



YEARLY STATUS REPORT - 2021-2022

| Part A | |
|--|---|
| Data of the Institution | |
| 1.Name of the Institution | Anekant Institute of Management Studies |
| • Name of the Head of the institution | Dr M A Lahori |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02112227299 |
| • Mobile no | 9028693121 |
| • Registered e-mail | director@aimsbaramati.org |
| • Alternate e-mail | drmalahori@yahoo.com |
| • Address | Anekant Education Society Campus, Near T C College, |
| • City/Town | Baramati |
| • State/UT | Maharashtra |
| • Pin Code | 413102 |
| 2.Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Semi-Urban |
| • Financial Status | Self-financing |
| • Name of the Affiliating University | Savitribai Phule Pune University, Pune |
| • Name of the IQAC Coordinator | Dr Tanaji V Chavan |
| • Phone No. | 02112227799 |
| • Alternate phone No. | 02112227799 |

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| • Mobile | 9552345000 |
| • IQAC e-mail address | iqac@aimsbaramati.org |
| • Alternate Email address | vtanaji@gmail.com |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | http://www.aimsbaramati.org/pdfs/aqar%202020.pdf |
| 4.Whether Academic Calendar prepared during the year? | Yes |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://aimsbaramati.org/NAAC/AQAR/2021-22/IQAC/Academic%20Calendar%202021-22.pdf |

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---------|-------|------|-----------------------|---------------|-------------|
| Cycle 1 | B++ | 2.92 | 2019 | 07/06/2019 | 30/04/2024 |

6.Date of Establishment of IQAC 25/09/2017

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|-----------------------------------|---------------------------------|----------------|-----------------------------|--------|
| Management | Financial Support for Workshops | NAAC | 2021 | 30000 |

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

• Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year

2

• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

Yes

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

Teachers Development

Quality enhancement in Academics

Anti Plagiarism Testing Software

NAAC Funded conference Application

PA System

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

| Plan of Action | Achievements/Outcomes |
|--|--|
| To Prepare Annual Quality Assurance Report (AQAR) in time with all the relevant document as per guidelines | Useful for Working on weak areas of Operations |

| | |
|--|---|
| To organize NAAC Sponsored conference | Applied |
| To strengthen the placement cell with AICTE portal | Created Account on Portal |
| To focus on imparting Universal Human Values among the students | Benefited with Faculty development and Learning of Students |
| To monitor active contribution of the Alumni | Current Students Benefitted |
| To buckled feedback mechanism on quality-related institutional processes | Feedback Mechanism Strengthened |
| To organize guest lectures on latest trends for the students | Learning enhanced with updated issues |
| To revamp IT infra as per need | Interactive Intelligent Panel Installed in one classroom |
| To coordinate the quality related activities as per Calendar | Adherence with Calendar improved |
| To develop the importance of time in various academic and administrative activities of the Institution | Enhanced performance |

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| 13. Whether the AQAR was placed before statutory body? | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | |

| | |
|-------------------|--------------------|
| Name | Date of meeting(s) |
| Governing Council | 10/12/2022 |

| | |
|--|--------------------|
| 14. Whether institutional data submitted to AISHE | |
| Year | Date of Submission |
| 2020-21 | 28/01/2022 |

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| 15. Multidisciplinary / interdisciplinary |
| The multidisciplinary and interdisciplinary Curriculum is the need of the day, which offers choices to the students for selections of the options as per their preferences and interests. Though this HEI is an unaided, it has already has created enough infrastructure to offer the required facilities for proposing interdisciplinary curriculum. We would like to propose management related courses as well as Advanced Education in Management. The flexible environment offers to select various elective courses for Students. This is only due to the availability of Qualified and Skilled Faculty. |

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| 16. Academic bank of credits (ABC): |
| The preparedness in implementation of Academic Banks of Credits depends upon the policy and guidelines of the Affiliating university and higher education department of State Govt. of Maharashtra. Centralized databases need to be stronger. There should be a system to save the academic credits earns by the students during their graduation, Monitoring of the system needs strong technical support. |

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| 17. Skill development: |
| The Institute is already running skill oriented courses like Soft skills, Communication skills, Writing Skills, MS Excel, etc. To enhance the employability potential of the students the institute under its MoU with training partners is offering incubation to work on Business Ideas, and running skill courses Soft skill and Personality Development. The Training and Placement Cell offers employability training , Training though various events. The institutional preparedness can be rightly reflected through its efforts in facilitating updated IT infrastructure and Library, with expert faculties, and advanced ICT tools. The institute is set and equipped with all modern amenities and ready to professional education. |

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

In order to promote and integrate Art and culture, the HEI exposing the students to the platform offered by the Institute by Participating in INTAGLIO- one of intercollegiate cultural programs, Participating in Various event, Celebrating the Festivals, Days, Etc. The HEI has clubs to inculcate the Indian knowledge system, which organizes various event. The HEI motivate students to register for Online Available courses.

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

The Institute follows the Guidelines and Directions given by Affiliating University. The Learning outcomes are based on the Curriculum prescribed by the Affiliating University. At the institute level we are making the learning process as rich as possible and insisting on an out of box thought process. We follow technology enabled learning, motivating internships and trying to define student learning outcomes beyond the syllabus. Each course outcome mapped with Program Program Outcomes and all POs mapped with Mission and Vision of the HEI.

20.Distance education/online education:

The institute is already prepared due to Covid 19 situation and has adopted a blended form of teaching learning through different Online modes. HEI has offered various coursed from SWAYAM Platform. The Institute is guiding and motivating the students to skill through learning from the online platforms such as Google platform, Coursera, TCS, and Online learning made available by prestigious Universities. The HEI still continued with whatsapp groups and Google Classrooms formed during Pandemic and keeping close with our students. These groups presently are used for Notices, Circulars, University Circulars and Important matters to be conveyed to our students. The HEI is developing a e-content of material by faculty for all the students through online mode. The HEI is optimistic to run the classes parallelly and deliver contents to those students who are not capable of attending the classes regularly.

