



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution	Acharya Institute of Graduate Studies
• Name of the Head of the institution	Dr Gurunath Rao Vaidya
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	9886833013
• Mobile No:	9886833013
• State/UT	Karnataka

• Pin Code	560107
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing
• Name of the Affiliating University	Bengaluru City University
• Name of the IQAC Coordinator	Dr. Mirshad Rahman T M
• Phone No.	8903280869
• Alternate phone No.	9895688856
• IQAC e-mail address	iqac.aigs@acharya.ac.in
• Alternate e-mail address	mirshadtm@acharya.ac.in
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.aigs.ac.in/aigs/quality_assurance.html#

4. Whether Academic Calendar prepared during the year?	Yes
<ul style="list-style-type: none"> if yes, whether it is uploaded in the Institutional website Web link: 	chrome-extension://efaidnbmnnnibpcajpcgglefindmkaj/https://www.aigs.ac.in/naac/aqar/Academic-Calendar-July-2023-June-2024.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.66	2011	16/09/2011	15/09/2016
Cycle 2	A	3.18	2017	15/09/2017	21/10/2022
Cycle 3	A+	3.31	2023	23/11/2023	22/11/2028

6. Date of Establishment of IQAC	14/08/2015
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7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Unnat Bharat Abhiyan	Perrinial Assistance Fund	IRD IIT Delhi	2021	175000

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9. No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and 	Yes

compliance to the decisions have been uploaded on the institutional website?	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Successfully completed NAAC Peer Team visit and awarded A+ Grade	
Introduced specialized certificate courses and placement training and launched Super 100 program.	
Strengthened internships, projects, and industrial visits.	
Participated in LIC inspections and NIRF ranking submissions.	
Conducted ICT workshop for Innovative teaching.	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	
Plan of Action	Achievements/Outcomes
To introduce specialized certificate courses and placement training programs to enhance student employability.	Several certificate courses were offered, and placement training programs were integrated to prepare students for the job market.
To implement domain-specific training sessions and the Super 100 program for high-potential students.	Domain-specific training sessions were conducted, and the Super 100 program was launched to mentor and develop selected students.

To promote holistic student development through extension activities and extra-curricular programs.	Various extension activities and participation in cultural, sports, and co-curricular events enriched student experiences.
To participate in national and institutional ranking initiatives, including LIC and NIRF.	Successfully completed LIC inspections and submitted data for NIRF ranking, increasing institutional visibility and benchmarking.
To achieve a higher NAAC grade based on quality enhancement initiatives.	The institution was awarded an A+ grade by NAAC, demonstrating excellence in academic and administrative quality standards.

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

Name	Date of meeting(s)
Governing Council	04/11/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023	05/04/2024

15. Multidisciplinary / interdisciplinary

The Institution aligns its vision with the National Education Policy (NEP), positioning Acharya Institutes as a hub for education rooted in strong values across all disciplines. It aims to inspire academic innovation and promote excellence. The plan emphasizes sustainability and practical, adaptable curricular designs that integrate community projects, environmental education, and global citizenship. Students benefit from courses in diverse fields such as scientific research, vocational training in stitching and self-reliance, and development of soft and employability skills. Collaborations with companies like IBM and Microsoft support advancements in cloud computing and data science, while smart boards and IoT integration address STEM requirements. These initiatives help students excel in IoT, AI, and ML, enabling the creation of technical models like line-following robots, smart irrigation systems, and home automation solutions. With NEP 2020, Bengaluru City University has introduced updated programs and credit-based curricula, including components on environmental education. Community outreach through NSS and Unnat Bharat Abhiyan builds social and ethical awareness. The Institution adheres to the Choice Based Credit System (CBSS) and the National Skill Qualification Framework (NSQF), offering undergraduate programs that help students achieve NSQF levels 5 to 7 with professional knowledge and core skills. Faculty actively participate in collaborative research, while partnerships with industries and academic bodies drive

advancements in health, medical, and materials sectors. The curriculum integrates skill-building courses and value-based learning to create meaningful educational experiences.

16.Academic bank of credits (ABC):

The Institution, affiliated with Bengaluru City University (BCU), operates under the guidelines of the Ministry of Education, India, and the regulations of the Government of Karnataka. The administration uses the Unified University and College Management System (UUCMS) to manage the Academic Bank of Credits (ABC), handling tasks such as tracking entry and exit points, verifying and transferring credits, and authentication. This system allows students to modify courses and subjects, transfer institutions to reduce dropouts, and create personalized degrees, supporting a flexible education model. The Institution prioritizes bridging academic learning with industry practices to meet future demands. It is also registered under the National Academic Depository (NAD) - Digi Locker for secure academic record-keeping. A Memorandum of Understanding has been signed with Universitas Budi Luhur, Jakarta Campus, Indonesia, supported by the UK and Europe, including Cambridge University. This partnership strengthens international English language education by improving reading, writing, listening, and speaking skills for faculty and students. Faculty members frequently update syllabi with relevant topics and use modern teaching methods. Classrooms feature ICT/LMS tools and Wi-Fi, enabling e-content, animations, simulations, and web-based resources. The library, managed by DSpace software, provides access to project reports, dissertations, exam papers, publications, and lecture notes. Key highlights include: Collaboration with Universitas Budi Luhur and Cambridge University for overseas education opportunities aligned with ABC norms. Implementation of collaborative, student-focused, and experiential learning approaches to enrich academic experiences.

17.Skill development:

The University has designed a model program to include vocational courses and skill-based education in undergraduate studies. BA, B.Sc, BSW, BCA, and B.Com programs now feature vocational subjects as Discipline Elective (DSE) options, aligned with NSQF levels 5 to 7. Core subjects such as Digital Fluency, Artificial Intelligence, Cyber Security, and Professional Communication are mandatory, with specific credits assigned. Students and faculty participate in activities like traditional hand painting, basic counseling skills, and jewelry design and crafting. Vocational subjects for BA, B.Sc Physics, BSW, BCA, and B.Com are offered from the 2nd year (III semester). Meanwhile, mandatory skill courses begin in the 1st year (I semester) for other undergraduate programs. Bengaluru City University has structured this curriculum to include value-based education, creating a balanced learning experience for students.

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

The institution actively organizes a variety of cultural programs to celebrate and promote the rich essence of Indian culture and ethos. These programs highlight the country's extensive diversity and cultivate a sense of unity among its diverse student body. Celebrations such as Ugadi, Onam, and Pongal are essential to the institution's calendar, each presenting the unique traditions, cuisine, and art forms of different regions. Moreover, Ethnic Day celebrations create a platform for students to express their cultural roots by wearing traditional attire, performing regional dances, and sharing stories from their heritage. Through these events, the institution builds a strong connection to India's values and

traditions, encouraging students to appreciate and preserve their cultural identity while promoting inclusivity and mutual respect.

