



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

**B.R.TAMBAKAD ARTS, COMMERCE AND
SCIENCE FIRST GADE COLLEGE
HIREKERURR**

- Name of the Head of the institution **S B CHANNAGOUDRA**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Phone no./Alternate phone no. **08376-283512**
- Mobile no **9448337748**
- Registered e-mail **principalbrtcollege@gmail.com**
- Alternate e-mail **channagoudra@gmail.com**
- Address **Vidyanagar**
- City/Town **Hirekerur**
- State/UT **Karnataka**
- Pin Code **581111**

2.Institutional status

- Affiliated /Constituent **Affiliated**
- Type of Institution **Co-education**
- Location **Semi-Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **Karnatak university, Dharwad**
- Name of the IQAC Coordinator **Ms. Rekha B**
- Phone No. **9902311998**
- Alternate phone No. **08376-283512**
- Mobile **9902311998**
- IQAC e-mail address **shvetharekha1986@gmail.com**
- Alternate Email address **principalbrtcollege@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year) <http://www.htvssbrtcollegehkr.org/AQARReports.php>

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://www.htvssbrtcollegehkr.org/calendar/2022-23%20calendar%20of%20event.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	3	2007	30/03/2007	30/03/2012
Cycle 2	B	2.17	2013	07/07/2013	07/07/2018
Cycle 3	B	2.18	2018	02/11/2018	01/11/2023

6.Date of Establishment of IQAC **01/07/2012**

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
nil	nil	nil	nil	nil

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 4

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

1. Implementing and monitoring quality enhancement initiatives across various academic and administrative functions. 2. Facilitating the preparation of Self-Study Reports (SSR) and coordinating the accreditation process to meet the requirements of accrediting bodies. 3. Organizing workshops, seminars, and training sessions to enhance faculty and staff competency and to promote a culture of continuous improvement. 4. Collecting, analyzing, and utilizing feedback from stakeholders to improve the overall quality of education and services. 5. Promoting research and innovation through funding support, collaboration initiatives, and dissemination of best practices.

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
Conduct comprehensive faculty development programs (FDPs) covering pedagogy, research methodologies, and emerging trends in respective disciplines.	Successfully conducted 02 faculty development programs (FDPs) with active participation from faculty members across departments.
Strengthen institutional infrastructure for research and innovation by facilitating access to relevant resources and funding opportunities.	Established a centralized research support center equipped with state-of-the-art facilities, leading to increased research output and collaboration among faculty members.
Initiate regular review meetings with department heads to assess curriculum relevance and update where necessary.	Implemented revisions in the curriculum based on feedback received from stakeholders, ensuring greater alignment with industry needs and academic standards.

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

- Name of the statutory body

Name	Date of meeting(s)
Management	20/01/2022

14. Whether institutional data submitted to AISHE

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Year	Date of Submission
2022- 23	13/02/2024

15.Multidisciplinary / interdisciplinary
--

The B.R.TAMBAKAD ARTS, COMMERCE AND SCIENCE FIRST GRADE COLLEGE HIREKERUR believes in an interdisciplinary approach that enhances student learning by integrating the humanities and science disciplines. Areas of integration include: All the department have specialized courses open to students from the discipline.

Thus, students have the freedom to choose and combine arts, science and commerce thus enabling collaboration. Our college offers a wide variety of extra-curricular activities to enhance students' knowledge and understanding.

16.Academic bank of credits (ABC):

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17.Skill development:

1) Python Programming: Students will develop problem solving and programming capability.

2) Certificate Course in Share Market Trading: Students will be able to: (a) Understand basics of Stock Market, (2) Learn practically how to trade in the Stock Market and (3) Analyse financial statements.

3) GST: Students will understand: (a) Basics of GST, (b) Practical use of GST and (3) Features of GST.

4) Certificate Course on English Communication Skills: Students will learn: (a) Basics of communication skills, (b) Speech mechanism and

(c) Skills of effective communicator.

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

Our college would incorporate the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) through curriculum. Students will be able to learn following Indian knowledge system.

They will understand and appreciate the rich heritage that resides in our traditions

<p>Inculcate an understanding of the mind/voice dynamic and its function in Indian knowledge systems</p> <p>Learn to appreciate the need and importance of Sanskrit in getting to the roots of the philosophical concepts</p> <p>Being primed for practices that will prepare one for the inner-journey to discover the Self</p>
<p>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</p>
<p>Outcome-based education (OBE) comprises of four major components which cover (1) curriculum design, (2) teaching and learning methods, (3) assessment, and (4) continual quality improvement (CQI) and monitoring.</p> <p>OBE is education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have, when they leave the school system. It is sometimes also called performance-based education and is an attempt to measure educational effectiveness based on results rather than on inputs such as time students spend in class. The student learning outcomes constitute the criteria by which curriculum is developed or redesigned, instructional materials are selected, teaching methods are adopted, and evaluation is conducted.</p>
<p>20.Distance education/online education:</p>
<p>One of the key tenets of the NEP 2020 is the acceptance of ODL as a mainstream delivery mechanism. The transition from traditional to digital learning has been witnessed as a smooth one. With the help of social media and other technologies, students and teachers are able to grasp online education.</p>

Extended Profile

1.Programme

1.1 276

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

File Description	Documents
Data Template	View File

2.Student

2.1 949

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 955

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

File Description	Documents
Data Template	View File

2.3 278

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 36

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 0

Number of sanctioned posts during the year

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3.2	0
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	35
Total number of Classrooms and Seminar halls	
4.2	19.38
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	25
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

Our college, affiliated with karnatak university, adheres to the curriculum established by the university. To ensure effective implementation of the curriculum, the college initiates instructional consultation and formulates an academic calendar encompassing curricular, extracurricular, and co-curricular activities.

