



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ABHINAV EDUCATION SOCIETY'S INSTITUTE OF
MANAGEMENT AND RESEARCH**

S NO 23/3/2/2, A/P NARHE, TAL - HAVELI, PUNE

411041

www.aesimr.org

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Abhinav Education Society's Institute of Management And Research

Abhinav Education Society's Institute of Management And Research has set precedence with its excellent academic track record and unique teaching learning process. It was established in the year 2007 with the MBA Programme and in 2008 with MCA Programme.

Highlights

All the courses are affiliated to Savitribai phule university and MBA & MCA Programmes are approved by AICTE, New Delhi.

We have excellent infrastructure facilities, which are on par with best of B-Schools in India & abroad.

We have full time, highly qualified and experienced faculty members who are experts in different disciplines of Management and Computer studies.

The academic performance of all batches of MBA so far has been exemplary with our students inevitably topping the Merit List of Savitribai phule university.

Our Library houses more than 5000 books and journals and periodicals. The Library facility is available to the students for all days.

Affiliation

Affiliated to Savitribai phule university Ganesh Khind, Pune – 411007

Teaching Learning Process

Our approach to instruction is innovative and comprises a blend of lectures and interactive sessions in which case studies, simulations, management games and real life business situations are analysed and interpreted. Each method is oriented towards achieving the objective of the course and to develop our students as fit product for the industry. The objectives and goals of each programme are as follows:

- To encourage students to analyse, interpret and evaluate business problems/ situations. To provide basic analytical tools required by managers, including fundamental concepts and principles from various functional areas.
- To develop skills in using these tools in an imaginative, problem solving capacity.
- To create the ability to make and carry out decisions.
- To develop basis for dealing effectively with others, both in written and oral communications.
- To encourage continuous learning from experience.

Vision

AESIMR solemnly commits itself to providing necessary learning resources, both physical and human, to enlighten, inspire, and groom its students so that with the knowledge, skills, and values imparted, they can shine in their professional careers and help India realize its long-cherished dream of becoming an economic super power.

Mission

1. Our mission is to become a centre of excellence for nurturing creativity and encouraging entrepreneurship, technology-intensive knowledge and enhancing employability, the holistic development of students, and teaching and quality research in the fields of management and computer applications.
2. To bridge the gap between industry and academia by framing syllabuses for certificate based on industrial and societal needs.
3. To promote ethical and value-based learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Conducive working environment both for faculty and staff leading to faculty and staff retention.
- Committed and dedicated teaching staff with a large number of PhDs (05) and pursuing PhD (06).
- Activities undertaken to promote social welfare and inculcate a sense of social responsibility.
- Research environment and importance given to faculty and student research.
- State of the art infrastructure with wifi campus.
- Awards given to promote Management Excellence, Social Entrepreneurship and Alumni Achievement, Quality Research, Entrepreneurship and Academic achievement.
- Continuous progressive evaluation system for students
- Participative Management.
- Large number of initiatives undertaken for supporting a number of slow learners and students from diverse backgrounds.
- Comprehensive system which ensures a platform to promote faculty students and staff development.
- Strong Industry linkages.

- Use of Innovative teaching.
- Emphasis on holistic development of students.
- Management encourages faculty to pursue research. Some of the teachers are also guides.
- Constitution of various committees involving teaching and nonteaching staff for decentralised administration
- Several facilities for sports exist. Outdoor auditorium is also used for indoor sports like table tennis, ball badminton and Shuttle badminton. Good basketball stadium. Large play field for cricket, football and other outdoor games.
- The college library has rare academic and scholarly books [with 5,500+ books stacked] with an N-list e-resource facility. Separate e - library equipped with 5 computers and internet broadband unlimited facility for browsing and accessing e – resources.
- Book Bank facility exclusively created for SC/ST students where 3 books are provided per student.
- Adequate and exclusive rest rooms for boys, girls and staff members
- Student support systems – scholarships , co-curricular activities, career and guidance cell, placement cell
- Transparent admission policy in accordance with the Maharashtra state ARA (Admissions Regulating Authority) Act .
- Conduct of conferences / Seminars / Workshops / Literary activities at regional, state and national levels frequently to compliment the Teaching- Learning process. Teachers and students are deputed to participate in same.
- The Institution has an effective counseling cell and it is successful in instilling self confidence among students.
- Field/industrial visits are arranged for students.
- Interactions with eminent persons from industry and research institutions is enabled

Institutional Weakness

- Institute is not a degree awarding body.
- Lack of flexibility in admitting students to MBA, MCA programs.
- Lack of flexibility in introducing innovative and job/entrepreneurial development degree program.

- Lack of Hostel facility for the outstation students

Institutional Opportunity

- Establishment of an independent research Centre to promote research activities.
- Seek financial support for major research projects from agencies like SPPU, AICTE, etc. in addition to more minor research projects.
- Introduction of some more Add-on courses in different subjects under collaboration with industry
- MOU's with industries for add on courses and interaction which ensures greater employability.
- Develop question bank, e – learning content and upload on the college website for use by slow learners as well as by advanced learners.
- Strengthen the remedial coaching classes with more stringent monitoring mechanisms.
- Conduct more invited lectures by eminent people on social values, latest research topics, industry advancements, etc.
- Better monitoring mechanisms through development of MIS software customized to AESIMR
- To be one of the globally recognized Institutions of Management.
- Introducing foreign languages certificate courses with eminent authorities/ Institutes.

Institutional Challenge

- Students with diverse backgrounds with diverse needs.
- Enhancing the number of students opting for entrepreneurship.
- Recruiting highly experienced faculty.
- More autonomy in the admission procedure to attract students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Abhinav Education Society's Institute of Management and Research (AESIMR), adopts a dynamic educational

approach, combining theoretical knowledge with practical applications such as case studies, simulations, and management games.

With a vision centered on providing comprehensive learning resources and fostering an inspiring environment, AESIMR aims to contribute to India's journey as an economic superpower. The institution prioritizes the development of analytical skills, decision-making abilities, effective communication, and collaborative temperament, preparing students for success in their professional careers.

In terms of curricular planning and implementation, AESIMR adheres to the academic calendar of Savitribai Phule Pune University. The institution's curriculum execution involves detailed planning through director-HOD meetings, academic calendars, lesson plans, course files, and academic files. Monitoring mechanisms include regular reviews, internal assessment tests, tutorial and remedial classes, and the incorporation of e-learning resources. Extracurricular activities such as seminars, industrial visits, workshops, on-the-job training, and guest lectures further enrich the learning experience.

The institution demonstrates academic flexibility by offering 58 certificate / value-added courses and MOOCs, SWAYAM, NPTEL online courses, with a commendable 100% students enrolling and successfully completing these courses over the last five years.

Curriculum enrichment is evident through the integration of cross-cutting issues like professional ethics, gender equity, human values, environment, and sustainability. Specific courses and activities reinforce these values, providing students with a holistic educational experience.

Encouraging practical experience, AESIMR actively involves students in project work, fieldwork, and internships, with a significant 72.05% participation rate in the latest academic year.

The institution's robust feedback system involves various stakeholders, with collected feedback analyzed and acted upon, fostering transparency through reports hosted on the institutional website.

In conclusion, Abhinav Education Society's Institute of Management and Research stands as a committed institution, offering a comprehensive and quality learning experience through its dynamic educational approach, flexibility, enrichment initiatives, and a strong feedback system.

Teaching-learning and Evaluation

The faculty in AESIMR balance teaching and research. However, in Departments where substantial number of students are from socially weaker sections of society, more attention is given to those students. Students who studied in a regional medium are provided free coaching to improve their written and spoken English skills. Also, we provide bridge course to improve basic fundamental of core-subjects. Teachers combine traditional teaching methods with use of modern teaching aids. Faculty prepare lecture plans and also maintain the record. Feedback is obtained from the students to ensure that teaching is student-centric.

Remedial classes are organized for students who have problems coping with the

class work. ICT is used to ensure 24x7 learning environment. In addition to the core courses, the students

enrolled in programmes under the Choice Based Credit System (CBCS) are offered a range of optional courses, both within their respective departments as well as in other departments.

The Evaluation process is transparent. Students are evaluated in a continuous assessment system, comprising written examinations, class seminars, and assignments.

Research, Innovations and Extension

The AESIMR encourages its faculty to submit research proposals, and conduct research for which a Director at Institute has been in place to facilitate the research and extension activities. Institute organizes workshops and sensitization programs to create research spirit among teachers and students. Some faculty members at individual level got research projects sanctioned, like 8.5 lacks designing & development of predictive model for Stock Market & grant for Solar Equipment & computer purchase. Some of which have been successfully completed and a few in progress. Many teachers in the Institute has published their research papers in reputed National and international journals with good impact factors.

The institution is also actively involved in extension activities to help society by its services. Also organizing blood donation camps, environmental awareness programs, etc.

