselled their students continuously. They were in touch with the students in understanding their level of comfort in learning Online method of teaching. In general students had interaction with their proctors on 1. Preparation for digital learning 2. For completing the assignments and Online tests 3. Managing the pandemic time. 4. Learning value added program At the under graduate level Parents meeting were conducted through online and discussed about the online session and asked them to cooperate for their ward studies. During lockdown students were counseled on this information. 1) Online classes and the issues related to it. 2) Health Safety. 3) Practical classes were supported by video recording for better understanding. 4) Constant Interaction with students were maintained to make them feel and comfortable. 5) SRP Project Guidance was conducted online. 6) Hostel students and foreign students were taken special care and counseled their parents too. 7) Students having network issue were counseled and helped them in sending the ppts, video recorded sessions to understand the syllabus. Mentoring thus help in understanding students requirements help in focusing on the right path.

| | | |
|--|-----------------------------|-----------------------|
| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|

1427

64

1:22

2.4 – Teacher Profile and Quality**2.4.1 – Number of full time teachers appointed during the year**

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 72 | 64 | 13 | 6 | 23 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------|---|---------------------|--|
| 2019 | Dr. Sengottuvelu C | Professor | Best Contribution of Research Papers to MMR (Material Management Review) given by Indian Institute of Material Management (IIMM). |
| 2020 | Dr. Shalini H. S | Associate Professor | Best paper award at Gitam University in the International conference |
| 2019 | Dr Anupama | Assistant Professor | Best poster presentation - 2nd Prize at International on life chemical and Health sciences, Ramaiah college of Arts, Sciences commerce Bengaluru |

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2.5 – Evaluation Process and Reforms**2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year**

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|----------------|----------------|----------------|--|---|
| MBA | YU | 01.07.2019 | 15/09/2020 | 19/11/2020 |
| MCom | YU | 01.07.2019 | 22/09/2020 | 11/11/2020 |
| BCom | YU | 1.07.2019 | 18/09/2020 | 23/10/2020 |

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

WWe 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 training in the concerned subject is 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 test In addition to this the continuous evaluation is done based on the participation in industrial visits reports, assignments, presentation. At every stage a performance report is generated and shared with the parents during the interaction. Students' progress is discussed with parents on a continuous basis. Self -Assessment Tool was improved and re introduced and was effective as a self- learning module and enhanced the self- confidence of the students. After the completion of the syllabus, students assess themselves the preparedness for the examination.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The institution prepares the Institutional calendar of events by planning for curricular and co-curricular activities based on the available working/teaching days as per university norms for each semester adhering to the University Academic Calendar for Under graduate programs and post graduate programs. The Institutional academic calendar includes commencement and end of the academic activities such as Internal test, practical examination/project work/internship/dissertation, viva -voce. Departmental activities All academic activities such as classes, internship, exams, assessments, FDP, SDP, MDP etc., as well as non-academic activities such as orientation, alumni meet, training placements, venture fest etc., were carried out on a virtual medium without fail. ? Cultural Activities/Competitions/Management Fests/Events ? Inauguration-of-the-new-batch/orientation program/Fresher's party/Farewell Party, ? Other important flagship events of the Institution Department wise calendar specifies - ? The date of commencement of classes ? First and second internal test dates ? Commencement of practical examination and mock practical test dates ? Commencement and duration of project work/internship/dissertation, ? Last working day ? Commencement of project work viva voce ? Dates for University events/activities/functions/industrial tours, ? Last date to submit IA marks ? Semester end examinations schedule. The Institutional academic calendar includes commencement and end of the academic activities such as Internal test, project work/internship/dissertation, viva voce, ? Alumni Meet ? Cultural Activities/Competitions/Management Fests/Events ? Departmental activities ? MDP/FDP/CONFERENCES/SEMINARS/WORKSHOPS ? Preparatory test semester end exam ? Inauguration-of-the-new-batch/orientation program/Fresher's party/Farewell Party. ? All academic activities such as classes, internship, exams, assessments, FDP, SDP, MDP etc., as well as non-academic activities such as orientation, alumni meet, training placements, venture fest etc., were carried out on a virtual medium without fail.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.abbs.edu.in/agar>

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|---------------------------------------|---|---|-----------------|
| YU | BA | JOURNALISM /HISTORY/TOURISM | 7 | 5 | 71.42% |
| YU | BCA | COMPUTER SCVENCES | 26 | 17 | 65.38 |
| YU | BSc | BIOTECH/BIO CHEM/GETICS/MICRO BIOLOGY | 65 | 55 | 90.16 |
| YU | BBA | FINANCE & MARKETING | 119 | 100 | 54 |
| YU | BCom | ACCOUNTS | 42 | 36 | 85.71 |
| YU | MCom | ACCOUNTS | 35 | 35 | 100 |
| YU | MBA | FINANCE AND MARKETING & HEALTH CARE | 233 | 227 | 97.42 |

