Yearly Status Report - 2018-2019

Part A	
Data of the Institution	
1. Name of the Institution	**AKEMI BUSINESS SCHOOL**
Name of the head of the Institution	**Dr. Vilas Kulkarni**
Designation	**Director**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**+919325272779**
Mobile no.	**8806385808**
Registered Email	**accreditation@akemi.edu.in**
Alternate Email	**sachin.kulkarni@akemi.edu.in**
Address	**SR. NO. 30/3/1, 30/4/A,30/4/B, BUCHADE VASTI, VILLAGE - MARUNJI, TAL - MULSHI, DIST - PUNE, MARUNJI,**
City/Town	**Pune**
State/UT	**Maharashtra**
Pincode	**411057**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Rural**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Dr. Sachin Kulkarni**
Phone no/Alternate Phone no.	**+919325272779**
Mobile no.	**8806385808**
Registered Email	**accreditation@akemi.edu.in**
Alternate Email	**sachin.kulkarni@akemi.edu.in**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.akemi.edu.in/_files/ugd/51ffad_1a202b99c7ef4fdfb74b039dd87c6b7d.pdf

4. Whether Academic Calendar prepared during the year

Yes

if yes,whether it is uploaded in the institutional website: Weblink :	https://www.akemi.edu.in/_files/ugd/51ffad_f1e688bf7f6145d7a5e32734bf7c2311.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.30**	**2019**	**14-Jun-2019**	**13-Jun-2023**

6. Date of Establishment of IQAC

01-Nov-2018

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries

IQAC		
Academic and Administrative Audit	21-Sep-2018 1	15
Sensitization of Accreditation	24-Oct-2018 1	15

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

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2018 0	0
MBA	Quality Improvement Programme	Savitribai Phule Pune University	2019 1	69750
[View Uploaded File](#)				

9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View Link](#)
10. Number of IQAC meetings held during the year :	**1**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**No**
Upload the minutes of meeting and action taken report	**No Files Uploaded !!!**
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

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

• Orientation to Staff and Students regarding NAAC Accreditation Process. • Insisting the ICT enabled Teaching with purchase of Whiteboards, audiovisual instruments, visualizer, Epodium and replacement of LCD Projectors in the classrooms. • Academic Administrative Audit with the help of External Experts. • Induction (Orientation) programme to I year Students. • More activities for students to engage in Extension Activities

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

Plan of Action	Achivements/Outcomes
1. More use of ICT in Teaching Learning Processes	For capturing of Video in classrooms the instuments like audiovisual facilities with PAS and video capturing system has been purchased. In case faculty wants to record video, it can be utilised very easliy.
2. Making administrative processes streamlined	Time & processes of admission , TC,bonafide were studied , mapped from person to person. It helped in streamlining of processes increasing accuracy and saving time
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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2019
Date of Submission	18-Jan-2019
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Akemi Business School is affiliated to Savitribai Phule Pune University. The curriculum of the course – MBA is designed by the affiliating university and guidelines provided in the syllabus forms the basis for the preparation of an academic calendar. The academic calendar is prepared at the beginning of the academic year considering tentative dates for co-curricular and extra-curricular events. The academic calendar is categorized in a semesters manner to fine-tune the changes if any. At the end of the semester, the courses are