Infrastructure and Learning Resources

The AESIMR, follows All India Council for Technical Education (AICTE) norms and Savitribai Phule Pune University (SPPU) guideline and fulfills infrastructure facility. All the classrooms and computer lab have been equipped with multimedia facilities. The institute has well equipped spacious and well ventilated 6 classrooms connected with smart board and LCD Projectors. & . Each Classroom is 66 sq.m The institute has one seminar hall and auditorium of 264 sq.mt.with seating capacity of 300 Students. The well ventilated seminar and auditorium is equipped with podium, mounted LCD Projector and Internet facility. Institute has all administrative. Instructional, amenities area as per AICTE norms. Institute has all common facilities like Boys & girls common room, Placement cell, Store Room, Security cabin, Exam. Control room, Toilets, Board room, conference Hall, HOD cabins, Maintenance section, Gym, Director Office.

The AESIMR library is situated on the first floor of the college building; it has carpet area and Reading hall about 150.Sq. M

Total No. of Volumes- 5497(MBA-3591 and MCA 1906)

1. Total No. of Titles -1999(MBA-1246 and MCA 753)
2. Total No. of Print Journals-14

The library provides online access facility to the student and faculty member to the National reputed database like UGC N-List. In addition databases provided under the Government of India initiative such as Shodhgangotri, Shodhganga, e-shodhsindhu, NPTEL, Swayam etc.

LAN Facility There are 10 access points and 26 CCTV cameras.100 Mbps of internet connectivity is shared

across the institute. 100 Laptops are provided to all department labs with configuration of Intel core i3, i5 (2nd, 4th and 7th generation) 4GB and 8GB RAM, 500GB and 256 GB SSD hard disks with LAN & Wi-Fi connectivity. Software Windows XP & open source operating systems such as Fedora, Ubuntu. Printers 05 Laser jet printers, 2 photocopier machine and 3 scanners are provided across the Institute for academic and administrative purposes.

Outdoor Games: A spacious play ground is available. Outdoor games like Cricket, Football, Volleyball, Basketball, Badminton, etc with floodlights. **Indoor Games:** Facilities for the indoor games like Badminton, Table Tennis, Chess, Carrom, etc.

Student Support and Progression

AESIMR has always been a student-centric institution. Student mentoring and support has been a primary focus of the Institute. The students are mentored from the time of admission up to the completion of their course at various levels. Every class has a teacher assigned to counsel and mentor the students.

During their academic journey, students can avail of a number of support systems and services for information, academic and career guidance, financial, co-curricular and extracurricular activities. The Information Desk in the Administrative Block provides necessary information for students on all aspects. The academic calendar gives information on the academic schedule and curriculum. All departments have associations under the auspices of which students can interact with eminent academicians and Industrial experts. Students can make use of the library for reference work, computer lab and internet services for browsing. The scholarship section provides information on various financial support schemes. The Equal Opportunities Cell caters to the welfare of SC/ST students, including dissemination of information about financial support, and conducting special classes for preparing students for civil services examinations.

The Placement Cell arranges for campus recruitment.

Other support services include redressal of Students Grievances Cell, Placement Cell, Alumni Associations, and canteen. Girl students can address their grievances to the Women Grievance Cell (which also addresses sexual harassment cases). Students in need of counseling have access to professional counselors. Divyang cell for specially abled students.

The institute provides the Yoga, gymnasium and sports ground & utilities for the overall inculcating healthy lifestyle.

Governance, Leadership and Management

Abhinav Education Society's Institute of Management & Research (AESIMR) actively engages stakeholders through decentralized, participative management, aligning with NEP 2020. The strategic plan emphasizes skill-based programs, improved teaching standards, and the IQAC ensures a commitment to quality education and also the information provided covers several criteria related to faculty empowerment and staff welfare, implementing measures such as medical and maternity leave, earned leave, gym access, fee concessions for staff wards, multicultural celebrations, sponsorships for conferences, and financial support for higher education. Various facilities, including food centers, internet, and Wi-Fi, contribute to a conducive work environment. Faculty development is actively supported through tours, sports activities, individual cabins, and initiatives like

the Faculty Abroad Program.

The performance appraisal system for teaching staff at the institution involves self-assessment and evaluations by the director, incorporating valuable student feedback. There's a notable increase in financial support for conferences, underscoring the commitment to professional development for teachers. Robust financial management, subject to regular internal and external audits, covers critical processes such as admission, HR, payroll, procurement, and statutory compliance. The budgeting process allocates funds for infrastructure, maintenance, and activities, with student fees as a significant income source. External auditors ensure transparent and unbiased financial evaluations.

In summary, AESIMR's commitment to transparency, inclusivity, and sustainability is evident through a comprehensive set of policies addressing admission, administration, education, examination, quality assurance, and various other facets. The institution actively engages in faculty and staff development, aligns with NEP guidelines, and strives for continuous improvement through a robust quality assurance system, ultimately aiming for excellence, inclusivity, and sustainability in education.

Institutional Values and Best Practices

AESIMR has focuses on the Institutional Values and Social Responsibilities

The institution has to present Gender equity promotion programmes, its sensitivity to issues like climate change and environmental issues, how it is following environment-friendly practices, Measures taken for energy conservation, Rainwater harvesting details, Waste recycling (solid/liquid waste management, e-waste management), Details relating to the facilities created for the differently abled (Divyang friendliness), Concern for human values and professional ethics etc.

A best practice is supposed to be any practice/practices that have been for betterment of institute. It should be one internally evolved and made a positive impact on the regular functioning of the institution. These are not prescribed but evolved and are innovative in their approach/functioning. These practices may be in respect of teaching-learning, office practices, maintenance and upkeep of things or dealing with human beings or money matters. How the best practice resolved some difficulty or brought greater ease in working should be highlighted. The relevancy of the 'best practices within the institutional context functioning is to be highlighted.

The Mentor-Mentee system has made a qualitative difference in the academic performance and instilled self-confidence among students. Each faculty member monitors the academic progress of a group of students and guides them to shape their professional career besides dealing with personal issues. The mentors also interact with the parents if necessary.

Various committees have been constituted to address different issues in the Institute including exam reforms, security, projects and consultancies, anti-ragging, sexual harassment, hygiene and sanitation to name a few. This practice has led to more emotional investment on the job, better governance, quicker redressal and decision making. The Institute has put several mechanisms in place to ensure that the examination system is well executed without any barriers

A Grievance Redressal Cell is always pro-active to address student issues. Students can login their grievance to the cell, in addition, squads operate to redress grievances of students. Instilling social responsibility by making

participation in old age visit and Orphanage /Specially disabled school for better understanding of human values. Through the Institute Health awareness programmes, blood donation camps, various health camps and social activities have been undertaken.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ABHINAV EDUCATION SOCIETY'S INSTITUTE OF MANAGEMENT AND RESEARCH
Address	S No 23/3/2/2, A/P Narhe, Tal - Haveli, Pune
City	Pune
State	Maharashtra
Pin	411041
Website	www.aesimr.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Abhijeet Jaiprakash Kaiwade	020-24319098	8446666099	-	abhinavmba.institute@yahoo.com
IQAC / CIQA coordinator	Neeta Bendre	-	9763151718	-	nsbendre15@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S No 23/3/2/2, A/P Narhe, Tal - Haveli, Pune	Urban	5.12	3503

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
PG	MBA, Management	24	MHCET with any graduation	English	90	44
PG	MCA, Management	24	MHCET with any graduation and one mathematics subject	English	60	58

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				3				11			
Recruited	1	1	0	2	1	2	0	3	4	7	0	11
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				1			
Recruited	0	0	0	0	1	0	0	1	1	0	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	5	5	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	2	0	0	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	3		2	
	0		5	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	162	1	0	0	163
	Female	86	0	0	0	86
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	26	37	21	4
	Female	10	9	4	3
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	2	1	0	0
	Others	0	0	0	0
OBC	Male	68	71	42	27
	Female	24	29	22	11
	Others	0	0	0	0
General	Male	109	118	97	66
	Female	53	72	57	40
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		292	337	244	152

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The interdisciplinary approach to learning is promoted by the AESIMR so as to expand the students' horizons of knowledge. Institute is affiliated to SPPU and delivers the syllabus given by the university. This is primarily achieved by: (i) Open Courses: Open Courses are offered in the 1,2,3 semesters of MCA programmes by the MCA departments, namely Digital marketing, Aptitude building, Business Administration, and Psychology. In semester 1 and 2 students of the MBA programme can opt for any Generic elective Course offered by these departments. This ensures an interdisciplinary mode of study. (ii) Add-on Courses: Members of the faculty offer Add-on courses, several of which are of</p>
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	<p>an interdisciplinary nature. Add-on Course in Soft skills and Communicative English, Professional Etiquettes and Soft Skills, and Conversational English for Career for students. (iii) Soft skill Programmes: Several soft skill programmes to enhance capacity building of the students in domains of computing, language proficiency, personality development, and health awareness, including yoga, are of an interdisciplinary nature. AESIMR is well prepared to offer interdisciplinary programmes as and when more academic flexibility is obtained by the implementation of NEP.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits is an integral part of National Education Policy. The Institute is affiliated with Savitribai Phule Pune University, Pune, and follows the curriculum stipulated by the University. Therefore, the Institute does not have academic flexibility. The Institute is prepared to follow ABC and all AESIMR students register in the National Academic Depository and use their ABC Id while filling university examination form to implement NEP.</p>
3. Skill development:	<p>With a vision centered on providing comprehensive learning resources and fostering an inspiring environment, AESIMR aims to contribute to India's journey as an economic superpower. The institution prioritizes the development of analytical skills, decision-making ability skills, effective communication skills, and collaborative temperament, preparing students for success in their professional careers. Training in various disciplines of skill development includes soft skills, life skills, ICT skills, language skills, competitive training, leadership and entrepreneurship. These add-on programmes have been made mandatory by the management and conducted by all the departments with the vision that the entire student community should be benefited. In the future, the Institute looks forward to implementing additional skill development programmes.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Integration of Indian knowledge systems, including Indian language and culture, is given importance in curricular and extracurricular domains. Deliver the subjects like Indian Ethos & Business Ethics, Indian Economy for MBA students. Events promoting Hindi and Marathi languages are arranged annually. 'Hindi</p>