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://abbs.edu.in/wp-content/uploads/2021/08/Students-satisfaction-survey-report.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Any Other (Specify) | 3 | ICSSR | 250000 | 250000 |
| Any Other (Specify) | 30 | HR- IPIRTI-CENTRAL GOVT | 194680 | 194680 |

[View File](#)

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|--|---------------------|------------|
| Overview on Intellectual property Rights - Guest | commerce Management | 17/03/2020 |

Lecture- Mrs Arathy- Law
faculty

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---------------------------|----------------------|-----------------------------------|---------------|-------------------------------------|
| BEST RESEARCH PAPER AWARD | DR SENGOTTUVELU | JAIN UNIVERSITY | 08/08/2019 | BEST PAPER AWARD |
| BEST PAPER AWARD | DR SHALINI | GITAM UNIVERSITY | 24/01/2020 | BEST PAPER AWARD |
| CONTRIBUTION FOR RESEARCH | DR SENGOTTUVELU | INDIAN INSTITUTE OF MATERIAL MGMT | 01/11/2019 | BEST CONTRIBUTION FOR RESEARCH |
| ROTACON 2019 | ROTRACT MEMBERS-ABBS | ROTARACT DISTRICT COUNCIL | 15/09/2019 | ROTACON 2019-FOR COMMUNITY SERVICES |

[View File](#)

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|-------------------------|-----------------------|----------------------------|--|----------------------|
| ABBS-EDC | Ms.Shikha | Ms.ShikhaSathish | Chocolate-O-Spark | Chocolate-O-Spark is all about handmade chocolates prepared into small quantities. | 21/10/2020 |
| ABBS-EDC | Ms Komal | Ms Komal | The Northern Flavours | The Northern Flavours is a company which delivers home cooked food to people based on the order | 22/11/2019 |
| ABBS-EDC | Mr.Rohit Cherian Mathew | Rohith Cherian Mathew | Mind Street E-learning Hub | At Mindstreet our vision is to create the future of technology integrated learning by providing a unique platform for personalized education accessible for anyone | 20/08/2020 |

anywhere
anytime.

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 0 | 1 | 2 |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| MBA | 2 |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------|--|-----------------------|--------------------------------|
| International | PG UG DEPARTMENT PG UG DEPARTMENT | 42 | 6.5 |
| National | PG UG DEPARTMENT | 37 | 4.4 |
| National | PG UG | 19 | 0 |

No file uploaded.

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|-------------------|-----------------------|
| UG- COMMERCE MGMT | 2 |
| MBA | 3 |

[View File](#)

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|---|----------------|------------------|---------------------|----------------|---|---|
| A Study on self help groups sponsored by Co-operative societies with special reference to Holenar sipura taluk Hassan Dist. | DR SHALINI | ADALYA JOURNAL | 2019 | 11 | Acharya Bangalore B-School | 1 |

[View File](#)

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|----------------|--|---------------------|---------|---|---|
| Effective Handwritten Digit Recognition Using Deep Convolutional Neural Network | Dr.V.P.S riram | International Journal of Advanced Trends in Computer Science and Engineering | 2020 | 11 | 6 | Acharya Bangalore B School, Bengaluru, Karnataka, India. |

[View File](#)

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-------------------|---------------|----------|-------|-------|
| Resource persons | 2 | Nil | 1 | Nil |
| Presented papers | 23 | 47 | 18 | 13 |

[View File](#)

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|-------------------------|--|--|--|
| ABBS TED X | TEDX | 2 | 190 |
| ABBS TOAST MASTERS | TOAST MASTERS | 4 | 120 |
| ABBS COMMUNITY | ABBS SELF ALONG WITH NGOS | 4 | 183 |
| STUDY CENTRE ACTIVITY | BANGALORE UNIVERSITY | 15 | 160 |
| ABBS ROTARACT | BANGALORE | 2 | 45 |
| ABBS RED CROSS | RED CROSS SOCIETY | 3 | 281 |
| ABBS NSS | BANGALORE UNIVERSITY AND ABBS NSS | 3 | 83 |

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|----------------------|-------------------|-----------------|------------------------------|
|----------------------|-------------------|-----------------|------------------------------|

| | | | |
|--------------------------------|---------------------|---------------|-----|
| COMMUNITY DEVELOPMENT ACTIVITY | ROTANA | ROTARACT | 37 |
| BLOOD DONATION CAMP | BLOOD DONATION | RED CROSS | 102 |
| COVID WARRIOR | NGO/ SUPPORTED GOVT | COVID WARRIOR | 3 |
| No file uploaded. | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------------|---|----------------------|--|--|
| SRP PROJECT | VARIOUS ORGANISATIONS | PROJECT | 13 | 120 |
| NGO- COVID WARRIORS | STATE NGO AND COVID WARRIOUR | COVID WARRIORS | 1 | 3 |
| View File | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---------------------------|---|-----------------------------|----------|
| TRAINING FOR PGDC | IPRITY | YES | 30 |
| WORKSHOP | Atomic Minerals Directorate for Exploration & Research Mr. Nanda Kishore Sondur, Atomic Minerals Directorate for Exploration & Research (AMD), Bangalore- Importance of Minerals and Radioactive Elements | TRAINING | 01 |
| View File | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|--------------------------------------|--|---|---------------|-------------|-------------|
| Project Dissertation (2018-20) Batch | A STUDY ON UNIQUE MARKETING STRATEGIES | TANISHQ JEWELLERS | 13/05/2020 | 12/06/2020 | 02 |