Several strategies are employed to deliver the university curriculum effectively at the college level:

1. A Department Timetable Committee is tasked with creating the timetable based on the workload for the academic session.
2. Each department and instructor collaboratively develop a comprehensive Teaching Plan, outlining the delivery of lectures, tutorials, and practical sessions.
3. During the "Induction Program," the principal acquaints

newly admitted students with available facilities, codes of behavior, add-on courses, and extracurricular activities.

4. Faculty members conduct introductory lectures on the curriculum to familiarize students.
5. Internal assessments are conducted, and the results are shared and discussed with students in the classroom.
6. The academic calendar delineates the start and end of each semester, specifying various activities, internal evaluation schedules, and the tentative timetable for external evaluations. It also includes dates for syllabus commencement and completion, as well as schedules for internal exams.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	http://www.htvssbrtcollegehkr.org/ncril/1.1.1.pdf

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

At the onset of each semester, Department Heads prepare an academic calendar aligning with Karnatak university, Dharwad schedule. This calendar encompasses crucial curricular details such as:

- College Reopening Date
- Unit-wise Syllabus Completion Schedule
- Holiday Schedule
- Dates for Internal Assessment Tests I and II
- Last Working Day
- Tentative Dates for Bangalore University Practical Examinations and End Semester Examinations

It's important to note that the institute adjusts the academic calendar as per any revisions made by the university.

All departments rigorously adhere to the University's norms for internal evaluation across all courses. Evaluation methods include test papers, assignments, seminars, and attendance records. Classroom assessments were conducted offline when students were on campus. Assignments were utilized to enhance

student performance. Additionally, students participated in webinars and seminars to improve their presentation skills. Semester classes were conducted according to the university's academic calendar.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	http://www.htvssbrtcollegehkr.org/calendar/2022-23%20calendar%20of%20event.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	View File
Any additional information	View File

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

03

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
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)

0

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

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

0

File Description	Documents
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

Incorporating crosscutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum is vital for nurturing well-rounded education and preparing students to tackle the complexities of today's world. This holistic approach enriches learning and equips students with the necessary knowledge, skills, and values for both

ethical citizenship and professional success.

Professional Ethics integration instills integrity and ethical decision-making through case studies and discussions, enhancing professional standards and credibility.

Addressing Gender disparities promotes equality and inclusivity, fostering awareness of biases and encouraging empathy and respect.

Infusing Human Values such as compassion and tolerance nurtures personal growth and ethical behavior, guiding students in various contexts.

Integrating Environment and Sustainability education raises awareness of ecological issues and encourages responsible stewardship, fostering advocacy for sustainable solutions.

Together, these elements empower students to engage ethically, embrace diversity, uphold values, and contribute positively to societal and environmental well-being.

File Description	Documents
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.	No File Uploaded

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

1

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

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

32

File Description	Documents
Any additional information	View 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	C. Any 2 of the above
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File Description	Documents
URL for stakeholder feedback report	http://www.htvssbrtcollegehkr.org/ncril/1.4.1.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	C. Feedback collected and analyzed
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File Description	Documents
Upload any additional information	View File
URL for feedback report	http://www.htvssbrtcollegehkr.org/ncril/1.4.2.pdf

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 students admitted during the year

308

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 during the year (exclusive of supernumerary seats)

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

282

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

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 places a high priority on student learning through comprehensive assessments that evaluate individual learning levels. These assessments identify advanced learners

excelling in their studies and slow learners needing extra support. Based on these results, tailored programs are developed and implemented.

For advanced learners, enrichment programs are provided to further challenge and stimulate their intellectual curiosity. These may include advanced coursework, research opportunities, mentorship initiatives, and participation in academic competitions. These opportunities allow advanced learners to explore their interests deeply, fostering academic excellence.

Conversely, remedial programs are offered to slow learners, providing targeted support such as personalized tutoring, peer mentoring, small group instruction, adaptive resources, and differentiated teaching strategies. These initiatives address individual learning needs, helping slow learners overcome challenges, gain confidence, and reach their full potential.

The institution's dedication to assessing and addressing diverse learning levels underscores its commitment to inclusive education. By ensuring each student receives appropriate resources and opportunities, the institution supports student diversity and promotes academic success for all.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri2/2.2.1.pdf
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
949	36

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 prioritizes student-centered approaches, employing various methodologies like experiential learning, participative learning, and problem-solving techniques to enrich student learning experiences. Experiential learning involves hands-on activities, real-world experiences, and reflection exercises to deepen understanding. Internships, field trips, simulations, and project-based learning enable students to apply knowledge in authentic contexts, fostering critical thinking and creativity.

Participative learning promotes active involvement and collaboration. Group discussions, debates, and case studies encourage knowledge sharing and teamwork, enhancing communication skills in an inclusive environment.