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

The Institution follows the curricula prescribed by the affiliated University and applies Outcome-Based Education (OBE) in line with the National Education Policy (NEP) 2020. Program curricula receive University approval and outline program outcomes, course outcomes, credits, teaching methods, and assessment types. Each course connects to defined Program Outcomes (POs) and Course Outcomes (COs) using Bloom's Taxonomy for structured learning. A course articulation matrix maps POs and COs, which are shared with students during lectures and lab sessions. These outcomes are also published on the institution's website for clarity. Internal question papers are designed to align with COs, supporting students in understanding and evaluating learning goals. Assessments include internal exams, assignments, and University tests, with performance tied to the achievement of POs, COs, and Program Specific Outcomes (PSOs). Faculty members have created a macro-enabled Excel sheet to document and monitor OBE data, producing PDF reports for analysis. An OBE task force, led by the Principal, performs statistical evaluations to identify areas needing improvement. Department Heads implement recommended changes to achieve better results. The institution has also designed an Excel template for data recording and analysis to meet OBE requirements under NEP 2020. Plans are in progress to integrate OBE data into software and develop a mobile app for better access and functionality.

20.Distance education/online education:

As an affiliated institution, vocational courses are not provided in the Open and Distance Learning (ODL) mode. Instead, similar themes are integrated into existing programs. In partnership with Universitas Budi Lahur, online sessions in English language skills are offered to both students and faculty. On-campus activities include training in handcrafting, jewellery design, art, painting, stitching, and entrepreneurship. Collaborations with the National Service Scheme (NSS) include workshops focused on social, behavioral, and health-related topics. Students benefit from pre-placement guidance and mock interview sessions. Under the Unnat Bharat Abhiyan (UBA) initiative, rural women in nearby villages receive training in tailoring and computer skills to boost job readiness. Classrooms, seminar halls, and discussion rooms feature overhead projectors and display screens, while campus-wide Wi-Fi supports ICT tools for interactive teaching. Presentations incorporate web links and URLs. A Learning Management System (LMS) app, ALive, has been introduced to streamline teaching and assessment. The app enables secure access for faculty and students, creating digital classrooms automatically. Faculty can assign tasks through the platform, with assignments reflected in student profiles. ALive also includes live session recording, polls for engagement tracking, and attendance monitoring based on usage patterns.

Extended Profile

1.Programme

1.1	17
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	3757
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	1003
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	991
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1	180
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2		180
Number of Sanctioned posts during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1		74
Total number of Classrooms and Seminar halls		
4.2		20266669
Total expenditure excluding salary during the year (INR in lakhs)		
4.3		614
Total number of computers on campus for academic purposes		

Part B
CURRICULAR ASPECTS
1.1 - Curricular Planning and Implementation
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The Institution, affiliated with the University, adheres to the prescribed curriculum while promoting holistic development. Faculty members actively contribute to curriculum design as part of the Board of Studies and augment syllabus to bridge gaps between academic content and employment market needs. A systematic academic mechanism ensures seamless curriculum delivery, with faculty integrating augmented topics into lesson plans prior to class commencement. These plans, uploaded on ERP, are reviewed by the IQAC Coordinator and Heads of Departments for improvement. Faculty members are employed to enhance the quality of teaching.

The Institution assesses industrial and professional demands, consulting subject experts and stakeholders to update the curriculum. Departments remain abreast of developments in their fields, and the academic calendar's adherence ensures a conducive learning environment. Faculty and students participate in workshops, guest lectures, and conferences to update subject knowledge. Skill and personality development are emphasized through Add-on and Enrichment courses. As part of the curriculum, presentations, internships and projects foster real-life problem-solving skills.

Special provisions include remedial classes for slow learners, advanced exercises for high achievers, and bridge courses to address academic gaps. Faculty undergo continual development through orientation and Faculty Development Programs (FDPs). The Institution's library supports academic and professional growth for all stakeholders.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	chrome-extension://efaidnbmnnnibpcajpcgglefindmkaj/https://www.aigs.ac.in/naac/aqar/Academic-Calendar-July-2023-June-2024.pdf

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

The Institution strictly adheres to the University calendar by preparing and following a comprehensive academic calendar. This calendar includes details such as working days, holidays, Continuous Internal Evaluation (CIE) and quality programs or events. It also encompasses academic, research, co-curricular, and extra-curricular activities, barring unanticipated circumstances.

The academic coordinator disseminates the calendar to Heads of Departments (HoDs), committees, and cell coordinators, ensuring compliance in conducting CIE and participating in scheduled activities. Each HoD develops a departmental calendar, which is submitted to the coordinator for consolidation. The draft is reviewed by the IQAC and Principal, and any corrections are promptly addressed. The finalized calendar is circulated to all departments and strictly followed.

Before each semester, the Institution announces the commencement and conclusion dates to assist faculty and students in planning. HoDs supervise syllabus completion in alignment with faculty-prepared lesson plans, ensuring adherence to the academic calendar. The centralized examination centre, led by the Controller of Examination (CoE), organizes internal examinations according to schedules following standard procedures. Continuous evaluation is conducted through assignments, tests, and projects, with student participation in academic activities. An assignment planner outlines topics, questions, deadlines, and evaluation periods to maintain academic rigor and ensure systematic assessment.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	chrome-extension://efaidnbmnnnibpcajpcgglefindmkaj/https://www.aigs.ac.in/naac/aqar/AcCalendar-July-2023-June-2024.pdf

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

A. All of the above

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

1.2 - Academic Flexibility

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

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

17

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

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

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

14

File Description	Documents
Any additional information	No File Uplo

Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	No File Upload

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

1859

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

1859

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

1.3 - Curriculum Enrichment

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

The Institution integrates cross-cutting issues such as gender equality, environmental sustainability, human professional ethics into its curriculum. Subjects like Development and Environmental Economics, Eco-Tourism, Development, Dalit Literature, Business Ethics, Human Rights, and Cyber Laws are prioritized. Despite adhering to the University's prescribed syllabus, the Institution ensures a strong emphasis on human and moral values. Value-added courses, including Soft Skills Development, Preplacement Training, and Logical Skills, are offered to enhance competencies. Various functional cells like the Grievance Redressal Cell, POSH Cell, Women's Cell, Minority Cell, and Equal Opportunity Cell address issues of faculty and students, fostering a harmonious environment.

National and international festivals and days of importance, such as Republic Day, Independence Day, Christmas, and Bhutan's National Day, are celebrated to promote inclusivity and cultural solidarity. Environmental awareness is nurtured through initiatives like Green Day, Environment Day, rainwater harvesting, and seminars on sustainable development. Guest talks, including sessions on women's financial planning and human rights concerning social and community issues, enrich the academic environment. Activities like blood donation camps, road safety campaigns, and village cleanliness drives conducted by NSS and NCC units, promote societal commitment. The Department of Social Work observes Human Rights Day, addressing issues of caste, gender, and class. The Institution's proactive measures and programs reflect its commitment to nurturing ethically responsible, socially aware, and environmentally conscious citizens.

