



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ANEKANT EDUCATION SOCIETY'S ANEKANT
INSTITUTE OF MANAGEMENT STUDIES, BARAMATI**

ANEKANT EDUCATION SOCIETY CAMPUS T. C. COLLEGE ROAD
413102

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anekant Institute of Management Studies (AIMS) is a legendary arm of the Anekant Education Society (AES), Baramati, which is established in 1961. AES is basically a Jain Minority Institute nurturing the minority community in general and particularly Jain Community. Its first flagship T.C. College had a humble beginning with 118 students and 12 teachers in unstructured classrooms. The distinctive vision and thrust for quality education to rural students in remote villages in Baramati taluka, carved it as a symbol of “Centre of Quality Education” in entire vicinity and University. AES has its branch at Jaysingpur, Dist. Kolhapur, Maharashtra and had also started an English medium school at Baramati. All the Institutes of Anekant are known for its Quality Education, ethical environment and fountain of integrity.

AIMS was established in 2011 in the rural India at Baramati. It is stand-alone entity of AES and offering full time 2 years MBA program, which is approved by AICTE for 120 intake, DTE, Government of Maharashtra and Affiliated to Savitribai Phule Pune University, Pune. AIMS in a short span of 7 years have become an impulse choice of the students at large; due to the obvious reason of ‘Quality Education’ inter alia with market exposures, employability skills and industry interface. The MoU, networking and SIP with industry has made students ensconce finishing with better placement. Nevertheless students grooming and visiting to their home to assess behavior at home as part of ‘Best Practices’ which are the salient features of AIMS along with students are motivated to do social sensitization and national integrity. Thus AIMS campus is always has student buzz.

The intrinsic tentacle of AIMS is learned and well experience faculties, Wi-Fi 24x7, students centric, well equipped computer lab and knowledge resources centre, pristine and congenial learning environment. On top of that thrust and quest of disseminating quality education to rural students at large as to elevate them to the standard of market. A descriptive student’s handbook with annexes of academic calendar, time table and teaching plan is provided. Healthy precursor meetings with stakeholders always instill the goodness in the working culture.

Vision

AIMS Baramati envisage being a global epicentre and socially accountable Institute of Excellence which conserves, creates, imparts pertinent knowledge and values to students particularly of rural and remote areas. Our stakeholders are empowered to progressively conquer all the socio-economic, technological challenges and to uphold echelon of citizenry.

Mission

- Establishing collaborations with globally acclaimed organizations in the sphere of socio-economics.
- Facilitating intellectual transactions to proactively develop business leaders with contemporary skill-sets.

- Elevating research quotient among the students.
- Inculcating moral, ethical, social values and professional etiquettes.
- Enabling students to integrate technological know-how with social wellbeing.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Qualified, rich and resourceful experienced faculties in academic and corporate with Diversity.
2. Faculty retention and turnover is almost zero.
3. Portfolio on roster basis with a concept of *One Faculty for All*.
4. *3 D-formula* viz Discuss, Deliberate, Decide, thereafter execution with *Single-line hierarchy Communication*.
5. Faculty meeting on *3 W-formulas*, what work, who will do and when will it be done.
6. Accepting challenges and completing the task well before time – *Leadership Quality*.
7. FDP for staff to enhance skill and knowledge.
8. Leave facility and welfare to staff.
9. Incentives for Ph.D scholars
10. Excellent student-teacher relationship, easily availability of teachers.
11. Placement training and industry interface.
12. Entrepreneurial cell with club activities for employability.
13. Registered Alumni Association and interactive sessions with present students. Alumni is our *Ambassadors*.
14. Well equipped Computer lab and digitalized library with INFLIBNET and DELNET resources.
15. Reading facility, Wi-Fi enabled campus.24x7 and Generators of 300 KVA.
16. Innovative teaching methods with ICT enabled LCD in all class rooms.
17. Health Care, free medical camps , RO water and pristine environment
18. Concession for economically poor students.
19. Competitive examinations coaching like Banking, UPSC, Railways, SET / NET etc. and study material.
20. Mentor-Mentee, Tutor-ward Student Centric to develop-slow and medium learner.
21. Exposures platforms to hone students every month like Collage, Intaglio, Welcome and take off event, Conference, Presentation etc.
22. Well furnished hostel with 120 capacity.
23. Participatory academic planning and feedback mechanism.
24. Reputed in field of promoting quality education and empowerment for rural students particularly girl students.
25. Special attention for physically challenged students.
26. Strong Management support and encouragement – *A motivational Force*
27. Periodical meetings with stakeholders on areas of development.
28. Students Hand-Book containing teaching plan, academic calendar and Time Table etc.
29. Dedicated and best practices and remedial classes for slow learner.
30. Ethical, value added, Bridge course and dual degrees facilities- *A strong tentacle to fetch best employability*.
31. English Language lab and communication skill enhancement.
32. Totally “No-Raging” Institute.

Institutional Weakness

1. Need improvement in consultancy service.
2. Salary packaged for the placed students need improvement.
3. Students from rural area, so lack of communication skill.
4. Students are timid in nature.
5. Lack of Major and Minor projects.
6. Insufficient time for research, since major time is invested for students' welfare and development.
7. Drop out to some extent.

Institutional Opportunity

1. The number of reputed and MNC companies for placing the students.
2. Enhancement in training
3. Research fund and incentives for publications and articles.
4. Self-help and employability through entrepreneurial cell and club activities.
5. Institute Bazaar Exhibition – Students on floor.
6. Industry interface by inviting guest from industry to hold workshops and one-to-one interaction.
7. To introduce research centre for Management.
8. To enhance the academic performance through IQAC.
9. Academic flexibility in curriculum.
10. Students are sincere and obedient to some extent.
11. Students and Faculty exchange program at an International level.
12. Taking assignment of MOU organisation for their functional activities.
13. Faculty being from industry can have industrial outlook and pragmatic happenings in their case studies.
14. Deployment of students in the industry right from 3rd semester.

Institutional Challenge

1. Improving language skill particularly English.
2. Regularity and punctuality in attendance and habit of learning, more particularly in case of slow learner.
3. Motivating the students to improve good technical exposure and, good and effective communication skill.
4. Receiving fund for Major and Minor projects from UGC and other funding agency.
5. 100% Placement of all students with better package.
6. Getting reimbursed the tuition fee in time from Govt. of the under privileged sector / poor student community.
7. Retaining drop out students.
8. Fetching lucrative consultancy services.
9. Staff and students exchange program in other universities to face the global competition.
10. Fee collection and timely submission of the assignments, presentation and internal examinations.
11. To incline the courage, motivation and feel good trend in student is a great deal.
12. Convincing for further study is a herculean task.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The MBA Curriculum Delivery is the primary role of Institute's Academic process. Essentially, Institute is a teaching unit affiliated to Savitribai Phule Pune University and follow its legal framework for legitimizing our academic and administrative processes.

MBA program delivery at our Institute has wide range of specialisation options. Academic Support Program developed and practiced at our Institute has courses which mainly skill based and value driven and are in tune with the latest trends and cater to our local needs. Institute academic governance, takes into consideration the issues of student diversity and tailors our curricular delivery mechanisms which has academic flexibility, career orientation and multi-skill development. We include a robust feedback system and involvement of stakeholders in our preparations for curriculum updation and teaching-learning methods.

Institute Academic policy focusses on holistic development of student. Add-on certificate courses are uniquely designed and reflect on the concern for quality in the form of values emphasized and social sensitivities which we focus. The choice is given to students to choose from their interests and inclinations.

Academic session starts with academic committee meeting coordinated by academic coordinator. In this meeting course allocation, time tables, contents of course file, evaluation schedules, teaching diary and workload allocation is finalized. The practice of Academic Calendar helps us to operationalize the curriculum and visualize the way the curriculum has to be carried out – activities, who, how, when etc. MBA Program has a Credit system and student has choice of elective courses in the curriculum. Institute follows a cafeteria approach by providing Generic Core/Elective subject in each semester. The students have flexibility to choose any one specialization from specializations offered in the university syllabus. Faculty at the Institute is a pillar of strength as till date we have catered to all the specialisation choice requests of our students.

Institute operates a system of feedback from student, teacher, parent, alumni and corporate. We have an active process of not only collecting feedback from all stakeholders, but also analysing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Teaching-learning and Evaluation

Learning experiences that a student engages in is one of the greatest values incorporated in teaching and learning process of the Institute. The teaching pedagogy which we practice encourage our student to transform through gain of activated knowledge. This is achieved through convergence of experiential, participative, collaborative and independent learning.

We serve to students of rural backgrounds and abilities and culture in them a higher order '*thinking*' and spirit of investigation. Our classroom instructional techniques focus on identifying the quality and nature of student's prior knowledge and then provide authentic, real corporate world tasks set at an appropriate level of challenge.

Academic Committee decides on the number and type of components, its weightage and evaluation method of the criteria as per the guidelines of our affiliated SPP University. Each course teacher is advised on the components of continuous internal evaluation by College Examination Officer (CEO).

The mechanism of internal assessment is decided in Examination Committee meetings. CEO keeps a check on the schedules of SPP University for University assessments, updates on the probability of examination dates.

Accordingly the weeks in which mid-term and end term examination is to be conducted is decided and inserted in Academic Calendar. Academic Coordinator provides the inputs related to teaching learning and reforms suggested in previous academic session.

We follow formative and summative assessment approach to measure the student's academic progress and achievements. Formative assessment includes choice of component for concurrent evaluation as prescribed by our affiliated university. These may include Class room Presentations, Group discussions, Case study, Role play, Situational analysis test, tests in IT Lab etc.

The Academic Calendar of the Institute has specific days pre-allotted for conduct of meetings of Academic Committee and Examination Committee. It is evident from their committee registers that meetings take place in the scheduled weeks.

Program outcomes, Program Specific Outcomes and Course Outcomes for all programs offered by the Institution are discussed and fixed in the academic committee meetings. The inputs used for developing PO, PSO and COs are the SPP University Syllabus. Attainments are practiced and they are evident in course file.

Research, Innovations and Extension

The Institute has constituted Research Cell to promote research, consultancy and collaborative activities. The Cell provides or facilitates requisite administrative help, academic assistance, and financial support, thereby empowering the researchers (Students as well as Faculty Members) to take up research projects. AIMS has been able to organize National Conferences attracting delegates and dignitaries from across the country and overseas. The Research Cell is proactively involved in identifying theme, mobilizing research articles from academia/Industry, ensuring quality deliberations and consequently publishing the research output. The Research Cell has been regularly holding "CONVEX", an intercollegiate research competition which provides a serious platform for Summer Internship Projects of MBA students. Our faculty members and students have also secured grants and recognitions from University, Industry and local Commercial Establishments for various research projects. Also, the cell motivates students and faculty members to take part in short term research assignments of corporate houses. AIMS has been regularly conducting workshops and Seminars on Intellectual Property Rights (IPR) and industry academia Conclaves. The institute motivates faculties and students to publish their research work through its own Conference Proceedings and in reputed journals and conferences held by other organizations. Institute has also stated code of ethics to check malpractices and plagiarism in research. AIMS CISU (Centre for Incubation and Start Ups) nurtures ecosystem for innovation by providing necessary infrastructure, mentoring and handholding to our entrepreneurial talent. Faculty members and students are motivated for research activities and encouraged to create IPRs. The Institute encourages faculty members to take up consultancy. Institute promotes and supports students to participate various challenging technical and research activity/competitions to inculcate research temperament amongst them. The Institute also collaborates with Formal Schools, Undergraduate Colleges, Special Schools, and NGOs so as to involve faculty members and students in activities fostering social sensibilities.

Infrastructure and Learning Resources

The Institute has developed adequate infrastructure and learning resources in the campus to achieve its

objective of quality education. The campus is beautified by gardening and landscaping. The campus has nearly 06 class rooms equipped with LCD projectors to facilitate the Modern teaching methods, well stacked library, spacious playground, gymnasium and a basketball & volleyball stadium. Every section of the Institute is equipped with a Computers & Thin Client System with 50 Mbps high speed internet connectivity.

Library at our institute is the Knowledge Resource Centre and learning hub with full- fledged ultramodern infrastructure facility. Library provides access to electronic sources like E Books, Delnet, J Gate and National Digital Library. Our library operates through traditional classification system (DDC) for print materials and also functions through the latest library management systems and allied software. The automation processes at Library are achieved through installation of the EasyLib and D-Space software. The OPAC and Web OPAC module of Library Management System gives our faculty and students an opportunity to browse a book by author, title or any keyword in and off the AIMS campus. This facility is a distinctive tool for teaching and learning practiced at our Institute.

We have state of art IT infrastructure and allied facilities. Through these facilities we incorporate e-governance, ICT based education and use of paper less processes in academic and administrative work. All sections of the institution are provided with computers with internet connectivity and printers. These computers are connected through LAN to share various resources such as files, printers etc. The entire campus is covered with the 24x7 Wi-Fi facility. The Institute has 05 Wi-Fi hotspots to cover the wireless range throughout the Institute. We give a top priority for updation of our IT infrastructure. We maintain licensed software and update them regularly twice in a year as per the requirements. We have the "Updation policy" displayed at IT lab. We maintain a separate budget for meeting the updating requirement of IT facilities.

Student Support and Progression

At AIMS , 71.04 % students are benefited by scholarship and freeship provided by Government during last 5 Years. AIMS is providing scholarship to students besides govt. in the form of Jain category fee scheme, Hostel fee waiver scheme, Attendance benefit , Merit award. 10.39 % students benefited by Scholarship given by Institute during last 5 years. We run seven Capability enhancement schemes 1) Center for competitive exam 2) Career counseling cell 3) Soft skill development 4) Language Lab 5) Bridge courses 6) Yoga & Mediation Center 7) Personal counseling center and all are running successfully from last 5 years.

At AIMS in last five years 37.07% students are benefited by Competitive exam center and Career counseling center offered by institute. AIMS is running Vocational education training (VET) courses like Bridge courses, Value added and add on courses. In last five years 34.36% students are benefitted by Vocational education training (VET) courses. AIMS has transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. AIMS has active Ant ragging committee, Student grievance redressal committee and Women's grievance redressal committee. No single case of ragging found in last five years.