Problem-solving methodologies equip students with analytical tools and strategies to tackle complex challenges effectively. Through inquiry-based learning and scenario analysis, students develop resilience and adaptability in addressing real-world problems.

Incorporating student-centric methods reflects the institution's commitment to fostering active learning and critical inquiry. By empowering students to apply theoretical concepts practically, the institution enhances the quality and relevance of learning experiences, promoting lifelong learning and proactive engagement in their fields.

File Description	Documents
Upload any additional information	View File
Link for additional information	http://www.htvssbrtcollegehkr.org/ncri2/2.3.1.pdf

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

Teachers at the institution leverage Information and Communication Technology (ICT) enabled tools to enhance the teaching-learning process. Integrating ICT tools such as multimedia presentations, interactive whiteboards, educational software, online resources, and learning management systems, teachers create dynamic and engaging learning environments.

ICT tools facilitate personalized learning experiences, catering to diverse learning styles and preferences. Teachers utilize digital platforms to deliver interactive lectures, multimedia content, and instructional videos, enhancing student comprehension and retention of concepts. Additionally, online discussion forums, virtual classrooms, and collaborative tools enable active participation, knowledge sharing, and peer interaction among students.

Furthermore, ICT-enabled assessment tools streamline the evaluation process, allowing teachers to administer quizzes, assignments, and assessments online. Instant feedback mechanisms provided by digital assessment tools promote timely intervention and personalized support for students.

By embracing ICT-enabled tools, teachers create innovative and inclusive learning opportunities, fostering digital literacy, critical thinking, and problem-solving skills among students. The integration of technology enhances the efficiency, effectiveness, and accessibility of the teaching-learning process, preparing students for success in the digital age.

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

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

36

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	No File Uploaded
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

37

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
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 degree for 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

10

File Description	Documents
Any additional information	No File Uploaded
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

37

File Description	Documents
Any additional information	No File Uploaded
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.

The institution upholds a transparent and rigorous internal assessment system to ensure fairness, consistency, and accountability. Throughout the academic year, assessments occur regularly, with clearly communicated guidelines and schedules for both faculty and students.

Assessment frequency aligns with the academic calendar and encompasses various aspects of student performance, such as assignments, quizzes, projects, presentations, and practical evaluations. This diverse approach enables a thorough evaluation of students' knowledge, skills, and competencies across different learning domains.

Multiple assessment methods accommodate diverse learning styles, including written exams, online assessments, practical demonstrations, portfolios, and peer evaluations. This variety ensures authentic and reliable assessment outcomes while promoting student engagement.

Transparency is maintained through clear evaluation criteria, rubrics, and feedback mechanisms provided to students. Faculty adhere to established grading standards and assessment protocols to ensure consistency and objectivity.

Overall, the institution's dedication to transparent and robust internal assessment enhances the credibility and integrity of academic evaluations. It cultivates a culture of continuous improvement and excellence in teaching and learning.

File Description	Documents
Any additional information	View File
Link for additional information	http://www.htvssbrtcollegehkr.org/ncri2/2.5.1.pdf

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

The institution has established a structured and transparent system to handle internal examination grievances promptly and fairly. Both students and faculty members are well-informed

about the procedure for lodging complaints and the expected timelines for resolution.

Upon receipt of an examination-related grievance, the institution follows a systematic approach. This involves documenting the grievance, conducting a thorough investigation, and gathering pertinent evidence to evaluate the complaint's validity.

Transparency is ensured through clear communication channels, providing regular updates to involved parties on the status of grievance resolution. This transparency builds trust in the institution's ability to impartially address concerns.

To ensure efficiency, the institution adheres to predefined timelines for investigating and resolving grievances. This time-bound approach minimizes disruptions to the academic schedule and preserves examination integrity.

Furthermore, the institution emphasizes efficiency by streamlining administrative procedures and allocating sufficient resources for prompt grievance handling. Trained personnel oversee the process, promoting smooth communication and collaboration among stakeholders.

In summary, the institution's commitment to transparency, timeliness, and efficiency in addressing internal examination grievances underscores its dedication to upholding academic integrity, fairness, and accountability in the assessment process.

File Description	Documents
Any additional information	View File
Link for additional information	http://www.htvssbrtcollegehkr.org/ncri2/2.5.2.pdf

2.6 - Student Performance and Learning Outcomes

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

The institution prioritizes transparency and clarity in its educational offerings by clearly articulating and displaying program and course outcomes for all its programs. These outcomes

serve as crucial benchmarks for assessing students' knowledge, skills, and competencies throughout their academic endeavors.

These outcomes are prominently featured on the institution's website, facilitating easy access for students, faculty, and other stakeholders. Through this online platform, individuals can familiarize themselves with the specific learning objectives and expected outcomes associated with each program and course offered by the institution.

Moreover, faculty members receive comprehensive documentation detailing program and course outcomes, enabling them to align their teaching methodologies, assessments, and instructional materials effectively. This alignment ensures that teaching practices resonate with the intended learning outcomes, promoting efficient curriculum delivery and student engagement.

Furthermore, students are introduced to program and course outcomes through orientation sessions, course catalogs, and various communication channels. This awareness empowers students to actively engage in their educational journey, establish learning objectives, and monitor their progress towards achieving academic excellence.