AT JEWELRY
MARKET
ADOPTED BY
THE TANISHQ
JEWELERS

[View File](#)

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|--------------------|-----------------------|---|
| INDIAN PLYWOOD INDUSTRIES RESEARCH AND TRAINING INSTITUTION(IPRITI) | 03/01/2020 | TRAINING AND WORKSHOP | 30 |

[View File](#)

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 2700000 | 2659510 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|-----------------------------------|-------------------------|
| Seminar halls with ICT facilities | Existing |

[View File](#)

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---------------------------|--|---------|--------------------|
| TCS ION | Fully | 1.2 | 2012 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|----------------------|----------|---------|-------------|--------|-------|---------|
| | | | | | | |
| Text Books | 12502 | 3841486 | 237 | 83270 | 12739 | 3924756 |
| Reference Books | 1917 | 382769 | 10 | 13776 | 1927 | 396545 |
| e-Books | 1276 | Nil | 150 | Nil | 1426 | Nil |
| Journals | 41 | 1416120 | 68 | 100193 | 109 | 1516313 |
| e-Journals | 10196 | 2106708 | 12134 | 269051 | 22330 | 2375759 |
| Digital Database | 3 | 2106708 | 3 | 269051 | 6 | 2375759 |

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| NIL | NIL | NIL | Nil |
| No file uploaded. | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|----------------------------------|--------|
| Existing | 300 | 30 | 30 | 0 | 1 | 0 | 0 | 30 | 0 |
| Added | 10 | 30 | 70 | 0 | 1 | 0 | 0 | 70 | 0 |
| Total | 310 | 60 | 100 | 0 | 2 | 0 | 0 | 100 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|----------------|
| 110 MBPS/ GBPS |
|----------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| NIL | 0 |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 3500000 | 3882270 | 2700000 | 2659510 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

ABBS believes in the proverb "Prevention is better than cure". For all the equipment's, installation and building structure is scheduled inspection is done as a preventive measure. • ABBS has 82.5 KVA Generator for uninterrupted power supply and also 40 KVA online UPS to protect sensitive equipment's/ instruments from voltage fluctuations. ABBS believes in the proverb "Prevention is Better than Cure" so we adopted the Annual Maintenance Contract (AMC) for upkeep of all the major equipment's like Generator, PBX, Elevators, Water Purifiers etc... • A Complaint register has been maintained both in hostel and the college and any requirements are met/ rectified within 24-48 hours. • Quality control is strictly adhered to in construction, procurement of lab items and office requirements • A Complaint register has been maintained both in hostel and the college and any requirements are met/ rectified within 24-48 hours. • Automatic system is installed in order to reduce the waste of energy

and to conserve the energy. Academic and Support facilities- • Laboratory- ABBS has very well equipped laboratory facility with space and equipment's arranged for the student's convenience. Stock verification is carried out and necessary replacement is done semester wise. Laboratory general maintenance including calibration and precision measures for the equipment's and instruments is taken every 6 months. In case of any breakdown of the equipment's/instruments, it is attended within 24 hrs on emergency basis by in-house technicians or external experts if required. Stock of Life Sciences Department and Computer Sciences department will be reviewed after the semester examination • Library facility: with wide range of books for all courses and addition of books is the continuous process. Book Review as the best practice at ABBS, students will be review the management books and specialised books and review shows the well-equipped library facility. Library stock verification registration will be reviewed every six months after the semester examination. • Sports club and gym: sufficient equipment is available and gym is well maintained and hygiene factors are given more importance with facilities of first aid boxes in the different identified places. Stock verification register and requirement of sports and Lab equipment's is maintained. • ICT enabled classes and well maintained for the smooth running of classes. Computer classes and language lab: computer lab facility with the software's loaded for computer sciences students helps the students to practice in the computer labs. Language lab facility with software support to improve their communication, listening skill helps the students to face the interview positively. Recording of the laboratory activities was done during pandemic situation helped the students to understand the lab activities when they came to offline classes and take up the examination.