At AIMS average placement of students in last five years is 40.9%. Most of the students are started their own businesses. AIMS is organizing five cultural and sports events every year . Our Cultural events are organized under Intaglio series from last five years. AIMS is organizing various cultural days every year. Our students participated in various activities in form of clubs 1) Sanskruti 2) Vasundhara 3) Kaushalya 4) Yoga & Meditation 5) Tejasvita 6) Sayunkta. AIMS is providing very good sport facilities to students . One of our student played in 29th National Korfball tournament at Nagpur and represented Maharashtra.

AIMS has active student council . At AIMS students are represented on various academic and administrative

bodies like Academic committee, Research cell, Administrative committee, Library committee, Training & placement committee actively. AIMS have registered and active alumni association. Alumni meetings are held every year from last five years. Alumni's are also help institute in placement activities.

Governance, Leadership and Management

Our Institute is governed by Anekant Education Society (AES), Baramati – A religious minority Institution. The governance of the Institute is based on our Governance Policy. The Advisory Board, Governing Council and College Development Committee (CDC) are the apex bodies which govern the academic and administrative processes at the Institute. The Director holds the position of “The Secretary and Convener” in CDC. All the academic and administrative decisions, action plans for their implementation and division of work with roles and responsibilities are devised by the Director. The immediate authority for the Director to report regarding strategic matters is the Secretary, AIMS, whereas all the functional work is reported to the Joint secretary, AIMS.

Since the inception of the Institute in 2011, operational autonomy was given to the Director for the strategic development of the Institute and deployment of plans and practices. This value of operational autonomy percolates down the Institutional hierarchy. This is evident from the single line hierarchy practiced at the Institute, wherein work is decentralized. The faculty at the Institute enjoys liberty and free hand at work as they coordinate the concerned activity from scratch to finish in consultation with the Director.

Continual efforts are made by the Institute to upgrade the professional competence of the staff by organizing professional development programs and administrative training at the Institute. The faculty empowerment is evident from participation in various conferences and FDPs outside the Institute. Recruitments at the Institute are in adherence to the AICTE and SPPU norms. Appraisals on yearly basis are done to evaluate the performance of the staff and appropriate transparent measures are taken further.

Our Resource Mobilization Policy is just, fair and equitable. In adherence with this policy, institutional strategies for mobilization of funds are made with the intent of optimal utilization of funds and resources.

Quality culture in the Institute was built right from the beginning through participative approach. The academic and administrative mechanisms reflect quality in each area which is evident through achievement of excellence.

Institutional Values and Best Practices

Our Institute proactively responds to the emerging challenges and issues of rural India. Our vision is to develop our students into socially accountable citizens. We work tirelessly to inculcate social and national values in our students.

In tune with our vision, we run a dedicated Sanyukta club to develop pride for our nation through programs on value inculcation and social sensitization for our students. We organize programs, activities and events of social and national importance. The activities for promotional of universal values, righteous conduct, national values, human values, national integration, social cohesion are conducted under this club.

It is the priority of our Institute to protect and nurture the environment which is accomplished through activities

of Vasundhara Club. We have incorporated ecofriendly practices such as paperless office, environment audit, plastic free campus, 5S framework etc. We organize activities like no vehicle day, paper bag making competition, collage competition. These activities sensitize our stakeholders about environment protection.

Since inception our Institute practices gender equality amongst its faculty, staff and students. We run a dedicated Tejasvita Club to conduct activities related to women empowerment. The activities of Tejasvita Club like self-protection training form girls, program on women health and hygiene, Women Laws and Rights, Be bold for Change promotes values of gender equality in our students.

The facilities and provision for handicapped students are at par and are updated regularly for the convenience of students. Numerous measures have been taken to ensure safety and security of students at Institute premises provisions such as CCTV surveillance security guard, anti-ragging committee, women grievance redressal committee etc. made to ensure the safety. Community extension programs are regularly organised to address the local issues the activities like Dengue and Swine Flu awareness camp, financial literacy awareness camp, nutritional counseling in slum area are timely organised for the same.

The best practice of our institute is educational counseling to the children of sugar cane cutter migrants in the area of Someshwar sugar factory. The holistic grooming of students is taken care under second best practice i.e. student behavior at home.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANEKANT EDUCATION SOCIETY'S ANEKANT INSTITUTE OF MANAGEMENT STUDIES, BARAMATI
Address	Anekant Education Society Campus T. C. College Road
City	Baramati
State	Maharashtra
Pin	413102
Website	www.aimsaramati.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	M. A. Lahori	02112-227299	9423501272	-	iqac@aimsaramati.org
Associate Professor	T. V. Chavan	-	9552345000	-	tanaji.chavan@aimsaramati.org

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Jain Minority Letter.pdf
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	06-10-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	06-10-2010	12	The Extension of AICTE Approval is done every year since the start of first Academic Batch

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Anekant Education Society Campus T. C. College Road	Urban	3.39	3770

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Master Of Buisness Administration	24	Any Graduate	English	240	215

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				8			
Recruited	2	0	0	2	2	0	0	2	5	3	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government			8	
Recruited	5	3	0	8
Yet to Recruit			0	
Sanctioned by the Management/Society or Other Authorized Bodies			0	
Recruited	0	0	0	0
Yet to Recruit			0	

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	1	0	0	0	0	0	0	0	0	1
Ph.D.	1	0	0	2	0	0	2	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	3	0	6

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	8		0		8

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	119	0	0	0	119
	Female	96	0	0	0	96
	Others	0	0	0	0	0
Certificate	Male	148	0	0	0	148
	Female	163	0	0	0	163
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	11	15	17	17
	Female	11	4	18	12
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	3	13	5	11
	Female	2	3	6	0
	Others	0	0	0	0
General	Male	25	18	19	30
	Female	27	13	27	26
	Others	0	0	0	0
Others	Male	10	17	19	16
	Female	6	5	9	8
	Others	0	0	0	0
Total		95	88	120	120

3. Extended Profile

3.1 Program

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

Response: 105

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
204	205	234	154	126

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
120	120	120	120	120

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
50	66	89	27	61

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	10	10	10	10

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 6

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
93.67	146.39	176.07	138.01	105.51

Number of computers

Response: 70

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Curricular Delivery is the mainstay of our Academic and Administrative process. We are essentially a teaching unit affiliated to Savitribai Phule Pune University and follow its legal framework for legitimizing our academic and administrative processes.

Planning:

1. Academic session starts with academic committee meeting coordinated by academic coordinator. In this meeting course allocation, time tables, contents of course file, evaluation schedules, teaching diary and workload allocation is finalized. The practice of Academic Calendar helps us to operationalize the curriculum and visualize the way the curriculum has to be carried out – activities, who, how, when etc. This process makes is unique and reflects on the concern for quality.
2. Course teacher prepares the teaching plans and submits it to Academic coordinator. Academic coordinator prepares students handbook which a unique instrument practiced at our institute for acclimatizing students with vision, mission, quality policy and MBA syllabus and its teaching plan. Students are given the handbook in induction program and at library.
3. We organize Induction program which helps student acclimatize with institute academic culture, curriculum standards, examination design, code of conduct for students, clubs and cell activities.
4. We conduct Industrial Visits, Guest lectures, Industry academia conclaves in which experts from industry and academics participate in our curriculum delivery process to bridge the gap between industry and academia.
5. Mentor-Mentee system for student competency development and Guide allocation for Project internships is practiced.

Implementation:

1. We follows cafeteria approach by providing Generic Core/Elective subject in each semester. The students have flexibility to choose any one specialization from specializations offered in the university syllabus. This is explained to students in Induction Program.
2. We motivates faculty to adopt advanced teaching practices and conduct training programs for thier development. Our faculty focuses on quality delivery and encourage student's active participation in the entire curriculum, curricular and extra-curricular activities. This is reflected in the course files as an evidence of our teaching pedagogy.
3. Concurrent evaluation parameters are set for continuous assessment to assess the skills acquired by students. Our students acclimatize with the system of CIE through Orientation Session by CEO in Induction program and further elaborated by course teachers during the academic session.
4. The effective implementation of curriculum is ensured by supplementing with lecture sessions with Club activities for organising an wide array of events at the Instiute. The Academic Support

Program at our institute consists In-house Add-on programs (5 Nos), Value based program (5 Nos) and Bridge courses (5 Nos). These certificate courses create an enriched learning experience for student which is achieved through a blend of modern and traditional teaching pedagogy practiced by course teachers.

5. We incorporate a robust feedback system and involve our students, teachers, parents, alumni and corporate stakeholders in curriculum updating as well. Feedback on curriculum delivery is incorporated in form of reforms in academic and administrative processes.

The annual reports of six cells, six clubs and registers of six committees maintained at our Institute are the evidence for practice of effective curriculum delivery through a well planned and documented process.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 45

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	9	9	9

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 133.93

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	2	3	3

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 14.29

1.2.1.1 How many new courses are introduced within the last five years

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 50

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

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

Response: 87.15

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

2017-18	2016-17	2015-16	2014-15	2013-14
184	189	213	107	117

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

1.3 Curriculum Enrichment

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

Response:

To make quality the defining element of MBA education at AIMS , we have incorporated a continuously evolving practice of curriculum enrichment through a unique and one of its kind - Academic Support Program (ASP),in this Program we conduct Value added Courses.

The Program Outcomes of Academic Support Program is aimed as below

- 1.To holistically develop our students and build their capacity to cater to the needs of the rural economy, society and the country as a whole.
- 2.To make our students high caliber and competent to face global challenges along with this hands-on experiences through our collaborations with industries.

- 3.To sensitize and enrich our student's through values education and Indian ethos commensurate with social, cultural, economic and environmental realities.
- 4.To develop a spirit of achieving excellence in student attitude by prescribing dynamic and updated curricular inputs , professional ethics, development of creative and divergent competencies by providing a wide range of such "value-added" courses .

Value Added Certificate Courses

1. Certificate Course in Research Insight

This course aims to provide students with a widespread understanding the basic of research. It will try to inspire student's understanding of research application, importance of research and usability in academics and industry. This course comprises creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society and the use of this stock of knowledge to devise new applications. It will help in implementation of practical aspects in day to day life.

1. Certificate Course in Values, Ethics and Human Rights

It aims to provide students with a comprehensive understanding of the basic values and virtues for the formation of a good policy and society. It will try to stimulate student's understanding on how personal rights, duties and social morality are woven together to form a rational whole within the human society. The course will be divided into two parts: the first part deals with workplace ethics and the second focuses on the conflicts between human rights and the law.

3. Certificate Course in Reconnecting to Traditional Values

It talks about the rich heritage of Indian culture and art. The art of Indian subcontinent is idealistic in nature with strong traces of different cultures and civilizations in it. It is evident from the history that the cultural diplomats in the region were the invaders, warriors that brought the cultural diffusion through hard.

4. Certificate Course in Start-ups and Entrepreneurship

This course aims to inculcate essence of entrepreneurship, deliver an overview of the skills needed to become an entrepreneur, classify the precise business for begins. This course will talk about entrepreneur which will go through all the stages of entrepreneurship, build a business and reach success. It will focus on scaling business and leaving a legacy that extends beyond students lifetime.

5. Certificate Course in Technical Communication for Managers

It aims to understand the basic concepts of Technical Communication for Managers, know various tools of Technical Communication that facilitates the decision making, develop analytical abilities of Technical

Communication practices in different industries.	
File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years	
Response: 10	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 10	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 34.8	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 71	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise
--

- A. Any 4 of the above**
- B. Any 3 of the above**
- C. Any 2 of the above**
- D. Any 1 of the above**

Response: A. Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

- A. Feedback collected, analysed and action taken and feedback available on website**
- B. Feedback collected, analysed and action has been taken**
- C. Feedback collected and analysed**
- D. Feedback collected**

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years				
Response: 0.16				
2.1.1.1 Number of students from other states and countries year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	1
File Description		Document		
List of students (other states and countries)		View Document		
Institutional data in prescribed format		View Document		
Any additional information		View Document		
2.1.2 Average Enrollment percentage (Average of last five years)				
Response: 79.5				
2.1.2.1 Number of students admitted year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
120	87	117	117	36
2.1.2.2 Number of sanctioned seats year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
120	120	120	120	120
File Description		Document		
Institutional data in prescribed format		View Document		
Any additional information		View Document		

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 30.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
34	36	46	63	6

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

One of the most important functions of Academic Committee at AIMS is to identify the Learner level of its students throughout their progression in 4 semesters of MBA course. To begin with, Admission Coordinator provides the background information of newly admitted students in the admission report. The admission register acts as the beginning point of understanding the learning level of the admitted student based on various input inclusive of MBA-CET score and thus the student is identified as slow or advanced learner. The rule of averages is adopted for classification of students. The student grooming and development is then carried out through teaching pedagogy. For slow learner activities like remedial coaching, bridge courses, English speaking training, personal counseling sessions etc. are initiated. Advanced learner is encouraged to proactively involve in event volunteering, becoming member in various committees at AIMS, become beneficiary of Cell for Career Counseling and Guidance for Competitive Examination and learning from e-videos at Media room. The culture of teaching focuses on the Peer Learning and mentoring to students to nurture their personalized and customized needs throughout the program tenure. The mentor's report is indicative of the transformation that the student makes towards the advanced learning level. The Academic coordinator gets the competency enhancement inputs from mentors, performance in examinations from Examination cell and hands-on inputs from course teachers and event coordinators. These inputs are discussed and a positive line of action is identified in academic committee meeting for betterment of learner experience.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

File Description	Document
2.2.2 Student - Full time teacher ratio	
Response: 12.75	
Any additional information	View Document

File Description	Document
2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0	
2.2.3.1 Number of differently abled students on rolls	
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

<p>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Response:</p> <p>Learning experiences that a student engages in is one of the greatest values incorporated in academic and administrative processes of the Institute. Our student transforms through the gain of activated knowledge achieved through convergence of experiential, participative, collaborative and independent learning. Our classroom teaching pedagogy focuses on identifying the quality and nature of student's prior knowledge and then provide authentic, real corporate world tasks set at an appropriate level of challenge.</p> <p>Experiential learning: We organize Industrial visits to acquaint students with experiential learning. We uniquely administer the course of Summer Internship Project and Bridge courses which are inclusive of field visits to companies, interaction with industry personnel and presentations on project based learning.</p> <p>Participative Learning: We invite eminent businessmen, administrators in industry and senior academicians for Guest lectures at our Institute. The participation of such stakeholders in academics of our institute is indicative of participative learning culture. We incorporate power point presentations, group discussions, role plays, situational analysis, group assignments and quizzes as a standard operating procedure for teaching our courses.</p> <p>Collaborative learning: We organize intercollegiate events like intaglio series, collage competition,</p>

national conference, job fair, soft skills development programs in which students collaborate together to acquire management skills. The team work with which they organize the activities is indicative of collaborative learning.