Extended Profile**1.Programme**

| | |
|--|-----|
| 1.1 | 112 |
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

| | |
|------------------------------------|-----|
| 2.1 | 239 |
| Number of students during the year | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
|--|-----|
| 2.2 | 122 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|-----|
| 2.3 | 107 |
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| 3.Academic | |
|--|---------------------------|
| 3.1 Number of full time teachers during the year | 10 |
| File Description | Documents |
| Data Template | View File |
| 3.2 Number of sanctioned posts during the year | 12 |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 Total number of Classrooms and Seminar halls | 6 |
| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | 60.05 |
| 4.3 Total number of computers on campus for academic purposes | 111 |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Planning:

1. Institute plans for the choices of selection of Major Specializations from the students during the current semester. This will help in course allocation and preparation of the timetable. The comprehensive concurrent evaluation plan decides by the respective faculty members and the course attainment level is evaluated.
2. The teaching plan contains Teaching Pedagogy, Evaluation Method: CCE, Program Outcomes, Course Outcomes, Comprehensive Concurrent Evaluation Plan, Reference Books, and relevant case studies.
3. At the start of the session, an orientation program for newly admitted students is planned. The program helps students to familiarize themselves with Institute's academic culture, administrative practices, Outcome Based Education.

Implementation

1. The students have the flexibility to choose any one specialization from specializations offered in the university syllabus
2. The Teacher delivered course sessions as per the Institute timetable. Course Teachers adopts advanced teaching methodology like the use of ICT in the delivery of course sessions. Course Teachers focus on effective delivery and encourage students' active participation in the entire curricular and extracurricular activities connected with course outcomes.
3. Course Teachers CO attainment summary report which comprises CCE, ESE Summary, and course exit survey. The adherence to the academic calendar is reviewed at every month.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

| | |
|---------------------------------|---|
| Link for Additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/1/Course%20Completion.pdf |
|---------------------------------|---|

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

Institute prepares a semester-wise academic calendar taking into consideration the major events and activities to be undertaken in a particular semester. This ensures that academic discipline is maintained and there is no loss of teaching days. The faculty member plans their lecture and scheme of instructions and evaluation in advance. Strict adherence to attendance rules inculcates discipline and regularity among students. For continuous internal evaluation, faculties adopt multiple evaluation formats of assignments such as case studies, field studies and surveys, live projects, research-based projects, presentations, case study analysis, simulation, descriptive and objective tests, quizzes, group assignments, and class participation as given in SPPU Syllabus and follows the same. The students are sensitized to the micro as well as the macro level ramifications and duration-fixed processes of their curriculum of study. The Institute schedules its internal assessment to adhere to the overall assessment requirements of the University. Classes, interactive sessions, quizzes, online tests, skill development workshops, and presentations were conducted through online platforms- Google classroom. Google meet, Google Forms, zoom, emails, etc for teaching and evaluation in a comprehensive manner. The adherence to the academic calendar is discussed in the academic review meetings and steps are taken to eliminate the deviations.

| | |
|-------------------------------------|---|
| File Description | Documents |
| Upload relevant supporting document | View File |
| Link for Additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/IQAC/Academic%20Calendar%202021-22.pdf |

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

A. All of the above

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

1.2 - Academic Flexibility

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

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

1

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

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

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

17

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

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

140

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

1.3 - Curriculum Enrichment

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

HEI curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics and leads to a strong value-based holistic development of students. Moral Values, Human Values & Professional Ethics are integral parts of the education of students. The curriculum has the following compulsory courses focused on the development of human values and professional ethics:

Human Rights

Written Analysis and Communication Lab

Verbal Communication Lab

Cyber Security

Skill Development

Constitution of India

The institute has Internal Complaint Committee and Student Grievance Redressed Committee to provide counseling to students, promote gender equity among students and also deal with related issues of safety and security of female students, staff, and faculty. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. The institute has an integrated rainwater harvesting System. Institute celebrates World Environment Day and it has a lush green campus. Additionally, the Institute creates a platform through various societies and committees to sensitize students through experiential learning, fieldwork, seminars, workshops, and similar engagement on issues of gender equality, human rights, social empowerment, environmental change, etc. The HEI has Vasundhara Club through which Green initiatives like tree plantation and swachta abhiyaan are implemented.

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

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

112

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |

| | |
|--|---------------------------|
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

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

119

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | http://www.aimsaramati.org/NAAC/AQAR/2020-21/1/1.4.1_URL_for_stakeholder_feedback_report.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | http://www.aimsaramati.org/NAAC/AQAR/2020-21/1/1.4.1_URL_for_stakeholder_feedback_report.pdf |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

239

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

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

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

122

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

2.2 - Catering to Student Diversity

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

Learner Level Identification: All students are classified under there categories viz. slow learners, medium learners and advanced learners. Students having score more 80% are classified in Advanced Learners, 60-80 % are classified in Medium learners and below 60% are considered as slow learners. The classification is not disclosed publically to avoid any kind of disruptions.

Activities for Slow Learners: For slow learners, activities like remedial classes, mentoring, personal counselling video lectures etc. are conducted. The remedial classes are conducted in flexible schedule. Personal coaching, guidance and counselling is also done as and when required.

Activities for Medium Learners: The activities conducted for medium learners are peer learning, case studies, presentations etc. Mediums learners are engaged in regular classes assignments and presentations as per the lesson plan.

Activities for Advanced Learners: Special activities and learning platforms are made available to advanced learning which consist of practical assignments, case studies, field visits etc. Students are encouraged to take part in Institutional activities and events. Students under these categories are involved in commercial activities such as mystery shopping, income tax filling, etc.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/2/2.2.1.pdf |
| Upload any additional information | View File |

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

| | |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 239 | 10 |

| | |
|----------------------------|---------------------------|
| File Description | Documents |
| Any additional information | View File |

2.3 - Teaching- Learning Process

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

Experiential Learning: Student undertake Summer Internship Project. Such internships help the students to gain hands-on experience. Industry visits are arranged every year to enhance student's learning experience. Preparation of research proposals and business games are a kind of experiential learning. Teams are formed to prepare and present the research proposals. Active participation of students is seen in business games that enhances communication skills of students. Role plays are also conducted in the Institute for students to have exposure to real world scenarios.