<https://abbs.edu.in/wp-content/uploads/2021/08/WRITE-UP-4-4-AQAR.pdf>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|---|--------------------|------------------|
| Financial Support from institution | Merit/Schedule Caste/Single Girl Child/ Economically Backward | 42 | Nil |
| Financial Support from Other Sources | | | |
| a) National | Nil | Nil | Nil |
| b) International | Nil | Nil | Nil |
| View File | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
|---|-----------------------|-----------------------------|-------------------|
| soft skills training | 13/09/2019 | 213 | sixth Sense |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the | Number of | Number of | Number of | Number of |
|------|-------------|-----------|-----------|-----------|-----------|
|------|-------------|-----------|-----------|-----------|-----------|

| | scheme | benefited students for competitive examination | benefited students by career counseling activities | students who have passed in the comp. exam | students placed |
|-------------------|-------------------------|--|--|--|-----------------|
| 2019 | career counselling cell | 40 | 294 | 3 | 141 |
| 2019 | career counselling cell | 30 | 33 | 2 | 28 |
| No file uploaded. | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 6 | 6 | 5 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|-------------------------------|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| APTUS DATA LABS | 39 | 21 | BANDHAN BANK (MICROFINANCE) | 16 | 2 |
| View File | | | | | |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|---------------------------|--|--------------------------|---------------------------|----------------------------|-------------------------------|
| 2019 | 60 | MANAGEMENT | MBA | Nil | MBA |
| View File | | | | | |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---------------------------|---|
| NET | 2 |
| View File | |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|---------------------------|-------------------|------------------------|
| SHUTTLE BATTMINTON | UNIVERSITY -STATE | 1 |
| View File | | |

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international

level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ International | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|------|-------------------------|-------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| 2019 | FIRST PRIZE | National | 8 | 7 | Nil | Nil |

[View File](#)

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Our institution follows student centric curriculum. Students represent in important committees and participate in improvement process. In library development committee, the student representatives gives us their inputs about the service, 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 given in grievance redressal and anti-ragging committee. Hence any issues with students is discussed and sorted out with less time and amendments are made in regulations. Students are part of the sports and fitness committee and give constructive inputs in organizing the events and improving the facilities. Student representation is followed in the following institution level committees Grievance redressal cell anti-ragging committee Canteen and hostel maintenance Committee for International students Quality Assurance cell Committee on students health Womens wing Committee-Library committee Further, students are given independent responsibility of organizing club activities, study centers and statutory bodies like Red cross, NSS and Rotaract. Students take lead in organizing Science club, Digital club Commerce club and management clubs under the guidance of faculty. Students organize activities under Mahatma Gandhi study centre, Sway Vivekananda center , Dr B R Ambedkar and Gautam Buddha study Centers. The independent 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. This has helped the in enhancing their self confidence of organizing mega-events. 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 concept to implantation

5.3 Alumni Engagement 5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words): YES ABBS alumni association is a registered (80R/BLU/DR/1428/2009-10 body with more than 1600 members. The association members meet every year as a get together as well they are in constant contact with faculty and placement department. Alumni members associate with the institution in giving guest lectures, providing internships and placement of students. Alumni interacts with the current students and they explain in terms of job skills and entrepreneurship activities. They interact with the teachers and they update the faculty about the updation of skills required by the current students and their experience. They feel very happy and they recall all their nostalgic memories during the stay in the college. We have star Alumni: Entrepreneurship: Our students are engaged in their own business and they share the experiences with the current batches, the business idea, planning, their success stories, the mistakes and motivates the students. Competitive examination: Alumnis who have successfully completed the competitive examination like banking and other Government jobs will give the guidance for clearing the tests. Alumnis working in MNCs: Alumni like Nishant Kumar who is working in Amazon, and the Priyanka working in PWC, will share their experience

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words): YES ABBS alumni association is a registered (80R/BLU/DR/1428/2009-10 body with more than 1600 members. The association members meet every year as a get together as well they are in constant contact with faculty and placement department. Alumni members associate with the institution in giving guest lectures, providing internships and placement of students. Alumni interacts with the current students and they explain in terms of job skills and entrepreneurship activities. They interact with the teachers and they update the faculty about the updation of skills required by the current students and their experience. They feel very happy and they recall all their nostalgic memories during the stay in the college. We have star Alumni: Entrepreneurship: Our students are engaged in their own business and they share the experiences with the current batches, the business idea, planning, their success stories, the mistakes and motivates the students. Competitive examination: Alumnis who have successfully completed the competitive examination like banking and other Government jobs will give the guidance for clearing the tests. Alumnis working in MNCs: Alumni like Nishant Kumar who is working in Amazon, and the Priyanka working in PWC, will share their experience in cracking the tests that helps the current students for preparation. Alumnis who have cleared NET/SLET other examination to qualify for career opportunities: Sessions will be given to Alumnis who have cleared NET/SET - Supreeth conducted one session informing about the importance of clearing the examination and preparation required. Alumnis teaching in Japan, have addressed the students. Students who have taken higher studies regarding research Vini Virdi and others will be explaining the process of applying for higher education and their experience while they were doing the research share their experience.