Independent Learning: AIMS provide independent learning to the students with activities such as Newspaper analysis, Industry analysis and individual presentations. The activities like book reviews, use of ProQuest, EBSCO asses for e-book, journals and dissertations with student specific login and IDs help them for independent learning which they practices at E-Library and reading rooms. The media room at AIMS has facility of independent seating arrangement and is supported with latest E content in management education. Students access Media room and carry out their independent learning.

Problem solving methodology: Programs like Business Mystery help students to take action to solve problems, discuss alternatives and use their knowledge in meaningful, real-life activities. This assists them in working at higher levels of thinking. Students participate in activities of Research Cell and Centre for Incubation and Startups. In these activities they carry out surveys, analyze the data scientifically and systematically which enhances their approach to problem solving techniques.

Support Structure & Systems for faculty: The faculty is supported by infrastructure such as Interactive board, Overhead projector, Wi-Fi and internet facility in the class and at their desk to have the maximum impact of teaching. Simultaneously they use LMS, IT lab, digital library, E-journal data base like J gate, Media room to gain the most update knowledge for teaching.

Mentorship is the most important practice that helps academic committee to get quality input for enhancing learning experience of students. Moreover, students are encouraged to engage in frequent practice of feedback. This helps them to reflect upon their learning and shift their mind set about learning and intelligence. The feedback reports from students and teachers help in bring up progression for enhancing learning experiences of students at AIMS.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 16

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 12

2.3.3.1 Number of mentors

Response: 17

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

We aspire to have a transformational impact on students through innovation and creativity in teaching and learning systems which inculcate qualities of competence, confidence and excellence.

All the events at the Institute are student centric where by right from the concept note to the execution is developed by the students. Students are assigned various technical and non-technical tasks under the guidance of faculty.

The practice of conducting Management Game on a specific pre-notified Saturday is an important tool to capture student's attention and conveyance of ideas effectively enough to create a lasting impression of learning.

The media room, computer lab and E Library are equipped with state of art infrastructure for audio-video learning of student. Students access these resources and develop the ability to listen and understand the concepts better. These tools help their imagination thrive and grow.

The teaching materials used by faculty are prepared in a way that they relate and demonstrate real life situations make these e-materials easy to understand and easy to learn.

The event like Convex Intercollegiate SIP Competition infuse real world experiences into learning and create a fresh and enriched learning environment.

Debate competitions at our Institute are a great way to get the creative juices flowing.

The practice of mentor and mentee outside the classroom is another fresh and exciting idea. It does not take much effort but student's learn and remember what mentor taught them.

Another interesting practice which faculty incorporates during teaching is storyboarding. The case study are taught inform of storytelling exercise with visually exciting PPTs.

The practice of Yoga and meditation during the activities of Yoga Club are instrumental in developing creativity in students.

The institute has successfully established its Centre for Incubation and Startup which nurtures Innovations and entrepreneurship ideas of its students and Alumni.

Activities of Sanskruti Club which focuses on dissemination of knowledge through discussion on Literary work helps in developing creative learning.

The Entrepreneurship development and Training and Placement Cell nurture the entrepreneurial ventures of the students. The meetings held by this cell are indicative of brainstorming sessions and encouragements to innovations for successful entrepreneurial ideas.

Faculty enrich themselves with latest innovations in teaching and learning through faculty development workshops and trainings. Events like Industry academia conclave and IPR Lectures help faculty and staff in understanding the latest developments in teaching learning environments.

Students who pursue add-on courses are assigned with different practical tasks and hands on session which lead to trigger critical thinking in them. Their visits to Industry or business place or fields help to gain practical knowledge which gives a way to broad based thinking.

Moreover, conceptualization and design of the AIMS Time line – annual newsletter and AIMS Brochure is done by students where they get an opportunity to apply their creativity. The creativity of students is appreciated by guests who visit our Institute during events. Their feedback on appreciating the work of stage and decoration committee is indicative of quality learning by students.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 70

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 35.5

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	2	3	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.69

2.4.3.1 Total experience of full-time teachers

Response: 155

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 11.25

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	1	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Evaluation of student is a course teacher centric activity at the Institute. Course teacher has the flexibility to design the concurrent evaluation components in a manner so as to give a balanced assessment of student capabilities across knowledge, skills and attitude.

Academic Committee decides on the number and type of components, its weightage and evaluation method of the criteria as per the guidelines of our affiliated SPP University. As per the decisions taken in the academic committee, each course teacher decides on the components of continuous internal evaluation and submits it to College examination officer (CEO).

An Examination committee headed by College examination officer frames the guideline for evaluation process and makes it just, fair and equitable. Examination committee works for proper execution of examination process which includes plan of exam schedule preparation, invigilation standards and duties, conduct of examination, collection of assessment records from course teacher and result analysis.

Course teacher includes certain selected components from 18 components of concurrent evaluation as suggested by SPPU. This is done on basis of teaching pedagogy as per the course. The marks obtained in the tests of the selected components are then converted into the Institute decided components.

At AIMS, our components for continuous evaluation are fixed on Attendance, Campus Behavior, Mid-term and End Term Examination, Industrial Visits and Teacher Centric Component of Assessment. The course teacher continuously assesses the student performance Unit-wise and discusses student performance with improvement required in every 2 weeks. At end of month, CEO displays the progress of all students based on assessment inputs obtained from course teacher. Remedial lecture is an integral part of our teaching learning practice.

Reforms in continuous evaluation system are based on findings from feedback analysis which is inclusive of student feedback, teacher feedback and feedbacks from stakeholder viz. Parents, Alumni and Corporates. On this basis the progression in continuous evaluation is decided and implemented in next academic session.

Examination committee takes complete care that holistic performance evaluation of students is carried out in a phased manner over a period of academic session. Brain storming sessions on the most effective components for continuous evaluation are carried out in Examination committee meetings. Progression in evaluation technique of the component is also discussed at length. These reforming inputs are communicated to course teachers and presented before Academic Committee for consideration.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The mechanism of internal assessment is decided in Examination Committee meetings. Academic Coordinator provides the inputs related to teaching learning and reforms suggested in previous academic session. We follow formative and summative assessment approach to measure the student's academic progress and achievements. Formative assessment includes choice of component for concurrent evaluation as prescribed by our affiliated university. These may include Class room Presentations, Group discussions, Case study, Role play, Situational analysis test, tests in IT Lab etc. The course teachers can assess student's skills and knowledge by using any technique as per the teaching pedagogy. We follow the guidelines of summative assessment given by the SPP University. Summative assessment includes mid-term and end term internal examination. These are conducted at a predefined schedule before University

examinations.

We practice complete transparency in conduct of internal assessments. To begin with, we mention the process and parameters of internal assessment in the Institute's prospectus for newly admitted students. In the induction program for MBA I year students, a special session on assessments and evaluation is conducted by College examination officer. In this session the formative and summative approach is discussed with the newly admitted students. Each course teacher provides the schedule of evaluation and components of concurrent evaluation to the students in course of teaching. Accordingly, notice of examination for the selected component is displayed at least 1 week in advance on the Notice Board and website. For the summative assessment, College examination officer notifies to the faculty and students on schedule of mid-term and end-term examination a week in advance. The examinations are conducted with strict adherence to the rules as prescribed by SPP University. We maintain record of Attendance, Register for Conduct of Examination and Schedule of assessments of answer sheets, Marks sheets and Result Analysis sheets. The Code of conduct of examination is displayed along with seating arrangements on notice board. We maintain strict discipline during examination to avoid copy cases. We prepare faculty –Squad and they thoroughly check students who appear for examinations, this is evident in squad registers for examinations. Each course teachers checks the answers sheets within 48 hours and submits the copy of mark-sheet to CEO and maintains this record in course file. During lecture sessions, the answer sheets are shown to the students and they are counseled for improvements. Moreover, absentee examinations are conducted for absent students and remedial lectures are conducted for slow learners.

The examination plan is discussed in examination committee meeting before the start of academic session. Examination cell maintains examination committee register and submits an Annual report of examinations at Institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Resolution of student grievance is of utmost concern in the academic and administrative processes of our Institute. We have Student grievance committee and women grievance committee to deal with grievances. The committee has representation from faculty and students alike. The committee boards are displayed in Administration section which is clearly visible for all students who entre the Institute. The students are guided in the induction program itself on whom to approach for settlement of grievances. A board showing flowchart of activity for settlement of grievance is also displayed.

As far as examinations are concerned, students can register their grievance with Academic Coordinator or Chief Examination Officer or Course Teacher or Mentor. On acknowledgement of the grievance, examination committee conducts a meeting for settlement of student grievance. The decision is conveyed

to the student and CEO works towards complete settlement of the issue within 24 hours. In case the issue remains unsettled within 24 hours, the student along with his mentor approaches to the Student Grievance committee for settlement.

In this meeting, complete cross check and verification of facts of case are discussed. The student is given fair opportunity to put up his case. In case of grievance related to internal assessment, College examination officer conducts this enquiry and Director of Institute is the authority for final settlement. In case of grievances relating to SPP University examination, CEO works as liaison officer of the Institute for settlement of grievance at university level.

Complete care is taken that within 48 hours the settlement of grievance is to be done. The process of settlement is just, fair and equitable. The issue is discussed and problems in the systems of examination process are identified and accordingly changes are done in the examination process in form of reforms and progression measures.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The Academic Calendar of the Institute has specific days pre-allotted for conduct of meetings of Academic Committee and Examination Committee. It is evident from their committee registers that meetings take place as per scheduled weeks. To begin with, College examination officer keeps a check on the schedules of SPP University for University assessments and updates on the probability of examination dates in the academic committee meetings. Accordingly the weeks in which mid-term and end term examination is to be conducted is decided and inserted in Academic Calendar.

Examination committee meeting is conducted during the course of semester. Formative assessment schedules are prepared in this meeting. Each course teacher explains the schedule for conduct of concurrent evaluation tests. Efforts are made to have time bound and phased evaluation schedule so that student can prepare for the assessment and parallel assessment of two or more courses do not overlap. Accordingly the schedules are made by the course teacher for assessments of concurrent evaluation components and displayed on Notice boards and website one week in advance.

In case of summative assessment, College examination officer follows the Academic Calendar and notifies the students on the weeks in which mid-term and end term examination is to be conducted in the course of the session. In the induction program a special session is organized for acclimatizing students with the plan of examination. College examination officer notifies to the students, faculty and staff members on the dates of conduct of mid-term and end term examinations one week in advance.

Complete care is taken that the dates should match with the dates mentioned in Academic Calendar. Only

under special cases, like pre-ponement of SPP University examinations that the dates are changed so that student do not lose the valuable time for preparation.

The feedback received from students and faculty on conduct of examinations acts an important tool for scheduling of examinations for next academic session. On this basis the reforms are discussed and accordingly incorporated in academic calendar of next academic session.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Program outcomes, Program Specific Outcomes and Course Outcomes for all programs offered by the Institution are discussed and fixed in the academic committee meetings. The inputs used for developing PO, PSO and COs are the SPP University Syllabus, AICTE expectations from HIEs which provide MBA education and latest trends at global levels.

The PO, PSO and COs are printed in Student handbooks. These handbooks are circulated to students during induction program and are available for students in the Institute's library. PO, PSO and COs are also displayed on Institute's Website.

The PO and PSO are provided by Academic coordinator to all the faculty. Course teacher develop add-on COs which are in line with PO and PSOs.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The academic committee defines the Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcome (CO) by following the guidelines of SPP University and AICTE. Each course faculty

defines course outcomes adhering to SPPU Syllabus and adds institute level outcomes which are up and beyond the regular syllabus. The attainment process is the latest reform implemented in the academic process at our Institute operational since academic year 2017 onwards.

The steps adopted for assessment of attainment are as follows:

1. Define learning outcomes PO/PSO/CO
2. Define hierarchy of cognitive level of learning
3. Define strength of mapping
4. Calculate the number of lecture hours devoted to the CO which address the PO
5. Develop Mapping of PO-CO Matrix
6. Set targets for COs
7. Computation of CO Direct Attainment and Computation of Attainment Gap
8. Closure of Quality loop target

The method evaluates the attainment of CO by using student's marks. The student marks consists of marks obtained in concurrent evaluation tests of the selected components of summative assessment added with marks obtained in mid-term and end-term examinations which are parts of formative assessment. To begin with we try to match the course teacher's expectations with students' level of learning. We define learning objectives. A learning objective is a goal statement and it includes specific, measurable, performance outcome of the learner. Next we define, the hierarchy of cognitive levels in learning objectives as Recall & Understand, Apply & Analyze, Evaluate & Create. In our teaching pedagogy, very often a part of a PO is embedded in the CO. Now course teacher works to reason on the strength of mapping /degree of match.