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

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

16

File Description	Documents
Any additional information	No File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File
MoU's with relevant organizations for these courses, if any	No File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

1408

File Description	Documents
Any additional information	No File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above
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File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	Upload File
Any additional information(Upload)	Upload File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken on feedback available on website
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File Description	Documents
Upload any additional information	View File

URL for feedback report	Nil
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TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

2005

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

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

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

387

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

2.2 - Catering to Student Diversity

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

The institution employs a comprehensive system to assess students' learning levels, starting with a Preliminary Assessment Test (PAT) at the program's outset. Based on PAT results, students are categorized as slow or advanced learners. Learning gaps, and advanced learners are addressed through bridge courses, remedial classes, tutorial activity-based methods, and programs like Super 100 and other training initiatives. Additional support includes specific programs and the Alive initiative, which benefits both slow and advanced learners. Classroom interactions, discussions, assignments, and academic engagement further refine learner categorization. Tailored strategies ensure effective outcomes: slow learners receive one-on-one interactions, remedial classes, group discussions, seminar-based tests, and extra assignments. Advanced learners are provided with additional materials, advanced notes, participative learning opportunities, certificate courses, collaborative research opportunities, and extra English Proficiency Tests are conducted, according to which additional training is provided which helps in enhancing students' English language competency, helping them to become global citizens. This targeted approach ensures personalized support for every student, fostering their academic growth and success.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	View File

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

Number of Students	Number of Teachers
3757	180

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

The institution adopts various student-centric methods, such as experiential learning, participative learning, problem-solving methodologies, to enhance learning experiences and develop students' knowledge and skills. Experiential learning is fostered through industrial and field visits, clinical visits, study tours, classroom discussions with faculty, case study analysis, projects, film reviews, student and group presentations, and debates. Participative learning includes activities like paper presentations, guest lectures, demonstrations, laboratory experiments, seminars, events, inter-collegiate and inter-departmental programs, academic fashion shows, exhibitions, poster presentations, symposiums, colloquiums, panel and focus discussions, film festivals, role plays, photography, short film creation, script writing, and library use. Students also benefit from global immersion programs, providing international exposure and learning opportunities. Problem-solving methodologies include flipped classrooms, where students actively engage with material before class, individual assignments to encourage self-study, reporting and editing tasks for research applications, and internships or project works that bridge academic learning with practical experience. These approaches ensure holistic development, incubate creativity and critical thinking, and create an engaging, dynamic, and participatory learning environment.

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

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

The institution has placed significant emphasis on integrating Information and Communication Technology (ICT) in teaching and learning practices, enriching conventional methods. This shift was further expedited during the pandemic, as all administrative and academic activities were efficiently transitioned to the Enterprise Resource Planning (ERP) system. The institution has invested in state-of-the-art ICT infrastructure, including smart classrooms, digital libraries, and online learning platforms. Teachers are encouraged to use ICT tools for lesson planning, content delivery, and assessment. Students are encouraged to use ICT tools for research, learning, and collaboration. The institution has also organized workshops and training programs for teachers and students to enhance their ICT skills. The use of ICT has enabled the institution to provide a more personalized and flexible learning experience, ensuring that all students have access to quality education.

Planning (ERP) system. The institution also developed the "Alive" platform to support digital, virtual, and online classes, enabling students and faculty to engage remotely. Through Alive, teachers now conduct quizzes and in-class sessions, further enriching the learning process. Additionally, online quizzes have become a key component of activities, enabling interactive and engaging learning experiences.

Classrooms are equipped with ICT tools, including digital smartboards, projectors connected via LAN, laptops, and enabled campus facilities. These resources allow students to access e-content and develop personalized study plans while faculty employ them to make classes more dynamic and engaging. Projectors with audio-visual capabilities alongside traditional whiteboards to combine technology-driven teaching with face-to-face interaction. This blend of advanced tools and personal engagement ensures a comprehensive learning experience, fostering better collaboration and understanding between teachers and students. The increased use of ICT tools continues to transform teaching and learning, offering an interactive and efficient educational environment.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://www.aigs.ac.in/aigs/pdf/Alive-FManual.pdf

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

2.3.3.1 - Number of mentors

158

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

2.4 - Teacher Profile and Quality

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

180

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

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

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

44

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

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

2.4.3.1 - Total experience of full-time teachers

180

File Description	Documents
Any additional information	No File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

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

Clear procedures have been defined by the Head of the Institution, with roles and responsibilities assigned at the Standard Operating Procedures (SOP). Ensuring these guidelines are adhered to during exams and assessment primary responsibility of the Controller of Examinations (CoE). Beyond traditional examinations, the evaluation incorporates a variety of methods, including group discussions, seminars, field visits, case studies, and projects assignments across all programs. The Department has developed a comprehensive framework where session plans are ahead of time to clarify assessment strategies, criteria, and expectations. Test formats are designed to align university standards, offering a structured and thorough approach for both students and faculty. After each test evaluated scripts are reviewed in class, and internal marks are promptly displayed for transparency. An efficient system aids in streamlining the administration of exams. The CoE, Deputy Superintendent, Department Coordinator internal monitoring teams are all involved in overseeing the process. For transparent feedback and smooth resolution concerns, students are encouraged to voice grievances. Faculty and Heads of Departments address internal issues university-related concerns are directed to the Registrar (Evaluation) with ongoing follow-ups managed by the

File Description	Documents
Any additional information	View File

Link for additional information	https://www.aigs.ac.in/aigs/pdf/Acharya-ERP-Demo.mp4
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2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The Institution follows a robust evaluation system managed by the Head and guided by SOPs in alignment with U standards. The Controller of Examinations (CoE) oversees the Centralised Internal Evaluation (CIE), incorporates activities like group discussions, projects, and grievance management. The Department has established systems operation. The CoE organizes orientation sessions to familiarize faculty with the test and exam frameworks, ensuring seamless coordination across departments. Timetables and syllabi are shared in advance, while coordinators gather evaluation materials. Faculty discuss assessments with students, ensuring transparency and better preparation. The evaluation process ensures clarity by aligning test formats with university standards, discussing evaluated students, and displaying internal test marks publicly. The CoE resolves discrepancies promptly. An ERP system centralizes both internal and external evaluations, managing timetables, invigilation, and monitoring, in line with NEP-2020. External squads handle booklet packing and dispatch to the University for further evaluation. For grievance, students can approach the CoE, who escalates issues to faculty or higher authorities as needed. University-related concerns are forwarded to the Registrar (Evaluation), with the CoE ensuring follow-up.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.aigs.ac.in/aigs/pdf/Acharya-ERP-Demo.mp4