5.4.2 – No. of enrolled Alumni:

5000

5.4.3 – Alumni contribution during the year (in Rupees) :

661000

5.4.4 – Meetings/activities organized by Alumni Association :

30.11.2021-

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

6.1.1 Mention two practices of decentralization and participative management during the last year (maximum 500 words) 1 Our institution has a policy of independent handling of all the academic matters by faculty members by organizing activities. Under our academic system each department is made a completely independent unit for planning, implementation and evaluation of programs and activities related to teaching, research , accreditation and co-curricular activities. At department level we have a departmental planning committee to chalk out the programs. The budget allotted is handled by the department independently. The department also plans for training and development of the faculty and support to update their expertise in using

technology. Faculty members carryout their role as mentors and career counsellors individually. Faculty members maintain data and documents and contribute towards the accreditation process. The quality circle in each department functions to collect and analyse feedback and bring about improvements with inputs from IQAC. 2. The second independent example of decentralisation is in organizing value based education. Faculty members have established study centres for Mahatma Gandhi Study Centre, Swamy Vivekananda Study Centre, Gautam Buddha study Centre and Ambedkar study Centre. Under each study centre faculty have organized student teams and conducted many programs round the year. This has also developed leadership quality and team spirit for students. The community development work under the statutory bodies viz.,Redcross, NSS and Rotaract are carried out independently by faculty and student teams .

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|----------------------------|--|
| Curriculum Development | ? Curriculum Development We follow the syllabus updated by the affiliating University. We have made an assessment of add on skills OR Value added programs and certification program for the semesters and give the extra skills needed for that semester for professional development on topics related to the industrial requirements. |
| Teaching and Learning | ? Teaching and Learning Students are given assignments related to problem solving to strengthen their understanding of the subject, academic enrichment programs like workshop, skill development activities and case studies are solved |
| Examination and Evaluation | ? Examination and Evaluation Internal tests are conducted on the same pattern as of main exam in order to familiarise the students with the exam pattern. Students solves the previous question papers and also assess themselves that their preparation for the examination by filling up the Self-Assessment tool which gives the confidence for the preparation for the examination |
| Research and Development | Every faculty is given all the facilities as well as reduced teaching load to facilitate taking up research programs. Incentives are given for publications in standard Journals. Seminar and workshops related to research methodology are conducted. Faculty published their research papers in the UGC approved journals and |

| | |
|---|---|
| <p>Library, ICT and Physical Infrastructure / Instrumentation</p> | <p>citation is taken for consideration.</p> <p>? Library, ICT and Physical Infrastructure / Instrumentation Library resources are continuously updated with latest edition of books. On line resources are made available to every student. All classrooms are equipped with ICT facility and the lectures are delivered using A/V gadgets. The life science labs are updated with new equipment and students are given hands-on-training. Library orientation will be conducted to update on the e-resources, and In-Flib-net usage for improving the research publication</p> |
| <p>Human Resource Management</p> | <p>? Human Resource Management Well defined systems are implemented by the institution to ensure quality in every aspect related to human resource of the institution, i.e, both faculty and non-teaching staff. In faculty recruitment and selection process, candidates who are consistently active in research i.e, presenting papers, research publications in national/international journals of repute or authoring books are given priority while short listing. Shortlisted candidates have to give a class room demonstration which is evaluated by a committee of senior faculty including subject expert, followed by personal interview with duly constituted selection committee. Faculty are selected based on their scores obtained in the above process. This stringent process is implemented diligently to ensure recruitment of meritorious candidates suitable to our programs. During the course of their assignment, periodical and need based performance enhancement strategies are followed. Under this program, we conduct Faculty Development Programs (FDP) related to pedagogy and skill development. We also conduct workshop for specific training in areas like advance Excel, SPSS, Research Methodology and publication. Faculty are given additional support to pursue higher education namely for Doctoral programs and online certification program under NPTEL. Incentives are given to faculty for outstanding publications and presentations in national and international conferences. Best teachers are also rewarded for</p> |

| | |
|--------------------------------------|--|
| | achieving 100 results with high distinctions. The teaching workload is optimized for faculty involved in research. |
| Industry Interaction / Collaboration | ? Industry Interaction / Collaboration Industry experts are invited to present lectures and interact with students. Industry visits are Arranged for practical exposure. Senior students take up internship in industry. |
| Admission of Students | ? Admission of Students Students with low income but have outstanding merit is given fee concessions. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|-------------------------------|--|
| Planning and Development | ? Planning and Development At institution level, the planning strategy is in line with vision and mission of the institution and is evolved during the discussion in Governing Council, Executive Council and Academic Advisory Board. Areas of development are identified and required budget is sanctioned on annual basis. |
| Administration | ? Administration Administration has been streamlined with implementation of ERP software, TCS iON. Under this ERP, the attendance is recorded using biometric reader and all the transaction with regard to leave, computation of pay rolls are automated with input by each faculty/staff. Faculty performance is evaluated with online computerized process and it covers all aspects of teaching, research, administration and co-curricular activities. We have strong effective system where in student, peers, respective heads provide the performance feedback through online process. Performance of staff is evaluated with reference to the timely completion of work assigned, quality in work, contribution to development of department/institution and introducing new initiatives. |
| Finance and Accounts | ? Finance and Accounts The entire finance and accounting process has been digitalised with TCS-ion modules (Mastersoft) and Microsoft applications. All payments are made through on line transfer. |
| Student Admission and Support | ? Student Admission and Support |

| | |
|-------------|---|
| | Student admission process has been computerized and the entire process is carried forward till the last semester. |
| Examination | ? Examination A team has been created for organizing the examination centre. The members are trained in the procedures. |