	<p>Divas', 'Marathi Bhasha Diwas' and National Hindi Day are observed in the Institute. Seminars, intercollegiate and interdepartmental competitions are held to promote Hindi among students. All deliberations in these programmes are in Marathi / Hindi only. Seminars and competitions are conducted in connection with these. In competitions held as part of the Institute Ganesh Festival, essay writing, poetry writing, Powada, and story writing are held in Hindi and Marathi. Yoga is promoted among students as a true facet of Indian culture. Demonstration classes and regular yoga practices are followed in the campus. Ethnic Day is celebrated, Navratri, Ganesh Festival, during which programmes related to the cultural heritage and traditional art forms of different states of India are presented.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome Based Education (OBE) Approach: Outcomes are about performance, and this implies: a) There must be a performer – the student (learner), not only the teacher b) There must be something performable (thus demonstrable or assessable) to perform c) The focus is on the performance, not the activity or task to be performed Outcome-Based Education (OBE) is assessed at three levels namely, Course Outcome (CO), Programme Specific Outcome (PSO) and Programme Outcome (PO). OBE emphasises a student-centric teaching learning process in which course curriculum is structured to bring out the most tangible outcome. These outcomes are mapped to show whether all the courses attain the desired goals, aims, and objectives. This mapping has been done for all students in MBA and MCA programmes (2020 admission), and the assessment has been published on the Institutes website. This practice will be followed for all forthcoming batches of all MBA and MCA programmes. The Institute has implemented OBE within its limited academic flexibility given by SPPU as a preparatory measure to implement NEP.</p>
6. Distance education/online education:	<p>Distance education/online education became routine modes of learning during the pandemic. Several digital platforms exist, namely Google Classroom, Zoom, Google Meet, and Webex. All academic transactions, including class, test papers, assignments, and seminar submissions, were efficiently done through these platforms. Further, several webinars, invited lectures, and competitions</p>

were also held in those days. Digital platforms are being used to share notes, study materials, and PowerPoints with students. Faculty Development Programmes, webinars, and invited talks are being conducted using these platforms. The Institute encourages students to take up online certificate courses offered by SWAYAM-NPTEL, Infosys Springboard, ExcelRI and other MOOCs. The Institute is geared up to offer ODL (Open Distance Learning) programmes as and when NEP is implemented.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	AESIMR has formed Electrol Literacy Club (ELC) in January 2023. The Electoral Literacy Club (ELC) is constituted at the behest of Election Commission of India with the aim of strengthening the culture of electoral participation among the future voters. It's activities are also extended to the educational institutions to sensitise the students on their electoral rights through interesting activities.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ELC has been set up in AESIMR under the auspice of the District Electoral Officer, Pune. Mr. Dilip Jadhav Assistant Professor in MBA , a Student - Ambassador and Ten members, one from each department, are the functionaries of the ELC. All the members are part of interesting and thought-provoking activities and games. The activities are carefully designed to impart specific learning so that they would become the empowered voters. The members meet once in a month to organise on and off campus programmes.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Institute recived awarded and certificate of merit in the presence of our Director, District Electoral Officer, District Electoral Roll Officer and staff and students of the Institute for conducting election awareness rally and roll play. Besides this remarkable event, the members of the ELC also distributed voter's awareness leaflets, provided by the DEO, to the students of the college. Initiatives have been undertaken to utilize the service of the members to deliver speeches on the electoral processes in their respective department meetings and functions. Future

	plans have been formulated to reach out the aims and objectives of the ELC. It has been planned to assist the DEO in conduct of poll, voters awareness campaign to enhance the participation of the underprivileged sections of society.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Institute conducted election awareness rally and roll play in Narhe goan.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	AESIMR Conducted voter enrollment drive and help the voters to update their address and other details in their Voter card.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
293	337	244	152	121
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 49

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	18	22	21

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
100.58	79.6	62.48	57.54	45.66
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institute follows the academic calendar provided by Savitribai Phule Pune University (SPPU) Pune and imparts quality education depending upon the resource potentiality of the institution. The institution has developed a structured and effective implementation of the curriculum. Following are the various means through which it executes the curriculum.

Director-HODs Meeting:

Academic matters are discussed in meetings convened by the IQAC Coordinator. The Director chairs these meetings attended by Heads of Departments. The action plans are outlined for the optimal and effective implementation of the curriculum. Subject choices taken from staff and workload lists prepared by the HOD and accordingly timetables prepared for even and odd semesters.

Academic Calendar:

Academic Calendar is prepared in-line with the University (SPPU) academic schedule and the requirements at Institute level as per the action plans are formed.

Lesson Plan:

The lesson plan is prepared in a teachers' course file which includes individual timetable, details of contents to be covered and the actual topics covered against the plan in the entire semester. The dairy is monitored by the respective heads of the department weekly and by the Director once in a month.

In addition to the above from 2022-23 for MCA department, the lesson plan is implemented through the ERP software (dhi), which includes internal assignment, course objectives, course outcomes, planning and execution of the course etc. The heads of the departments and Director review the implementation.

Course File:

For every course a course file is maintained which has the following:

1. Course Syllabus
2. Course material (E-mail/print/Google drive)

3. Question Bank

4. Internal assessment test Question Papers and scheme & solution

5. University Question Papers and model solution

6. University results with analysis

7. Lab manual

Academic file:

Every faculty member maintains an academic file containing the following:

1. Individual Timetable

2. Approved Teaching Plan

3. Students Attendance Record

4. Assignments/Tutorials

5. Continuous Internal Evaluation Records

The action plans:

1. Effective implementation of curriculum is periodically monitored by the heads of the departments and reviewed by the IQAC coordinator & Director.

2. Three internal assessment tests are conducted as per the academic calendar. Additionally, for CBCS batches continuous internal evaluation (CIE) is carried out through assignment, quiz and surprise tests etc.

3. Tutorial & remedial classes are conducted to the slow learners for each subject.

4. E-learning resources are made available through SWAYAM, EDUSAT programs and through university website.

5. Seminars, Industrial visit, workshops, On-the-Job Training and guest lectures on curriculum related topics are conducted regularly.

Review of the University results is carried out by Heads of the departments and is monitored by Director.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 58

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 100

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
293	337	244	152	121

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The curriculum integrates courses which address cross-cutting issues relevant to professional ethics, gender, human values environment and sustainability. The Institute supplements it by organising various activities:

1. Professional Ethics:

The curriculum includes courses regarding Verbal Communication, Written Communications, Entrepreneurship, Corporate Governance, Business Ethics and Project etc. The Institute offers value added courses and activities – Soft Skill, Connect with Work, Entrepreneurship, seminars, workshops, competitions, etc. for developing professionalism.

2. Gender Equity:

Institute organizes various activities, seminars and workshops regarding – Nirbhay Kanya Abhiyan, Health Concerns, Save Girl Child, International Women's Day, Men's Day, Yoga Day, Social Activities etc.

3. Human Values:

The University has prescribed additional credit courses regarding - Human Rights I & II. The Institute organises various activities, seminars and workshops regarding – Human Rights, Samvidhan Diwas, Sadbhavna Diwas, Samajik Aikya Pandharavada, Specialisation Club, Cross Cultural Interface, National and International Days, Events and Festivals, Social Activities etc.

4. Environment and Sustainability:

The curriculum includes courses regarding - EABD, BGS, SM, IBE, Corporate Governance, CSR and Sustainability etc. The Institute organises many activities - Tree Plantation, Swachh Bharat Abhiyan, Green and Energy Audit, Bio-gas Plant, Solar Energy, Rain Water Harvesting, Waste Management, ERP, Green Campus, Seminars, Workshops, Social Activities etc.

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 73.04**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 214

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 77.73

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	144	81	58

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 59.47

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
130	147	90	46	33

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 19.53

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

In AESIMR ,teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. Lessons are taught through PowerPoint presentations to make learning interesting besides oral presenting methods. Lecture method: This conventional method is commonly adopted by all teachers. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners. Interactive method: The faculty members make learning interactive with students by motivating student participation in group discussion, subject quiz, news analysis, discussion, and questions and answers on current affairs

Departments provide an effective platform for students to develop the latest skills, knowledge, attitude, values to shape their behaviour in the correct manner. The department conducts innovative programs which stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensure participative learning. The department Implements student-centric methods of enhancing the lifelong learning skills of students.

Faculty members make efforts in making the learning activity more interactive by adopting student-centric method

1. Experiential Learning: Department conducts add-on programs to support students in their experiential learning. The department communicates the following experiential learning practices to improve creativity and cognitive levels of the students. Project development on latest technologies by students where they platform their working model in the technical fest. Industrial Visits to engage them in experiential learning while visiting the organization.