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

All academic programs at the Institution are structured around clearly defined Program Outcomes (POs), Course Outcomes (COs), Program-Specific Outcomes (PSOs), and Program Educational Objectives (PEOs). Instructors first craft PEOs for both theory and practical subjects, based on Bloom's taxonomy. These outcomes are communicated with students through lectures and lab sessions, and are made accessible on the Institutional website. The outcomes are currently aligned with the syllabus structure of Bengaluru City University (BCU). To support the effective implementation of Outcome-Based Education (OBE), the Institution organized Faculty Development Programs (FDPs) and Workshops, alongside forming a task force of senior faculty members. Internal question papers are carefully designed to match POs and COs, using Bloom's taxonomy to determine question difficulty. The question paper format and marks distribution follow the University model, with Bloom's Taxonomy levels and COs clearly indicated. The Institution tracks the attainment of COs through student performance in exams, aligning with the University's OBE framework under NEP-2020. A macro-enabled Excel sheet is maintained by experienced faculty, records and generates PDF reports on OBE data, including mappings and attainment of POs, COs, and PSOs. The principal oversees the OBE Task Force, which monitors progress and recommends departmental improvements to enhance outcomes.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.aigs.ac.in/Quality-Assurance/AIGS-POs-PEOs-PSOs-and-

Upload COs for all courses (exemplars from Glossary)	View File
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2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Internal question papers are crafted in alignment with the POs and COs, incorporating Bloom’s taxonomy levels enhance the understanding of learning and evaluation, each question paper explicitly mentions the relevant co outcomes and Bloom’s taxonomy levels. The design of the question papers adheres to the University’s model, in marks distribution for internal assessments. Each question in the internal exams corresponds to a specific CO ranging from CO1 to an achievable level, with the appropriate Bloom’s Taxonomy level indicated. The attainmen outcomes is assessed based on students' performance in each course examination. The Institute follows the POs set by the affiliated University to implement Outcome-Based Education (OBE) in accordance with NEP 2020 guide macro-enabled Excel sheet, developed by expert faculty, tracks and monitors OBE data, and this information is a PDF format, which can be easily retrieved. The mapping and attainment of POs, COs, and PSOs are documented PDF. The Outcome-Based Education task force, under the Principal's supervision, analyzes the statistical data monitors results for potential improvements. Department Heads are instructed to implement the suggested impro enhance overall performance.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.aigs.ac.in/Quality-Assurance/AIGS-POs-PEOs-PSOs-and-COs

2.6.3 - Pass percentage of Students during the year

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

558

File Description	D
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	
Upload any additional information	
Paste link for the annual report	

2.7 - Student Satisfaction Survey

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

<chrome-extension://efaidnbmnnnibpcajpcgplclefindmkaj/https://www.aigs.ac.in/naac/aqar/SSS-Survey-2023-24.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0

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

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

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

0

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

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

38

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

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

54	
File Description	Documents
Any additional information	
List of research papers by title, author, department, name and year of publication (Data Template)	

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

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

44	
File Description	Documents
Any additional information	View
List books and chapters edited volumes/ books published (Data Template)	View

3.3 - Extension Activities

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

Acharya Institute of Graduate Studies (AIGS) actively engages in community outreach and social responsibility initiatives, demonstrating a commitment to holistic development and positive societal impact. Under the Unnat Abhiyan (UBA), the institution has established skill development training centres for women in the villages it adopted. In collaboration with NGOs and Gram Panchayats, tailoring machines have been installed, providing training to over 130 women and girls in tailoring and design skills. Faculty members from the Fashion and Apparel Design have contributed to these programs, empowering women with employable skills and enabling them to generate income through the production of masks and cotton bags. AIGS has undertaken various Institutional Social Responsibility (ISR) initiatives, including promoting environmental sustainability through "No to Plastic" campaigns, distributing reusable bags, conducting environmental education programs, and encouraging the utilization of natural resources through tree visits. The institution also engages in community activities such as instilling ethical and moral values among students through school visits, extending material and financial support to orphanages and old age homes, and collaborating with government schools on initiatives like school building painting, drug awareness programs, health and hygiene and Swachh Bharat activities.

File Description	Documents
Paste link for additional information	Nil

Upload any additional information	View File
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3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

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

2

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

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programs like Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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

15

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

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1481

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

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training etc during the year

27

File Description	Document
e-copies of linkage related Document	Vi
Details of linkages with institutions/industries for internship (Data Template)	Vi
Any additional information	Vi

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses the year

6

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	Vie
Any additional information	No Fil
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	Vie

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

The institution provides extensive infrastructure and facilities, including 73 classrooms (2 smart classrooms), laboratories, a studio, cultural spaces, a seminar hall, a library, a gymnasium, a yoga centre, an open-air auditorium and an Olympic-sized stadium with a 10,000 seating capacity. The campus is Wi-Fi-enabled and designed with excellent accessibility, while fire extinguishers and water spray pipelines ensure safety. Laboratories feature advanced instruments like UV spectrophotometers and fume hoods for academic and safety needs. The ERP system manages administrative, and financial tasks and supports internal examinations, accessible via mobile devices. The institution is 'ALIVE,' enhances e-learning. The Central Library, fully automated, offers robust study spaces, instructional and remote access to academic publications. Recreational facilities include a fitness centre, football, volleyball, basketball courts, a world class swimming pool, horse-riding tracks, carrom, table tennis, and chess. The campus has ATMs, hygienic canteens, well-maintained hostels with 24/7 security, laundry services, and diverse food options. Facilities include the Acharya Clinic, a 24/7 ambulance, and sanitation on every floor. An auditorium supports academic events, while the eco-friendly ambiance, high hygiene standards, and transportation services ensure a convenient, and inspiring environment for students and faculty.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

Sports Facility: Our campus boasts an Olympic-sized stadium, banana kick ground, volleyball and basketball co indoor game center, and facilities for horse riding.

Gymnasium: Equipped with professional trainers and weight lifting and bodybuilding equipment, our gym center comprehensive fitness solutions.

Cultural Activities: We provide spaces for cultural events, including a gallery auditorium, mini-auditorium, air arena.

Yoga Centre: Our open-air arena serves as a serene space for yoga sessions, promoting holistic wellness.

Auditorium: Our well-equipped auditorium is furnished with audiovisual systems for displaying, live telecasti recording events such as cultural performances, faculty development programs, seminars, workshops, and talent exhibitions.