Strength of mapping is defined at three levels: Slight or Low (level 1), Moderate or Medium (level 2) and Substantial or high (level 3). To calculate this we adopt a simple method viz. number of hours devoted to the COs which address the given PO is adopted. The standards we practice are:

1. If > 40% then PO is Level 3
2. If 25 to 40% then PO is Level 2
3. If 5 to 25% then PO is Level 1
4. If < 5% then PO is considered not-addressed

This is followed by developing a matrix of CO vs PO attainment. Now, targets are set for each CO of a course individually based on the proportional weightages for selected parameters. To get the exact values of attainment levels we use following formula:

CO Direct Attainment:

Attainment of COX in a course Cxxx = Weightage of IE x Attainment of COX as % in IE

CO Attainment Gap:

Computation of Attainment of COs in Cxxx = Direct CO Attainment + Indirect CO Attainment

The last step is to develop the closure of the Quality Loop Target. In this step course teacher relates the target with CO attainment gap and then puts forward the action proposed to bridge the gap. Along with this course teacher modifies the target where achievement is achieved to a higher level for next academic

session.	
File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students	
Response: 71.43	
2.6.3.1 Total number of final year students who passed the examination conducted by Institution. Response: 50	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution Response: 70	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process
Response: 3.78

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 1.23

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
.10	.03	1.03	.07	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 12.5

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.63

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

Response: 7

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years	
Response: 56	
File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

AIMS innovative ecosystem is so designed as to address:

1. Market demand
2. Diversification of resources
3. Dynamic and life-long learning needs
4. Leveraging, information communication technology for social engagement

We have established the Centre for Incubation and Startup since 2013 to enable startup ecosystem in the Baramati and surrounding areas. The Institute provides all the basic infrastructural support i.e. Office space, meeting room, platform to do networking, management assistance other support services specific to budding entrepreneurs. The Centre actively supports the beneficiaries with combinations of inputs such as:

Broadband Internet, E-commerce knowhow, Live Case studies, Brainstorming Sessions, Digital / Social Network Marketing knowhow, Expert Interaction Sessions, Personalized Mentoring of budding entrepreneurs.

The Governing Policy on Innovation Ecosystem at Centre for Incubation and Startup emphasizes on following activities to benefit incubators:

1. To create physical infrastructure and support system necessary for business incubation activities.
2. To provide support services such as training and technical assistance for deserving projects.
3. Facilitate networking with professional resources which include mentors, experts, consultants and advisors for the startups.

Centre for Incubation and Startup constitutes a dedicated AIMS Team as follows:

Sr. No.	Name of the Member	Designation
01	Dr. M. A. Lahori Director, AIMS	Chairman
02	Dr. U. S. Kollimath	Facilitator

03	Dr. V. N. Sayankar	Executive Member
04	Dr. D. P. More	Executive Member
05	Dr. T. V. Chavan	Executive Member
06	Prof. S. S. Badave	Executive Member

We also have Advisory board for Centre for Incubation and Startup featuring expert Mentors from Industry and Government Agencies:

Sr. No.	Name of the Member	Organization
01	Mrs. Anupama Pawar	Director, District Skill Development, Employment & Entrepreneurship Centre: Government of Maharashtra
02	Mr. Suresh Umap	Maharashtra Centre for Entrepreneurship Development: Government of Maharashtra
03	Mr. Prakash	Showroom Manager, Co-Optex Ltd. Pune
04	Mr. Dhanajay Jamdar	Entrepreneur, Chairman, Chamber of Commerce, Baramati
05	Mr. Sankeshwarkar. M.B.	CEO, Baramati Hi-Tech Textile Park
06	Mr. Tamboli G. N.	Secretary, Bharatiya Yuva Shakti Trust, Baramati

Currently we are mentoring following startups since 2013:

Sr. No.	Name of Beneficiary	Startup Name	Location
01	Mr. Ajinkya Gandhi	Ajinkya Bigbazar	Bhigwan Road, Baramati
02	Mr. Ankit Jain	Ankit Collections	Baramati
03	Ms. Padmini Chavan	Career Carver Group	MIDC, Baramati
04	Mr. Gaurav Gundecha	Gundecha Travels	Baramati
05	Mr. Hardik Gujrati	Jai Hind Stores	Baramati
06	Mr. Yashoda Gaikwad	Infistyle	Baramati
07	Mr. Suraj Jadhav	Revolution Plast Industry	MIDC, Baramati
08	Mr. Shahrukh Pathan	S. P. Enterprises	Baramati
09	Mr. Vipul Ingole	V. H. Son's Industries	Baramati

Furthermore, in order to create and disseminate fresh and innovative inputs to our students, faculty and others concerned, we have Research Cell at our Institute. The Research Cell supports following activities:

1. Organizing Annual National Conference around burning issues
2. Conducting Annual Intellectual Property Rights Workshops
3. Organizing Annual Industry Academia Conclave
4. Organizing Skill development activities for external stakeholders
5. Conducting Annual intercollegiate summer internship project competition titled Convex for second year students.

These activities are undertaken with a broader aim of ensuring innovative approach to business and at the same time safeguard business ethics and sustainability.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 10

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

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

Response: 2

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

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

Response: 6.16

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	14	11	12	14

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

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

Response: 6.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	14	12	11	15

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The extension activities at AIMS are designed to conform to our vision; to become socially accountable Institute which conserves, creates and imparts pertinent knowledge and values to students particularly of rural and remote areas. Our students and faculty are driven by the Institute's vision and are completely committed to respond to the social call by means of following activities:

1. Skill Development Workshop: We have been conducting One day workshops for UG students delivering customized modules on Communication, Teamwork, Interview skills, Quantitative Aptitude and Reasoning skills and Time Management since 2016. We have organized 42 such workshops covering 8 UG programs in areas like Bhavaninagar, Indapur, Shardanagar, Someshwar, Akulj, Phaltan, Daund, Varvand, Rui, Natepute and Ahmednagar. In these workshops our faculty members and students are actively involved right from conceptual to implementation stage. So far we have guided 3557 students.

2. Job Fair: We are associated with Government of Maharashtra's District Skill Development, Employment and Entrepreneurship Guidance Centre, Pune since 2015. This event benefits skilled, semi-skilled, UG, PG students in and around Baramati. About 30-40 MNCs and Domestic companies from MIDCs of Baramati, Jejuri, Indapur and Kurkumb participate and conduct interviews. This effort has been appreciated by Government of Maharashtra and more than 1800 youth have benefitted through these recruitment drives.

3. Collaborations: Our MoU partners viz., True Skill Infotech-Pune, Softzeal Technologies Pvt. Ltd-Pune, Career Carver Group -Baramati, Legend Enterprises-Baramati are associated with Central and State Govt. Schemes for training of local youth. These companies regularly organize training programs and conduct placement drives at our campus. We have facilitated and coordinated for benefit of nearly 100 students in last 2 years.

4. Community Sensitivity: We have six Clubs which are student driven and faculty monitored viz. Yoga and Meditation, Vasundhara, Sanskruti, Kaushalya, Tejaswita, and Sanyukta. Each club organizes at least 2 programs in a year which focus on values, ethics, and sensitivity towards community. Over the years, we have conducted programs within and outside our Institute as follows:

- Field visits for activities under Swatch Bharat Abhiyaan, Free Health Checkup Medical Camp, visits to Old age home, Orphanage and School for Hearing & Speech Impaired.
- Programs connecting us to our cultural values of Maharashtra through literature, Poetry, Festivities, Cuisines, Songs, Dance, Rangoli, Mehendi and history of Indian Culture

- We practice days like Matrubhasha Divas, Sadbhavana Divas, Rashtriya Ekta Divas and conduct lectures on birth and death anniversary of eminent personalities who contributed to national development.
- Programs on empowerment, self-protection, laws, rights, health care and hygiene for women.
- Programs on Yoga, Meditation and Mindfulness for our students.

5. Value driven Social Sensitivity Practice: We have an MoU with Janseva Gramin Vikas Va Shikshan Pratishthan, Yavatmal (Tata Trust, Mumbai). A joint effort at Someshwar Sugar Factory to counsel parents and children of migrated sugarcane cutters for reducing the dropout rate. A distinctive activity is taken-up to connect with family members of our students by visiting their homes. This leads to a two way feedback and in-turn shapes the student holistically.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

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

3.4.3 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 last five years

Response: 6

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

five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 38.96

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
89	74	55	42	81

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 16

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	0	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Our Institute believes in creating a learning environment empowered with high-quality infrastructure which facilitates better instruction, improves teaching / learning outcomes, and enhances overall students experience in the campus. Besides conforming to AICTE norms and those of Savitribai Phule Pune University, we relentlessly try to keep campus and infrastructure to make it most conducive for holistic development of our students.

Our Facilities:

- 1. Classrooms:** Our classrooms are designed to encourage interactive learning. Each classroom session is replete with Videos, PPTs, Live Demonstrations, role plays, and case based discussions. These are equipped with LMS installed PCs, Projectors and sound systems.
- 2. IT Lab and Media Centre:** We have two computer laboratories: These are the learning areas distinct from classrooms. They provide complimentary and supporting inputs to students subsequent to theoretical learning at the classrooms. They are equipped with PCs, Language Lab, 24*7 Internet Connectivity, CCTV, ACs, Fire extinguisher etc.
- 3. Cells & Clubs:** Separate areas for Personal Counseling, Mentorship, Club Activities, Research, Incubation and Startups, Entrepreneurship development, Training and Placement and Examination Centre have been created. These cells are supported with Computers, LAN, Printers, Scanners, CCTVs etc.
- 4. Board Room:** AIMS Boardroom is equipped with ICT facilities such as lease lined internet, connectivity, all-in-one computer, wire-less connectivity. Boardroom is equipped to provide best audio visual effects during Boardroom interactions supported with sound-systems.
- 5. Seminar Hall:** Our ICT enabled Seminar Hall provides right ambience for academic deliberations such as Conferences, Seminars, Workshops, and training activities. The AIMS Seminar Hall acts as an epicenter of Industry-Academia interface.
- 6. Tutorial Rooms:** AIMS provides highly personalized tutoring, be it the doubts related to regular curriculum or those pertaining to life skills, soft skills, etc., the students are attended on urgent and need basis. These are equipped with study chairs, tables, White Boards and Projectors.
- 7. Library and Reading room:** AIMS Library is our Information Resource Centre. Our Library Management ensures usage assortment of voluminous books on varied subjects into individual knowledge. Our library converges digital and analogue means of knowledge; replete with e-books, journals, periodicals, and daily newspapers. The reading room has separate compartments for students. Our digital library, Library Management Software, E-Register for Accession, Web-Opac installed search engine, 24*7 high speed internet connectivity, wifi at reading room etc. benefit our students and faculty alike.
- 8. Administrative Office:** The administrative office is facilitated with LMS, Thin-client systems at each desk, centralized three in one highly configured printer, separate cubicles and document stoking arrangements.
- 9. Director Office, HoD Office and IQAC Cell:** AIMS Director Office and the allied cells works

true to its spirit. The layout, ambience, and accessibility provided by these offices are designed in such a way that e governance is carried through LMS installed Thin-clients, 24*7 internet connectivity, wifi access point, printers, Institute Information Boards, ACs and comfortable seating arrangements for guests .

10. Other critical Infrastructure for Students and faculty Support:

1. Boys and Girls Hostels
2. Faculty room
3. Canteen and Pantry
4. Separate Toilets, Common rooms, Water Purifiers
5. Security Cabins
6. Vehicle Parking
7. Electricity Generator Backup Room
8. Green Lawn with Seating

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

AIMS share its facilities with other institutes of its parent body - Anekant Education Society, Baramati. We have an active MOU with A.E.S's T.C. College Baramati for Cooperation and sharing of resources. Anekant Education Society has a separate "Construction Committee" to look after the work of planning, constructing, renovating, expanding and upgrading the infrastructure and facilities in order to facilitate and strengthen the academic growth of the Institute.

Facilities at Anekant Education Society Campus for Sports, Games, and Gymnasium are as follows:

Sr. No.	Particulars	Area (in sq. ft.)
1	Football ground	86111.28
2	Basketball court	4520.84
3	Volleyball court	1743.75
4	Netball court	5000
5	Handball court	8611.13
6	Tchouk ball court	4359.38
7	Baseball court	2690.98
8	Softball court	2368.06
9	Boxing & Wrestling hall	2421.88
10	Multipurpose hall (Table-tennis, Judo, Chess, Fencing, Shooting)	2421.88

11	Athletics running track (06 Lane)	400 mtr.
12	Kabaddi court	1399.31
13	Kho-Kho court	4650.01
14	Boys gymnasium	3229.17
15	Girls gymnasium	3229.17
16	Changing room for boys	150
17	Changing room for girls	150
18	Sports Store	100
19	Toilet (for boys and girls)	599

Facilities at Anekant Education Society Campus for Cultural Events:

1. The Institute has one more spacious auditorium hall, Jeevraj Sabhagruh with 450 comfortable seats. Its total area is 8075.98 sq. ft. which is used as a multipurpose hall to organize various academic activities, and functions.
2. The Institute has green lawn Emphi Theater for practicing Yoga and Meditational activities. Its total area is 4662.51 sq. ft.
3. The Open to air space (OTS) at the Institute is an important place where cultural activities, cultural day's celebrations, National Days Oaths, fresher's and farewell party are carried out.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 4.16

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	4	4	5

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Library at our institute is the Knowledge Resource Center for students and faculty members. Our library operates through traditional classification system (DDC) for print materials and also functions through the latest library management systems and allied software.

Our Library is a learning hub with ultramodern infrastructure and ambience. The automation processes at Library are achieved through installation of the following:

1. EasyLib (Library Management System)
2. DSpace (Institutional Repository and Digital Library Software)

The Library provides access of electronic resources like E-Books, E-Journals and articles in Newspaper through subscription of Delnet, J Gate, EBSCO E-Books and National Digital Library.

The OPAC and Web OPAC module of Library Management System gives our faculty and students an opportunity to browse a book by author, title or any keyword in and off the AIMS campus. This facility is a distinctive tool for teaching and learning practiced at our Institute.

Library is fully automated and all the print resources like books, journals, project reports, dissertation reports, PhD thesis of faculty, student handbook, our publications, SPPU Syllabus and Question papers etc. are accessioned and given unique ID in the LMS database to allow the software to track its activity. Barcodes are generated by using cataloguing and accessioning module of the LMS software and tagged on the items.