Participative learning: The Institute ensures student participation in workshops, conferences, intercollegiate competitions, newsletters, and events. Yoga & Meditation Club at the institute encourages the students to arrange events demonstrating health benefits. Students are encouraged to participate in intracollegiate and intercollegiate competition. Students are also motivated to present publications in journals and conferences. Intraclass presentations (individual activity) conducted by teachers enhances the creative ability of the students.

Problem-Solving: Besides these, case studies, practical (field work) assignments are given . Use of quiz & polling platform like Slido is also used by the teachers to engage the students. Numerical assignments stimulate student interest. To make students aware of and understand the nitty gritty of CV writing, the Institute organizes workshops.

| | |
|-----------------------------------|---|
| File Description | Documents |
| Upload any additional information | View File |
| Link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/2/2.3.1-%20Teaching%20Learning%20Docs.pdf |

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

The knowledge age has made ICT a prime necessity for all the Institutes to provide quality education to students. The offline activities had just begun in the aftermath of long covid 19 lockdown. However, there was an eminent outbreak of the covid 19 second wave, which led to the government directives to temporarily resort again to the online mode. Google Meet platform was used to conduct online classes. Google Classrooms were created by the concerned teachers. To share assignments, notes, announcements. Online internal exam, class tests, online MCQ tests were conducted by creating Google Forms. These were helpful to take survey for assessment, feedback, reviews and to collect details on any area. Teachers encourage students to enroll in the MOOC Courses such as Swayam, Coursera, NPTEL etc. Slido is also used by the teachers to engage the students during an online class. For online classes, PPTs with hyperlinks are used by the teachers to understand the course content better. The institution organizes webinars for the students to have constructive discussion with experts. Teachers and students rely on Shodhganga, J-Gate & Delnet database for enriching their knowledge.

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

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

2.3.3.1 - Number of mentors

10

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

2.4 - Teacher Profile and Quality

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

10

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

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

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

7

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

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

2.4.3.1 - Total experience of full-time teachers

97

| | |
|--|---------------------------|
| File Description | Documents |
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

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

Course-teacher has the flexibility to design the concurrent evaluation tools and techniques in a manner to give a balanced assessment of student capabilities across knowledge, skills and attitude. Examination Committee decides on the number and type of components, its weightage and evaluation method of the criteria as per the guidelines of University. As per the decisions taken in the examination committee, each course teacher decides on the components of continuous internal evaluation and submits it to the College Examination Officer (CEO).

The components for continuous internal evaluation (CIE) are fixed on Attendance (Classroom, Events), Campus Behavior, Mid-term and End Term Examination, Industrial Visits and Teacher Centric Component of Assessment (Assignments / Presentations etc.). The course teacher continuously assesses unit wise student performance and fortnightly discusses it with students for their improvement. At the end of the month, CEO displays the progress of all students based on assessment inputs obtained from the course teacher. Remedial sessions are an integral part of our teaching-learning practice. Reforms in continuous evaluation system are based on findings from feedback analysis which is inclusive of feedback from stakeholders and Mentor.

| | |
|---------------------------------|---|
| File Description | Documents |
| Any additional information | View File |
| Link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/2/2.6.1-%20POs%20PSOs%20&%20COs%20in%20Lesson%20Plan.pdf |

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

The institute has devised an efficient mechanism to deal with examination related grievances which transparent. Rectification of grievances is time bound.

The institute strictly follows the guidelines issued by the affiliating university while conducting internal and semester-end examinations.

At Institute level, an examination committee, comprising of a Director, College examination Officer (CEO), Faculty members, Office staff and students is constituted to handle the issues regarding examination and evaluation process.

Students can register their grievance with Academic Coordinator CEO or Course Teacher or Mentor. On acknowledgement of the grievance, examination committee conducts a meeting for settlement of the same within 24 hours.

The internal marks are displayed on the notice board. If any discrepancy like mistakes in question paper, mark allocation, correction is noticed by the students, the concerned teacher will resolve the discrepancy, and the necessary corrections

will be made. If a student is not satisfied with the marks awarded even after resolved by the teacher, then he may represent the same to the HOD concerned.

The examination committee board and grievance redressal mechanism are displayed in examination centre.

| | |
|---------------------------------|---|
| File Description | Documents |
| Any additional information | View File |
| Link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/2/2.5.2-Internal%20Exam%20Docs.pdf |

2.6 - Student Performance and Learning Outcomes

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

Course Outcomes: Outcome Based Education (OBE), a student-centered learning model, gives prominence to what should be attained by the students on the completion of the programmes.

The curriculum is developed by affiliated University.

Program Outcomes and Course Outcomes for the program offered by the Institute are well defined, clearly stated and communicated to the teachers and the students.

Mechanism of Communication:

During the Induction Program Vision and Mission of the Institute are communicated to the students along with POs of the programme. The faculty members communicate and emphasize on their respective Course Outcomes during their sessions.

The PO 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 and COs are also displayed on the Institute's Website.

The lesson plan of OBE pattern is discussed in the Academic Committee meeting. Minutes of the same are shared with the faculty members. The faculty members prepare lesson plan keeping in mind POs, COs of the program and course content of the respective course. The syllabus designed by the university has well defined POs and COs.

| | |
|---|---|
| File Description | Documents |
| Upload any additional information | View File |
| Paste link for Additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/2/2.6.1-%20PO%20PSOs%20&%20COs%20%20on%20Inst%20Website%202021-2022-%20To%20upload.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

Attainment of Course Outcomes (COs):

1. Calculate the number of lecture hours devoted to the CO which address the PO
2. Develop Mapping of PO-CO Matrix
3. Set targets for COs
4. Computation of CO Direct Attainment and Computation of Attainment Gap
5. Based on the gap identified in the previous semester, the targets to be achieved in the next semester are set.