allocated to the faculty depending on their area of specialization, compatibility, and aptitude. A Time table is prepared, in advance by considering university curriculum guidelines in mind keeping in mind extra-curricular and co-curricular events. Once the course is allocated to a particular faculty, she/he prepares a course file containing session plan, chapter plan, notes, important questions, MCQs, previous question papers, cases. While preparing the course file, Programme Objective (PO) and Course Objective (CO) are mapped. CCE (Comprehensive Concurrent Examination) are designed after discussion among faculty about the extent of achievement of CO. The course files are approved by HOD, IQAC Coordinator and Director. IQAC, Director and experts evaluate the subject file of the previous semester, to improve teaching-learning more prolific. In a regular staff meeting, the Director takes the review of progress made in curriculum implementation. Director also takes feedback from students in the student Council meeting about the quality and quantity of curriculum covered. IQAC reviews the progress of curriculum coverage periodically. To supplement the theoretical learning, the institute invites professionals from industry, alumni and help students to gain the applied benefits of learning through interaction. Topics for Lectures to be delivered by industry experts are decided at the beginning of the semester by to address the effective implementation of the curriculum. Visiting faculties are also practicing professionals, senior academicians and from the industry background. The library is housed with books of all specializations and general books. With subscription of various periodicals and national and international journals. The entire Institute is having internet connectivity. The e-classes have broadband connectivity, Wi-Fi, LCD Projectors to make teaching-learning process fruitful exercise. The teaching methodologies include a blend of traditional and modern ICT technology. Teachers are encouraged to attend and participate in various FDPs, Conferences, and workshops for keeping them abreast of contemporary concepts. Videos, Newspaper and Journal Cuttings, Case studies, field projects, Summer internship Projects, industrial visits, quizzes, and presentations also help in implementing the curriculum effectively. The institute organizes industrial visits to understand procedures and practices in the industry. The institute enters an MOU with companies, professional organizations and educational institutes that help Institute in its academic endeavors to provide exposure to students. For improving teaching practices, both Institute and University provide support. University also sponsors workshops, seminars, and conferences of state, national and international levels. These processes create an ecosystem where ideas about positive aspects and areas of improvement in the curriculum are understood.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Disaster Management	NA	31/01/2019	1	Employability	Skill Development
Personality Development	NA	27/09/2018	2	Employability	Skill Development

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
MBA	Lab in Recruitment and Selection	25/07/2018

MBA	Lab in Job Design	25/07/2019
MBA	Lab in Training	25/07/2019
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
MBA	Marketing, Finance , Human Resource Management, Computer Management, Operations and Supply Chain Mgm	01/08/2018

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	112	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Business Communication Lab	16/08/2018	110
Leadership Lab	16/08/2018	110
Personality Development Lab	16/08/2018	110
Lab in Recruitment and Selection	25/07/2018	24
Lab in Job Design and Analysis	25/07/2018	24
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
MBA	Summer Internship	115
MBA	Dissertation	115
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
The institute has a multidimensional and well defined process of feedback system. The institute is practicing a 360-degree feedback systems accommodating all the stakeholders including students, faculty, industrial persons, visitors and alumni. The feedback is not only taken on the part of curriculum but also it includes academic and administrative improvements, infrastructure augmentation, ambience and hygiene maintenance. The feedback mechanism helps the institute to incorporate relevant changes in the curriculum, course delivery, administrative processes, ambience improvement and fortify hygienic environment. 1. Students Students are the heart of this mechanism. a. Course wise and teacher wise Student feedback is taken every semester and the suggestions are communicated to respective faculty member by the Director. b. The following parameters are included in the feedback: i. Punctuality ii. Use of innovating teaching methodology iii. Inclusion of Practical / corporate examples during Course delivery iv. Timely completion of syllabus v. Helping approach of faculty vi. Concurrent evaluation c. Students' feedback on the curriculum is to be taken at the end of every year and their suggestions are communicated to concern authority for the syllabus framing and restructuring. d. Apart from that, student's feedback on the infrastructure has been taken in line with NAAC SSS questionnaire. e. Institute also believes in open door policy and suggestion box scheme. These systems has been implemented by the institute. f. As committee form of structure where student representative are the members of various committees, valid student feedback and suggestions are incorporated in institute functioning. 2. Faculty Members a. Curriculum feedback is taken from faculty members as one of the stakeholders. b. Institute has a policy of Exit Interview of every staff who are leaving the institute. Through this system, Director gets the valuable suggestions regarding betterment of functioning of institute. 3. Alumni a. Alumni Association is formally registered and institute is having a strong connect with the alumni. b. Alumni interactions with students are periodically arranged by the institute. During the alumni's visit to the institute suggestions and inputs of alumni are taken by teachers informally and formally in the Visitor's book. c. Curriculum feedback is taken annually from the alumni. 4. Employers a. The feedbacks offered by the employers / industry personal about the curriculum are given due weightage and faculty members put forth these suggestions during the syllabus revision meetings. The curriculum feedback from the stakeholders is taken annually. Feedback forms are made available on the institute website as well as it has been circulated through social media and hard copy to have maximum coverage. The analysis has been done by IQAC. The institute has the advantage of faculty members being members of 'Board of Studies' and 'Syllabus Revision Committees' of University to communicate and incorporate valid suggestions.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MBA	ALL	120	120	115
[View Uploaded File](#)				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled	Number of students enrolled	Number of fulltime teachers	Number of fulltime teachers	Number of teachers

	in the institution (UG)	in the institution (PG)	available in the institution teaching only UG courses	available in the institution teaching only PG courses	teaching both UG and PG courses
2018	0	223	0	18	18