The institute houses an Olympic-size stadium with a seating capacity of 10,000 for outdoor sporting events. O center provides state-of-the-art facilities for students. Additionally,we offer amenities such as football, v and basketball courts, horse riding, gymnasium, carom, table tennis, and chess. The Yoga center facilitates h wellness sessions and guides students in value-based education courses

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

74

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

72

File Description	Docun
Upload any additional information	y
Paste link for additional information	

Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File
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4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

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

20226669

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The Library and Information Centre, centrally located on campus, is a cutting-edge facility supporting teaching, learning, research, and extension activities. It provides advanced ICT infrastructure, study spaces, research instructional resources to over 2,000 students, faculty, and staff, fostering academic excellence. The library has Wi-Fi-enabled study carrels, electrical plug-in facilities, and a Virtual Learning Resource Lab with 75 networked computers offering access to e-resources, including journals and e-books across disciplines via consortia such as UGC-INFLIBNET, VTU, and HELINET. Operated with KOHA Version 21.05.02.003, an Integrated Library Management Software (ILMS), the library enables seamless integration across all Acharya Institutes' libraries and offers a Web-OPAC feature for remote resource access. RFID-enabled self-check-in/out kiosks ensure borrowing and returning processes, while safety is maintained with centrally monitored fire alarms and CCTV. Institutional Repository archives publications and reports, and the library boasts a collection of over 100,000 documents, 200 print journals, 10,500+ online journals, and 1,000 e-books. With an average daily footfall of 500 users, the library's dedicated staff deliver exceptional services, supported by consistent institutional investment in its growth and resources, creating an environment of unparalleled academic support.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://sites.google.com/site/acharyalrc/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources	A. Any 4 or more of the above
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File Description	Documents
Upload any additional information	

Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	
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4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

1267365	
File Description	Documents
Any additional information	View File
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

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

460	
File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

The Institute has developed a robust IT infrastructure to support governance, academics, and research, benefiting faculty, researchers, students, administrators, staff, and parents. It ensures secure data storage, retrieval, and access to global networks. The Acharya Knowledge and Institutional Repository (IR), Digital Library, and traditional materials are managed through KOHA software. Journalism students gain practical training in news and institutional documentation using the Digital Lab/Studio. The Alive platform, created during the COVID-19 pandemic, facilitates seamless online teaching and learning. A 500 Mbps ERP system supports education, research, financial, and administrative tasks, while a high-speed LAN connects desktops across key departments, enabling printing, scanning, and copying. The campus is fully Wi-Fi-enabled, offering a shared speed of 20 Mbps in classrooms, hostels, library, and labs. With 73 ICT-enabled classrooms, including 2 smart classrooms equipped with advanced audio-visual systems, departmental IT facilities include computers, laptops, projectors, smart boards, and digital tools. The campus is interconnected via an intercom network for efficient communication. Comprehensive CCTV camera surveillance ensures security and transparency, with footage managed centrally. This advanced IT infrastructure enhances teaching, learning, and operational efficiency, meeting the demands of a digitally driven education ecosystem.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

614

File Description	Documents
Upload any additional information	View File
Student - computer ratio	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution

A. \geq 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

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

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

13337489

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

The college adopts a systematic, ERP-driven process for dispatching, organizing, and addressing service requests. It maintains and utilizes physical, academic, and support facilities, including laboratories, libraries, sports ground, computers, and classrooms. Annual physical verification is conducted by departments to report equipment and resource needs. Cleanliness is prioritized, with sweepers regularly sanitizing classrooms, staffrooms, laboratories, sports ground, and other campus areas.

halls, and toilets under supervisors' monitoring. NSS-nominated cleanliness captains in classrooms report issues and participate in awareness programs. Laboratories are cleaned by attendants under HoD supervision, and water pumps are maintained periodically. A winding pad machine is installed for the convenience of female staff and students. Facilities like projectors, computers, CCTVs, Wi-Fi, and anti-virus software are managed by the IT Help Desk technical officers. Any issues require HoD applications to the Principal. Library resources, including books, and consortium-based e-resources (N-LIST/e-Shodh Sindhu (UGC-INFLIBNET), VTU, HELINET), are maintained by the library while the Alive platform supports online learning. Sports facilities, including stadiums and grounds, are managed by the Physical Education Director. Civil work, furniture, plumbing, and electrical maintenance are handled by the Maintenance Department, which allocates budgets for repairs and replacements, ensuring infrastructure sustainability and operational efficiency.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

174

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

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

684

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication

A. All of the above

skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	
File Description	Documents
Link to institutional website	https://www.aigs.a
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

1858

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

1858

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

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

184

File Description	Documents
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Self-attested list of students placed	View File
Upload any additional information	View File
5.2.2 - Number of students progressing to higher education during the year	
5.2.2.1 - Number of outgoing student progression to higher education	
370	
File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File
5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE Services/State government examinations)	
5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE Services/ State government examinations) during the year	
5	
File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
5.3 - Student Participation and Activities	
5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (team event should be counted as one) during the year	
5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (team event should be counted as one) during the year.	
14	
File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	

Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	
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5.3.2 - Institution facilitates students’ representation and engagement in various administrative, co-curricular and extracurricular activities (students representation on various bodies as per established processes and norms)

Acharya Institute of Graduate Studies (AIGS), emphasizes student representation and active participation in administrative, co-curricular, and extracurricular activities to promote integrated development. The institution student council and involvement in institutional bodies aim to enhance leadership, communication, decision-making employability skills through planning, organizing, and executing events.

Students are represented in key committees like the Internal Quality Assurance Cell (IQAC), Student Grievance Anti-Ragging Committee, and Cultural Committee, contributing to governance and policy-making. AIGS also hosts led clubs, such as Yukthi Club, Tech Minds Club, Journalism Club, Acharya Psychology Association, Economics Club, the Entrepreneurship Development Cell, catering to academic, creative, and entrepreneurial interests. Departments like the Spekter and Non-Tech Club offer platforms for activities like IT fests and project initiatives.

A Welfare Coordinator ensures students’ welfare, including financial support and schemes. Class representatives facilitate communication between students, faculty, and management to address concerns effectively. AIGS promotes student participation in national and international events, exemplified by MBA student Deena B representing India at the Asia Oceania Flag Football Championship. Faculty proctors mentor students to maximize their potential.

By providing diverse opportunities, AIGS nurtures future leaders, preparing students to excel in their careers and contribute positively to society.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

57

File Description
Report of the event
Upload any additional information

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

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 services

The "AIGS PETALS" Alumni Association, established in 2010, maintains a lasting connection between the Institution and its former students through various programs and services. The annual Alumni Meet enables alumni to share experiences, provide feedback on curriculum, employability skills, and community development. Alumni have supported student projects, internships, industry visits, and job placements. The institution uses an electronic network to gather feedback on academic content and placement standards. Alumni guide students on current market trends, employment requirements, and necessary skills through guest lectures and serve as judges for cultural and athletic events. Alumni involvement in initiatives like NCC and NSS has positively impacted student participation and morale. Alumni provide valuable insights to the Internal Quality Assurance Cell (IQAC), which helps shape the institution's curriculum. By participating in IQAC meetings, alumni share their perspectives on current industry trends and emerging professional needs. This feedback directly informs curriculum development. The institution recognizes and values this alumni engagement enabling strong networking opportunities with its graduates.

File Description	Documents
Paste link for additional information	https://www.acharya.ac.in/life@acharya/alumni
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) A. ≥ 5Lakhs

File Description	Documents
Upload any additional information	View File

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

The institution operates through a well-defined governance structure aligned with its vision and mission to serve society, students, and faculty effectively. The Management is responsible for formulating academic strategies, overarching policies, ensuring alignment with institutional goals. The Governing Council identifies priority development and oversees the implementation of key processes to enhance institutional growth. The Principal plays a pivotal role in supervising and monitoring mechanisms to ensure quality and efficiency, offering guidance to overall performance.