2. Participatory Learning: In this type of learning, students participate in different activities such as seminars, group discussions, wallpapers, projects, and skill-based add-on courses. Students are encouraged to participate in activities where they can use their specialized technical or management skills. Annual cultural program – This is organized every year for the students of the department to give an opening to their creativity. Regular Quizzes- Quizzes are organized for student participation at intra or inter-department levels. Seminar Presentation – Students develop technical skills while presenting papers in seminars.

3. Problem-solving methods: Department encourages students to acquire and develop problem- solving skills. For this, the department organizes expert lectures on different topics, participate in different technical tests and other competitions. Regular assignments based on problems, Mini Project development, Regular Quizzes, Case studies discussion, Class presentations, Debates within the department event.

4. ICT Enabled Teaching: ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, etc. The institution adopts modern pedagogy to enhance teaching-learning process. The institution has the essential equipments to support the faculty members and students. Especially, the Institute has own youtube channel, facebook page, google meet to conduct online sessions and lecture recording facility.

In addition to the traditional teaching-learning methods, the institute is providing innovative student-centric methods such as Workshops, Seminar , Demonstration, Activity-based learning, Guest lecture, GD/ debate, Peer learning groups, Project-based learning, Real-time case studies, Worksheets, PPT,

Viva, Poster presentation, Public Speaking to encourage Participative, Problem-solving and Experiential learning.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 94.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	18	24	24

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 21.28

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	3	3	1

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

In AESIMR examinations play an important role in deciding academic performance and future career choice of the students. There is a need to inculcate required skills and decision-making capacities amongst the students. Internal examination policy aims at covering different types of assessment to assess various abilities of the students on the basis of PO & CO, such as application and presentation skills, analysis, evaluation, etc.

- To ensure efficient and transparent conduct of internal /external examinations in the best interest of students.
- To provide clear guidelines to students and teaching faculty regarding internal evaluation.
- To provide time bound, efficient & transparent assessment.

Internal Exam Policy:

1. Assessment Components: Define the types of assessments, such as written exams, projects, presentations, practical tests, etc., that contribute to the internal assessment process.
2. Weightage: Specify the weightage or percentage assigned to each assessment component in determining the final internal exam grade.
3. Transparent Assessment Guidelines: Provide clear guidelines and criteria for evaluating student performance in each assessment component. These guidelines may include marking schemes or performance indicators.
4. Exam Schedule: Set a schedule for internal exams, including the dates, times, and duration of each

assessment. Ensure that students receive adequate notice of the exam schedule on Notice board, and emails.

5. Exam Security: Outline measures to maintain the integrity and security of internal exams, such as prohibiting cheating, mandating strict invigilation, and implementing appropriate measures to prevent malpractice.

6. Inbound Result: After completion of internal examination, results are declared within a week.

7. Grievance Redressal System: Students raise their grievance to the examination committee. Examination committee, HODs & Director review the grievance & communicate the decision that is failing in the subject, re-examination, assignment with sum disciplinary action.

Note:

- The students are expected to strictly adhere to the schedule of internal submissions.
- Every student is expected to attempt an internal written exam of 25 marks. If the student attempts the tests, marks scored by his/her will be considered for evaluation of internal marks.
- Every student has to do the presentation as per the subject.
- Regarding internal evaluation of marks, internal exam, assignment, presentation & participation are important parameters.
- Internal passing status should be signed by the students for all subjects.
- The students who represent Institute in Sports, Cultural activities, NSS during the internal examination schedule shall take prior permission of the concerned subject teacher.
- Exam Discipline As per SPPU exam rules & regulations

<http://exam.unipune.ac.in/Pages/UnfairMeans.html>

External Exam Policy:

1. Specify the external examination board or authority (CEO) responsible for conducting the exams.
2. Describe the format of the external exams, including the types of questions duration, and any specific instructions for candidates.
3. Provide details about the assessment criteria, marking schemes, or grading used to evaluate student performance in the external exams.
4. The results of the external exams will be declared by the SPPU exam section.

5. Exam Security and Integrity: Ensure appropriate measures to maintain the security and integrity of the external exams.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

AESIMR introduced Outcome Based Education (OBE) in 2019. As part of the introduction, the faculty were trained to prepare a curriculum in line with the characteristics of OBE. In the training, the faculty were oriented to focus on the students' attainment in higher order learning to develop various skills, especially their cognitive thinking.

Programme Outcomes (PO) were formulated reflecting the Vision, Mission and Strategies of the Institute, Savitribai Phule Pune University and the UGC guidelines on Post-Graduate Attributes. While calculating POs, the Institute considered academic excellence, research potency, scope of extension activities, human values, livelihood generation, and recent trends in the job markets. The suggestions of the alumni and other stakeholders were also taken into account. The entire curricula were restructured and the assessment patterns were modified in consultation with experts. The students were enlightened with the PO pattern through the College Website, Notice Board and orientation by the concerned course teachers.

The Programme Specific Outcomes (PSO) are designed by the concerned specialization with their respective vision, mission and scope of the programme. The Course Outcomes (CO) are calculated by the Department in consideration with the course teachers and with expected cognitive, affective and psychomotor learning levels.

The OBE module consists of Topics, hours needed to handle those Units, Books for Study and Reference, Teaching Methods, Course Outcomes, and Mapping of COs with PSOs and POs. Attainment of COs and POs are measured at different stages of the programme: the Course Outcomes are assessed at the completion of each course and the Programme Outcomes are measured at the time of completion of the programme.

The Institute follows the Choice Based Credit System (CBCS) to widen the teaching and learning activities by which students have the flexibility to opt for courses of their choice. The curricula under CBCS have been strengthened with the introduction of OBE and the courses have been reinforced with desirable outcomes. Evaluation system has been modified to evaluate the courses with respect to the desirable outcomes. OBE helps the learners to achieve higher order learning, master the courses, and

develop different skills as expected in each course. Moreover, it inculcates employability and entrepreneurial skill in the students.

OBE enriches the courses offered in each programme, equips the teachers with knowledge and skill, and empowers the learners with attainable outcomes of the programme. It develops the optimistic attitude in the learners towards vertical development in their future endeavors.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In AESIMR ,the process of attainment of PSOs and POs, which are based on the Vision & Mission statements of the Institute and the respective programmes offered. Programme specific outcomes are broader and all-inclusive attributes that a student displays at the end of the programme. PO attainment questions are designed together by the departments involved using action verbs of learning levels suggested by Bloom's taxonomy. The discussions focus on the points whether course assessment methods taken up by the respective departments emphasize on the achievement of learning objectives stated in the form of Course Outcomes.

The following is the initial step taken in measuring the level of attainment in the Institute. In the process of attainment of outcomes, the curriculum is framed as per Outcome Based Education. POs, PSOs are defined based on different levels of Bloom's taxonomy from Lower Order thinking skills (LOTS) to Higher Order thinking skills (HOTS). Likewise, set Course Outcomes are set, which describe what students are expected to know and be able to do at the end of each course. These relate to the skills, knowledge, and behavior that students acquire by the completion of the course. Attainment is reflected when course outcomes have to incorporate the PSOs for the successful actualization of outcomes. To achieve this, the COs of all courses in the programme are to be mapped with POs & PSOs, which is still in the process of construction.

The Institute used two assessment methods to meet the attainment of POs and PSOs. They are

1. Direct Assessment methods
2. Indirect Assessment method

The assessment methods, both formative and summative, are the obvious direct measures to determine

the attainment of course outcomes. Direct Assessment methods like Continuous Comprehensive Evaluation (Formative assessments) as part of Internal assessments are done through Assignments, Projects, Mid examinations, Presentations, which account for 50 marks and Semester End University examinations for 50 marks are directly related to Course Outcomes. The efficiency of these tools depends on designing an assessment question paper or a project topic or a term paper prompt that assess not just the conceptual knowledge of the course but the applicatory skills.

Hence care is taken in designing questions that measure the skills of application, analysis and evaluation. When the questions are thus framed the assessment automatically measures the attainment of course and programme outcomes. Thus, a mapping of course outcomes and formative and summative question papers leads to an evaluation of the attainment of PSOs and COs.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 83.33

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
122	139	60	47	27

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
142	170	77	53	32

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - 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 last five years (INR in Lakhs)

Response: 8.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	3.5	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Abhinav Education Society's Institute of Management and Research (AESIMR) is committed to nurturing a vibrant ecosystem for innovation and knowledge creation. To achieve this, we have established a range of initiatives and programs that empower our students and faculty to excel in the world of entrepreneurship and innovation.

1. Entrepreneurship Awareness Camp (EAC): AESIMR regularly hosts Entrepreneurship Awareness Camps to ignite the entrepreneurial spirit among our students. These camps provide a platform for students to explore the world of entrepreneurship, learn from successful entrepreneurs, and gain practical insights into starting and managing their own ventures.

2. Experts Talk: We believe in the power of knowledge sharing. Our institution invites experts from various industries to deliver enlightening talks and lectures. These sessions allow our students to interact

with seasoned professionals, gain industry-specific knowledge, and broaden their horizons.

3. Webinars: In an increasingly digital world, AESIMR brings the latest industry trends and insights to our students through webinars. These online sessions connect students with thought leaders and experts, providing valuable exposure to cutting-edge concepts and technologies.