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---------------------------|-----------------|--|--|-------------------|
| 2019 | Dr Jayanthi | The Role of Internet in the Emerging Business of Digital Marketing in Asia | Nil | 6000 |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---------------------------|--|---|------------|------------|---|---|
| 2019 | research methodology | research programming | 23/11/2019 | 23/11/2019 | 45 | Nil |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---------------------------------|------------|------------|----------|
| Faculty development program on research methodology- Data analysis using 'r' statistics was conducted | 45 | 23/11/2019 | 23/11/2019 | 01 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 58 | 58 | 21 | 21 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|--|--|---|
| MEDICAL FACILITIES/ SUBSIDISED HOSTEL ACCOMMODATION/ STAFF LOAN FOR EDUCATION AND MEDICAL PURPOSE/ PERSONAL ACCIDENT INSURANCE POLICY | MEDICAL FACILITIES/ SUBSIDISED HOSTEL ACCOMMODATION/ STAFF LOAN FOR EDUCATION AND MEDICAL PURPOSE/ PERSONAL ACCIDENT INSURANCE POLICY | STUDENT SAFETY POLICY/ SCHOLARSHIP FACILITY/ GIRL CHILD BENEFIT |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The Institute has a committee consisting of senior staff, formed for internal Audit .The committee would do the Audit and submit the report to the management periodically. This process has been useful to keep a good track of budget utilization and resource mobilization on-time. Hence we have a good record of payment of bills as well as salaries on-time. The External audit of books of accounts is being done by registered Chartered Accountant ,annually , with regular standards of Audit and does regular vouching, checking of bills, receipts, payment vouchers, bank statements etc and with his remarks , wherever necessary , the auditor submits the report to the management . .

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| NIL | 0 | 00 |
| View File | | |

6.4.3 – Total corpus fund generated

| |
|---------|
| 8365749 |
|---------|

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|-----------------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | Yes | LIC AISHE | Yes | IQAC |
| Administrative | Yes | INTERNAL AGENCY | Yes | HR IQAC |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Activities and support from the Parent - Teacher Association (at least three)
Parent's teachers meeting: we arrange for a Parent teachers meeting at the middle of the semester after first internal-test and review the progress.
1.Parent's teachers meeting was held with 80 parents on 09.07.2019 and briefed about the curriculum ,college hours, discipline, attendance, facilities in the campus Students performance in test, their participation in co-curricular and

extra-curricular events are reviewed. Feedback from the parents was collected. Received good feedback from the parents. 2. Parent's Teachers Meeting was held on 12/10/2019 from 10am onwards, around 100 Parents have attended the meeting and we discussed about their wards Internal Test Performances and attendance details. For outside students, parents were contacted through mail and through the telephonic conversation. Some parents showed the positive response about frequent follow up through SMS messages and the initiative taken on mailing the progress report and updating the student's status. 3. Continuous communication with parents has helped in improving the student's attendance and results.

6.5.3 – Development programmes for support staff (at least three)

On MS Excel Executive Communication Skills On Safety driving Covid guidelines

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Established Bhagwan Buddha study centre 1 Centres to inculcate moral and ethical values in students. 2. Revision of SAT program 3. Introduced enrolment for online professional programs on NPTEL for MBA students and UG students 4. Entrepreneurship and incubation centre and start ups.

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF | Yes |
| c) ISO certification | No |
| d) NBA or any other quality audit | Yes |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|-------------------------------------|-------------------------|---------------|-------------|------------------------|
| 2019 | NATIONAL CONFERENCE ON INDUSTRY 4.0 | 11/09/2019 | 18/10/2019 | 18/10/2019 | 135 |

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|--|-------------|------------|------------------------|------|
| | | | Female | Male |
| International Women's day-I am generation equality realizing women's right | 04/03/2019 | 08/03/2020 | 116 | 22 |
| SRP-SOCIAL RESPONSIBILTY PROJECT (2018-20)Batch | 02/03/2020 | 06/04/2020 | 45 | 177 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

Eco-friendly campus :- Self sufficient with solar power (200 kw)-Excess power is supplied to the grid. Recycling of water-- Sewage water treatment plant
Greenery around the campus 300 Trees Waste matter Segregation - dry /wet. Lab. waste Composting of organic waste Drip irrigation system