Lending of materials to users and receiving them is done with circulation module of LMS. Member parameters for books and non-books items are set. These parameters are maximum number of items, maximum number of issue days, fine per day and maximum number of renewals. Different parameters are set for students, teaching and non-teaching staff of the institute. Circulation of library resources can be tracked in the software.

Library users are registered with unique ID in the member module of the LMS software. Members are given a library card for the use of library.

With the Periodicals module of the software, Journals and magazines are tracked. Every loose issue of serials is tagged with barcode. All the loose issues of the year are bound and kept for referencing.

Member's physical visit to the library and its purpose is recorded using In/Out management module of the software. Average number of users to library is calculated from the month wise report generated through the software.

DSpace at our Library facilitates not only Student learning but also activities carried out by Research Cell, Centre for Incubation and Startups and Entrepreneurship Development Cell of our Institute in a unique way as follows:

1. Archiving institutional knowledge like faculty papers, thesis and student projects and dissertations in pdf format
2. Teaching and Learning Materials inclusive of PPTs, Notes, Audio-Video Clips etc.
3. Gallery of Photos which are year and event specific

The governance of Library is carried out through Library Advisory Committee. It plays a vital role in setting strategic directions in all aspects of the Library's events, services and updating operations. Institutes website provides information about library resources, library working system and link to the resources.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The Library at AIMS works towards achieving institute's vision by having a collection which create awareness about rare, fascinating and historically relevant books.

Our Library has a collection of the following knowledge resources:

--	--

S#	Particulars	Number
1	Rare books	03
2	Books (Print)	6609
3	E-Books	1000
4	Journals (Print)	27
5	E-Journals	4000
6	Online Databases	02
7	CD-ROM Databases	232
8	Bound Volumes of Periodicals	190
9	Student Project Reports	518
10	Student Dissertation Reports	70
11	Faculty Research Papers	70
12	Conference proceedings of the conferences conducted by AIMS	17
13	'Timeline',Newsletter of AIMS	04

We have memberships with the following:

- 1.National Digital Library
- 2.British Council's Library – Pune
- 3.SPPU Jaykar Library – Pune

The memberships and helps to obtain and access knowledge resources from these libraries.

Moreover, Library also has collection of Fiction as well as nonfiction books, autobiographies, biographies, literatures in English as well as in local language that is in Marathi.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 5.25

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.77	6.84	5.94	3.96	5.75

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 19.09

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 42

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT infrastructure and its maintenance is a major function of the administration at our Institute. Administrative committee works dedicatedly to get the inputs from students, faculty and other importance stakeholders. These inputs are then processed to equip the Institute with state of art IT infrastructure and allied facilities. Through these facilities we incorporate e-governance, ICT based education and use of paper less processes in academic and administrative work.

IT facilities at our Institute are as follows:

S#	IT Facility Particulars	Sections
1	24*7 Internet Connectivity (50 Mbps high speed dedicated Internet Leased Line Connectivity from Vilite Multimedia Pvt. Ltd. is available)	Director Office HoD Office IQAC Cell Research Cell Administration Office Faculty Room Board Room Library Reading Room Centre for Incubation and Start-ups Centre for Student Counselling Entrepreneurship Development, training and Placement Cell Media Room Centre for Academic Support Program Examination Centre All Classrooms and Tutorial Rooms IT Labs Seminar Hall Boys Hostel and Girls Hostel Cafeteria
2	60 PCs Printer Gigabit Switches Licensed Software Store	IT Lab
3	Learning Management System (LMS)	Faculty Rooms

		Classrooms	
		Digital Library	
		Director Office	
		HoD Office	
		Reception	
		Administration Office	
		IT Lab	
		Board Room	
		IQAC Office	
		Examination Centre	
		Research Cell	
		Entrepreneurship Development, training and Placement Cell	
		Seminar Hall	
		Centre for Incubation and Start-ups	
		Centre for Student Counselling	
		Entrepreneurship Development, training and Placement Cell	
		Media Room	
		Centre for Academic Support Program	
4	Library Management System	Library	
	DSpace		
5	Centralised LAN 3 in 1 Printer	Administration Office	
6	ICT Enabled Infrastructure	All Classrooms	
	Inclusive of Overhead	Board Room	
	Projector and its Screen	IQAC Cell	
	Supported with advanced	Seminar Hall	
	Computer Systems	IT Lab	
7	Dedicated Server for Library	Server Room	
	Dedicated Thin-Client Server for LMS and Licensed Software		
	Dedicated Display of CCTV Surveillance		
8	Wifi Connectivity Access Point	Director Office	
		Administration Office	
		Ground Floor, 1st Floor and 2nd Floor	
		Reading Hall	
		Hostels	
		Director Bungalow	
		Entire Campus	
9	Firewall	Cyberoam CR-300i is used for providing the secure internet connections. The Cyberoam firewall is tightly integrated with Application Visibility & Control, VPN (IPSec & SSL VPN), Intrusion Detection System, Web Filtering, Bandwidth Management, Anti-Virus & Anti-Spam, and Multiple Link Management to provide unified security.	

		Firewall thus protects organizations from DoS, DDoS and IP Spoofing	
10	Printer Separate units	Faculty Room	
		Director Office	
		Administration office	
		Library	
		IT Lab	
		IQAC Cell	
		Entrepreneurship Development, training and Placement Cell	
11	Audio – Video Systems	Language lab	
		Media room	
		All Classrooms	
		Seminar hall	
		Board room	

Updating Mechanism for IT facilities:

We give a top priority for updation of our IT infrastructure. We maintain licensed software and update them regularly twice in a year as per the requirements. IT Lab Coordinator takes care of all the updates and new purchases for IT facilities at our Institute. We have the “Updation policy” displayed at IT lab. We maintain a separate budget for meeting the updating requirement of IT facilities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 2.91

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 37.14

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

2017-18	2016-17	2015-16	2014-15	2013-14
26.79	47.99	66.59	56.81	47.81

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

The institute has been keen on creating and enhancing infrastructure as per the changing needs,

requirements and demands with a view to strengthen and facilitate the teaching learning process as well as support services.

We have an administrative committee to plan and monitor the process of development and enhancement of infrastructure.

The following are the institutional mechanisms for the maintenance and upkeep of the infrastructure, facilities and equipment of the Institute:

1. The institute has a separate administrative committee to look after the requirements of purchase and updation of infrastructure.
2. The institute has empowered Office Superintendent to oversee into the matters related to upgradation, maintenance and repairs on the campus.
3. The Institute has appointed one IT lab Coordinator.
4. The Institute prepares a financial budget and sends it to College Development Committee for approval and sanction every financial year.
5. The budget submitted to the CDC includes requirements of the sections and proposed activities of the Institute.
6. The work of the entire campus upkeep is assigned on contractual basis.
7. A team of four sweepers is appointed for the maintenance of sanitation on the Institute campus on contract basis.
8. A separate team of gardeners is deputed for garden maintenance and campus beautification on contract basis.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 71.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
166	147	177	108	71

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 10.39

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	20	26	19	10

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 37.07

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

2017-18	2016-17	2015-16	2014-15	2013-14
82	80	77	48	53

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 34.46

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
65	70	78	28	69

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

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

5.2 Student Progression

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

Response: 40.9

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	21	23	14	25

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

At our Institute, students are our strong partners to academic and extracurricular offerings. We promote student engagement for institutional development through deep levels of learning and their active contribution for measureable gains and outcomes. The representative students express their experience and satisfaction with respect to academic and administrative processes. This is an impactful way to contribute towards inner working of the Institute and implement changes with improvements. Each year students participate in institutional governance by becoming members of following committees:

1. Academic
2. Administrative
3. IQAC
4. Examination
5. Library
6. Training and Placement
7. Research
8. Student Grievance

Students are active members at Institutional bodies for extracurricular activities in form of Clubs as follows:

1. Sanskruti
2. Vasundhara
3. Kaushalya
4. Yoga & Meditation
5. Tejasvita
6. Sanyukta

Students actively contribute as members in following Cell at our:

1. Cell for Guidance of Competitive Examination
2. Cell for Entrepreneurship Development, Training and Placement
3. Research Cell
4. Incubation and Start Ups Cell
5. Cell for Sports and Cultural Activities
6. Personal Counselling Cell with Media Centre

We have a strong and active Students Council which started in year 2013. The idea behind the council is to motivate the students and provide a platform to harness their leadership qualities. We nominate a ten member student council based on their interest and active involvement in academic and extracurricular activities. Students contribute in the positions of President, Vice-President, Secretary and members. One faculty member is nominated as a member of Student council for maintaining decorum, coordination and documentation.

The role of student is to express their opinion and raise issue related to grievance, any concern or dissatisfaction with respect to activities in the Institute. The committee/council/clubs then discuss on the issues and convex it to basic point of concern. To redress this point of concern, it is highlighted in meetings with management on platforms like College Development committee, Governing body and Advisory board as appropriate. The decisions taken in these meetings are communicated and converted into actions through proper channels of governance. Thus students contribute significantly to the growth and development of the Institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	4	4

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Our Institute has a strong and closely knit network of Alumni from its past 5 years batches. Our Alumni are academically, professionally and emotionally connected with the Institute and the faculty members. Recently we have got our Alumni Association registered. We have been regularly conducting alumni meet once in a year. Having placed in various companies of national and international repute or pursuing their entrepreneurial goals within and outside Pune district, they always bring name and fame to AIMS.

We describe our Alumni Meets as “Sojourn at AIMS”. During every such *Sojourn*, interactions take place between the faculty members and alumni about the prevailing, emerging and imminent trends across the industry and the implications on the Management Institutes. Our alumni also give valuable suggestions and inputs to achieve holistic student development. These inputs are taken into consideration and incorporated in the pedagogy of the AIMS. AIMS Alumni Association has compiled a directory of the contact numbers, names and e-mail ids, present occupation, future aspirations of the alumni, etc., since the inception of the Institute. Several alumni who have been benefited through the AIMS’s Center for Incubation and startups where they interact and share their experiences with the mentors to further strengthen the entrepreneurship development initiatives.

AIMS alumni are actively involved in the following:

- Facilitating the training and placement of students
- Entrepreneurship development and incubation of studentpreneurs.
- Arranging get-togethers and networking activities
- Providing constructive feedback on curriculum on the basis of their professional experience.

AIMS Alumni Association has been instrumental in promoting many co-curricular as well as extracurricular aspects of our pedagogy. Some of our signature events are as follows:

1. Collage Competition mobilizes Colleges students to express their awareness and concern for contemporary socio-economic issues in a creative way.
2. Convex, an intercollegiate students' conclave where they can present their Summer Internship Projects
- 3., Intaglio Series, another intercollegiate Talent Competition where hundreds of UG/PG students participate, and showcase their versatility.
4. AIMS National Conference is an academic platform where Industry-Academia stakeholders come together and deliberate on a predetermined theme of relevance.

All the above events are involving the ideological, financial and organizational support of our alumni. Thus, we are able to constantly reinvent and infuse novelty in our events and activities. While AIMS has been immensely benefitted by its alumni base, they also acknowledge the continuous support that their alma mater has been providing.

AIMS Alumni Association essentially acts as -our eyes and ears in the society, helping hand in the community, and a perpetual brand ambassador of our Institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 9

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Our Institute is governed by Anekant Education Society (AES), Baramati – A religious minority Institution. Our Institute and AES office are located in AES Campus. This enables in smooth functioning and coordination between Management and our Institute administration.

The governance of the Institute is based on our Governance Policy. The Advisory Board, Governing Council and College Development Committee (CDC) are the apex bodies which govern the academic and administrative processes at the Institute. The Director hold the position of “The Secretary and Convener” in CDC. All the academic and administrative decisions, action plans for their implementation and division of work with roles and responsibilities are devised by the Director.

The Advisory Board Meeting takes place once in a year in which a year round strategic plan is devised, whereas Governing Council meeting takes place twice in a year in which monetary issues for bringing the plans into practice are discussed and decided. CDC is a committee which has representation of Management, Director, Staff and Students. All time bound actions plans are formulated in the meetings and minutes of the same are drafted and then subsequently communicated to the concerned committees for the necessary action.

Statutory Committee	Institute Committees	Cells and Centres in Institute	Clubs in t
Advisory Board	IQAC	Research	Sanyukta
Governing Council	Academic	Alumni	Tejasvita
CDC	Administrative	Examination	Kaushalya
SC-ST-OBC-Minority-PWH	Examination	Student Counselling	Yoga & M
RTI	Research	Entrepreneurship Development, Training and Placement	Vasundara
Women Grievance Redressal	Training and Placement	Competitive Examination Cell	Sanskriti
Anti-Ragging	Library	Centre for Incubation and Start-ups	Centre for Events
Student Grievance Redressal	Student Council	IQAC	Media Cen

In resonance with the vision and mission of the Institute we categorize our activities of the Institute under momentum plan (Short Term) and Value based plan (Long Term).

Perspective Plans in line with our Institute’s Vision Statement			
Sr. No.	Momentum Plan (Short Term)		
1.	Strengthening our network through MOUs with Educational Institutions, Industries and NGOs		Creating
2.	To have Advanced Software which is useful for staff and students		Developing a distance edu

3.	To develop a system of moral and ethical learning for Students	Streamlining
Perspective Plans in line with our Institute's Mission Statements		
1.	Building Incubation Centre to develop entrepreneurs and encourage start-ups	Development
2.	Building Research Cell which facilitates students' SIP and Dissertations	Strengthening
3.	Building Student Centric and faculty monitored Cells and Clubs	Creating

Representatives of Faculty are members of Governing Council and CDC. They liaison between Management and faculty. Their involvement and participation is seen in various committees, cells and clubs of the Institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The examination governance at our Institute is an example of decentralization and participative management. In the initial establishment years of our Institute i.e. 2011 we did not have SPPU examination center due to their procedural blocks. In 2013, SPPU decentralized examination processes and gave us the Examination center. The exam center was supposed to conduct online as well as written examinations.

The changes in the SPPU examination system were discussed and approved from management in Local Managing Committee (LMC). As directed by SPPU and provisions in the examination system, Institute was required to appoint College Examination Officer (CEO).