4. Tech-Fest (Innovacion): Innovation, our flagship technical festival, celebrates innovation and creativity. It offers a platform for students to showcase their technical prowess, collaborate on innovative projects, and learn from one another. Innovacion serves as a catalyst for fostering a culture of innovation on our campus.

5. Poster Competition: To encourage creative thinking and the effective communication of ideas, we organize poster competitions. These competitions challenge students to visually present their innovative concepts and research findings, promoting critical thinking and presentation skills.

6. Competitions: AESIMR actively encourages students to participate in various competitions organized organizations. We believe that participation in these events not only builds a competitive spirit but also provides opportunities to apply classroom knowledge in real-world scenarios.

At Abhinav Education Society's Institute of Management and Research, we are dedicated to nurturing a culture of innovation, entrepreneurship, and knowledge transfer. These initiatives, including Entrepreneurship Awareness Camps, Expert Talks, Webinars, Tech-Fest (Innovacion), Poster Competitions, and active participation in external competitions, form the backbone of our commitment to empowering our students to excel in today's dynamic and competitive landscape.

File Description	Document
Upload Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 13

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	1	3	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.12

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	1	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 1.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	22	19	2	5

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The Institute organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our Institute actively participate in social service activities leading to their overall development. Through these units, the Institute undertakes various extension activities in the neighbourhood community.

Over five years, our institution's extension activities have fostered community engagement, social awareness, and holistic student development. Activities included tree planting, blood donation drives, and awareness campaigns.

In 2019-2020, e-waste management and online webinars encouraged responsible citizenship and intellectual growth.

In 2020-2021, students emphasized empathy through animal welfare and continued heritage preservation & online initiatives showcased adaptability during the pandemic.

In 2021-2022, visits to care facilities promoted kindness, alongside ongoing activities. In 2022-2023, yoga and road safety rallies symbolized holistic well-being and societal commitment.

These activities shaped students into environmentally-conscious, health-aware, heritage-preserving, and socially responsible individuals, emphasizing adaptability during challenging times.

All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Upload Additional information	View Document

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

AESIMR has carried out various extension activities outside the campus – in and around Pune city and has received various awards and appreciation letters from government and non-government agencies. The students of the institution with the support of faculty members have carried out various activities. The prime objective of carrying out the extension activities is to enable the student community to be socially responsible. Possessing an attitude of service is considered essential for professionals by the institution.

The extension activities are carried out in multiprone ways through various agencies which include Indian Red Cross Society, Pune Corporation, Pune Police Department, Professional Club, DTE and SPPU. The activities carried out by the institution for which recognition are extended are herewith described in brief: The students of AESIMR have carried out various social service programs which include blood donation and swachhata camps in surrounding areas, student personality development programs in municipal and panchayat schools to the students of 8th to 10th standard, donating blood to the needy in times of emergency. All these activities were carried out in association with the Indian Red Cross Society.

The students of the institution actively participate every year in the annual festivities of the Palkhi sohala 3 days and Ganpati for 10 days. The students provide drinking water, other food items to the pilgrims who visit the second busiest Ganesh festival in maharashtra. Similarly, the students actively take part in activities like Election awareness and enrollment for elections every year. The Pune City Police takes the support of the students of AESIMR regularly to conduct awareness programs on 'Road Safety Measures'. In a similar way various other government and government agencies also involve the students of the Institute in their respective service activities.

File Description	Document
Upload Additional information	View Document

3.4.3***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*****Response: 45****3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	10	10	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 42

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The AESIMR, follows All India Council for Technical Education (AICTE) norms and Savitribai Phule Pune University (SPPU) guideline and fulfills infrastructure facility. The institute is focused for creation and enhancement of infrastructure in order to promote a good teaching-learning environment. All the classrooms and computer lab have been equipped with multimedia facilities. The institute has well equipped spacious and well ventilated 6 classrooms. They are used for smooth and effective conduct of theory sessions for MBA and MCA students. To facilitate the latest and innovative teaching methods of our faculties, classrooms are equipped with Smart boards with internet connections. The fresh and energetic environment contributes to the enriched teaching-learning experience that ensures strong bond between mentors and mentees.

The institute has one seminar hall and auditorium of 264 sq.mt.with seating capacity of 300 Students. The well ventilated seminar and auditorium is equipped with a podium, mounted LCD Projector and Internet facility. The auditorium is utilized for activities like public speaking, soft skill lessons, Induction Programs, Faculty development program, Guest lectures, Management games, conferences etc. Computer labs and centres are available as per AICTE norms. It is equipped with an Internet facility, multimedia, updated software, Internet security, The internet and Campus Wi-fi facility are available at Institute and campus also. Various activities like programming competition, MCQ tests, Lab. Assignments, Technical Training and online aptitude are conducted.

Institute library is effectively serving as a gateway of knowledge with a huge collection of books related to academics, aptitude, competitive exams, other knowledgeable books, journals, magazines, periodicals etc. library is well stocked with latest books, E-books, separate reference section, previous project report of students, previous year question papers etc. We also have dedicated library staff, Library has facilities such as J-GATE software, Access to NDL which is used by students & faculty for search of books by title/author name etc. Institute is all administrative. Instructional, amenities area as per AICTE norms. Institute has all common facilities like Boys & girls common room, Placement cell, Store Room, Security cabin, Exam. Control room, Toilets, Board room, conference Hall, HOD cabins, Maintenance section, Gym, Director Office.

File Description	Document
Upload Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 8.3

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
24.04	2.27	0.09	0.16	2.14

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Abhinav Education Society's Institute of Management and Research library is situated on the first floor of the college building; it has carpet area and Reading hall about 150.Sq. M

Library Resources:

- Total No. of Volumes- 5502(MBA-3596 and MCA 1906)
- Total No. of Titles -1999(MBA-1246 and MCA 753)

- Total No. of Print Journals-14

Complete catalog of the library has been created by using Digilib Software which is developed by Abhinav DigiCompSoft Services Pvt.Ltd. This software helps in maintaining the records of books, journals, reports, etc. and ensuring smooth functioning of the library activities. Online Public Access catalog (OPAC) is provided to the users. Students are using the OPAC extensively for searching the required book and journals.

The library provides online access facility to the student and faculty member to the National reputed database like Delnet. In addition databases provided under the Government of India initiative such as Shodhganga, e-shodhsindhu, NPTEL Swayam etc. are also accessible.

Library has set up Digital Library for students to access online resources with 06 computers with internet facility.

Library commits to the teaching and learning needs of users. Library staff members extend their services to the students and faculty members in the following ways:

1. Library Committee facilitates smooth functioning of the library activities.
2. Personal guidance is offered to trace any book.
3. Students can be issued 2 books for 7 days.
4. Faculty can be issued 10 books for one semester.
5. Students are assisted to access the digital content.
6. Savitribai Phule Pune University syllabus and question papers are readily made available.
7. Library information such as new arrivals, notices, rules etc. are displayed on the notice board.
8. Update on latest journals received is provided on timely basis.
9. Library provides photocopy services to students as per their demand.
10. We provide Book Bank service to SC/ST and economically backward students per semester.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The Institute is committed to providing state-of-the-art IT infrastructure and services. With the growth of users, IT services and increasing internet bandwidth demand, the institution has scaled up the switching capabilities and implemented latest managed through optical fibre cables and Wi-Fi access. The Institute has high-end core switches. The upgradation of computer systems is taken up periodically. The printers and scanners are also upgraded with new additions to the laboratories, office, library and departments. The Institute annually purchases/upgrades and replaces or adds a fleet of computers, hardware's, etc as per the requirements. The IT infrastructure is continually upgraded. The bandwidth has been progressively increased from 16 Mbps to 100 Mbps over a period of 05 years to suit the demands. For ease of access, all blocks have been enabled with WiFi (10 ROUTER). All the seminar halls have been installed with LCD projectors. Biometric scanner based attendance capturing system is upgraded for faculty members. Description on IT facilities The IT facilities available in our college can be summarized as follows,

LAN Facility There are 10 access points and 26 CCTV cameras. 100 Mbps of internet connectivity is shared across the institute. 100 Laptops are provided to all department labs with configuration of Intel core i3, i5 (2nd, 4th and 7th generation) 4GB and 8GB RAM, 500GB and 256 GB SSD hard disks with LAN & Wi-Fi connectivity. Software Windows XP & open source operating systems such as Fedora, Ubuntu . Printers 05 Laser jet printers, 2 photocopier machines and 3 scanners are provided across the Institute for academic and administrative purposes. All classrooms are connected with smartboard and LCD Projectors.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 2.87

4.3.2.1 Number of computers available for students usage during the latest completed academic

year:

Response: 102

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 64.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
48.42	48.42	37.76	44.75	43.38

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 73.41

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
204	242	184	121	91

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 23.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	126	7	0	1

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 57.17

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
137	126	7	0	1

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
142	170	77	53	32

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 1.97

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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 last five years

Response: 134

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	39	0	0	58

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 95.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
167	190	0	0	121

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response:

The alumni association is a vital component of any educational institution, serving as a bridge that connects former students with their alma mater. Its primary purpose is to foster a sense of belonging, strengthen relationships, and promote mutual support among alumni. With a rich history and a wide range of activities, alumni associations play a crucial role in enhancing the overall educational experience and creating a lifelong bond between graduates and their alma mater.