The 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.

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.

Computation of Attainment of COs in Cxxx (100%)= Direct CO Attainment (45%)+ Indirect CO Attainment(45%) + Course Exit survey(10%)

The CO attainment ensures the attainment of POs and ultimately achievement of Mission and Vision.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/2/2.6.1-%20POs%20PSOs%20&%20COs%20in%20Lesson%20Plan.pdf |

2.6.3 - Pass percentage of Students during the year

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

70

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/2/Result%20analysis-%20Sem%20IV.pdf |

2.7 - Student Satisfaction Survey

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

http://www.aimsbaramati.org/NAAC/AQAR/2021-22/2/Student%20Satisfaction%20Survey%202021-22_Final.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0.5

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

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

3.1.2.1 - Number of teachers recognized as research guides

1

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

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

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

1

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://www.aicte-india.org/schemes/research-innovations-development-schemes |

3.2 - Innovation Ecosystem

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

AIMS innovation ecosystem is so designed as to address, Market demand, leveraging expertise, Dynamic and life-long learning needs, and leveraging information communication technology for social engagement. The Institute provides all the basic infrastructural support i.e., Office space, meeting room, platforms to do networking, management assistance and other support services specific to budding entrepreneurs through Centre for Incubation and Startup. 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 to studentpreneurs.

Centre for Incubation and Startup constitutes a dedicated AIMS Team. Furthermore, in order to create and disseminate fresh and innovative inputs to our students, faculty and others concerned, we recognized as Research Centre of Savitribai Phule Pune University. The Centre 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 SIP 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 | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.aimsaramati.org/NAAC/AQAR/2021-22/3/EstablishmentCertificate_AIMS_Baramati.pdf |

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

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

23

| File Description | Documents |
|----------------------------|---------------------------|
| Report of the event | View File |
| Any additional information | View File |

| | |
|--|---|
| List of workshops/seminars during last 5 years (Data Template) | View File |
| 3.3 - Research Publications and Awards | |
| 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year | |
| 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year | |
| 6 | |
| File Description | Documents |
| URL to the research page on HEI website | http://www.aimsaramati.org/research-innovations-and-extension.html |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |
| 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year | |
| 3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year | |
| 22 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |
| 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings per teacher during the year | |
| 3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/international conference proceedings year wise during year | |
| 6 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |
| 3.4 - Extension Activities | |
| 3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year | |
| <p>Institute has sensitized students and citizens of the City to social issues. It was achieved by collaborating with Baramati Municipal Council (BMC), Baramati, through its active MoU.</p> <p>The initiatives through various awareness drives like Safe Clean and Pollution Free, Diwali Awareness Campaign, Swachh Sarvekshan and E pledge Campaign, Plastic Ban Awareness Drive, Home Composting Awareness Drive, Election Card Awareness Drive, Electric Vehicle Awareness Drive, Eco Holi Awareness Drive, E Waste Segregation Awareness Drive, Clean Water Awareness Campaign</p> <p>Women Cycle Rally for Health Awareness, Cleanliness Drive, Tree Plantation, Solar Water Heater Awareness Drive, Waste Segregation Awareness Drive, and Save Energy Awareness Drives</p> <p>These Activities were carried out under various Government schemas like Swachh Sarvekshan, Mazhi Vasundhara Abhiyan, Institutional Initiatives for Electoral Literacy, State Water and Sanitation Mission, and Save Energy Program.</p> <p>The Institute received certificate of Appreciation from BMC for Active participation and Citizen engagement.</p> | |

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/3/5BMC%201.pdf |
| Upload any additional information | View File |

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

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

1

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

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

16

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

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

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

196

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

3.5 - Collaboration

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

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

10

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

8

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

AIMS infrastructure enables holistic development of the students. Following are the det:

1. Classrooms: Equipped with AIO Systems, Projectors and Audio-Visual systems, they are state of the art.

2. IT Lab and Media Centre: Two computer laboratories provide complimentary and supporting inputs to students after theoretical learning at the classrooms.

3. Cells & Clubs: AIMS has Counselling, Mentorship, Club Activities, Research, Incubation and Start-ups, Entrepreneurship development, Training and Placement and Examination Centre.

4. Board Room: Equipped with internet and best audio-visual effects.

5. Seminar Hall: Best suited for Conferences, Seminars, Workshops, and training activities.

6. Tutorial Rooms: Equipped with study chairs, tables, White Boards and Projectors.

7. Library and Reading room: Possesses digital as well as analogue means of knowledge.

8. Administrative Office: With Thin-client systems at each desk, centralized three-in-one highly configured printer, separate cubicles and document repository.

9. Director Office, HoD Office and IQAC Cell: AIMS Director Office has apt layout, ambience, and accessibility so as to enable e governance.

10. Other Additional Infrastructure:

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 | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | http://www.aimsaramati.org/infra.htm |

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

Facilities for Sports, Games, and Gymnasium are as follows:

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 metre.
12. Kabaddi court 1399.31
13. Kho-Kho court 4650.01
14. Boys gymnasium 3229.17
15. Girl's 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 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 amphitheatre 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 | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | http://www.aimsaramati.org/infra.htm |

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

6

| File Description | Documents |
|------------------|-----------|
|------------------|-----------|

| | |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | http://www.aimsbaramati.org/infra.htm |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

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

29.29

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

Our Library is a learning hub with ultramodern infrastructure and ambience. The automation processes at Library are achieved through Koha Library Management Software and DSpace (Digital Library Software)

The OPAC and Web OPAC module of Library Management System gives our faculty and students an opportunity to browse . Library is fully automated through LMS modules like cataloguing, accessioning ,serial control of the LMS software .

Library users are registered with unique ID in by user tracking system installed on computer system at the entrance of library. Members are given a library card for the use of library.