In faculty meeting, the Director appointed CEO who was responsible for planning and conducting smooth functioning of exams and squarely meeting the decorum and discipline of the exams. Director provided operational autonomy to the CEO for the following:

1. Upgrading the IT lab with latest software for smooth conduct of online examination
2. Installation of video cameras in all lecture halls
3. Replacing the Chairs by purchasing of new Benches
4. Development of strong room as per SPPU norms

CEO liasoned with Management and AES Purchase committee to bring the above activities in order.

Thereafter, the CEO monitored the examination activities and took necessary decision related to non-adherence of rules by faculty in consultation with the Director.

Decision regarding the leaves of the faculty during examination and any adjustments regarding invigilation are looked after by the CEO. Generally External Senior Supervisor for the examination is appointed by the University, but during any form of contingency/exigency, CEO makes necessary arrangement and thereby takes the decision to appoint an External Senior Supervisor from nearby colleges. CEO squarely meets the decorum and discipline of examination at the Institute.

It is evident from the above that, CEO at our Institute exercises complete autonomy. CEO manages student related issues such as regenerating missing token numbers of students at University end during online examinations. During theory examination, students' queries in question papers are communicated to the university by the CEO and the latter gets it resolved subsequently in time. Post examination including result, student grievances relating to SPPU examination are addressed and settled by CEO. These are then communicated to the Director.

CEO analyses the results and communicates it to the faculty with necessary recommendations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Our Institute being a flagship of AES saw a good number of admissions in its inception itself i.e. 2011. It was in third year that we experienced a setback in admission area. This made us to perform an environmental scan to know the reasons and lacuna that was there in the admission process. Keeping in view the admission problem, we devised a strategic plan independently for increasing our admissions.

In the faculty meeting chaired by the Director, faculty admission coordinator was decided and was later approved by management in LMC. The management members of LMC suggested to form admission team so as have to have a synergic approach. This strategy worked wonders evidenced by full admissions (Seat Quota- 120) we reached in the remote areas around Baramati taluka. It is because of this majority of our students come from a rural background.

We practice participative and decentralized approach to achieve our admissions. As a part of our governance policy, in faculty meeting, admission coordinator in consultation with the Director chalk out the admission program and communicates the same to faculty members. The remote areas for admission are identified jointly in the meeting. Each faculty is then deployed as the area coordinator. The area coordinator is responsible for informing and counseling the students for MBA admissions. All the updates regarding admission process are looked after by area coordinator and thereafter the sharing of updates with prospective student is done.

One strategic move is to conduct CET Workshops for the prospective students approached by the Institute. These workshops are conducted by our faculty members in the Institute premises as well as in the allotted areas. Use of in house expertise proves to be a good example of optimum resource utilization and developing a connect with the prospects.

Through these staff efforts, our admissions were full and furthermore, we experienced a need for Application Receipt Centre (ARC). Considering our locational advantage, later we applied for ARC to provide effective services related to admission process for the prospects. Institute as whole including our Director works as a team so as to get admissions. On the same ground Directorate of Technical Education (DTE) changed the name of ARC to Facilitation Centre (FC).

Prospective students approaching us are provided with library support and faculty expertise in case of CET queries at our Competitive Examination Cell.

Brand building over a period of time has helped the Institute to get quality students from varied fields such as engineering, medicine, agriculture etc.

Growing trends in admission at our Institute is the testimony of the contributive efforts taken by Management, Director and Institutional Staff.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Anekant Education Society (AES) is the parent body of the Institute. The Chairperson is the head of AES. The Secretary of AES along with the Chairperson takes the strategic decisions related to T.C.College, AIMS and AEMS in the General Body meeting of AES. AIMS is an independent Institute under the flagship of AES and headed by the Secretary. The Director as the functional head and the Joint Secretary of AIMS as the policy head, report to the Secretary (AIMS). The Institute has a Governing Council and an Advisory Board as the statutory bodies.

The academic and the administrative wings function under the guidance and directions of the director. Before the commencement of the academic year, the Director conducts faculty meeting in which academic coordinator and CEO is appointed who is responsible for academic activities and planning and conducting smooth functioning of exams respectively. The later has to work on the same post consecutively for three years as per University norms. The IQAC is the significant body responsible for all enriching quality matters. It maintains quality standards in teaching, learning and evaluation. Therefore, these three pillars exist to make the academic wing strong enough to impart quality education to the students. CDC, another statutory body of the Institute comprises of the Director, CEO, IQAC coordinator and other respected members who finalizes the prospective plan for academic programs. These are then communicated to the concerned committees and later infused in the system. The administrative department of the Institute is headed by the OS. He looks into the matter related to office, eligibility and admission as directed. Issues raised by the student council are discussed in the CDC and the decisions so taken are then communicated back to the former. Decentralization in the form of two way communication and transparent mechanism is evident from the structure itself.

Functions of Governing Council: The role of Governing Council is to generally to supervise, direct, decide and control the affairs of the Institute. All the decisions related to policy matters such as recruitment, promotion and financial matters are taken by the council. Financial decisions relate to approval of budgets, revision of fees, management of provident fund, audit of accounts etc. grievances may be referred to the Council for redressal as the final arbitrator.

Functions of Advisory Board: Advisory Board of the Institute provides non-binding strategic advice to the Management. Along with other respected members, industry experts are also on the Board. These experts provide latest inputs from the industry and market that helps the Institute to conduct such activities that bridge the gap between the industry and academia.

Functions of CDC: This committee deals with day-to-day functional issues related to students like dress code, reading room, book bank, student grievances if any.

Service rules of the Institute are mentioned in Service Rule Book. Recruitment procedures, promotional policies and grievance redressal mechanism is mentioned in our Governance Policy.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Research Cell at our Institute is proactive in conducting various research oriented activities such as National Conference, SIP Intercollegiate competition named Convex, Intellectual Property Rights Workshop and Industry Academia Conclave which are duly approved by the Management.

In the second establishment year of the Institute, research activities started rolling in the form of National Seminar. Later in February 2013, we institutionalized our research cell and conducted first National Conference in October 2013.

The Research committee chaired by Research Head in consultation with the Director decides on the Convener of Conference. Further, all the functional tasks related to Conference are shouldered by staff but the Convener is the key responsible person to look after all the developments of conference and coordination of allied activities.

The Convener calls a meeting fortnightly or on need basis to trace the progress of various committees and to tackle timely issues in organizing the conference. The title, dates, themes, resource persons are finalized in the meeting.

So far 6 National conferences are conducted with phenomenal success. The feedback collected from resource persons, participants and students is utilized to improvise the effectiveness of next National Conference.

We have incorporated sub-events in conference like panel discussion which enhances the knowledge sharing among participants.

The inaugural function is live on facebook and our stakeholders get a glimpse of conference happenings.

Audio-Video Recordings of participants' feedback help in knowing and understanding the authentic responses.

Effectiveness of conference organization is evident from the following:

1. Proceeding of the conference is released during its inaugural function
2. The uniqueness of AIMS is that in proceeding of the current year, next year's convener invites papers with themes mentioned in the same. The Conference proceeding is distributed among reserach participants but the Institute's Time Line is given to the Institute's stakeholders, in which Conference invitation for next year gets reflected.
3. Increased participation of students, researchers, academicians and corporates by virtue of their research papers
4. Students active volunteering in various committees

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Welfare of staff holds paramount importance as the performance of staff generally gets affected if welfare measures are not in proper place.

The welfare provisions at our Institute are as below:

1. Staff can receive an advance amount before Diwali festival without interest and the same is deducted equally with 4 EMIs.
2. During Intaglio, festive credit facility on purchases at Cooptex Exhibition in AIMS campus is provided for the staff i.e. buy now and pay later. The amount of the purchase is deducted later equally in 6 EMIs.
3. Provision of EPF is made for regular employees.
4. Free dress code is also provided for the staff.
5. Wards of staff at AIMS are given special preference for admission at Anekant English Medium School (AEMS), a sister concern of AIMS
6. Free accommodation within the campus is provided to the faculty.
7. Medical leave is granted to the staff.
8. Duty leave is also provided for the faculty for attending FDPs/Workshops/Conferences.
9. Compensatory off is given to the staff if they work on holidays.

The above measures reflect in the institute's governance policy.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 28.75

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	3	1	0

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	2	2	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 28.5

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	1	3	5

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

In order to bring transparency and robustness in the appraisal process, scientific appraisal is done on the early basis. Performance Appraisal in our Institute covers teaching and non-teaching staff. The criteria for appraisals of staff though different bring to light their efficiency and contribution for the Institute.

Performance Appraisal Mechanism for Teaching Staff:

The performance evaluation criteria are selected considering development needs of the Institute and keeping student development at focal point. These criteria are discussed and approved in faculty meeting as well as governing council meeting. Performance of faculty members is evaluated at the end of each semester and average is taken at the end of academic year. The benchmarking is done for performance reading as score below 50 is unsatisfactory and score above 75 is excellent.

Criteria 1 Teaching & Student Development is evaluated against rating check sheet considering areas like number of sessions taken, syllabus covered and result of final examination.

Criteria 2 Research & Consultancy is evaluated by Head of the Institution against standard rating check sheet. Variables like number of research publications in academic year, research grant fetched from university and other bodies, Books Published and Consultation projects will be considered for evaluation.

Criteria 3 Student feedbacks are taken at the end of each semester and the average feedback rating of individual faculty members will be directly taken in performance appraisal form.

Criteria 4 Institutional Events is evaluated by head of the Institution. Parameters like Go Getterness of faculty members, conceiving unique events, Completion of assigned task in given time will be considered for rating.

Criteria 5 Contribution in Institutional Branding is evaluated against standard check sheet. Activities like MoU's signed, Introducing new courses & awards fetched for Institution will be considered for rating.

All performance appraisal ratings are shown to faculty members for queries if any and are presented to management for their approval and final implementation.

Performance Appraisal Mechanism for Non -Teaching Staff:

Criteria 1 Administrative effectiveness regarding documentation, single window system approach, staff

availability, completion of work before the deadlines of regulatory authorities and maintaining decorum of office.

Criteria 2 Student feedbacks are taken at the end of each semester and the average feedback rating of individual non-teaching staff member will be directly taken in performance appraisal form.

Criteria 3 Institutional Events is evaluated by head of the Institution. Parameters like Go Getterness of non-teaching staff members, contribution in events, Completion of assigned task in given time will be considered for rating.

All performance appraisal ratings are shown to staff members for queries if any and are presented to management for their approval and final implementation.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The certified Chartered Accountant (CA) decided by our Management audits the books of accounts for Institute on yearly basis.

The CA as an external auditor verifies income and expenditure statements.

Generally these audits are carried out in the month of May/June and reports of the same are received later, probably in the month of August. External auditor then submits the audited statements to the Management.

Our Management discusses and approves the audited statements in the Governing Council Meeting of AES. The queries in the audited reports come with recommendations from the CA. These recommendations are discussed in the Governing Council Meeting of AES and due care regarding non repetition of queries is taken in the following year.

We started practicing internal audit in the financial year 2018-19. Accountant of the Institute verifies the daily account transactions on monthly basis. The internal audit was even done by External Auditor on quarterly basis. We have carried out external audit for two quarters (1st and 2nd Quarter of F. Y. 2018). We intend to follow the same practice of auditing in future as well.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 1.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.7	0.30	0.13	0.25	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

Anekant Education Society (AES) is our parent body. We have incorporated Resource Mobilization Policy in the Academic Year 2011-12 which is the inception year of our Institute. In adherence with this policy we make institutional strategies for mobilization of funds. Our governance policy highlights the intent of optimal utilization of funds and resources.

Sources of Funds:

1. Tuition fee received from students supported with scholarships from government
2. Major and minor research projects from BCUD, SPPU.
3. Sponsorships from stakeholders

Funds are utilized for the following:

1. Institute Events, activities, programs and industrial visits
2. Infrastructure development and maintenance

3. Staff salary and welfare
4. Institutional brand building
5. Research projects (granted by BCUD)
6. Student development

Generally, Institute tries to manage the funds on its own, but in case of deficit funds are procured from the AES accounts. The surplus fund if any are transferred to the AES accounts.

Optimal utilization of funds is evident through the following:

1. For conducting various events and activities in the Institute, formal respective Approvals are taken regarding budget.
2. An advance amount based on activity budget is sanctioned by Management.
3. Expenditures are based on approval of lowest quotation meeting our criteria.
4. All these reflect in annual statements of accounts

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

Apart from the Quality initiatives practiced by the Institution since its inception in 2011, the establishment of IQAC Cell in September 2017, led to identify and practice out of box development practices for students as below:

Practice 1: Effective English Conversation Skills Learning Program

The students who get enrolled for the MBA course at our Institute are from varied fields of education. Majority of them are from a rural background. Local language and their dialect make it difficult for them to learn the courses. Medium of expression of most of them is Marathi. Due to this they develop a sense of inferiority complex and low self-esteem.

To overcome this issue, IQAC significantly institutionalized a learning program in December 2017 particularly focusing on the need of Spoken English. It was decided in the IQAC meeting that a free-lance spoken English trainer be appointed for a specific period. Further, changes in the Time Table were made to fit in the spoken English sessions. For this, morning first hour in the time table was specially allotted.

Interested students were listed and were given free of cost training.

As Institution's general practice coordinator for the said program was decided. It was the program coordinator's responsibility to conduct it smoothly.

Practice 2: Training and Placement initiative as a Social endeavor

To make our students and students from our vicinity industry ready, an opportunity by Reliance Digital was identified by our Training and Placement officer (TPO) and the matter was discussed in the IQAC. It was resolved that, our Institute resources will be shared with our training partner True Skill Infotech – Pune. Further, this initiative was promoted as a part of CSR activity and entire training was provided free of cost.

The qualitative nature of the initiative is evident from the enrollment of 43 students (AIMS, Baramati) and 45 students (Institute Vicinity). Training related to retail marketing was given for a period of 10 days. The success of the initiative is also evident from the number of students (27) selected and placed for Baramati and Pune locations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

In line with the Academic Policy, we have in place a very systematic and scientific teaching learning process. For any process to be effective, gradual progressions and outcomes are very important. Though it is reflective in our academic system that we have set over the last few years, IQAC initiated a robust system for academic review.