One of the key objectives of an alumni association is to maintain a strong network of graduates. By organizing reunions, social events, and networking opportunities, the association facilitates connections among alumni. These interactions not only allow former students to reconnect with their peers but also enable them to expand their professional and social circles. The alumni network becomes a valuable resource for career advancement, mentorship, and collaboration, as members can tap into a diverse pool of expertise and experiences.

Furthermore, the alumni association serves as a platform for sharing knowledge and expertise. Many associations organize guest lectures, workshops, and seminars where successful alumni can share their insights and experiences with current students. These interactions provide valuable guidance and inspiration, helping students explore different career paths and gain practical knowledge beyond the classroom. By bridging the gap between academia and industry, the alumni association contributes to the holistic development of students and prepares them for the challenges of the professional world.

Another significant aspect of alumni associations is their role in fundraising and resource mobilization. Through various initiatives, such as alumni giving campaigns and endowment funds, associations generate financial support for scholarships, infrastructure development, and other institutional needs. Alumni contributions are not only a testament to their gratitude towards their alma mater but also a means of giving back and ensuring that future generations of students have access to quality education and resources. The collective efforts of alumni can have a significant impact on the growth and sustainability of the institution.

Moreover, alumni associations often take on the responsibility of preserving and promoting the heritage and traditions of the institution. They organize heritage events, maintain archives, and document the achievements of alumni. These efforts help strengthen the sense of pride and identity among former students while showcasing the institution's contributions to society. Alumni associations often collaborate with the institution's administration to initiate projects that preserve the institution's legacy and promote its reputation locally and globally.

In recent years, alumni associations have embraced technology to enhance their outreach and engagement. Online platforms, social media groups, and alumni directories have made it easier for graduates to connect, collaborate, and stay informed about the activities of their association. These digital tools have also facilitated communication between alumni and the institution, enabling them to participate in surveys, provide feedback, and contribute to the development of academic programs.

In conclusion, alumni associations are essential for fostering lifelong relationships, promoting professional growth, and supporting educational institutions. By building strong networks, sharing knowledge, mobilizing resources, and preserving institutional heritage, alumni associations create a lasting.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Our vision and mission at AESIMR in Narhe, Pune, are aimed at providing quality education and holistic development to our students. We envision enlightening, inspiring, and grooming our students with necessary learning resources, both physical and human. Our mission is to offer quality education to all students, irrespective of their caste, creed, religion, or socio-economic status, with the goal of uplifting society as a whole.

We achieve our vision through decentralized, participative management. All stakeholders are involved in decision-making, promoting efficiency and motivation. Committees comprising management, faculty, staff, alumni, and students plan and execute institution development in academics, administration, and infrastructure.

In line with the National Education Policy (NEP) 2020, we have embraced a holistic and multidisciplinary approach to education. We integrate different disciplines and encourage the inclusion of co-curricular and extracurricular activities to foster overall development. We believe in institutional restructuring and consolidation to enhance the quality and efficiency of our educational institutions.

We prioritize research, innovation, and student success. Our faculty promotes a research culture, supports student progression, competitive exams, and achievements. We create a learner-friendly environment, fostering active student engagement.

Our future plan (2018–2023) focuses on innovative teaching, research, infrastructure, student support, and faculty empowerment. Long-term goals include new programs, skill centers, and events.

In conclusion, AESIMR is dedicated to providing quality education and holistic development to our students. We have a clear vision and mission, which we actively pursue through decentralized governance, participative management, adherence to the NEP guidelines, and the implementation of various committees and initiatives. From next academic year on, we are planning to have five certificate courses as per industry requirements. We aim to foster a learner-friendly environment, promote academic excellence, and prepare our students to become valuable contributors to society.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Institute academic strategic plan for 2018 to 2023 centers on enhancing the educational experience and impact. Key areas of focus include skill-based programs, improved teaching standards, research promotion, and entrepreneurship. Collaborations with other institutions will strengthen extension activities, while infrastructure improvements, student support, and efficient governance are crucial components. Quality enhancement, environmental sustainability, and gender equity are primary goals.

Institute policies prioritize stakeholder well-being. Transparent admission process is first-come, first-served based on eligibility. Accessibility policy supports individuals with disabilities through facilities and exam assistance.

The Institute Administration Policy adopts a student-centric approach with transparency and decentralization, focusing on the welfare of students, staff, and visitors.

The Education and Curriculum Policy governs the development of relevant educational programs, aiming to transform learners into responsible citizens by imparting knowledge, values, and competencies for national development. Parental feedback ensures consistent learner performance.

The Examination and Internal Evaluation Policy employs multiple assessment techniques overseen by a CEO to ensure fair and transparent evaluations. Internal assessments provide a comprehensive estimate of learner abilities.

The Quality Assurance Policy is dedicated to achieving the highest quality standards in higher education. Feedback from employers and students helps evaluate service quality.

The Anti-Ragging Policy ensures a ragging-free campus, strictly following UGC regulations. Counseling facilities and parental sensitization measures are implemented to prevent ragging during the admission period.

The Financial Management Policy encourages proper management and mobilization of financial resources, with departments encouraged to find sponsors for events. IQAC recommends ways to channelize funds for institutional development.

The Environmental Management Policy emphasizes sustainability and ecological balance, encouraging

pollution prevention and green initiatives. The Institute adopts Reduce, Reuse, and Recycle measures and aspires to be a plastic-free campus.

The Research Policy highlights the Institute's commitment to promoting research and academic integrity, with the Research Monitoring Cell supporting research activities and providing necessary infrastructure support. Faculties are encouraged to engage in quality research and publish their findings.

The Infrastructure Policy focuses on maintaining and expanding the Institute's facilities for academic events and fitness centers for students and staff. Non-teaching staff receives training for professional support.

The Alumni Policy maintains a strong relationship with former students, recognizing their accomplishments and encouraging their contributions to the institution. Anti-harassment policies and gender sensitization ensure a safe and respectful environment.

Policy promotes quality education, respect for students' rights, and good values. Staff undergo annual appraisals and have various leave options: casual, medical, maternity, academic, and compensatory.

Overall, the Institute's policy documents underscore its commitment to excellence, inclusivity, sustainability, and fostering a positive and supportive educational environment. Through these policies, the Institute endeavors to achieve its vision and mission, making a positive impact on students, staff, and the community. The focus on providing various types of leaves ensures the well-being and work-life balance of its staff members, enhancing their productivity and dedication to the Institute mission.

File Description	Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Welfare measures taken towards the staff reflects on the output and selfless contribution towards tremendous growth of any Institution. In our Institution Staff welfare is given foremost importance. In connection with this,

Existing welfare measure for teaching and non-teaching staff are itemized below:

- Medical Leave & Maternity leave for eligible staff members
- Faculty members are eligible for Earned Leave
- Gym is also accessible for the staff.
- Employee gets fees concession for their ward.
- As Institution has a multicultural environment in the campus, the management ensures the celebration of all the festivals together.
- Sponsorships to attend and present papers in conferences both in India as well as abroad.
- Institute provides financial support for higher education like Master Degrees, Ph.D, etc.
- In and around campus, various food centers has been established which are accessible by staff during the working and extended hours.
- Internet and free Wi-Fi facilities are also available in campus for staff.

- Teaching and Non-Teaching Staff Club organizes tour, and sports activities for the staff.
- Ward's of Faculty members given preference in admission in Abhinav Education Society's sister institutes.
- Faculty members are provided with Individual cabin and system to facilitate good ambience.
- Faculty Abroad Program to enable faculty to visit foreign universities for study/ research.
- 30 days – Diwali, Summer and Winter Vacations for faculty members.
- Faculty development programs(FDP) for faculty members on regular basis.
- Skill development courses are organized for non teaching staff to enhance their skills in work environment.
- Automation of attendance and leave using biometric system.
- All the faculty members who upgrade their research work through quality publications during the academic year are honored by management and institute through research incentive scheme every year.
- The management also extends financial assistance to the needy students for pursuing higher education in our institution as per the requirement.
- All the staff members are treated on par with each other in obtaining benefits from the institution.
- Motivation through counseling is also available for staff members to create a healthy working environment. This not only increases the work life balance of the employee, it also helps us in increasing the productivity and allows our staff to work effectively with complete satisfaction.
- Duty leaves for attending seminars, conferences, seminars and workshops.

Performance appraisal system For teaching and non-teaching staff

Teaching staff

In the self appraisal form teachers are required to give his/her self evolution of the academic co-circular, extra –circular, examination duties and research and publications work done for the assessment. The teaching performance by evaluating their abilities. The director takes rounds during teaching periods. He observes and takes feedback from students orally. And as per the feedback and overall performance director communicates concerned faculty.

Non-teaching staff

The evolution done on the parameter such as industrious nature and application , relation with colleagues, general intelligence, administrative activity, integrity and character.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 61.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	11	9	9

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 57.14

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	10	21	16

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	7	7	6

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

1. Institution conducts internal and external financial audits

The Institute conducts external audits. External audit carried out by G.S. Thorat & co.

As part of the internal and external audit reviews critical processes such as admission, HR & Payroll, Procurement, Fixed Asset Management & Financial Accounting, Revenue Recognition & Statutory Compliance on a yearly basis.