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:

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

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/4/Scan%204.2.1.pdf |

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

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

4.12521

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

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)**4.2.4.1 - Number of teachers and students using library per day over last one year**

10

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

4.3 - IT Infrastructure**4.3.1 - Institution frequently updates its IT facilities including Wi-Fi****IT Infrastructure-**

1. 24*7 Internet Connectivity
2. 60 PCs Computer Lab, Printer, Gigabit Switches, Licensed Software Store.
3. Library Management System, Library DSpace.
4. Centralized LAN Printer in Administrative Office
5. ICT Enabled Infrastructure
6. Dedicated Server Room
7. Wifi Connectivity
8. Firewall- FortiGate® 100E SeriesFG-100E & FG-100EF Next Generation Firewall, Secure SD-WAN, Secure Web Gateway.
9. Printers- Faculty Room, Director Office, Administration office, Library, IT Lab, IQAC Cell, Entrepreneurship Development, training and Placement Cell
10. Audio – Video Systems - Media room, All Classrooms, Seminar hall Board room.

Updating Mechanism for IT facilities:

Top priority is given to update IT infrastructure. Institute maintain licensed software and update them regularly twice in a year as per the requirements. IT Lab Coordinator and Lab Assistant takes care of all the updates and new purchases for IT facilities at our Institute. "Updation policy" is displayed at IT lab. The Institute has a separate budget for updating IT infrastructure.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/4/4.3.1.pdf |

4.3.2 - Number of Computers

111

| | |
|-----------------------------------|---------------------------|
| File Description | Documents |
| Upload any additional information | No File Uploaded |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. \geq 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

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

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

12.11

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

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

Institute is 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.

Institutional mechanisms for the maintenance and upkeep of the infrastructure, facilities and equipment of the Institute as follows:

1. An administrative committee to look after the requirements of purchase and updating 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 | Documents |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | http://www.aimsaramati.org/infra.htm |

| STUDENT SUPPORT AND PROGRESSION | |
|---|---|
| 5.1 - Student Support | |
| 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year | |
| 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year | |
| 208 | |
| File Description | Documents |
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |
| 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non-government agencies during the year | |
| 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year | |
| 0 | |
| File Description | Documents |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |
| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | A. All of the above |
| File Description | Documents |
| Link to Institutional website | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/5/5.1.3.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |
| 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 85 | |
| 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 85 | |
| File Description | Documents |
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies | A. All of the above |

Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

56

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

0

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

0

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

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

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

0

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

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

Institute ensures active participation and contribution of students in the process of decision-making. Students get ample opportunities to involve and support the authorities in planning and implementing the Co-curricular and extra curricular activities, academic and administrative matters of the institution.

Institute ensures involvement of Students by their active participation on following academic and administrative bodies:

1. Student Council
2. College Development Committee
3. Administrative Committee
4. IQAC Committee
5. Examination Committee
6. Library Committee
7. Student Grievance redressal Committee
8. Internal complaint Committee
9. Institution- Industry cell
10. Research Committee
11. SC, ST, OBC, Minority and PH committee

Apart from above-mentioned committees, all students actively contribute in various events viz. Intaglio Series (Management Fest), National Conference, Collage competition etc. by administering the committees such as Compering, Registration, Social Media, Decorations etc. Institute organizes outstation industrial visits to companies outside the Maharashtra. The entire planning of this visit is carried out by students nominated on the placement Committee. Students indigenously handle the publication of Institute Magazine 'AIMS Timeline'. The sports and cultural activities such as fresher's day, cultural days, sports days, farewell function etc. are entirely planned and executed by students guided and supported by faculty members. Based on competitions held during fresher's day, senior students nominate one boy and one girl student from the first year batch as Mr. and Miss fresher and eventually they are nominated as class representatives. The nominated student representatives are actively involved in planning and implementation of academic actives at Institute.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/5/5.3.2%20Students%20representation%20on%20various%20Committees.pdf |
| Upload any additional information | View File |

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

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

11

| File Description | Documents |
|------------------|-----------|
|------------------|-----------|

| | |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

5.4 - Alumni Engagement

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

The Institute has a registered Alumni Association (AIMS Alumni Association). AIMS Alumni with their presence in various companies of national and international repute, has been contributing in our Training & Placements, Industrial Visits, Guest Lectures and events and pursuing their entrepreneurial goals within and outside Pune district, bringing name and fame to AIMS. We describe our Alumni Meets as "Sojourn at AIMS". Their 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. The same has been made available in our dedicated AIMS Alumni Web Portal. Several alumni who have been benefited through the AIMS's Centre for Incubation and start-ups where they interact and share their experiences with the mentors to further strengthen the entrepreneurship development initiatives. While AIMS has been immensely benefitted financially, ideologically 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 out Institute.

| | |
|---------------------------------------|---|
| File Description | Documents |
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/5/AlumniInvolvement.pdf |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

| | |
|-----------------------------------|---------------------------|
| File Description | Documents |
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Advisory Board Meeting takes place once in a year in which a year-round strategic plan is devised and approved, whereas Governing Council meeting takes place once in a year in which monetary issues for bringing the plans into practice are discussed and decided. CDC comprises Management Members, Directors, Staff, and Student representatives. All time-bound action plans are formulated in the meetings and minutes of the same are drafted and then subsequently communicated to the concerned committees for the necessary execution.

Statutory Committee

Institute Committees

Cells and Centres in Institute Clubs in the Institute

Governing Council

IQCA Research Cell

College Development Committee

Academic Committee

Training and Placement Cell

Advisory Board

Examination committee

Entrepreneurship Development Cell

Administrative Committee

Right to Information (RTI) Committee

Centre for Incubation and start-up's

SC, ST, Minority, OBC, PH Committee

Representatives of Faculty are members of the Advisory Board, Governing Council, and CDC. The liaison between Management and faculty. Their involvement and participation are active in various committees, cells, and clubs of the Institute.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsaramati.org/NAAC/AQAR/2021-22/6/6.1.1%20Institutional%20Vision%20and%20Leadership.pdf |
| Upload any additional information | View File |

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

Participative management is at the core of all activities of the Institute. Since its inception, Institute practiced Decentralization in Curricular, Co-curricular, and Institute Development activities. The academic workload and event allocation are done at the beginning of the academic year in the faculty meeting by considering areas of interest and preferences of faculty members. International Multilingual Conference and Leave Management are two activities that signify decentralization and participative management.