Monthly teaching learning reviews are sought by the course faculty as a part of continuous evaluation.

Based on the review outcomes, IQAC Coordinator suggests for improvements and conducting of remedial sessions for slow learners.

These reviews are cross verified with Mentorship reports submitted by respective mentors. In case of need, reports of counseling cell are sought for a better and clear review.

At the end of semester, comprehensive review reports are submitted by the course faculty which is later verified with result analysis submitted by the CEO. For effective evaluation, faculty feedback collected from students is also considered.

Based on the above review system, the lacuna on student end or faculty end is identified and accordingly measures for improvement like training and development programs, course specific additional sessions,

changes in teaching pedagogy etc. are suggested.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

Our Institute was established in 2011. Since its inception numbers of activities were conducted and efforts were taken for their gradual progression. In the first academic year itself, the idea of a two day inter-collegiate competition named Intaglio was conceived and brought into practice. This event proved to be the Institute’s hallmark that gained the momentum in future years.

The Institute witnessed its first National Seminar, Business Mystery and HR Summit in the second year of establishment itself.

In academic year 2013-14, a need was identified to institutionalize all our activities into various Clubs, Cells and Centers. To enhance the skills and creativity of the students, Collage Competition was organized that saw participation from large numbers of students. To increase the research quotient of faculty, students and to have a platform for knowledge sharing National Conference was organized for the very first time. Institute witnessed a huge success by virtue of 100 research papers from 6 states. Summer Internship projects (SIP) are mandatory in MBA curriculum for second year students. Generally, students work on the projects and are evaluated on the basis of external viva-voce (SPPU). As an extended endeavor, a practice of proposal presentation and mock viva was initiated. As a part of academic support program, value added courses, bridge courses and add-on courses were started so as to provide students with skills of their interest through varied course choices. To develop the soft skill among students a program (free of cost) was initiated in January 2014. External trainer from Mumbai was specially hired to focus on the personality development needs of the students as well. To get acquainted with the industry culture and operations, local and outstation industrial visits were conducted by the Institute.

In academic year 2014-15, student enrolment and involvement for the Clubs, Cells and Centers mentioned above was seen in an increasing manner. For Collage competition in the preceding academic year i.e. 2013-14, the number of participants (86) was considerably less. This number surpassed (119 Participants) with increased participation from other colleges. Success of National Conference could be seen through increased number of participatory states. Teacher’s Diary practice was a significant move to understand the teaching records of individual faculty with their contribution in academics, event and administration. Taking the benefit of locational advantage, Institute organized a Job Fair wherein optimal utilization of Institute’s resources was done. This fair was undertaken in association with Employment and Self

Employment Department, Government of Maharashtra with a view to cater the youth by providing them a platform for placements.

In academic year 2015-16, to develop research acumen among students and build in the competitive spirit, research intercollegiate competition named Convex was initiated. Alumni being the brand ambassadors of the Institute and to strengthen the network of the institute, Alumni meet was organized. As a part of our Academic Policy, Mentorship practice was initiated. Each faculty acted as mentor and guided to the allotted students.

In academic year 2016-17, as a part of social initiative, need for skill development workshops in rural areas of Baramati taluka were identified. It was our Institute which pioneered this idea and initiative to reach out to the rural students devoid of development programs. These workshops were organized in a customized manner in which the respective college communicated their need for the program. It was a right move as we catered to 1720 students through workshops in 10 different colleges in and around Baramati. Our networks were strengthened with MOUs. Institute had 9 MOUs in different sectors to provide benefits particularly to our stakeholders and society at large. These MOUs were done in different sectors such as education, NGO and services. As an extension of mentorship practice, student home visits were carried out so as to know the behavior of the concerned student at home. The qualitative feedback and suggestions of parents visited helped us in devising and modifying our strategies for mentorship and institute building.

In academic year 2017-18, to overcome the English conversation problems faced by the students and complexity issues, effective English conversation skills learning program was conducted. To make our students and students from our vicinity industry ready, an opportunity by Reliance Digital was identified by our Training and Placement officer (TPO) and the matter was discussed in the IQAC. It was resolved that, our Institute resources will be shared with our training partner True Skill Infotech – Pune. Further, this initiative was promoted as a part of CSR activity and entire training was provided free of cost. Advancement in teaching learning process is crystal clear from the application and use of Learning Management System (LMS) in the Institute. One of the best practices of the institute that got initiated in this year is the tie-up with an NGO i.e. Tata Trusts & Janaseva Gramin Vikas va Shikshan Pratishthan. Our faculty and students are proactively involved in this initiative.

Some of the key events like Intaglio, National Conference, Industrial visits, Job Fair and some strategic programs are carried out for each consecutive year. Students identify us through these events in monumental months.

To summarize the improvement made in last five years, core values of the Institute come into role. Since the inception of the Institute in 2011, operational autonomy was given to the coordinator of concerned activity. Institute practices single line hierarchy wherein work is decentralized, as the faculty had an intrinsic ability to coordinate the activity from scratch to finish. This is evident from the success of activities conducted. Quality culture in the Institute was built right from the beginning through participative approach. Though the Institute did not have a formalized and structured IQAC cell, smooth functioning of all activities was witnessed in the preceding four years i.e. 2013 to 2017. But, later it was essential to streamline all the Institutional activities under one centralized body. This ultimately led to the establishment of IQAC in September 2017.

File Description	Document
Any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 0

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Our Institute derives the value of respecting both the gender – men and women from its core principle of “Anekantavada” – a Jain doctrine about metaphysical trust and truth. We bring this value in force through our policies, practices and procedures at our Institute as follows:

1. Incorporating gender sensitivity in the governance policy statement.
2. Student Counseling Centre
3. Programs on gender sensitization
4. Committees for Grievance redressal

- Student Grievance Committee
- Women Grievance Committee
- Anti-Ragging Committee

1. Tejasvita Club and its activities
2. Latest state of art infrastructure for respecting gender sensitivity

Since inception our Institute practices gender equality amongst its faculty, staff and students alike. We ensure a democratic way of participation of students and faculty from both genders in all our decision making bodies. All opportunities and work responsibilities are allotted in just, fair and equitable ways. We practice and rotational work allocation system which ensures development of leadership qualities in all genders alike.

Our practice of Mentorship and Counseling Centre for student support helps in understanding and resolving the issues pertaining to safety, security and counseling requirements of our students.

Safety and Security:

1. Security Office on Campus
2. Director and Faculty residences on Campus
3. Video surveillance systems on critical positions in entire campus
4. Facilities like first aid kits, fire extinguishers as per fire audit, RO Water Cold Storage Plants, pedestrian friendly roads on campus
5. Neat, clean and hygienic washrooms in Institute and Hostels
6. Boards with emergency contact list for Police, Hospitals and fire Station on Campus
7. MOU with Niramaya Foundation Deshpande Hospital for provision of Campus Doctor
8. Training programs for self-protection for women at the Institute
9. We have maintained rails, ramps, wheel chair, walker for Divyangjan students.
10. We have displayed sign boards for emergency contingencies as safety audit.

Counseling:

The Centre for Counseling at our Institute is an effective tool for understanding and grooming the emotional and behavioral aspects of student life. Our practice of mentorship supported with counseling sessions by trained coordinating faculty on life skills and student psychology gives open and free platform of expression for students. Students are oriented to discuss any issue related to ragging, women grievance or academic grievance with concerned committee, mentor and counseling center.

Common Room:

We have state of art common rooms for girls and boys which is in adherence with norms of AICTE. We have provided facilities up and above standard norms which include:

1. Portable drinking water facilities
2. Newspaper and Magazine reading stands
3. Fully equipped Beds, Tables and Cupboards
4. Computer with 24*7 Internet facility
5. Chairs for Group Discussions

6. Office Superintendent supervises all facilities and accessions of Common rooms
7. Separate well equipped rest room at Ground floor for Divyangjan students

All the above facilities make our students feel at home and this enables joyful learning at the Institute.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 1.98

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 851

7.1.3.2 Total annual power requirement (in KWH)

Response: 42915

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 28.42

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 777.7

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2736

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

AIMS Baramati, being a Management Institute, we practice “5S” methodology for reducing and maintaining waste-free campus. Our administrative committee works on the principle of sort, set in order, shine, standardize and sustain. This ensures minimal wastage at workplace.

Our focus is convex on reducing waste generation and following efforts are made for Waste Management:

1. We strictly prohibit use of Packed/Junk food in our campus
2. We have displayed waste disposal policy for all stakeholders who visit our campus.
3. We have incorporated paperless system of Learning Management System at Office and Faculty rooms to reduce paper waste.
4. To develop an attitude of “5S” amongst faculty, staff and students we conduct training programs for the same

Waste management efforts:

1. Dustbins at strategic locations
2. Separate dustbins at canteen for liquid and solid waste
3. Separate dustbins for plastic waste
4. Dustbins at all work stations of staff and faculty
5. Housekeeping through contract workers
6. Every evening waste collection vehicle of Baramati Nagar Parishad visits entire AES campus and collects waste solid and liquid waste.
7. Old stationary, newspapers and other documents are sold to concerned disposal agency.

Being a Management Institute we do not generate any Liquid waste.

E waste at our Institute is negligible and the disposal is taken care by a subcommittee for E waste disposal. This committee takes review of E waste generated in the campus which is kept at Store. The review is submitted to administrative committee who return the e waste to vendors from whom the e material was purchased. We have a separate dustbin of E waste for students and this waste is stored at the store room for further disposal.

We have Vasundhara Club at our Institute which is student driven and faculty guided activity hub for maintaining green, waste free campus. This club conducts Green Audit and this helps us in building a ecofriendly campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Our Institute has incorporated Rain water harvesting system for collecting, conveying and storing water from rainfall at our campus. Institution has Roof Top Rain Water Harvesting System of catching rainwater where it falls. This helps us to become self-sufficient in water requirements.

The average rainfall in Baramati is 502mm annually. Our rain water harvesting system has the capacity of 1001943 ltrs. Roof top surface area of our Institute is 2,500 sq. ft. which collects approximately 1,16593 ltrs annually. Rainwater is collected from rooftop of the building is diverted through down take pipes to well. Filters are attached to the down take pipes. After flushing of rainfall, water passes through filters to remove mud, turbidity, color and microorganisms. Clear water then passes to the rain water harvesting system and this helps to increase the water level in the system. Moreover, Institute has an open area behind the main building in which water harvesting pits are made. This effort helps in increasing the ground water level of the Institute. The collected water in rain water harvesting system is used for gardening and up-keep of cleanliness and Infrastructure.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

We derive our inspiration to protect and be one with the nature from “Jain Agam” philosophy. Since, inception we have created a green campus and focused on building up practices that enrich our campus and develop a consciousness in our students and neighborhood community for environment protection.

Our Institute is committed towards green practices in following ways:

1. Vasundhara Club and its activities
2. Green Audit at AIMS
3. MoUs with Environ Foundation, Nature’s Friend Organization and Tahaan Foundation
4. Value of environment friendly and waste free campus included in Institute’s governance policy
5. Celebrating days with environment protection theme

Our Institute promotes use of bicycles in students and faculty members by observing bicycle day on 2nd Saturday of every month and No vehicle day on 4th Saturday of every month.

Our Institute is located at around 3-4 km from bus stand. Majority of our students are residents of nearby rural areas. These students prefer public transport as transportation means to attend the classes. We support and encourage such students with required documents to avail concessional passes for public transport.

We encourage the practice of “Car Pool” for faculty members travelling for providing extension services such as Skill Development Workshops for Baramati and nearby areas.

We have pedestrian friendly road with guidelines for visitors in our AES campus.

Plastic items such as packed food, junk food etc. are strictly prohibited in our campus. Separate dustbins are maintained to collect plastic generated within the campus. This collected plastic is dumped in the vehicle of Baramati Nagar Parishad which collects waste every day.

Through our MoUs, we have organized workshops on Paper Bag Making for students and staff members and we promote the use of recycled paper bags.

Growing paperless happens to be a much better and greener option than using the reams of paper that could cut down on the expenses and save millions of trees. We follow paperless office ideology all our notices & inter-office communications are in e format. Our Learning Management Systems for Faculty and staff empower them to reduce the use of paper at work place.

Vasundhara Club carries out activities like tree plantations, environment protection rally, guest lectures for developing environment consciousness, green audit, swatchata Abhiyaan etc.

The campus has well maintained green landscaping with 701 numbers of trees. Environmental audit is conducted on regular basis to take essential protection measures.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 3.16

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
7.75	2.63	2.44	2.44	2.70

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 12

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	3	2	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 9

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	1

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 30

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	7	6	7	4

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Our Institute has incorporated Sanyukta Club with the objective of inculcating pride and values of patriotism by organizing programs on national festivals, anniversary celebrations of Indian legends and great personalities.

The programs of Sanyukta Club are earmarked in academic calendar of Institute. All students are notified regarding the program and celebration schedules. All students, faculty and staff members gather in OTS for the celebrations.

Following programs are conducted at our Institute:

1. Gandhi Jayanti : Swacchata Diwas
2. Rajiv Gandhi Jayanti: Sadbhavana Diwas
3. Sardar Vallabhbhai Patel Jayanti: Rashtriya Ekta Diwas
4. Sarvepalli Radhakrishnan Jayanti: Teacher's Day
5. Dr. A. P. J. Abdul Kalam Jayanti: Reading Day
6. Independence Day
7. Republic Day
8. Human Rights Day

The programs on these days such as Run for unity, Swacchata Abhiyaan, Pledge for Unity etc. are student driven and faculty coordinated. These programs inspire students for contributing towards National development.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

We achieve transparency in our governance by incorporating participative management of all our activities. This way of governance is highlighted in our governance policy. The evidence of transparency is documented in annual audit reports of the following:

1. Academic and Administrative Audit by Local Inquiry Committee of SPP University Pune
2. Internal and External Financial Audit
3. Green Audit

AIMS Management encourages a fair and transparent environment needed for quality education. The head of institution is authorized to form different committees for smooth and effective working of the Institute and implement its policies and plans.