In essence, the institution's commitment to articulating and disseminating program and course outcomes underscores its dedication to fostering academic excellence, transparency, and accountability in educational delivery.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://www.htvssbrtcollegehkr.org/ncri2/2.6.1.pdf
Upload COs for all Programmes (exemplars from Glossary)	View File

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

The institution systematically evaluates the attainment of both Program Outcomes (POs) and Course Outcomes (COs) to ensure the effectiveness of its educational programs. This evaluation

process involves a comprehensive assessment of students' performance and achievement relative to the defined outcomes.

For Program Outcomes, the institution conducts periodic assessments to measure the extent to which students have acquired the knowledge, skills, and competencies outlined by the program. These assessments may include capstone projects, comprehensive exams, internships, and other forms of summative evaluations conducted at the program level.

Similarly, Course Outcomes are evaluated through various assessment methods such as quizzes, assignments, exams, presentations, and practical demonstrations. Faculty members align their assessments with the specific learning objectives of each course to measure students' mastery of the content and skills taught.

The institution utilizes both direct and indirect measures to assess the attainment of POs and COs. Direct measures involve the assessment of student performance using rubrics, scoring guides, and standardized assessments, while indirect measures encompass feedback from students, employers, alumni, and other stakeholders regarding students' readiness for employment or further education.

The evaluation of POs and COs enables the institution to identify strengths, weaknesses, and areas for improvement within its programs and courses. This data-driven approach informs curriculum revisions, instructional enhancements, and institutional policies aimed at continuously enhancing the quality and relevance of education provided to students.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://www.htvssbrtcollegehkr.org/ncri2/2.6.2.pdf

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

257

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	http://www.htvssbrtcollegehkr.org/ncri2/2.6.3.pdf

2.7 - Student Satisfaction Survey

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

<http://www.htvssbrtcollegehkr.org/ncri2/1.4.1.%20%20%202022-23.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 (INR in Lakhs)

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

0

File Description	Documents
Any additional information	View File
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 teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

03

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

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

3.1.3.1 - 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	View File
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	http://www.htvssbrtcollegehkr.org/ncri3/3.1.3.pdf

3.2 - Innovation Ecosystem

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

The institution has cultivated a dynamic ecosystem that encourages innovation and facilitates knowledge exchange among its stakeholders. This ecosystem supports creativity, entrepreneurship, and collaboration across diverse domains.

Innovation initiatives are seamlessly integrated into the institution, motivating faculty, students, and staff to explore new ideas and solutions for contemporary challenges. Through innovation centers and research facilities, the institution offers resources and mentorship to nurture and scale innovative projects.

A culture of knowledge creation and dissemination is promoted through research activities, publications, and academic events. Faculty members are incentivized to undertake research projects

and collaborate with industry partners to advance knowledge in their fields.

Knowledge transfer initiatives translate research findings and technological innovations into practical applications and societal impact. Partnerships with industry, government, and community organizations facilitate the exchange of expertise and resources.

Through strategic partnerships and entrepreneurship programs, the institution promotes the commercialization of innovative solutions, driving economic growth and societal development.

In summary, the institution's innovation ecosystem acts as a catalyst for transformative change, fostering excellence, creativity, and societal impact in education, research, and innovation.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri3/3.2.1.pdf

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

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

01

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

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

10

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

03

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

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

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

08

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

3.4 - Extension Activities

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

International Democracy Day

Plant Sampling Program

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncr3/3.4.1.pdf
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

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

01

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

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

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

02

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

02

File Description	Documents
Report of the event	No File Uploaded
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

03

File Description	Documents
e-copies of related Document	No File Uploaded
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries,

corporate houses etc. during the year

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

04

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Total area:79,380 Square Feet

Built up area:16,619 Square Feet

Our institution boasts an extensive infrastructure and modern physical facilities meticulously designed to enhance the teaching-learning process. Our spacious, well-lit classrooms are furnished with contemporary furniture, creating a comfortable and conducive atmosphere for students. Each classroom is equipped with audio-visual aids such as projectors and smart boards to facilitate interactive teaching and boost student engagement.

Our laboratories feature cutting-edge equipment, instruments, and materials essential for practical experiments across various disciplines. Stringent safety standards and protocols ensure a secure environment for students to conduct experiments under the guidance of experienced faculty.

Additionally, our institution is equipped with advanced computing technology to support research, data analysis, and academic endeavors. High-speed internet access and computing resources empower students and faculty to collaborate on

research projects, access online learning materials, and stay abreast of developments in their fields.

Overall, our infrastructure reflects our commitment to providing students with a comprehensive learning experience fostering academic excellence, innovation, and personal growth. We consistently invest in upgrading our facilities to meet the evolving needs of our community, ensuring access to top-tier resources and amenities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri4/4.1.1.pdf

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

Our institution prioritizes holistic development through a range of cultural, sports, and physical well-being facilities. Our campus boasts dedicated spaces like auditoriums, amphitheaters, and multipurpose halls for cultural events, allowing students to showcase talents in music, dance, drama, and other arts. These venues are equipped with sound and lighting systems for vibrant performances year-round.