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|--|--------|-------------------------|
| Physical facilities | Yes | Nil |
| Provision for lift | Yes | Nil |
| Ramp/Rails | Yes | Nil |
| Braille Software/facilities | No | Nil |
| Scribes for examination | Yes | Nil |
| Special skill development for differently abled students | Nil | Nil |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|--|--|------------|----------|--|------------------------------------|--|
| 2019 | 1 | 1 | 05/06/2019 | 1 | planting of tree in and around An dhrhalli | Awareness on Environment | 55 |
| 2019 | 1 | 1 | 04/10/2019 | 1 | Elysian | concern for blind | 183 |
| 2019 | 1 | 1 | 14/11/2019 | 1 | talent hunt and reward | caring for the old age home | 5 |
| 2020 | 1 | 1 | 15/05/2020 | 1 | awareness on talent hunt | awareness on covid | 45 |
| 2020 | 1 | 1 | 19/01/2020 | 1 | pulse polio awareness through Rotaract | awareness to eradicate pulse polio | 9 |

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|--------------------|---------------------|--|
| Student hand book | 03/06/2019 | provide all information about the regulations and code of conduct |
| Employee hand book | 05/07/2021 | provides all information about benefits expectations and regulations |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---------------|-------------|------------------------|
| Mahatma Gandhi study centre- International conference on the theme- Peace | 02/10/2019 | 08/10/2019 | 200 |
| BLOOD DONATION CAMP | 27/10/2019 | 27/10/2019 | 186 |
| WORLD RED CROSS DAY- CANCER AWARENESS DAY | 08/05/2019 | 08/05/2019 | 73 |
| No file uploaded. | | | |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Solar electricity : The energy requirement of the entire campus is generated through Solar Panel on roof top. Excess power is channelized to power grid.
2. RWH The rain water on roof top is channelized to accumulate in the adjacent lake.
3. Plastic free : The in house activities are plastic free
4. Recycling of paper Papers used on one side are recycled and used for day today work.
5. Sewage Water treatment and recycling

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Report on Book Review 1. "Book Reading Review" Book Review sessions are an additional and novel learning experience for students. These sessions give the students the opportunity to read general management books on various aspects, and review these books in the presence of other students and faculty members. At the end of each session, there is QA time for the audience to interact with the speaker. Goal 1. It is a learning opportunity for students to go beyond their text books, and explore what other experts are saying on various management concepts. 2. To review the books critically, and bring a logical flow into their presentations involving both the author's views on the topic and student's own analytical thinking on the subject. 3.To provide an opportunity for the students to speak out their views in front of an audience thus honing his confidence, public speaking skills and interaction with audience. The Context Initially students were reluctant to take part in the Book Review sessions, gradually the attendance of the session improved. Then many students came forward to review the Books and present in the session. It was a challenge for the faculty coordinator to motivate students. The Practice ABBS, as a policy, implements such learning opportunities for students to go beyond their text books, and explore what other experts are saying on various

management concepts. The students are encouraged to review the books critically, and bring a logical flow into their presentations involving both the author's views on the topic and student's own analytical thinking on the subject. Such opportunities not only hone the student's logical thinking and analytical capabilities but also gives him / her an occasion to speak out his / her views in front of an audience thus boosting the confidence and public speaking skills. At the end of each session, there is QA time for the audience to interact with the speaker. Management education goes beyond the class room. Book Reviews exposes the students to a plethora of general management books and authors. By reviewing a book and sharing this knowledge with other fellow colleagues, students not only gain awareness on many management related issues not taught in class but are also exposed to many general management books and authors which as individuals they may not have the time to access. Book Review sessions also kindle the curiosity in students to read books that have caught their attention and interest to gain more knowledge on the topic, widen their horizons and speak confidently to their prospective employers in job interviews. During the book review sessions students are encouraged to borrow general management books from the library and are coached to read and review the books and make a presentation before other students. Usually the students are reluctant in the beginning but they are motivated to go through this process gradually. Evidence of Success Students are able to critically analyse the contents in a book and make confident presentations before an audience. They are able interact better in the Q A sessions and answer the queries with confidence, they were reluctant to do earlier. The Book Review session has also undergone a change in format to get a better response from students. It has become a class room activity with one or two sessions per week that is included in the time table to make it a compulsory activity. This move has increased the intensity of the activity. Book Review sessions are an additional and novel learning experience for students. These sessions give the students the opportunity to read general management books on various aspects, and review these books in the presence of other students and faculty members. Further, students could remember name of many authors and title of many books. Carrying a general book by the students has become a habit. This initiative is an unique practice among management institutions. ABBS, as a policy, implements such learning opportunities for students to go beyond their text books, and explore what other experts are saying on various management concepts. The students are encouraged to review the books critically, and bring a logical flow into their presentations involving both the author's views on the topic and student's own analytical thinking on the subject. Such opportunities not only hone the student's logical thinking and analytical capabilities but also gives him / her an occasion to speak out his / her views in front of an audience thus boosting the confidence and public speaking skills. At the end of each session, there is QA time for the audience to interact with the speaker. Management education goes beyond the class room. Book Reviews exposes the students to a plethora of general management books and authors. By reviewing a book and sharing this knowledge with other fellow colleagues, students not only gain awareness on many management related issues not taught in class but are also exposed to many general management books and authors which as individuals they may not have the time to access. Book Review sessions also kindle the curiosity in students to read books that have caught their attention and interest to gain more knowledge on the topic, widen their horizons and speak confidently to their prospective employers in job interviews. This book review session help students to improve articulation and presentation skills. Problems Encountered and Resources Required Making students to ready general books apart from the text books was a great challenge initially but gradually the participations of the students enrolment in book review started increasing with the motivation of the Director, Management Studies and the faculty coordinator. Students were encouraged to borrow books from both department library and central library of

the institution. Gradually students cultivated the habit of regular reading and bought their own books.