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
18	18	4	4	4	2

View File of ICT Tools and resources

View File of E-resources and techniques used

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Akemi Business School has developed and implemented a 'Student Mentoring System' to cater to the academic and non - academic grooming of the students. 'Student Mentoring System' has a Mentor – Mentee Program that helps students in their academic, personal professional progress. Institute assesses students' learning levels immediately after admissions and under Mentor - Mentee program faculty mentors are assigned to a group of students. Each Mentor identifies slow learners and advanced learners from a group of students. Accordingly, mentors take required remedial measures if necessary. Mentors also identify the other learning needs of students through initial meetings. Every student is made aware of his / her progress through concurrent evaluation. The mentor counsels the student to improve the individual grades. Through this Program, a strong bond between teachers and students is created and minimizes student's academic stress related issues. Mentors of the defaulters take follow up students with the intention that he / she can counsel. Slow learners are being Counselled by their respective mentor. The mentor identifies their problems and accordingly remedial actions are taken. The institute has developed a buddy concept. Under buddy concept, in typical cases, Students are suggested to sit together such that commerce and non-commerce graduate for Accounts and finance sessions and Engineers and science graduates with Arts and Commerce students for statistics and mathematics based courses. These students are informal mentors of their fellow students. Institute organizes regular Alumni interaction with the existing students. It helps students to get mentoring for selection of specialization, update current changes in market, writing profile, developing interview skills, and to be active in academic and curricular activities.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
223	18	1:12

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
15	15	0	6	6

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	NA	Director	NA

| 2018 | NA | Associate Professor | NA |
| 2018 | NA | Assistant Professor | NA |

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
MBA	NA	4	10/05/2019	16/07/2019
MBA	NA	3	08/12/2018	23/01/2019
MBA	NA	2	14/05/2019	16/07/2019
MBA	NA	1	12/12/2018	23/01/2019

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

CBCS GS curriculum is implemented for MBA. Programme structure and course contents are designed as per student aspirations industry expectations. MBA curriculum includes full credit and half credit courses. Full credit course has 30 marks concurrent evaluation (CE) and 70 marks University evaluation. Half credit course has 100 CE. Course teachers in consultation with academic committee decide 3-5 components for CE that are conveyed to students in advance. CE components range from traditional methods of class test, home assignments, field visit report, in depth viva, case presentations, Project Competition along with modern methods like google classroom, google forms, etc. The results and feedback of CE are communicated within one week of CE. Mentors counsel students for improvement in results through Mentor-Mentee framework. Course teachers offer additional opportunities to student(s) to improve their CE performance if required. Open door policy to resolve grievances in CE where students can approach Academic Coordinator or Director in case of dispute is in place. Proper care is taken to avoid the burden of more CE components evaluation on the same day / week. Remedial classes are conducted for slow learners. The reforms initiated in continuous evaluation during the MBA programme prepares a student for career in diverse sectors of the industry domestically and globally. CE facilitates learning in theory and practice of different functional areas of management and equips the students with an integrated approach to various functions of management. The consistency and transparency of CE helps the institute in achieving PSOs and COs.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Akemi Business School being affiliated to Savitribai Phule Pune University (SPPU) adheres to the University academic calendar announced at the beginning of the year. The University academic calendar mentions the dates of Commencement of term, Filling of exam forms, examination dates, end of semester, declaration of results and list of Holidays. Institute academic calendar prepared by the Academic Committee mentions dates of academics, co-curricular extracurricular activities, concurrent evaluation and holidays. With the help of course distribution and academic calendar, every course teacher accordingly submits the lesson plans to the Academic Committee. Academic