The coverage of the critical processes is as follows:

- Admission: Verification of application process, short listing of candidates, fee fixation, scholarship details, and student admissions.

- Procurement: Review of operating expenses, vendor identification and selection process, purchase order processing, goods receipt, and invoice verification.
- Financial Accounting: Review of accounts payable, accounts receivable, general ledger, cash and bank balances, and year-end financial statements.
- Revenue Recognition: Verification of fee receipts and collection of fees.
- Statutory Compliance: Review of provident fund remittances.
- The Statutory Audit examines and verifies entries such as receipts, bill payments, cash entries, and journals for the financial year. The audit also evaluates the financial position of the institute and provides recommendations on optimizing any additional liabilities.
- The Internal Audit aims to review the institute's financial systems and ensure they adhere to norms. If any deviations are found, solutions are provided to improve the current systems. The internal audit also suggests enhancing the institute's current policies by adopting leading best practices among educational institutions.

2. Strategies for optimal utilization of resources and funds

In the year the main source of the income/inflow is fees received from students, which is 8934191/- . In the year 2018-19 maximum expenditure in the aided unit is on the salary of the employee which is Rs. 12334243/- .The main source of the income/inflow is fees received from students, which is 6174000/- . In 2019-20 maximum expenditure in the aided unit is on the salary of the employee which is Rs. 10073440. In the year 2020-21 maximum expenditure in the aided unit is on the salary of the employee which is Rs. 11235912/- .The main source of the income/inflow is fees received from students, which is 15873500/- .

The college prepares a budget for every year. In the said budget provision are made for various things like infrastructure, maintenance, circular and extension activities, books etc.

The external auditors appointed by Abhinav Education Institute of management and research to the audit in the accounting year. The purpose of these audits was to assess the institution's financial operations, ensuring compliance, accuracy, and transparency. Both internal and external auditors were engaged to ensure an unbiased and thorough assessment. The audit team reviewed the financial policies, procedures, and practices implemented by the institution, evaluating their adherence to accounting principles, legal requirements, and best practices.

Fees collected from the students, day to day expenditure on various items and various activity organized

by the college are closely examined by the auditors.

Details of External Audit conducted during the assessment period. No special error and objection were found during the audit period.

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance cell (IQAC) was established on 6th June 2023 with a vision to streamline the quality initiatives of the institution. Institution's IQAC is vibrant and is constituted as per the norms of NAAC. It has representation from most of the departments and has an amalgam of staff.

AESIMR attempts to chisel out the total quality person through a persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy.

Its IQAC carries out activities that encompass all aspects of the Institute's functioning.

- Realizing the Mission and Vision of the institution.
- Time to time audits of various processes and outcomes shared with respective members for future improvement.
- Calculating the POs Institutionalizing the quality policies
- Documenting the quality assuring strategies
- Continuous improvement in the strategies after thoroughly assessing the attainment.
- Redefining the new goals and observing the attainment level.
- Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.
- Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
- Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt.

statutory authorities:

- (a) Annual Quality Assurance Report (AQAR)
- (b) Self-Study Reports of various accreditation bodies (NAAC, NIRF, AICTE, DTE, SPPU, AISHE)
- (c) Performance Based Appraisal System (PBAS) for yearly increment and promotion.
- (d) Stakeholders feedback.
- (e) Process Performance & Conformity
- (f) Action Taken Reports
- (g) New Programmes as per NEP, SPPU, Abhinav Education Society's policies and Govt. Policies

AESIMR reviews its teaching learning process structure methodologies of operations and learning outcomes at regular intervals through departmental council .The departmental council reviews all processes structures and methodologies from the view point of quality. Feedback from different stakeholders such as students, Faculty, Alumni, Parents, Industry is taken into consideration .Industry experts, academic experts and other dignitaries who visit the campus on different occasions interact with faculty and offer their suggestions in the changing context .IQAC also reviews the teaching learning and other processes and takes any initiative for improving the curriculum and its enrichment.

The main practices followed in this regards are:

- 1) Academic Calendar
- 2) Preparation of lesson plan for each Semester
- 3) Evaluation of teachers by students
- 4) Student learning outcomes
- 5) Effective internal examination and evaluation systems
- 6) Students' result analysis

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

We the AESIMR provides a gender equity and sensitive and inclusive work environment to maintain coherence among employees as well as students. We never differentiate any stakeholder; an employee on the basis of his/her gender and provides them with equal rights. In the curriculum designed by the Savitribai Phule Pune University, there are several subjects who talked about the gender equity and sensitization, such as Equal Remuneration Act which talked about the equity in the remuneration of male and female workers, and employees. This Act is covered under the subject Employee Relation and Labour legislation. Other subjects which talked about the gender equity and sensitization are: Indian Ethos and Business ethics, Organizational Behaviour, Human Resource Management, Legal Aspects of Business etc.

We conduct some programs related to mental wellness, nutrition and health, safety of women etc.

AESIMR constitutes following Committee and cell for the gender equity. These are:

1. Equal opportunity Cell to guide employees and students to accept diversity and develop an inclusive approach.
2. POSH Committee: This committee organizes the programs related to gender equity and gender sensitization. Also this committee address to gender-based grievances.

AESIMR provides following facilities for women:

1. Safety and security: The Institute covered by the CCTV system to provide security and safety to women employees as well as the students. Other security and safety measures taken by the Institute are, nobody allowed inside the Institute without having ID cards. Visitors' entry book is kept at the main entrance. Security check is at the main entrance. Display board of Committee members of Equal opportunity cell, POSH committee, Grievance cell and the key person contact numbers.
2. We provide counseling facility related to student's issues. Mainly this will do through the Mentor-mentee activity.
3. Separate common rooms are provided for Girls and Boys students. Sanitary napkin vending

machine and incinerator is provided.

4. We are providing the day care facility for the wards of the staff members.

5. We have a tie up with the Hospital for providing the medical support.

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

An Abhinav Education Society's Institute of Management and Research (AESIMR) conducts several initiatives / programs for providing an inclusive environment which told about the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and sensitization of students and employees. This will help to improve and inculcate the knowledge and skills related to values, rights, duties and responsibilities to become best citizens of India. The different initiatives which conducted during academic year are as follows:

1. Introduction to Constitution: It is prime responsibility of every individuals of India to know about the Constitution of India. The Constitution, being supreme law of the land, must be known to every citizen of India. It begins with the Preamble, which indicates the source and objects of it. We, the people of India, are the source of the Constitution and have resolved to constitute India into a sovereign, socialist, secular, democratic and republic. We as an AESIMR ensures that everyone with their fundamental rights, values, duties and responsibilities towards becoming the excellent citizens. Thus we displayed the copy of Constitution in the premises of our Institute. On constitution day i.e. 26th November we all students as well as employees gather together to read this constitution.
2. For inculcating values, rights, duties and responsibilities to become best citizens of India we displayed some quotes by Swami Vivekananda, Acharya Chanakya, Samarth Ramdas, Shri. Ratan Tata, Shri. Narayan Murti, Mrs. Sudha Murti, Mahatma Gandhi, Dr. Babasaheb Ambedkar, A. P. J. Abdulkalam, Hon. PM Narendra Modi, Peter Drucker etc.
3. Cyber Security/Information Security: We conduct one session on cyber security / information security for providing knowledge to the students as well as employees so that they will use the

digital transaction in secured way.

4. 15th August Independence Day and Republic Day 26th January: We celebrate Independence Day by flag hosting and our Founder Shri. Rajeev Jagtap and Mrs. Jagtap guide the audience regarding the rights, duties and responsibilities to become best citizens of India. Our Director, Dr. Abhijeet Kaiwade sir share their valuable knowledge regarding the same.
5. Gandhi Jayanti and Lalbahadure Shastri Jayanti: we celebrate both jayanti on next day of 2nd October, where we told the students and employees about the values, rights, duties and responsibilities by sharing their stories.
6. Dr. B. R. Ambedkar Jayanti: we celebrate jayanti of Dr. Babasaheb Ambedkar on next day of 14th April, where we told the students and employees about the values, rights, duties and responsibilities by sharing their experiences.
7. Teacher's Day 5th Sept.: we celebrate both jayanti on next day of 2nd October, responsibilities of teachers are shared with some students on this day so that students can understand the role of teachers.
8. Swami Vivekanand Jayanti 12th January: Swami Vivekananda is the role model of youth. we celebrate jayanti of Swami Vivekananda on same day by sharing some thoughts, experiences and stories.
9. Chhatrapati Shivaji Maharaj Jayanti, International Yoga Day, Swacha Bharat Abhiyan, Cultural day, Traditional day, AIDS awareness, Road safety and social awareness, Blood donation camp are celebrated by sharing the information.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices I

Title of the Practice:

Financial Aid to the deserving students & mentoring system.

Objectives of the Practice

- To financially support all the deserving poor students without any discrimination of caste, creed or gender.
- To promote 'equality' among the students.
- To minimize dropouts, improve performance and reduce stress of the students through personal counseling.

The Context

After comprehensive deliberations with students and teachers, it was decided to extend the benefit to all the needy students, who do not have the advantage of government or endowment scholarships, without any discrimination of caste, creed or gender.