5. Expected Outcome of the book reviews Students demonstrate their ability to comprehend and to correlate theories they learn in the class room with their real life applications. Students hone up their oral and written communication skills. Student develop habit of reading more books for their personal learning and growth. Improve their ability to data-mining, identifying relevant and appropriate resources and texts. Participate in the collaborative exchange of ideas through Book review presentations and the use of digital resources. Demonstrate digital citizenship and ethical use of information collected from various sources.

6. Challenges Students Faculty coordinators encounter following major challenges: Time duration allocated for reading and comprehending and presenting. Comprehending the Ideological differences among students.

7. Evidence of success This initiative is in practice since 2014-15 in ABBS. This itself is testimony to the success of the best practice. Book Review creates opportunity and adds extra credit to their bio-data. It enhances cross cultural relationship leading to collaboration among students. Since 2014-15, nearly 1000 books reviews are presented by the management students. In addition to this many more thousands of General Management books are read by students. This has made students knowledgeable. Students get opinionated by reading books. Students become more confident of their performance in the corporate world. This exceptional value enhancement has enriched the students' communication competency and other soft skills sought by the corporate world. This has also boosted to some extent the propensity of higher percentage in placement records from the year 2015 onwards. With this backdrop, BOOK REVIEW at ABBS has been correctly identified as one the Best Practices for the new age student learning endeavors.

II. Title of the Practice 2 ENTREPRENEURSHIP DEVELOPMENT ,TRAINING AND INCUBATION Best Practice- Entrepreneurship Development

1. Title of the Practice Entrepreneurship Development

2. Objectives of the Practice

- To sensitize students about importance and benefits of entrepreneurship
- To encourage students to become entrepreneurs
- To provide a platform for students to incubate their companies
- To create an eco-system which would help students to create their start-ups

3. The Context Entrepreneurs are seen as national assets to be motivated, cultivated, and remunerated to the greatest degree possible. Entrepreneurs develop innovative ideas that provide civilization with a large number of products and services which change the way we work and live. The importance of entrepreneurship can be understood by what it does for society. The benefits they offer are by creating job opportunities, improving standards of living, and contributing to the overall growth of the economy (GDP). Today, communities across the country are struggling. Workers are worried about their jobs, and the youth is unsure of their future with very few openings. There are no clear solutions but entrepreneurs do come as innovators taking the economy and the society to a state of prosperity and progress. In this context, promoting entrepreneurship among the student community is the need of the hour.

4. The Practice

- Organising lectures and interaction with entrepreneurs
- Conducting workshops on various aspects of entrepreneurship
- Providing a platform to exhibit their entrepreneurial talent by conducting various competitions
- Organising sessions on how to start a start-up
- Participating in programs and events organized by various institutions and organizations
- Bringing together Government agencies, venture capitalists,

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://abbs.edu.in/wp-content/uploads/2021/08/7-2-1-Two-best-practices.pdf>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

One of the main aims of our Institutional vision is- 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 curriculum, pedagogy and add-on programs are all aligned to fulfill our vision. The content of the curriculum are set to give an in-depth knowledge on the subject, and is further strengthened by "Academic enrichment programs" wherein student- centric- learning- activities provide the experiential and interactive learning platform. 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, 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. This concept students study on startups and entrepreneurship development, 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 full fill 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 Swamy Vivekanda, B R Ambedkar and Gautama Buddha. 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 fitness, environment and protection from 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 acquired for online MOOC certification in frontier areas. Regular update on use of technology in teaching is done through the demonstration of ERP modules. Faculty 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.

Provide the weblink of the institution

<https://abbs.edu.in/wp-content/uploads/2021/08/7-3-1-DISTINCTIVENESS-AOAR-2019-20.pdf>

8.Future Plans of Actions for Next Academic Year

Future plan The institution has been working towards achieving the following major changes for the next next academic year. 1 Autonomous status 2 Establish a Research centre 3 Preparation foe new education policy implementation As our institution has completed more than 10 years and has NAAC A grade accreditation for last two cycles we have planned to seek Autonomous status. As we have PG programs in Management and also many faculty with doctorate degree, we have planned to apply for a Research centre. This will enable us to register students for Ph D program. The faculty research during the last 5 years has been substantial. The institution is also keeping an active observation on the discussions on implementing New Education policy for the academic year 20-21. A program to train faculty in NEP has been planned. We are planning to develop a new pedagogy to make on- line education effective. The institution has also planned to enhance academic enrichment programs by introducing new Value added

programs and have more interaction with industries.