International Multilingual Conference: The Institute was conducted an International Multilingual Conferences on 24th July 2021 on title "Human Values and Biz Tech at the Crossroads" on significant Social, Cultural and Industrial issues since its inception. The planning of the Conference sequel starts with the completion of the preceding one. Plans were prepared with management permission/ consent, with the participation of all the faculty members and administrative staff along with students. Taking cognizance of the same, Management offers appreciation, encouragement.

Leave Management: The Institute has decentralized and participative leave management practice such as Causal Leave sanctioned by Head of the Institute and Compensatory Holidays is first sanctioned by Secretary and Second by head of the Institute. Management lends a supportive nature at the time of sanctioning leave of faculty members and administrative staff.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsaramati.org/NAAC/AQAR/2021-22/6/1.%20InternationalMultilingualConference%20and%20CL%20COff.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The vision, mission, and objectives of the Institute are clearly stated. Institute has developed a strategic plan to achieve the stated objectives. The plan is made for a time span of 5 years. The strategic plan along with financial implications is approved by the decision-making bodies of the Institute. The objectives and short-term plan for Various areas of operation. The deployment document is containing a checklist of activities with the timeline that is prepared to effectively deploy the framed strategies. The Head of the Institute continuously assesses the attainment of objectives of each key area and takes the corrective measures as, and when required.

Head of the Institute finetunes the strategies of the Institute as per the changes in the external environment. The Institutional values serve as an ethical foundation for strategic planning. The planning is effective in terms of meeting organizational goals and nurturing the organizational value system. values the institute involves all stockholders.

The review meetings are conducted periodically to know the progress and to eliminate deviations in goal achievement. The performance of all staff members is liked with the assigned goals and their actualization. The review is proactively conducted every semester.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/6/6.2.1%20Vision%20%20Mission%20Goal%20Attainments%20Link.pdf |
| Upload any additional information | View File |

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

The Institute has Advisory Board, Governing Council, and College Development Committee (CDC) 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 a faculty meeting in which the academic coordinator and College Examination Officer (CEO) are nominated who are accountable for planning academic activities, and smooth functioning of exams respectively. The latter 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. CDC, another statutory body of the Institute comprises the Director, CEO, IQAC coordinator, and other respected members who finalize the prospective plan for academic programs. The administrative department of the Institute is headed by the Office Superintendent (OS). His prime duties are related to eligibility, admission and, compliance (if any) to regulatory authorities. 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 the transparent mechanism is evident from the structure itself.

| File Description | Documents |
|---|---|
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/6/6.2.2%20Organogram%20&%20Service%20Rule%20Book.pdf |
| Link to Organogram of the institution webpage | http://www.aimsbaramati.org/about-us.html |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

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

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

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

The welfare provisions at our Institute are as below:

1. Staff is provided with an advance amount before the Diwali festival without interest and the same is deducted in EMIs.
2. Provision of EPF is made for employees.
3. A free dress code is also provided for the staff members.
4. Wards of staff at AIMS are given special preference for admission at Anekant English Medium School (AEMS), a sister concern of AIMS
5. Free accommodation within the campus is provided to the faculty.
6. Medical leave is granted to the staff.
7. Duty leave is also provided to the faculty for attending FDPs, Workshops, Conferences, Seminars, Research Work, and Higher Studies.
8. Compensatory off is given to the staff if they work on holidays.
9. Group Insurance scheme for all staff members.
10. Eco-friendly working environment.
11. Ergonomically designed workstation.
12. RO water purifiers and coolers are installed for drinking water.
13. Provision of sick room for staff members.
14. First Aid Kit and Doctor on call facility is available during an emergency

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/6/6.3.1%20Welfare%20Policy.pdf |
| Upload any additional information | View File |

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

8

| File Description | Documents |
|------------------|-----------|
|------------------|-----------|

| | |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

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

2

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

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

7

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

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

The performance evaluation categories are selected considering development needs of the Institute and keeping student development at focal point. Performance of faculty members is evaluated at the end of academic year. The benchmarking is done for performance reading as score below 120 is very poor and score above 301 is excellent out of 335.

Evaluation on the basis of following category:

Category A: Faculty General Profile

Category B: Teaching Learning & Evaluation Activities is evaluated considering areas like number of sessions taken, syllabus covered, Innovative teaching learning methodology and result of final examination.

Criteria C: Co-curricular, Extension & Professional Development, variables like guest lecture, Industrial visits, Alumni programme, Mentoring, Bridge courses, administrative work of the Institute, FDP, Workshop in Institute, participation in academic bodies.

Criteria D: Patents, Research & Academic Contribution Variables like number of research publications in academic year, research grant fetched from university and other bodies, Books Published & Consultancy are attended are considered for evaluation.

Criteria E: Contribution in Institutional Branding is evaluated against standard check sheet. Activities like placement activity, admission activity and outreach activities are considered for institute rating.

Evaluation by Head of the Institution & Management against standard rating check sheet.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/6/6.3.5%20Final.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

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

Institute has done the Audit for the Financial Year 2021-22. This Audit is called Statutory Audit. M/s. V.A.Dudhedia & Co., Pune appointed as an auditor by Institute. M/s. V.A.Dudhedia is a well known and authorized Chartered Accountant firm from Pune District.