The Internal Quality Assurance Cell (IQAC) ensures institutional processes are conducted efficiently and adhere established quality standards, fostering a culture of continuous improvement. The Controller of Examinations manages internal assessments and university examinations while analyzing results to ensure transparency and consistency in evaluation processes.

Key administrative roles further strengthen the institution's operations. The Head of Research and Development research initiatives, extension activities, and community outreach programs, promoting innovation and societal research. The Chief Proctor assigns proctors via the ERP system, organizes orientation sessions, and facilitates regular monitoring to ensure academic and behavioral standards are upheld. Department Heads plan and monitor departmental academic calendars, ensuring alignment with institutional goals, while Course Coordinators oversee class schedules and student engagement.

Centralized departments manage admissions, housekeeping, maintenance, infrastructure, and placements, ensuring support services. The institution integrates teaching-learning methodologies, academic planning, and evaluation under the Principal's supervision, fostering an environment conducive to academic excellence and holistic development.

File Description	Documents
Paste link for additional information	https://www.aigs.ac.in/about/overview.php
Upload any additional information	No File Uploaded

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

The institution's governance structure ensures smooth functioning and continuous improvement across academic, administrative, and support areas. The Management devises academic strategies and policies, while the Governing Body identifies key development areas and implements mechanisms to enhance academic processes. The Academic Coordinator oversees all academic activities, with Heads of Departments (HoDs) managing daily operations and Course Coordinators monitoring class engagement as per the timetable. The Internal Quality Assurance Cell (IQAC) ensures the time-efficient execution of academic, administrative, and financial tasks, focusing on optimizing teaching-learning and maintaining credible evaluation systems. Administrative functions are supervised by the Administrative Officer, ensuring effective coordination and oversight. The Controller of Examinations (CoE) manages internal tests and university examinations, while the Head of Research and Development (R&D) oversees research initiatives. The Proctor organizes orientations and assigns proctors. A centralized department handles admissions, housekeeping, maintenance, infrastructure, and placements. Various committees and cells, including the Library, NCC, NSS, Grievance Redressal Cell, Counselling Cell, POSH Cell, Anti-Ragging Committee, Equal Opportunity Cell, Women Innovation and Entrepreneurship Cell (IIC/ED), Cultural and Sports Committees, Training and Placement (T&P) Cell, International Relations Office, operate independently under the Principal's supervision, ensuring a holistic institutional management.

File Description	Documents
Paste link for additional information	https://www.aigs.ac.in/naac/index.php#
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institution emphasizes decentralization and participative management as core practices to ensure effective functioning. The Internal Quality Assurance Cell (IQAC) is established to implement structured mechanisms that academics and administration. Policies are formulated based on discussions and suggestions from the Governing IQAC members, and stakeholders. Strategies are focused on key areas such as academics, research, infrastructure, financial management, with the following initiatives:

- Extension of available space through vertical expansion to accommodate additional classrooms, laboratories, auditoria, staffrooms, etc.
- Enhancing the scope and quality of the teaching-learning process by incorporating greater use of ICT (Information and Communication Technology) and innovative methods.
- Introduction of new subjects at the postgraduate level.
- Collaborations with reputed organizations to offer new certificate courses for students.
- Implementation of e-governance for improved administrative efficiency.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.acharya.ac.in/assets/Internal% 20Quality%20Assurance%20Cell/Acharya%20Institute%20of%20Graduate%20Studies/Internal% 20Quality%20Assurance/IQAC/AQAR/strategicplandeployment.pdf
Upload any additional information	View File

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

The institution strives to contribute to society by equipping youth for national progress and global employability through a comprehensive education system. It follows a governance structure that is in line with its vision and mission. The JMJ Education Society, the highest administrative body, manages the institution.

The Governing Council is the institution's supreme academic body, established as per university guidelines. It oversees the institution's long-term planning, proposed academic programs, and ratifies recommendations. The Chairpersons of the JMJ Education Society leads the Governing Council, while the Principal acts as the ex-officio member secretary. The Governing Council holds meetings twice a year.

A&A Committees include various specialized bodies that oversee the institution's functioning, such as the IQAC, Examination Committee, Library Committee, Students' Grievance Redressal Cell, Counselling Cell, Prevention of

Harassment (POSH) Cell, Anti-Ragging Committee, Equal Opportunity Cell, Women’s Cell, Institution’s Innovation Cell (IIC)/ED Cell, Cultural Committee, Sports Committee, R&D Cell, Training and Placement (T&P) Cell, Human Resource Development Cell, International Relations Office, Admissions, Housekeeping, Purchase and Maintenance, and Systems Departments.

The institution’s HR policy defines clear guidelines and regulations on:

1. Recruitment Processes
2. Service Rules and Promotion Policies

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://www.acharya.ac.in/assets/Internal% 20Quality%20Assurance%20Cell/Acharya%20Institution%20of%20Graduate%20Studies/Internal% 20Quality%20Assurance/IQAC/AQAR/aigsorganogram.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above
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File Description	Documents
ERP (Enterprise Resource Planning)Document	View
Screen shots of user interfaces	View
Any additional information	No File
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View

6.3 - Faculty Empowerment Strategies

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

The institution and its management offer a variety of welfare programs for both teaching and non-teaching staff focusing on their personal and professional growth through financial and non-financial benefits.

Monetary Welfare Measures include financial assistance, paid maternity and paternity leave, paid sick leave, leave, and earned leave. Additional benefits are short-term interest-free loans, free-ships, Acharya Institut Scholarships, a provident fund scheme, gratuity, group insurance, employment support, and annual salary incre

Non-monetary Welfare Measures offer access to a library, digital studio, Acharya Clinic, student counselor, g and sports facilities. Staff members also benefit from individual faculty cubicles, departmental desktops wit speed Wi-Fi and intranet connectivity, and access to cafeterias.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

16

File Description	Documents
Upload any additional information	No Fil
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	Vie

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

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

35

File Description	Docum
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	v
Reports of Academic Staff College or similar centers	v
Upload any additional information	t

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View
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6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

150

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

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

The institute has a robust performance appraisal system for its staff, which includes a self-appraisal process, updates by faculty through the ERP system, appraisals by the Head of Department (HoD) and Principal, as well as feedback from students. Student feedback for each faculty member is collected and analyzed by the HoD and Principal. This, along with the recommendations from the HoD and Principal, are reviewed by a committee consisting of the Chair of HR, and Principal, who assess and approve the appraisals.

Each employee's performance is evaluated annually after completing one year of service. The objective is not only to assess performance according to established standards but also to identify areas where improvement is needed, encouraging professional growth and development.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

The institution has a well-defined process for conducting internal and external audits of its financial transactions on an annual basis. This system is designed to ensure the efficient and accountable use of financial resources. The internal audit is carried out by a committee of experts who review the annual budget allocation, expenses, and expenditure reports. The accounts department staff are available during the audit to provide necessary documentation.

to financial transactions. The audit results are compiled into a compliance report and submitted to the Head Institution and the management for review. The internal audit serves to verify the institution's income and expenditure each year.