For sports and physical activities, we provide indoor and outdoor facilities such as playgrounds, basketball, volleyball, tennis courts, football fields, and athletics tracks. The Sports Department offers modern exercise equipment and skilled instructors to guide students in maintaining physical fitness. Additionally, a yoga center hosts sessions for yoga and meditation, promoting mental and emotional health among students and faculty.

Inter-collegiate and intra-collegiate sports competitions, cultural festivals, and wellness programs are organized to foster participation, teamwork, and healthy competition. These endeavors contribute not only to students' well-being but also build a sense of community and camaraderie on campus. Continual efforts are made to enhance and expand our facilities to cater to the diverse interests and needs of our student body.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri4/4.1.2.pdf

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

35

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri4/4.1.3.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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)

38.96

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
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)

Library management software called Automated Library

The bottom level of the M.COM block houses the library. Rich variety of books, periodicals, and N-list may be found in our campus library.

The library offers the following services:

The library offers current information as well as the Bangalore University's old curriculum and new syllabus design, as well as books to students and faculty.

- Access to question papers, newspapers, and the Internet;
- A list of all e-books and e-journals; accessible to both students and educators

The Integrated Library Management System (ILMS) is a set of automated library services that performs a number of tasks including fast book circulation and various kinds of search engines, among others.

Reports regarding the number of books issued, returned, and purchased for a year are generated by the annual stock verification.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	/http://www.htvssbrtcollegehkr.org/ncri4/4.2.1.pdf

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

D. Any 1 of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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)

0.83

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 academic year)

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

30:335

File Description	Documents
Any additional information	View File
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 institution prioritizes the regular updating and enhancement of its IT facilities, including Wi-Fi connectivity, to ensure that students, faculty, and staff have access to cutting-edge technology resources. We understand the critical role that technology plays in facilitating teaching, learning, research,

and administrative processes in today's digital age.

Our IT infrastructure includes high-speed Wi-Fi networks deployed across the campus, providing seamless internet access to all users. We invest in upgrading our Wi-Fi infrastructure to keep pace with advancements in technology and to accommodate the growing number of devices and users on our network. This ensures that students can access online resources, participate in virtual classrooms, and engage in collaborative projects from any location on campus.

In addition to Wi-Fi connectivity, we regularly update our computing equipment, software applications, and digital resources to provide students and faculty with access to the latest tools and technologies relevant to their academic and research endeavors. Our IT support team is readily available to assist users with troubleshooting, technical assistance, and guidance on utilizing IT resources effectively.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri4/4.3.1.pdf

4.3.2 - Number of Computers

25

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 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 the year (INR in Lakhs)

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

21.08

File Description	Documents
Upload any additional information	View File
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 complex, computers, classrooms etc.

The institution has implemented robust systems and procedures to efficiently maintain and utilize its physical, academic, and support facilities, ensuring optimal resource management to support teaching, learning, and campus operations. Specifically, dedicated staff oversee the maintenance, calibration, and safety inspections of laboratory equipment, ensuring smooth practical sessions and experiments through regular upkeep. Inventory management systems track consumables for timely replenishment, enhancing laboratory functionality.

Qualified librarians manage library resources, including books, journals, e-books, and multimedia materials, utilizing established cataloging systems and online databases for efficient information access. Inter-library loan services supplement the collection, meeting diverse academic needs. Standardized procedures govern maintenance, allocation, and usage of sports complexes, computers, classrooms, and other facilities, ensuring quality standards are met through regular inspections and feedback mechanisms.

These systems and procedures enhance the overall learning and campus experience for stakeholders, fostering continuous improvement and innovation in facility management practices to better serve the academic community.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncr4/4.4.2.pdf

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

808

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	View 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

26

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

D. 1 of the above

File Description	Documents
Link to Institutional website	http://www.htvssbrtcollegehkr.org/ncri5/4.1.2%202022-23.pdf
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 year

0

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

0

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

5.1.5 - The Institution has a transparent

D. Any 1 of the above

mechanism for timely redressal of student grievances including sexual harassment 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

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	No File Uploaded
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

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

10

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	View File
Details of student placement during the year (Data Template)	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

29

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	View File
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/ TOEFL/ Civil 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/ TOEFL/ Civil Services/ State government examinations) during the year

0

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	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 (award for a 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 (award for a team event should be counted as one) during the year.

04

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The institution prioritizes cultivating student involvement and engagement across administrative, co-curricular, and extracurricular realms to enrich campus life and foster holistic development. Transparent selection processes establish student councils and committees, providing platforms for students to voice opinions and ideas. These bodies span academic, discipline, and welfare domains, ensuring student representation in decision-making. Students are urged to join administrative committees, offering valuable perspectives. They actively organize and participate in cultural events, sports, workshops, seminars, and community service projects. The encouragement of student-led clubs facilitates leadership development and peer collaboration. Regular interactions among students, faculty, and administration promote collaboration, respect, and campus community cohesion. These initiatives aim to empower students as responsible citizens and effective leaders, nurturing their active societal contributions.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri5/co%20curriculum.pdf
Upload any additional information	No File Uploaded

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

07

File Description	Documents
Report of the event	View File
Upload any additional information	View File
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)	View File

5.4 - Alumni Engagement

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

The institution prides itself on maintaining a vibrant and engaged alumni community through the establishment of a registered Alumni Association. The Alumni Association serves as a bridge between the institution and its graduates, fostering a lifelong connection and providing avenues for alumni to contribute meaningfully to the development and growth of the institution.