Audit has done on 3 terms -

1. Internal Audit done by Accountant under guidance of Office Superintendent and under observation of Director. All transactions are done through bank only. There is a no any cash transaction happened in the institute. In every month end bank was tallied with reconciliation.
2. Quarterly Internal Audit also had done by Auditor and institute follows the suggestions of Internal Auditor.
3. Annual Statutory Audit happened by the end of the Financial Year. And after audit the suggestions and changes shown in the audit institute implement in the next Financial Year.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/6/AIMS%20Balancesheet.pdf |
| Upload any additional information | View File |

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

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

0.26750

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

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

Institute has his own expenses. So Institute has raised the funds from student fees. But sometimes scholarship cannot be received on time. At that crucial period Institute received advance from our Trust Anekant Education Society on the return basis. Institute gives the amount to Society after receiving scholarship. This is the strategy for fund mobilization and optimal utilization of Institute. Institute gives the usage charges yearly to Society for using the premises. As per AICTE norms Usage Charges give to the Society by the Institute. Institute use the PAN No. of

society for deducting the TDS of various parties or vendors. Yearly TDS amount reflected in the Society's account.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsaramati.org/NAAC/AQAR/2021-22/6/AES%20Ledger.pdf |
| Upload any additional information | No File Uploaded |

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes through following activities:

1. Cooperation Initiated through MoUs
2. Teachers Development through FDPs and Visits
3. AAA Workshop Participation
4. Liaising with NAAC
5. AQAR data collection, Submission, Updates
6. Contribution in Audits
7. Web upload Updates
8. NIRF initiation, Follow up
9. Participation in the NAAC workshop
10. Participation in the NAAC Webinar on NEP
11. Shared Quality Mandate by UGC
12. Reconstituted IQAC Committee
13. Conducted Regular Meetings
14. Shared NBA SAR for reference
15. Created platform for Supportive Document
16. Contribution in Anti Plagiarism Testing Software
17. Contribution in IT Infra updating
18. NAAC Funded conference Application
19. Performance Appraisal System
20. NAAC-Work Allocation Update
21. Awareness initiated for Revised Manual of Affiliated Colleges

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsaramati.org/NAAC/AQAR/2021-22/IQAC/IQAC%20Annual%20report.pdf |
| Upload any additional information | View File |

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

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

1. Quantitative Matrices Assessment for NAAC
2. AQAR Review Activity
3. FAQ Shared
4. Audit SOP Shared
5. Microsoft Teams Proposal for Systematic Online Classes/Lectures initiated
6. Contributed in Incubation Centre Development
7. Performance Review of Report prepared
8. Contributed in Plagiarism Software Inclusion
9. Initiated Case Study based teaching
10. SSR Review Activity
11. Committee Updates
12. Quality in Research enhanced-Research Strategies Finalization
13. Sharing of Best Practices in Admission

14. Under performing Matrices Evaluated
15. Add on-New Courses Plan -Proposed
16. Adherence to Academic Calendar enhanced
17. Best Practice reviewed
18. AQAR Draft Review Activity
19. Distinctive Practice reviewed
20. Outcomes of Faculty Visit prepared and shared
21. MoUs Signed
22. Motivated for participation in UHV FDPs
23. Review of AQAR
24. Submitted 3rd AQAR
25. AQAR Upload in HEI Website
26. Submission of NAAC Review Report
27. NAAC Sponsored Conference Applied
28. Shared NBA SAR for reference
29. Shared NAAC Opt Out New Rule
30. Proposed PA System
31. Reviewed PO Attainment
32. Shared Preparedness for NEP

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | http://www.aimsaramati.org/NAAC/AQAR/2021-22/IQAC/IQAC%20Annual%20report.pdf |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | http://www.aimsaramati.org/NAAC/AQAR/2021-22/IQAC/IQAC%20Annual%20report.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Tejaswita Club and Women Grievance Cell are established with the aim to promote Women's Empowerment and Gender Equality. Each year Activities are conducted by Girl students of Tejaswita Club:

1. To offer professional counseling to MBA female students.
2. To engage in gender sensitive communication
3. Creating a student code of conduct that promotes gender equality.
4. To provide counseling at the level of a professor/mentor or a psychologist.
5. To organise cultural/sports competitions based on gender.

The Annual Gender Sensitization Plan of A. Y. 2021-22 is prepared by the Club members and it is attached herewith.

Following activities were undertaken in the A. Y. 2021-22

Club arranged a Guest Lecture on Zoom Meeting for students on Gender Equality which was held on 14/09/21, Tuesday between 11.00 AM to 11.45 PM .The lecture was given by Adv. Mrs Priya Gujar- Mahadik, Baramati 27 students were present for this lecture.

Club arranged the Guest Lecture for students on Women's Laws & Gender Sensitivity Rights which was held on 08/03/22, Monday between 11.00 AM to 12.15 PM .The lecture was given by Adv. Mrs Seema Londhe, Baramati 34 students were present for this lecture on the occasion of Women's Day.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/7/7.1.1%20Annual%20gender%20Sensitisation%20Plan%202021-22.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/7/7.1%20Facilities%20Photos%202021-22.pdf |

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

A. 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

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

AIMS Baramati is committed to protecting the environment, health, and well-being by implementing effective waste management practices such as segregation, recycling, and composting. Our Environmental Policy helps awakening students, staff, and faculty members to control their "throw-away" lifestyles and raise their awareness of the importance of producing less waste has also been implemented. Our housekeepers, gardeners, and sweepers all contribute to waste separation.

Solid waste is separated at the source and collected by the Baramati Municipal Council (BMC) for proper disposal to the BMC Baramati dumping yards.

We have Authorized Vendors for Recycling of E-Waste. Satyam Copiers Pvt Ltd, Baramati

We have Paperless & Digitalized Offices.

We Use Google Classrooms & E Library in Academics.

For waste separation, dustbins have been placed throughout campus. BMC staff collect waste food and leftovers from the mess and cafeteria. Kitchen waste is used in a Bio Gas plant on campus to generate methane gas. It is then put to use in the Canteen.