An external audit is conducted annually to further ensure transparency and compliance. Certified Chartered Accountants verify the institution's accounts during both internal and statutory audits, following government regulations. The transparent auditing process ensures that there is no opportunity for mismanagement of funds or institutional assets. The institution has not faced any objections regarding its financial practices throughout the year. Any discrepancies identified during the audit are immediately reported to the Principal and the relevant authorities. All audit reports are properly signed and documented, ensuring that the financial operations are clear and transparent.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

0

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

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

Mobilization of Funds:

1. The institution is self-financed, having no financial support from the State or Central Governments since establishment.
2. The main source of funds is the tuition fees collected from students.

Optimal Utilization of Resources:

1. The budget is efficiently allocated for faculty and staff remuneration.
2. Funds for infrastructure development and maintenance are utilized effectively.
3. Budget provisions are made for staff and student welfare initiatives.
4. Funds are allocated for academic activities like seminars, conferences, workshops, FDPs, training, guest lectures and other curricular programs.
5. Financial resources are directed towards research and innovation.

6. Extension and outreach activities are successfully organized using the allocated funds.
7. Sufficient funding is provided for sports, games, and cultural events, contributing to a clean, eco-frien
8. Funds are set aside for the maintenance of sewage treatment and rainwater harvesting systems.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5 - Internal Quality Assurance System

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

The institution is focused on providing an academic environment that fosters holistic education, innovation, adaptive educational policy. The Internal Quality Assurance Cell (IQAC) is central to overseeing and enhancin academic and administrative functions. It monitors areas such as Teaching-Learning, Research & Development, B Practices, and the effective use of financial resources, ensuring that funds are utilized to improve institut performance. It identifies key improvement areas and recommends corrective actions when required.

The IQAC is tasked with preparing the Academic Calendar, overseeing the feedback mechanism, reviewing the ins infrastructure, evaluating faculty performance, and identifying better practices. It also gathers insights fr members who serve on various academic bodies such as the Academic Council, Syndicate, Board of Studies, Board Examination, and Evaluators, to ensure the continuous improvement of academic and administrative practices. T contributes to the preparation of the AQAR reports, actively works toward securing NIRF rankings, and facilitit Governing Council meetings.

Moreover, the IQAC plays a significant role in organizing various academic events such as Workshops, Seminars Conferences, and Faculty Development Programs (FDPs). Key quality initiatives undertaken by the IQAC include Academic and Administrative Audits, Green Audits, and Gender Audits. The cell ensures that the institution im inclusive practices and carries out activities that aim to continuously improve the quality of education, ben both students and staff in the long run

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The IQAC (Internal Quality Assurance Cell) enhances education quality through several key initiatives. It tra on Outcome-Based Education (OBE), ensuring teaching focuses on demonstrable student learning. Internal exams with specific Course Outcomes (COs) and Bloom's Taxonomy, assessing understanding rather than rote memorizati performance across internal/university exams and assignments is evaluated to determine CO achievement. The IQ

Academic and Administrative Audits to assess program and process effectiveness, and a Green Audit to evaluate environmental impact. By promoting inclusive practices and continuous improvement activities, the IQAC strive maintain high educational standards and a positive learning environment.

File Description	Documents
Paste link for additional information	chrome-extension://efaidnbmnnnibpcajpcgglefindmkaj/https://www.aigs.ac.in/naac/aqar/IQAC%20Annual%20Report%2024.pdf
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. All of the above
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File Description	Documents
Paste web link of Annual reports of Institution	chrome-extension://efaidnbmnnnibpcajpcgglefindmkaj/https://www.aigs.ac.in/naac/aqar/IQAC%20Annual%20Report%2024.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the	View File

institution (Data Template)	
INSTITUTIONAL VALUES AND BEST PRACTICES	
7.1 - Institutional Values and Social Responsibilities	
7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year	
<p>Our Institution upholds equality and embraces diversity, demonstrating a strong commitment to gender equity t proactive measures that sensitize faculty and students. Institutional Social Responsibility (ISR) initiatives seminars, workshops, guest lectures, awareness programs, and clinical visits promote gender awareness, accept inclusivity across departments.</p>	
<p>The Department of Management and English have conducted Gender Sensitization seminars, fostering awareness on stereotypes, gender issues, and personal growth. Guest lectures on Women Financial Planning and the talk seri Voices" organized by the Department of MBA addressed financial literacy, psychological and legal challenges, inspiring individuals to pursue their passions. Faculty seminars like "Educator's Self-Care & Mental Health" teaching skills, self-care, and student engagement.</p>	
<p>Women's Cell-Agnishikha conducted programs on Women's Health and Menstrual Hygiene, educating students on hea environmental impacts of sanitary materials. Workshops on Feminine Hygiene & Personality Development highligh grooming, communication, and professional success. The Durga Safety Workshop by POSH Cell provided knowledge equality and harassment management.</p>	
<p>The Institution also fosters inclusivity through skills-based competitions, livelihood training under UBA, an initiatives like the Gender Studies Programme, which encouraged open mic sessions and social responsibility. initiatives collectively promote gender equity, inclusivity, and empowerment, reflecting the institution's va commitment to social responsibility.</p>	
File Description	Documents
Annual gender sensitization action plan	chrome-extension://efaidnbmnnnibpcajpcgglefindmkaj/https://www.aigs.ac.in/naac/aqar/Gender-Sensitization-Plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	chrome-extension://efaidnbmnnnibpcajpcgglefindmkaj/https://www.aigs.ac.in/naac/aqar/Specific-facilities-for-women.pdf
7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures <div> <div>Solar energy</div> <div>Biogas plant Wheeling</div> </div>	A. 4 or All of the above

to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	
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File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

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

The Institute places a strong emphasis on sustainable waste management practices to reduce its environmental footprint. Solid waste is carefully segregated into biodegradable and non-biodegradable categories, aligning with the objectives of the Swachh Bharat initiative. Departments across the campus are provided with specific bins for dry waste, and waste segregation starts at the source. The campus strictly enforces a no-plastic policy, supported by regular awareness drives to encourage compliance. Additionally, the institute extends its efforts beyond the campus by conducting awareness programs to educate the local community about effective waste management.

Wastewater generated on campus is routed to a recycling sewage treatment plant, where it is treated and stored for reuse. E-waste is managed with strict adherence to environmental regulations, ensuring the responsible disposal of outdated electronic equipment. Hazardous chemical waste is carefully controlled in accordance with MSDS guidelines. Chemistry Laboratories are equipped with fume hoods to enhance safety during chemical processes. Fume extraction systems are installed to efficiently remove harmful chemical fumes, while non-hazardous chemical waste is appropriately disposed of in an environmentally safe manner.