Alumni members actively participate in various initiatives that contribute to the institution's advancement, including providing financial support through donations, scholarships, and fundraising activities. Their generous contributions help enhance academic programs, upgrade infrastructure, and support student scholarships, ensuring that current and future generations of students receive a high-quality education.

Moreover, alumni members offer valuable mentorship, career guidance, and networking opportunities for current students, sharing their professional expertise and experiences to help students navigate their academic and professional journeys successfully. They also serve as ambassadors for the institution, promoting its reputation and fostering collaborations with external stakeholders.

Through regular alumni reunions, networking events, and

communication channels, the Alumni Association strengthens bonds among alumni members and fosters a sense of pride and belonging to their alma mater. The institution remains deeply grateful for the unwavering support and dedication of its alumni community in advancing its mission and vision.

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

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs
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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

Vision

B.R.TAMBAKAD ARTS, COMMERCE AND SCIENCE FIRST GRADE COLLEGE HIREKERUR, Bangalore to be the distinguished centre of excellence to nurture and transform the talent of millions through quality and value based education in the area of technology, management and science through its innovative facilities of higher learning towards human excellence.

Mission

To create a distinguished destination wherein personal, intellectual and professional qualities of the students to be strengthened through partnering with the industry, government and professional bodies in a collaborative effort.

Each Program is comprehensive to deliver the value with sufficient inputs to the students to enter a professional career. Apart from providing core inputs related to the specific program, the students are provided additional training program

to develop their professional competency through various academic seminars, workshops and extension lecturers. The provisions have been created to obtain additional certification in the area of soft skills, quality benchmarks and skills. Each student is prepared for placement on a continuous basis through pre-placement and final placement activities as per the corporate standards.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.1.1.pdf
Upload any additional information	View File

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

Our institution embraces a leadership model centered on decentralization and participative management, empowering individuals across all levels to engage in decision-making. Decentralization ensures that decision-making authority is dispersed among departments and academic faculties, fostering agility and creativity in addressing challenges. Staff and faculty are empowered to utilize their expertise to drive initiatives, enhancing institutional goals and student outcomes.

Participative management reinforces our commitment to inclusive leadership, soliciting input and feedback through various channels like town hall meetings and advisory committees. Diverse perspectives enrich policy development and strategic planning, promoting institutional improvement.

Visible leadership is exemplified through leaders' accessibility, transparency, and accountability. Open communication channels cultivate trust and respect, creating a supportive environment where ideas are valued and contributions recognized.

In essence, our leadership approach promotes a dynamic and responsive institutional culture primed for innovation, growth, and continuous enhancement.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.1.2.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Strategic/Perspective Plan serves as a navigational compass, guiding our institution toward its envisioned future. Crafted through extensive stakeholder consultation and comprehensive analysis, the plan outlines overarching goals, priorities, and strategies for institutional advancement. Its deployment involves a systematic translation of vision into action, with our leadership team ensuring clear communication and understanding of objectives across all levels. Key performance indicators and milestones are established to monitor progress, fostering accountability and alignment with strategic priorities. Implementation mobilizes resources, fosters collaboration, and leverages partnerships to realize initiatives. Participatory decision-making and decentralized leadership empower faculty, staff, and students to contribute to plan execution, driving innovation and excellence. Regular reviews assess effectiveness, identify opportunities and challenges, and adapt strategies. Flexibility and adaptability guide our approach, allowing proactive responses to evolving circumstances and stakeholder needs. Ultimately, effective deployment fuels collective efforts, fostering a culture of continuous improvement, resilience, and excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.2.1.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 rules, procedures, etc.

AS The institution has established written policies for all the important aspects of governance. The participation of students, teachers and non-teaching staff in decision-making processes is also specified in the relevant policy. Therefore, through the structures, processes, and practices, of governance, everyone associated with the institutional bodies work together for the development of the institution.

Administrative Setup

B.R.TAMBAKAD ARTS, COMMERCE AND SCIENCE FIRST GRADE COLLEGE HIREKERUR functions under the Direct administrative control of the Management, WAYANAMAC EDUCATIONAL TRUST, Vidyanagar,

Hirekerur, Karnataka issues several instructions from time to time, prescribing rules, regulations and procedures in dealing with academic, administrative and financial matters.