The Institute has contracted with Satyam Copiers Pvt Ltd, Baramati for the sale/recycling of E-Waste. Annually, collected e-waste is stored and disposed of. Students are also educated on E-Waste issues and how to properly dispose of it.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

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

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | No File Uploaded |

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

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

B. Any 3 of the above

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

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

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |

| | |
|--|---------------------------|
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | No File Uploaded |

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

AIMS organized and conducted 8 online programs to build and promote an environment for ethical, cultural, and spiritual values among students and staff in order to build a nation of youth who are noble in their attitude and morally responsible. Commemorative days are held with the initiative and support of the administration to foster emotional and religious feelings among students and faculty, not only for recreation and amusement but also to foster a sense of oneness and social harmony.

Days Celebration Record for A. Y. 2021-22 is as below:

1. "Program on Zero Discrimination Day" dated 01/03/2022 (Tuesday)
2. "Program on World Day of Social Justice" dated 20/02/2022 (Sunday)
3. "Program on International Human Solidarity Day" dated 20/12/2021, (Monday)
4. "Program on World Humanitarian Day" dated 19/08/2021, (Wednesday)
5. "Program on National Unity Day" dated 31/08/2021, (Sunday)
6. "Program on Sadbhavana Divas" dated 21/08/2021, (Saturday):
7. "Program on Gandhi Jayanti" dated 02/10/2021, (Saturday)
8. "Program on Maharashtra Din" dated 01/05/2022, (Saturday)

All the program reports are attached herewith.

In this way, the Institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony toward cultural, regional, linguistic, communal socio-economic and other diversity are reflected.

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

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

In A. Y. 2021-2022 Faculty members and student of our Institute participated in the following:

1. 8 activities related to Day's Celebration: These activities were instrumental in creating awareness towards values, rights, duties, and responsibilities as prescribed in the Indian Constitution.
2. Academic Courses: Second year students studied a Course titled "Constitution of India". First year students studied Courses on Human Rights and Cyber Security. These courses oriented students towards their constitutional obligations.
3. Extension Activity: Students of MBA I and II years participated in Extension activities conducted under Swatch Bharat Mission and Swatchh Sarvekshan. These activities sensitized students towards duties and responsibilities of Environment protection and Cleanliness in Society.
4. The institution has set up Anti-ragging Committee, Women Grievance Redressal Committee, SC-ST-OBC & PH Committee which assists the needy students.

Enclosures:

1. Days Celebration Reports
2. Academic Coordinator Report
3. Extension Activity Reports
4. Statutory Committee Registers

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/7/Constituional%20Sensitivity.pdf |
| Any other relevant information | http://www.aimsbaramati.org/NAAC/AQAR/2021-22/7/7.9%20Other%20Upload.pdf |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

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

In A. Y. 2021-22, AIMS Baramati, celebrated and organized national and international commemorative days, events and festivals on 30 different occasions. The list is enclosed herewith. Sanyukta Club and Tejasvita Club is student driven and faculty monitored clubs in the Institute. Members of the clubs plan and conduct national and international days. They also volunteer to conduct Theme based events and celebrate festivals. The Institute adheres to notices from UGC, AICTE and Government of Maharashtra for conduct of day's celebrations, events and festivals. Timely uploads on concerned authority websites is practiced. The celebration of the commemorative days is included in Academic Calendar and accordingly the activity planning is done. Institute encourages celebration of Tradition festivals and events. All these efforts help to develop a sense of pride towards the nation and inculcate Indian values among student, staff and faculty members.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

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

Best Practice 01:

Title: Value Education to Students through Universal Human Value (UHV) Certification Program

The Institute envisages becoming a socially accountable Institute of excellence which conserves, creates, and imparts pertinent knowledge and values to students. The value of an entity is its participation in the larger order of which it is a part. Value has to do with the participation of a unit in the larger order.

Participation of Students in this Program along with academic sessions increased students' involvement in social and ethical issues which resulted in their extra-curricular performance. By virtue of the above activities, students of the Institute got certified by AICTE.

Best Practice 02:

Title: Registering Students on AICTE Internship Portal to make them 'Ready for Job'.

Students at AIMS - Baramati immediately after confirmation of their admission in the Institute are guided to register themselves on AICTE's Internship Portal. After successful registration and uploading the required documents, students start receiving the internship opportunities in various companies.

Around 240 students successfully got registered. Participation of Students in this drive along with academic sessions increased students' involvement in their career orientation and enhancement activities which resulted in increase in placement percentage of the Institute.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | http://www.aimsaramati.org/best-practices.html |
| Any other relevant information | http://www.aimsaramati.org/NAAC/AQAR/2021-22/7/2021-22%20Best%20Practice%2001.pdf |

7.3 - Institutional Distinctiveness

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

MoUs with Colleges: Connecting to Rural India to Enrich Students' Skillsets

Anekant Institute of Management Studies is a student centric Institute. Since its inception, the Institute has taken enormous efforts to connect with the students from Rural India to promote and inculcate the various skillsets required in changing Industrial Scenario. For this purpose AIMS undergo through MoU with Schools/Colleges/Institutes/Social Bodies of various rural places surrounding Baramati and conducts at least one activity per year at each place.

The following is a list of Schools/Colleges/Institutes/Social Bodies:

- Eknath Sitaram Divekar College of Arts, Commerce and Science, Varvand, Taluka Daund, Dist. Pune
- Tuljaram Chaturchand College of Arts, Science and Commerce, Tandulwadi Road, Baramati
- Nature Friends Organization, Baramati
- Janaseva Gramin Vikas va Shikshan Pratishthan, Yavatmal
- Environ Foundation Pune
- Baramati Municipality Council, Baramati
- Mugutrao Sahebrao Kakade College, Someshwarnagar, Baramati

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

7.3.2 - Plan of action for the next academic year

The HEI has plan of action for the next academic year is as follows:

1. To monitor and ensure the NEP implementations
2. To monitor feedback mechanism on quality-related institutional processes
3. To focus on Learner Level Assessment and Add on Courses
4. To ensure the active representation of students on various Functional Committees

5. To coordinate the quality related activities as per Academic Calendar
6. To maintain the documents as guided by NAAC
7. To update the IT infrastructure
8. To organize Students Training Programs, staff Development Programs
9. To review and monitor the performance of various areas of operations
10. To sensitize students toward social values