These proactive measures demonstrate the institute's dedication to environmental conservation and sustainable practices, reinforcing its role as a responsible and eco-conscious educational institution.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View
Geo tagged photographs of the facilities	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File

Any other relevant information	No File Uploaded
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7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

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

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

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

A. Any 4 or all of the above

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

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

A. Any 4 or all of the above

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

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

The Institution actively promotes holistic development through diverse academic, cultural, and skill-based in Signature events like the "College Fest - Acharya Habba Fest 2024" and the "National Level Inter-Collegiate C Fest - Carnavalesque Fest 2024" highlight student talent and creativity. Workshops such as "Outbound Training "Entrepreneurial Skill Development", and "Entrepreneurship Skills, Attitude, and Behaviour" focus on enhancing innovation and employability. Programs like "Advanced Excel", "Soft Skills", and the "Workshop on Skill Development Entrevist" further develop critical competencies.

Health and wellness are addressed through initiatives like the "Opening Skill Centre & Health Check-Up Camp & Demo Program", the "Seminar on Health and Wellbeing", and the "Observation of World Mental Health Day 2023". inclusion is promoted through activities such as the "Guest Talk on Mental Retardation" and "Disability and Skill Education".

Major milestones include "UG Graduation Day", "SAVIGANNADA 2023", and "Frosh Fiesta 2023-24". Celebratory events "77th Independence Day 2023", "75th Republic Day", and "50th Karnataka Rajyotsava Celebration" instil cultural Competitions such as "Best out of Waste" and "Talents' Show" foster creativity, while the "Student Rewards and Recognition Committee" acknowledges excellence, creating an enriching and inclusive learning environment.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Upload

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

AIGS plays a vital role as a committed partner in the UBA (Unnat Bharat Abhiyan) initiative, focusing on empowering rural communities and marginalized groups. By establishing skill training centres and community engagement projects, the institution provides a platform for students and faculty to actively address societal needs. These initiatives bridge the gap between rural and urban populations, promoting sustainable development. The institution also organizes various outreach programs to raise awareness about critical issues such as the COVID-19 pandemic, voting in local governance systems, health and wellness, gender equality, and environmental sustainability. These programs inform and educate the community, promoting a culture of responsibility and social consciousness.

In addition, AIGS conducts specialized extension activities like computer skills training, soft skills workshops, health education in government schools and surrounding areas. These activities equip students and local residents with essential skills and knowledge.

essential skills, empowering them to become agents of change within their communities. Through these efforts, contributes to meaningful community development, instilling a sense of social responsibility in both the part and the larger society. The institution’s commitment to outreach strengthens its role in societal progress wh fostering collaboration between academia and the community.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View
Any other relevant information	No File

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	A. All of the above
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File Description	Docu
Code of ethics policy document	View
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
Any other relevant information	

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals
<p>The Institution plays a pivotal role in promoting a diverse and inclusive environment, where students from bo and international backgrounds come together to promote mutual respect and understanding. As part of our commi diversity, we observe the independence days of several countries, including Bhutan, Tanzania, Sri Lanka, Nepa Afghanistan. These celebrations provide a platform for international students to connect with their cultural while staying far from home.</p> <p>In addition to celebrating international independence days, the Institution actively promotes national unity honouring important national events such as Independence Day and Republic Day. We also organize cultural and festivals like Ugadi, Makara Sankranti, Sri Rama Navami, Onam, Ganesha Chathurthi, Ayudha Pooja, Deepavali, Christmas, and Ramzan, fostering cultural awareness and respect among the campus community. These events stre cross-cultural bonds and create opportunities for students to engage in meaningful activities such as cultura Model United Nations conferences.</p> <p>The Institution also emphasizes social responsibility through various observances, including World Environmen World Mental Health Day, World Social Work Day, Teachers’ Day, International Yoga Day, National Girl Child Da</p>

International Women’s Day, Hindi Diwas, Kargil Vijay Diwas, and Martyr’s Day. These initiatives are central to a holistic development approach, focusing on both academic and personal growth while encouraging active participation in societal welfare.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

1. GREEN CAMPUS INITIATIVES:

"Our institution places significant emphasis on environmental sustainability through a range of green campus initiatives aimed at managing solid waste, wastewater flow, and e-waste. These efforts are actively supported by schemes like Swachh Bharat, involving NCC, NSS Units, and various departments to instil an eco-conscious mind-set among students and staff alike. By implementing a solar energy plant and adopting energy-efficient LED lighting, we effectively reduce our carbon footprint. Our commitment extends to maintaining a plastic-free environment, using different coloured dustbins to separate dry and wet garbage for environmental protection, and conducting regular tree plantation drives. The entire campus is free from the use of plastics, reinforcing our dedication to sustainability."

2. E-GOVERNANCE and ICT PRACTICES:

In terms of e-governance and ICT practices, our institution utilizes an ERP system to streamline administrative processes such as faculty subject allocation and timetable management. Students benefit from easy access to crucial information such as fee structures and class schedules. During the pandemic, our dedicated online learning platform 'ALIVE' ensured uninterrupted educational delivery. Our Central Library exemplifies our embrace of ICT, offering extensive digital resources that enrich the learning experience. These initiatives underscore our dedication to harnessing technology for the advancement of quality education."

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

"Our institution has been actively engaged in the Unnat Bharat Abhiyan (UBA), a prestigious initiative launched by the Ministry of Human Resource Development in collaboration with the UGC, aimed at promoting rural development through education and skill development. This initiative has been a cornerstone of our commitment to social service and community engagement, providing students with valuable practical experience while contributing to the socio-economic development of the region."

academic institutions. Since June 2018, we have adopted five nearby villages—Alur, Chikkabanavara, Guddadahal Kasgattapura, and Sasiveghatta—focusing on empowering rural communities. Despite the challenges brought on by 19 pandemic, we have successfully implemented several initiatives that have made a significant impact.

These programs include life skills training for government school students, waste management awareness, and s development workshops aimed at improving livelihood opportunities. Our efforts have also extended to water co initiatives, vaccination drives, and capacity-building programs for Self-Help Groups (SHGs) and women members panchayats. Additionally, we have conducted plastic-free campaigns and nutrition programs focused on the heal pregnant women and new mothers.

Notably, the establishment of a UBA skills center, along with tailoring training programs in Alur and Hurulichikkanahalli, has proven highly beneficial, contributing to the sustainable development of these villa activities exemplify the positive, transformative influence of our institution’s engagement with rural commun reflecting our commitment to fostering inclusive growth through practical, community-centred initiatives."

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

1. Enhancing Student Placement Rates and Employability by organizing skill training.
2. Recruiting and Retaining Qualified Faculty Members and Implement faculty development programs focusing on research skills, and the use of ICT in teaching.
3. Upgrading Academic Infrastructure and Amenities with ICT-enabled tools
4. Fostering Industry-Academia Collaboration to provide internships, live projects, and placement opportunit
5. Providing Holistic and Value-Based Education to prepare students for the corporate world and societal cha
6. Promoting Research and Innovation to support startups and innovative projects.
7. Participating in Accreditation and Ranking Initiatives, including NAAC, NBA, AISHE, LIC, and NIRF ranking
8. Quality Assurance through Active Functional Committees to ensure robust governance.