At the apex of the college-level administrative setup, is the Principal, who is the academic and administrative leader of the college. The tasks of planning and supervising of the execution of annual academic plans, and co-curricular and extra-curricular activities, are performed by the Principal in consultation with the staff members of the college. He/She is responsible for the overall development of the college and is assisted by the Vice-Principal, the senior-most faculty of the college.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.2.2.pdf
Link to Organogram of the institution webpage	http://www.htvssbrtcollegehkr.org/ncri6/6.2.2.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

C. Any 2 of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	No File Uploaded
Screen shots of user inter faces	No File Uploaded
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institution is dedicated to ensuring the well-being of both teaching and non-teaching staff through a comprehensive range of effective welfare measures. For teaching staff, professional development opportunities such as workshops, seminars, conferences, and sabbatical leaves are provided to enhance skills and expertise. Faculty members are supported in research, innovation, and academic collaborations through grants and publication endeavors. Non-teaching staff receive equal value, with measures in place for their welfare and professional growth, including training programs and performance appraisal systems. Competitive salary and benefits packages, including health insurance and retirement plans, ensure fair compensation. A supportive work environment with open communication, mutual respect, and recognition of achievements is fostered. Employee assistance programs, counseling services, and grievance mechanisms address personal and professional concerns, promoting morale and job satisfaction. Prioritizing staff welfare, the institution nurtures a positive organizational culture rooted in compassion, inclusivity, and a shared commitment to excellence.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.3.1.pdf
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 bodies during the year

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

0

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

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

01

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

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	
0	
File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File
6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff	
<p>In order to guarantee the accomplishment of the overall corporate goal and vision, a competent performance management system strives to improve the overall organisational performance of teams and individuals. An efficient mechanism for managing performance plays a vital part in effectively managing the organisation. In accordance with this, the Institute is adhering to the performance- based appraisal system (PBAS) recommended by AICTE. The performance s are divided into three areas in this scheme: (i) activities relating to teaching, learning, and evaluation; (ii) co- curricular, extension, and professional development; and (iii) publications and academic contributions based on research.</p>	
File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.3.5.pdf
Upload any additional information	View File
6.4 - Financial Management and Resource Mobilization	
<p>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</p>	

The institution conducts both internal and external financial audits regularly to ensure transparency, accountability, and compliance with financial regulations and standards. Internal audits are typically conducted by an independent internal audit team or department within the institution. These audits examine financial records, processes, and internal controls to identify any discrepancies, irregularities, or areas for improvement. Internal audits help the institution proactively address financial risks and strengthen its internal control mechanisms.

External financial audits are conducted by external audit firms or agencies appointed by regulatory authorities. These audits provide an independent assessment of the institution's financial statements, ensuring accuracy, completeness, and compliance with accounting principles and regulatory requirements. External auditors also evaluate the effectiveness of internal controls and provide recommendations for improvement.

In the event of audit objections or findings, the institution follows a systematic mechanism for resolution. Audit objections are reviewed by the relevant authorities, including the finance committee or board of governors, and appropriate corrective actions are taken. This may involve rectifying errors, addressing deficiencies in internal controls, or implementing recommendations from audit reports. The institution remains committed to addressing audit objections promptly and transparently to uphold financial integrity and accountability.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.4.1.pdf
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)

0.5

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	View 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

Institute maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.4.3.pdf
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 carries out a number of academic and administrative activities throughout the year. The IQAC plays an important role in the planning, execution and evaluation of all these

activities.

1. Preparation of Academic Calendar:

2. Preparation of Action Taken Report:

3. Preparation of the AQAR

4. Supervising the Teaching-Learning Process:

5. Encouraging holding inter-college competitions or events

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/mimet/2022-23%20IQAC%20MOM.pdf
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 through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution conducts regular reviews of its teaching-learning processes, operational structures, methodologies, and learning outcomes through the Internal Quality Assurance Cell (IQAC) in accordance with established norms. The IQAC comprises representatives from faculty, administration, students, and other stakeholders.

Periodic reviews are conducted to assess the effectiveness and relevance of teaching methodologies, curriculum design, assessment practices, and support services. Data on learning outcomes, student performance, and feedback from stakeholders are analyzed to identify areas for improvement and innovation.

Incremental improvements are documented and tracked systematically, highlighting achievements, challenges, and action plans for enhancement. The IQAC plays a pivotal role in fostering a culture of continuous improvement, promoting best practices, and ensuring alignment with institutional goals and objectives.

By leveraging the insights gathered through IQAC-led reviews, the institution remains committed to enhancing the quality of education, fostering student success, and adapting to changing educational paradigms and societal needs.

File Description	Documents
Paste link for additional information	http://www.htvssbrtcollegehkr.org/ncri6/6.5.2.pdf
Upload any additional information	View File

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)

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	http://www.htvssbrtcollegehkr.org/mimet/2022-23%20IQAC%20MOM.pdf
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

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

Annual gender sensitization action plan taken in B.R.TAMBAKAD ARTS, COMMERCE AND SCIENCE FIRST GRADE COLLEGE HIREKERUR is as follows

1. Women are selected to key positions like Principal and HODs and are important decision makers in the college.

2. Girl students are given equal opportunities on the any Council of the college and are given equal responsibility for organizing intra and inter college level programs.

3. Lady staff lead many of the college and department committees and contribute to the growth and development of the department and institute.

4. Faculty development program and SDP on gender sensitization are conducted each year for staff and students

Specific facilities provided for women in terms of:

Safety and Security

CC TV cameras are placed all over the campus for smooth functioning of college including elevators and playground. Well-trained women security guards posted across the college campus.

Security checkpoints at all campus entries and exits. Allocation of rotational work to all teaching faculties for monitoring discipline and security in the campus.

Following Strict polies and monitoring on Anti-Ragging, Anti-Smoking and Mobile Free Campus..

Distinct hostel facility for men and women with resposible wardens.