committee analyzes the consolidated class wise schedule of CIE components totaling to 38 in number of all the courses. If required, academic committees in consultation with respective course teachers make necessary changes such that not more than four CIE components appear in a week. Due care is taken so that two CIE components do not come on the same day. The Academic Calendar is finalized, approved and communicated by the academic committee to the teachers and students. The detail schedule of CIE components is shared with the students by the course teacher through their individual lesson plan. Academic calendar containing major activities and list of holidays is displayed on notice board and institute website. Academic coordinator takes periodic review of the implementation of the academic calendar and accommodates minor changes (if any). Academic committee is referred to for any major deviations in the academic calendar. Periodic students' feedback also help to understand the deviations and take timely corrective actions. The changes in the academic calendar (if any) are communicated to the students and teachers from time to time. Periodic review meetings of the Academic committee help for effective attainment of PSOs and COs.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://www.akemi.edu.in/_files/ugd/51ffad_7bd8e40892ea46558c228d523e604d90.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
NA	MBA	ALL	108	84	77.77
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://www.akemi.edu.in/_files/ugd/51ffad_dd0c4598a2914a73ba04205cdd84c278.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Total	00	NIL	0	0
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
A seminar on Supply Chain	MBA	04/10/2019

Management - Case of Mumbai Dabbawalas"		
Workshop under Nirbhay Kanya Abhiyaan -Felicitation of Successful Women	MBA	18/01/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	17/08/2018	NIL

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	17/08/2018

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
MBA	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	MBA	5	Nill

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
MBA	0

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	2018	0	NIL	0
NIL	NIL	NIL	2019	0	NIL	0

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	2018	0	0	NIL
NIL	NIL	NIL	2019	0	0	NIL
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	0	0	0	0
Presented papers	0	0	0	0
Resource persons	0	0	0	0
[View Uploaded File](#)				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Yoga Day	Dr. A.B. Telang Senior College of Arts, Science and Commerce	5	30
Tree Plantation Drive	Pushpak Amusement Ltd, Appu Ghar Nigdi, Pune-44.	4	45
Orphanage Home Visit	Aashram of Shree Dadamaharaj Natekar Moraya Trust, Chikhali, Pune.	3	45
Workshop on "Disaster Management"	Savitribai Phule Pune University Board of Students' Welfare Department and Life Saver Fire Services, Nigdi, Pune	6	20
Nirbhay Kanya Abhiyan Counseling	SPPU	4	28
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited

NIL	NIL	NIL	0

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Nirbhay Kanya Abhiyan Counseling	Savitribai Phule Pune University	Nirbhay Kanya Abhiyan Counseling	4	28
Workshop on "Disaster Management" Workshop on "Disaster Management"	Savitribai Phule Pune University Board of Students' Welfare Department and Life Saver Fire Services, Nigdi, Pune	Workshop on "Disaster Management"	5	20
Orphanage Home Visit	Aashram of Shree Dadamaharaj Natekar Moraya Trust, Chikhali, Pune.	Orphanage Home Visit	3	45

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Student Exchange for A seminar on Supply Chain Management - Case of Mumbai Dabbawalas"	Student	Institute	1
Student Exchange for State Level Seminar on "Sustainable Development in VUCA World"	Student	Institute	1
Student Exchange for Workshop on Capital Market Awareness.	Student	Institute	1

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the	Name of the	Duration From	Duration To	Participant

linkage	partnering institution/ industry /research lab with contact details				
Industry Institute Linkage	Internship	Akruti Marketing and Technologies	01/08/2018	30/09/2018	Student
Industry Institute Linkage	Internship	Satav Automotive L LPInternship	01/08/2018	30/09/2018	Student

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Greenspan Agritech Pvt Ltd	21/07/2018	The objective of this Memorandum of Understanding (MOU) is: 1. To promote interaction between Akemi Business School and Greenspan Agritech Pvt. Ltd. In mutually beneficial areas. 2. To generate curiosity and to inculcate research activities among the	2

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
500000	420960

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
AUTOLIB	Partially	NG	2019

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	5000	901190	400	131486	5400	1032676
Reference Books	10	20000	10	35290	20	55290
e-Books	500	21532	500	36223	1000	57755
e-Journals	5000	16500	3000	19500	8000	36000
Digital Database	1	13750	1	19500	2	33250
Library Automation	0	0	1	108000	1	108000
Others(specify)	0	0	2	16500	2	16500
			[View File](#)			