Students undergo various problems of stress- personal, academic, physical, mental. Students are new to professional college life. It creates a lot of stress, especially to hostel students who are away from family for the first time. Students from educationally weak backgrounds feel complex and hesitations in class and unable to perform well due to inhibitions. Statistics reveal a decreasing number of dropouts. 'Mentor' who can form a bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision making for overall progress.

Innovation and Best Practices

This illustrious institution, true to its legacy of pro-needy-student attitude since its inception, has taken a firm resolve to extend all possible financial support to the deserving students and help them to realize their fond dream of acquiring higher education.

Faculty promotes scholarship schemes & informs about documents required for the scholarships. Institute provides infrastructure & guidance for filling application forms.

Each teacher is assigned around 15 students for the complete duration of their study. They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc. The mentors encourage the students to participate in co-curricular and extracurricular activities and sports.

Evidence of Success

- During the last 5 years we received around 75% student scholarship.
- Mentoring practice includes better results in the examinations, improved attendance, less drop outs, increased participation in co-curricular and extracurricular activities, better discipline on campus and respectful relationship between teachers and students. The students are more relaxed and have a healthy relationship with the staff.

Problems Encountered and Resources Required:

1. This practice requires fulfillment of documents required for certain scholarship , student attendance & Adhar seeding bank account in the name of beneficiary.
2. This practice requires committed teaching staff who have the skill to help students beyond teaching hours. There are no limitations or constraints faced during implementing the program.

Best Practices II

2.Title of the Best Practice

Teaching Learning Process using ICT & Value-added Courses with industry institute interaction program.

Objectives of the Practice

- To encourage teachers to adapt to advanced pedagogical methods including ICT adoption in classroom teaching.
- To Improved teaching learning efficiency, Reduce the burden on teachers, Simplified information sharing, Increased student motivation, Improve IT literacy of students.
- To provide students an understanding of the expectations of industry and improve employability skills of students.
- To bridge the skill gaps and make students industry ready.

The Context

AESIMR has been a pioneer in adopting and using modern educational technologies to enrich the teaching-learning process. Use of information and communication technology (ICT) has played a pivotal role in empowering the teacher trainees in the use of modern-day information tools.

Every year around 10 to 12 certificate courses were introduced with industry -academia collaboration. Also students and faculty members registered on MOOC platforms like Swayam, NPTEL, Infosys Springboard, EXCEL RI, Harvard Business School online courses, Coursera and other online courses.

Innovation and Best Practices

All the classrooms are ICT ready and all the departments adapted their classroom teaching with the help of ICT. We purchase Smart boards for effective & efficient delivery of sessions.

It provides support by integrating and utilizing latest technological innovations such as Google Classrooms, technology enabled classrooms, laptops, tablets and smart phones for enhancing and enriching the teaching- learning process. During the Covid-19 lockdown, the AESIMR shifted to online teaching-learning using Google Meet, Zoom, Google Classroom & Digicom ERP platforms. The students also take the benefit of the YouTube channel of the Institute where teachers upload their digitally recorded lectures & Guest sessions.

AESIMR has always strived to offer the best education to its students. It has lived up to the expectation of the society and this has been possible only through a conscious effort at promoting innovation in the development of curriculum, teaching-learning methods, value-added education, skill development programmes, collaborations with the industry, international collaboration, community outreach and the holistic development of students. Innovation at AESIMR is a result of a comprehensive feedback system which includes feedback from students, staff, parents, industry representatives.

Evidence of Success

- All teachers have adopted modern pedagogic styles and ICT in their classes. Appropriately paced and timely completion of syllabus. Increased attendance in the classes.
- It has improved the quality of delivery of the lecture. Students understood better than traditional teaching.
- 100% of students successfully completed value added certificate courses.
- In the last 5 years we have conducted around 60 value added certificate courses.

Problems encountered and Resources required.

This practice requires a monitoring system which can show the progress and gaps at each point of time. The institute ERP is serving the purpose but it needs upgrades as the time changes.

Staff members & students need to take extra efforts & devote themselves towards interdisciplinary skills and knowledge. It also supported major minor specialization concepts & knowledge.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Enriching Future with changing Life Skills

AESIMR distinctiveness refers to the unique characteristics and qualities that distinguish an educational institution from others in terms of its mission, vision, values, academic programs and support services.

We, at AESIMR consider our distinctiveness as “DOING SAME THINGS; DIFFERENTLY”

Academic Sphere:

First and foremost, the institute's commitment for providing excellent education is a hallmark of its distinctiveness. This includes offering high-quality academic programs in various domains of management & computer application. The institute, implements its own curriculum through well planned and effective teaching learning activities blended with latest pedagogy approaches. The institute is known for its effective curriculum, experienced faculty and state-of-the-art facilities that enable students to acquire the knowledge and skills they need for exceling in their chosen field. Various approaches have been taken to enable students to meet their individual needs. In addition to academic offerings, the institute stands for its focus on holistic development, it includes providing students with a wide range of add-on facilities that go beyond the traditional classroom experience. For example, the institute offers additional soft skill training programs that help students to develop soft skills and corporate manners that are essential for success in today's global marketplace. Exposure to students throughout their educational program is provided by mentors, counsellor, industry experts, professionals, and innovators. This enables them to be work ready. The institute proactively identifies the needs with current trend of market and makes the provision for imparting 58 value added courses to meet the requirement. The students are facilitated to work on relevant problems related to society, 100% students participated in industry through projects like minor and major projects. Students are enabled to work environment through regular industrial visits and an internship. Students are motivated to reach out to the industry for various summer internship projects (SIP).

Non-Academic Sphere:

Another important aspect of the institute's institutional distinctiveness is its support for sports and cultural activities. The institute recognizes that students need platforms to develop their physical, social and cultural skills, along with their academic abilities. Institute provides a range of sports facilities and opportunities for students to participate in various cultural events and activities. The institute also recognizes the importance of social skills. To this end, the institute has implemented various extension activities that aim to inculcate social skills in students. These activities include community service projects, volunteer work, internships, and social awareness campaigns. Through these activities, students learn the value of giving back to society, develop empathy and compassion for others, and gain a deeper understanding of the social issues facing their community. They also develop communication, teamwork, and leadership skills that are essential for success in any field. The extension activities at the institute are carefully designed to provide students with meaningful experiences that allow them to apply what they have learned in the classroom to real-world situations. By promoting social skills development, the institute is preparing its students to become responsible citizens who will make a positive impact in their communities and the world at large. The social skills are nurtured through various activities conducted by the social and student's clubs in the institute.

The students undertake activities of spreading social awareness about various burning topics such as Swatch Bharat, tree plantation, blood donation, Ganesh Festival, Wari etc. While doing so, students become aware of the societal issues and think of possible solutions of it.

The students take part in helping the neglected part of the society like orphans and old age people. Students help the children at the orphanages by contributing educational stationary & sports kit.

Physical development: AESIMR promotes physical activities among the students to cultivate many important skills such as physical fitness, team spirit, confidence, decision making, mental strength, etc. of the students. Each year, the institute organizes annual sports events comprising of various sports. In these sports boys and girls participate and show their skills – their sportsman spirit and team-building abilities.

Emotional development: Emotional intelligence of the students is given attention at the institute. During meetings, students can discuss their academics and personal problems with the Mentor. A professional counsellor is employed in institute who helps the students in need.

Overall, the institute is committed to holistic development by providing high-quality education, along with a range of add-on facilities, software training programs, support for sports and cultural activities, and demonstrates its commitment to nurturing well-rounded, capable, and socially responsible individuals who are ready to make a positive impact in the world.

5. CONCLUSION

Additional Information :

In a fast-changing academic environment the AESIMR is well poised to take on future challenges of higher education. The AESIMR strives to maintain and sustain standards of teaching-learning, research and innovation which continue to guide curricular and co-curricular thrusts of the institute.

Being a nodal and template institute for the discipline of Management and Computer Application in India, AESIMR continues to provide leadership to the discipline of Management and its allied fields and spearhead changes conforming with higher education standards.

Institute continues to participate in developmental research policy and advocacy for achieving Sustainability.

Concluding Remarks :

Institute always keeps its vision and mission in mind. An institution must evolve with changing needs and aspirations of students. The Institute is working hard for implementation of NEP 2020. Changes in pedagogy to incorporate vibrant digital platforms are the need of the hour and AESIMR has continuously worked to ensure that both faculty and students benefit from this interface. While academics is at the forefront, we are conscious of our duty and responsibility to give to society. All efforts are made to make them aware of their duties towards nation building and the community at large. Enhanced awareness of their rich cultural heritage, sensitization to issues of marginalized communities and our efforts to bridge the gap are also foregrounded. Innovation and research, development of hard skills and soft skills go hand in hand, likewise physical fitness and mental and emotional balance are equally important. AESIMR is committed to excellence in imparting quality higher education and will continue to work towards it.

Excellence happens not by accident. It is a process. APJ Abdul Kalam

The Institute has continuously upgraded its facilities and infrastructure to respond to the changing pedagogic and research environments. The Institute faculty and students have responsibly engaged with people and community, fulfilling its role in making knowledge and information accessible to people. It lives up to the vision and mission of the institution and stood the test of time. Truly, it is a tribute to the Founder members who envisioned women empowerment through this Institute of higher education.