File Description	Documents
Annual gender sensitization action plan	1. Women are selected to key positions like Principal and HODs and are important decision makers in the college.
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	2. Girl students are given equal opportunities on the any Council of the college and are given equal responsibility for organizing intra and inter college level programs.

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

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

The institute strives to minimise the waste generation on campus by recycling and reusing wherever possible.

SOLID WASTE MANAGEMENT:

Canteen food waste is fed into the Biogas plant installed in the institute. The excess amount is put into the compost pit to convert the waste into organic fertilizer. This is then used as manure for gardening. Paper waste from students' journals is sent for recycling.

E-WASTE AND METAL WASTE:

Metal waste from the workshops and project lab are sold to the scrap dealer.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	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

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

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**

C. Any 2 of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
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	C. Any 2 of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

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	D. Any 1 of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	View File

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

College provides a comprehensive environment for everyone with open-minded and harmony towards diversities. Different cultural and sports events are organized inside the college premises to promote harmony and tolerance towards each other College conducts Ethnic day, Women's day, Yoga day, etc along with many local festivals like Saraswathi Pooja, Ganesha Chaturthi and Dasara are celebrated in the college. This creates positive collaboration among people of different groups of ethnicity and cultural backgrounds.

Institute has code of conduct for students and a separate code of conduct for teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, language, public, socioeconomic and other multiplicities.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

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

The College assures that the students participate enthusiastically in all activities in the college. The college has gone great effort to increase the level of awareness and appropriate practices among the students with regard to the following areas:

Independence Day held on 15/08/2020

Republic Day Day held on 26/01/2021

for createawareness regarding constitutional obligations.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	Independence Day held on 15/08/2020
Any other relevant information	Nil

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

B. Any 3 of the above

File Description	Documents
Code of ethics policy document	View File
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	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Name of the Event

Date

Number of participants Independence Day 15/08/2020

35

Republic Day 26/01/2021

25

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	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

Best Practice 1: Our institution has instituted a Student Mentorship Program, pairing each new student with a dedicated faculty mentor for academic guidance, personal support, and career advice. The initiative involves one-on-one meetings, group discussions, and workshops to assist students in overcoming academic challenges, setting goals, and exploring career paths. This program fosters meaningful student-faculty relationships, promoting a sense of belonging and accountability. Regular interactions allow mentors to identify individual strengths, weaknesses, and growth opportunities, tailoring support services accordingly. The result is improved retention rates, heightened student engagement, and overall academic excellence through the Student Mentorship Program.

Best Practice 2: Our institution is deeply involved in community outreach, addressing local needs, instilling social responsibility, and encouraging civic engagement. Through partnerships with local entities, government agencies, and non-profits, we coordinate diverse service projects, volunteer opportunities, and awareness campaigns on various social issues. These include health camps, environmental clean-ups, literacy programs, and skill-building workshops for underserved communities. Engaging in these activities provides students with hands-on experience, fosters leadership skills, and nurtures empathy. This commitment not only benefits neighbouring communities but also enhances students' education, fortifying our institution's social impact and relevance through meaningful

partnerships and initiatives.

File Description	Documents
Best practices in the Institutional website	http://www.htvssbrtcollegehkr.org/ncri7/7.2.1%202022-23.pdf
Any other relevant information	Nil

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

Leaders institution

The institution hosts a Leadership Academy for developing leadership qualities in students. To mould the students into socially responsible leaders, the academy has designed a unique three-year leadership programme which contains diverse sessions like leadership development group activities, seminars, group discussion, debatetraining sessions and interaction with prominent leaders.

Focusing on two dimension of Uniqueness: It happens in two dimensions. Firstly, uniqueness may cause when an individual or group achieves something that is highly respected by both external and internal components and forces. Secondly, dimension of uniqueness happens when something remarkable happens across multiple activities, units, or even across the entire college. This type of uniqueness benefits the entire institution.

Innovative teaching practices: Our institution is creating a platform for the students to develop their knowledge, skills and attain success in their life. Our college provides and assists the students with the vital knowledge, exposure and experience to pursue their dreams and aims with satisfying employment. With the skills gained, the student becomes more determined and confident in facing the future. our students are motivated to get University ranks in the academics.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Plan of Action for the Next Academic Year:

1. **Enhance Student Support Services:** Implement additional support services such as peer tutoring, counseling, and academic advising to address students' diverse needs and promote their academic success and well-being.
2. **Strengthen Research and Innovation:** Foster a culture of research and innovation by providing faculty and students with opportunities for collaborative research projects, funding support, and participation in conferences and symposiums.
3. **Expand Community Engagement:** Develop new partnerships with local organizations and community groups to expand community engagement initiatives, including service-learning projects, volunteer opportunities, and outreach programs.
4. **Enhance Technology Integration:** Invest in upgrading technology infrastructure and integrating innovative teaching tools and platforms to enhance the quality of online and blended learning experiences for students and faculty.
5. **Review and Revise Curriculum:** Conduct a comprehensive review of existing curriculum and instructional practices to ensure alignment with industry trends, emerging technologies, and changing educational needs. Incorporate interdisciplinary approaches and experiential learning opportunities into the curriculum.

By implementing these strategic initiatives, we aim to enhance the overall educational experience, promote student success, and advance the mission and vision of our institution in the coming academic year.