The transparency is evident through our practices and procedures as below:

1. MBA Fees are exactly as decided by Fee Regulatory Authority – Government of Maharashtra
2. All fees are collected by DDs and Bank Account Deposits and these transactions are supported with receipts to students
3. We prepare annual budget and it is processed only after due approval from Governing Council.
4. Purchasing is done through centralized purchase committee of AES by inviting minimum three quotations.
5. The practice of Academic Calendar, Student handbook, Orientation Session, Counseling and Mentorship, scientific and systematic workload distribution in teaching and student support activities coordinated by faculty and staff help in maintaining complete transparency in academics.
6. Examination Results are communicated to students by display of notices on boards, website and personal calls/messages. Moreover the overall competency enhancements and performance of students is communicated to parents by organizing home visits to our students.
7. Institute maintains robust and transparent procedure of annual performance appraisal of faculty and staff members.
8. All the recruitments and selections are as per the norm of SPPU, AICTE and UGC.
9. All statutory benefits like PF, Group Insurance, medical leaves, etc. are as per norms.
10. We maintain service book of all faculty and staff members. Settlements for our outgoing employees are done timely in adherence to prescribed rule book at the Institute.

We have evolved into being an organization with well-defined organogram which helps to disseminate all decisions, action taken and feedback achieved time to time for improvisation in overall performance of Institute. This is evident from the registers, year reports and event reports which we maintain diligently and these documents have easy access to all concerned and stakeholders as they are uploaded timely on website. All these efforts help in maintaining a transparent system of governance which is robust, just, fair and equitable.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Practice I

1. **Title of Practice:** Primary Educational Counselling to Sugarcane Cutters [Families of Seasonal Workers at Someshwar Sugarcane Factory, Someshwarnagar - Baramati]

2. Objectives:

- To know whether the children of the migrant sugarcane cutters are attending the school; if not then, to know the reasons for non-attendance.
- To provide primary educational counselling to the families of sugarcane cutter migrants.

- To help enrol the children of sugarcane cutters in the primary schools those have migrated from different parts of the state.

3. Context:

In Maharashtra, Sugarcane industry starts their operations in the month of October. Considering a case of Someshwar Sugarcane factory in Baramati taluka, Pune dist., it is observed that 269 sugarcane cutters migrate with their families. These families have children in the age group of 0-14 years. This migration affects schooling of children and increases their dropout rate. It is observed that 794 children in the age group of 6-14, though might have attended school before migration, but are in the state of despair. The seasonal change of place and lack of help makes it difficult for them to go to school. This problem was identified by the Institute and needed to be addressed.

4. Practice:

Understanding the problems of migrant labour from a crude background and counselling them is a herculean task. We joined our hands together by virtue of MoU with a reputed NGO i.e. Tata Trusts & Janaseva Gramin Vikas va Shikshan Pratishthan (JGVSP) for this social cause.

We teamed up with the volunteer social workers of JGVSP. These volunteers and our students under the guidance of our nominated faculty carried out the activities. As the factory is located in Baramati taluka, convenient need based visits were planned and conducted to work on identified problems.

The activities undertaken were as follows:

- Survey of schools: Public and private Schools in Someshwar region and factory premises were identified. Counselling of School authorities was done and requests were made to enrol the children of migrated families.
- Survey of migrated children: Primarily we visited the migrated families and tried to know their demographic profile more particularly their ward's educational status.
- Counselling session for the families of sugarcane cutters: Due to migration and changed atmosphere to live in, these sugarcane cutters are apprehensive in completing the schooling of their children. This is a serious cause and a matter of concern. No child should be devoid of education as per 'Right to Education Act 2009.' We initiated counselling for the families of these sugarcane cutters so that they can send their children to schools with a free and healthy mindset that can make their child's future.
- Counselling session for the public and private schools authorities and teachers: It was identified that, the socio-economic status of the sugarcane cutters and the shabby look of their children makes public and private schools authorities and teachers to resist for their admission. To work on this, we personally met some of these authorities and teachers. We tried to explain them that more than their look and status greater importance is their education and our acceptance for the same.

5. Evidence of Success:

Out of 792 migrated children, 474 children were admitted in the identified schools. This effort on our part is an evidence of success.

Practice II

1. **Title of Practice:** Student behaviour at home

2. **Objectives:**

- To visit students' home and to know if s/he helps his/her parents in household chores.
- To know whether they shoulder responsibility of their home.
- To identify and counsel the students for their behaviour at home.

3. **Context:**

Student Behaviour at the Institute and at home might be different, for instance, may be good at the Institute and may not be so at home. In fact, this is 'Distinctive to our Vision'. We believe in grooming our students in full shape. In this process, we assess student's behaviour at home, through interactions with their parents.

4. **Practice:**

Institute practices *mentorship*. Each faculty member as a mentor, who is responsible for the grooming of students allotted. This includes monitoring academic performance of student and behavioural aspects of the students. An indifferent behaviour certainly needs home visit. Such identification is reflective in mentorship report. Based on this, a team of faculty visit to the student's home.

Based on the discussions between the mentors and mentees' parent, mentors carry out a counselling session for their respective mentee. This session is carried out as per the convenience of both mentor and mentee. All the mentors keep in touch with their mentees' parent to know the positive change in the behaviour of the student.

5. **Evidence of Success:**

Aftermath of counselling, the parents of the students are indeed very much happy in general and more particularly parent of the girl student. Meaning thereby the behaviour of student has very much constructive in the Institute as well as in friend circle.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

We envisage to become a socially accountable Institute of excellence which conserves, creates, impart pertinent knowledge and values to students particularly of rural and remote areas. Since our inception we have maintained out social inclination towards student from under graduate colleges in rural areas around Baramati. In our efforts to promote rural student for Management education, we developed a connect with students and colleges in Baramati vicinity. Through the informal feedbacks on CET workshop at our Institute, interactions with HoDs & the Principals of colleges and feedback from admitted students we recognised the need for skill development workshops for students from rural and remote areas.

The idea of skill development workshops as an extension service to community was discussed and approved in Advisory board meetings of 2015. We made a strategic plan of conducting Skill development workshops by visiting the colleges of the concerned areas. Accordingly, area coordinators were nominated in consultation with the Director and this activity came in force in year 2016.

We customized the training modules as per the needs of students. We achieved this customization through mutual understanding and discussions between HoD/Principal of selected college and area coordinator of our Institute.

A summary of modules of skill development workshops which we conducted is a below:

Sr. No.	Module
1	Verbal Communication
2	Interview Mantras
3	Personality Development
4	Team Work
5	Self-Motivation
6	Group Discussions
7	Resume Writing
8	Formal Writing Skills
9	Quantitative Aptitude
10	Logical Reasoning
11	Public Speaking Skills
12	Time Management
13	Business Etiquettes and Grooming
14	Career Planning
15	Be a good orator

The implementation of training sessions was done by our in-house faculty members by visiting the

colleges. Considering the socio-economic background of rural students, we took care of all the expenses and gave certificates of skill development to the participants of the workshops.

The brief summary of the workshops conducted since 2016 is as below:

Academic Year 2016-17			
Sr. No.	Name of College	Date	Number of Participants
1	T. C. College Baramati	06/12/16	256
		10/12/16	133
		19/12/16	53
		21/12/16	66
2	Arts & Commerce College Indapur	17/12/16	73
3	New Arts, Commerce and Science College Ahmednagar	23/12/16	494
4	Pemraj Sarda College Ahmednagar	24/12/16	66
5	SCS Arts and Commerce College Bhavaninagar	09/01/17	82
6	SMM Akluj	16/01/17	32
7	E S Divekar College Varwand	25/01/17	140
8	V.P's Arts Science Commerce College Baramati	30/01/17	186
9	DTAC College Daund	02/02/17	100
10	Bedke College Phaltan	08/02/17	39
Academic Year 2017-18			
11	T. C. College Baramati	12/12/17	306
		05/01/18	160
		21/12/17	28
12	SMM Akluj	06/01/18	36
13	E S Divekar College Varwand	03/01/18	65
14	Arts & Commerce College Indapur	06/01/18	85
15	VR College Kalamb	16/01/18	63
16	Shankarrao Mohite College Natepute	24/01/18	89
17	Bedke College Phaltan	13/01/18	95

The skill development workshops conducted as above have benefitted more than 2500 students in year 2016 and 2017. We have received excellent feedback from the participants and the colleges alike.

This skill development initiative has been appreciated by Government of Maharashtra's District Skill Development, Employment and Entrepreneurship Guidance Centre – Pune.

This activity has gained popularity in student fraternity. The HoDs and Principals look our Institute as a skill development partner for grooming their students. We have MoUs with selected colleges for enhancement and cooperation in the field of education.

Indeed, the skill development workshops have given a distinctive identity and put us on the path to bring our vision and mission into reality.

File Description	Document
Link for Additional Information	View Document



5. CONCLUSION

Additional Information :

To promote quality as the defining element of our Institute, in this academic year we initiated a process of self and external quality evaluation.

Institute got its permanent affiliation with SPPU this year, through an exhaustive audit of our academic and administrative processes of last five years. Getting a permanent affiliation in such a short period of time signifies the efficient and effective functioning of our Institute.

Another significant achievement of our Institute is the ISO 9001-2015 Certification powered with certification of Green Audit. We have met the high standards of Quality and this indeed is the stepping stone for further plans of evaluation form NAAC and NBA this year.

The Entrepreneurship Development, Training and Placement Cell along with Centre for Incubation and Startup are in process to tie-up with Governmental organizations to foster the needs of young minds with creative drive for enterprise.

We are planning to enlarge the scope of our media center by developing the infrastructure and creating videos required for online courses to cater the distance learning certification needs of prospective students from Industry.

With the feedback received from parents, alumni and our students we plan to further develop our Language lab for improving the English communication skills and multi-language skills of our students by use of latest software and audio-visual clips.

Concluding Remarks :

AIMS Baramati has carved its own niche and is known as a symbol of “**Centre of Quality Education**” in entire vicinity of Baramati and University as well.

The professionalism and quality of altruism of the trustee members of the Anekant Education Society has made "Anekant" as the first impulse choice for their education viz the obvious reason why the admission are on the waiting in all the institutions of Anekant.

The main strength and resourceful asset of the AIMS is the ‘**Human Capital-Teachers**’ who create entire educational fountain. The most important is, it has a set of system and discipline which cluster the entire working of our Institute. The crux and fulcrum is to nurture the rural talents and hone their skills which are achieved only through **AIMS** staff, who are basically architect and masters in their own domain and student mentoring.

AIMS since its inception, is providing quality education along with industrial interface and in a limited span of time, made its mark on academic, cultural and social environment of Baramati in particular and Pune Dist. in general. And most importantly AIMS is known as the ‘**Event Institute**’ among students and that is the magnetic force and a source of students’ development.

The MBA program is administered through a rigorous, enjoyable and participative teaching learning and evaluation process. The uniquely administered Academic Support Program which offers a wide array of add-on, value based and bridge courses instil values empowered with skills in our students. The research, innovation and extension services of our Institute make us socially accountable for development of students from remote and rural areas near Baramati.

The cells, clubs and centres give our students platform to carry out activities themselves under the guidance of our faculty members. The wide range of our activities and the best practices developed are a testimony of efforts taken by our students, faculty and stakeholders.

Indeed, we revisit our core value of "SIDDHIRANEKANTAT" envisaging to be a multi-dimensional and socially accountable Institution of Excellence which conserves, creates, imparts pertinent knowledge and values to our students and society at large.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>87</td> <td>117</td> <td>118</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>87</td> <td>117</td> <td>117</td> <td>36</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> </tr> </tbody> </table> <p>Remark : Admission report of admitted students for 2014-15 not provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	120	87	117	118	36	2017-18	2016-17	2015-16	2014-15	2013-14	120	87	117	117	36	2017-18	2016-17	2015-16	2014-15	2013-14	120	120	120	120	120	2017-18	2016-17	2015-16	2014-15	2013-14	120	120	120	120	120
2017-18	2016-17	2015-16	2014-15	2013-14																																					
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120	120	120	120	120																																					
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>57</td> <td>74</td> <td>64</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>36</td> <td>46</td> <td>63</td> <td>6</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	64	57	74	64	13	2017-18	2016-17	2015-16	2014-15	2013-14	34	36	46	63	6																				
2017-18	2016-17	2015-16	2014-15	2013-14																																					
64	57	74	64	13																																					
2017-18	2016-17	2015-16	2014-15	2013-14																																					
34	36	46	63	6																																					

Remark : As per admission report of admitted students from reserved category for 2013-14, 2015-16, 2016-17 and 2017-18 and admission report of reserved category students for 2014-15 not provided by HEI.

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 16

Answer after DVV Verification: 17

Remark : As per list of mentor provide by HEI for the year 2017-18.

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : As per the copy provided by HEI, the HEI Director received the award and not full time teacher.

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification : 6

Answer after DVV Verification: 7

3.1.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 56

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

2	0	0	0	0
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Remark : As per recognition received for 2017-18 provided by HEI.

3.4.3 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 last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
86	74	55	42	81

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
89	74	55	42	81

Remark : As per list of student participating in extension activities for 2017-18 provided by HEI.

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training,

research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : We made the changes by not considering MOUS here.

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	18	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	0	0	0

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3.91	7.02	3.55	6.36	5.75

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

3.77	6.84	5.94	3.96	5.75
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5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	5	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	4	4

Remark : We made the change by not considering Program on Influence of Marathi Literature on youth.

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	3	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

7	6	3	1	0
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7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Excel sheet is not considered.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	3	3	2	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	3	2	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)</p> <p>Answer before DVV Verification : 896</p> <p>Answer after DVV Verification: 777.7</p> <p>7.1.4.2. Annual lighting power requirement (in KWH)</p> <p>Answer before DVV Verification : 2736</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	2	3	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	4	1	3	2	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	2	3	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	1	3	2	2																	

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations

NAAC