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NA	NA	NA	13/08/2018
		[View File](#)	

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	79	1	1	1	1	1	1	100	0
Added	0	0	0	0	0	0	0	0	0
Total	79	1	1	1	1	1	1	100	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and

	recording facility
0	<u>NA</u>

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
1200000	1364324	700000	846945

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Akemi Business School has well developed mechanism for maintenance of the facility. All physical facilities like Laboratories, Classrooms and Computers are made available to students. Akemi Business School keeps the record for maintaining and utilizing physical facilities, academic facilities and support facilities. Classrooms, boards and furniture facilities are utilized regularly by the students. Provision of budget for library maintenance is provided by college management. Akemi Business School have maintenance department for the building maintenance. Maintenance regarding carpentry, plumbing, civil, electrician, gardening, sports work is carried out maintenance department from outsourced local vendors. Administration plans and takes decision on major infrastructure issues like painting, infrastructure changes to meet the University requirement. The procedure of daily cleaning, maintenance is followed and looked after by the housekeeping. Staff members are assigned duties to see that the instruments are maintained properly. Institution has a generator / backup system for any electricity supply failure or voltage fluctuation. Daily cleaning activity is scheduled for the cleanliness of the campus. Pure and safe water supply at prominent places adequate number of water reservoirs is there in place. These water reservoirs are well maintained so that they confirm to the standards of hygiene and safety enforced. Activities such as fumigation and pest treatment are conducted regularly across all facilities

https://www.akemi.edu.in/_files/ugd/51ffad_03d83dfbdc524e24b6c1679571c8ce54.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Scholarship Provided by Institute	0	0
Financial Support from Other Sources			
a) National	Govt Scholarship for reservation students and economically backward students	67	665692
b)International	Nill	0	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Soft skill development	31/08/2018	75	All in house faculty
Remedial Coaching	15/11/2018	42	All in house faculty
Remedial Coaching	19/03/2019	37	All in house faculty
Language lab	10/09/2018	20	ETNL Language Lab, Nagpur, Clarity English Success Software

[View File]

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2018	NIL	0	0	0	0
2019	NIL	0	0	0	0

[View File]

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
NA	0	0	As per List attached	219	74

[View File]

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to

2018	0	0	0	NIL	NIL
2019	0	0	0	NIL	NIL

View File

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	0
SET	0
SLET	0
GATE	0
GMAT	0
CAT	0
GRE	0
TOFEL	0
Civil Services	0
Any Other	0

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Youth Festival	Intercollegiate	10
International Womens Day	Intercollegiate	10

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5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	NIL	National	Nill	Nill	NIL	NIL
2018	NIL	International	Nill	Nill	NIL	NIL
2019	NIL	National	Nill	Nill	NIL	NIL
2019	NIL	International	Nill	Nill	NIL	NIL

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Akemi Business School has constituted various bodies and committees having representation of teaching staff, non-teaching staff, students, management and other stakeholders for smooth functioning and development of institute. Students are actively participated in various academic and administrative committees such as IQAC, Library committee, Magazine committee, Anti-Ragging

committee, SC/ST Atrocities Committee, Internal Complaint Committee (ICC) and Start-up and Innovation Committee etc. These committees conduct the meeting as per the schedule and students provide their valuable suggestion. If other committee member feels to be relevant, the appropriate action has to be taken care by the institute. Apart from that students take initiative for conducting various curricular and extra-curricular activities. Students representation on various committees allows them to interact, suggest and express their views on the related matters which they confer in the respective committee meetings.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

5.4.2 – No. of enrolled Alumni:

10

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Akemi Business School follows committee based structure where committees are formed on the basis of academic and administrative requirements. Each Committee is headed by Chairman, coordinator and members nominated. The objective and functioning of these committees are predetermined. The committee is empowered to decide the course of actions. Inclusive work culture: 1. The discussion regarding the organization of proposed activity taken up in Institutional meeting 2. The faculties are invited to participate in discussion regarding the theme of program. 3. After receiving the themes, a brainstorming session is organized with all the faculty members and a theme is finalized. 4. Once the theme is finalized, roles and responsibilities charter is prepared and roles are democratically assigned according to talent and preference of the faculty members. 5. Once the roles and responsibilities are assigned – each faculty member prepares an execution plan – which is once again discussed in common meeting and finalized 6. All the faculty members are jointly responsible for promotion and branding of the event. 7. Each faculty members also contributes in identifying the experts for Key Note Sessions Faculty Empowerment: 1. The faculty members are empowered to pursue research activities beneficial for the self-development, institute's growth and societal benefits. 2. The faculty members are encouraged to engage in consultancy activities with industries / corporates. The revenues accrued are shared equally amongst faculty and Akemi Business School.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	Akemi Business School has constituted a systematic plan to enhance the competencies and capabilities of its faculty members. In order to work out this plan in practice the following strategy is adopted: • The college appoints qualified staff as per the UGC, State Government and University guidelines. • The staff members are encouraged to enhance their professional competencies by participating in seminars, conferences, faculty development programs. • The Director in consultation with the IQAC, sets targets to be accomplished by each department for every academic year. • The general staff meeting is organized to identify the opportunities and visualize the challenges.
Teaching and Learning	Smart boards and PD software were installed. Google classroom facility is used for sharing study materials, quizzes etc. Teachers were deputed for FDPs, Seminars to upgrade their knowledge. Institution followed student centric Teaching - Learning methods over years. Teachers continuously improved delivery system by adapting the Plan, Deliver, Check, Act cycle. Teachers carefully design delivery content, student participation assignments and implement it to the last detail during semester for every course. Institute dedicated to the cause of augmenting student-centric focus, innovative exercise of digital teaching – learning platform was implemented to only few specific courses on an experimental basis.
Examination and Evaluation	At the beginning of every semester faculty member communicate their concurrent evaluation parameters to students. Exam time tables are displayed on notice board. Faculty members evaluate level of examination questions set by the university for End Term Examination. Faculty members of each course supplement content together with assignments to be completed by students to augment prescribed syllabus. Hence a continuous effort is being exercised to add value to students and prepare them to meet current needs of industry. To administer uniformity for conduct of

	internal assessment which incidentally would be accountable for overall assessment of students.
Research and Development	Faculty members are encouraged to pursue Ph. D. Financial aid and rewards are given to attend conference and publish papers in reputed journals. To inculcate research environment amongst the students, Business Research Methods Live Project Competition was conducted.
Library, ICT and Physical Infrastructure / Instrumentation	Library is fully automated through Autolib software all classrooms are smart classrooms, wi - fi facility has been installed. Computer laboratory for students is being revamped with new computing systems and furniture. A Language laboratory for practicing communicative English is being established
Human Resource Management	All Teaching and non-teaching staff are encouraged to participate in seminars, workshops, FDP's, PDP's, LDP's, etc. Leave and Financial aids are provided to attend the same. Performance appraisal forms are filled by all staff members and forwarded to Director.
Industry Interaction / Collaboration	Seminars / workshops for students and faculty members were organised by the institute throughout the year. Akemi Business School has signed MoU with 3 corporates.
Admission of Students	The admission process is strictly followed by the State Common Entrance Test Cell, Maharashtra State. It follows rules, regulations and guidelines set up by the DTE. Efforts are made to attract students through social media and institute website. The institute has been successful in admitting 120 student intake.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	Academic calendar, university syllabus and Time tables are available on the website of Akemi Business School and timely communicated to the students through google classroom and social media.
Administration	Library is fully automated. Circulars and Notices are communicated through SMS and social media along with displaying on the notice boards of Akemi Business School.

Finance and Accounts	Finance and Accounts of Akemi Business School are maintained through Tally software. Akemi Business School has been using a competent software to maintain and manage the inflow and outflow of the finances. The accounting starting from the foundation entries till production of statement of accounts and financial reports required for strategic management, in particular strategic planning are being produced through usage of software
Student Admission and Support	Student admissions are done through centralised DTE process (Which is fully online and there is no intervention of institute). Admission schedule, Fees structure and other related information are made available on institute website
Examination	Students fill online examination forms, revaluation forms and any grievances through SPPU portal. Communications with the University examination and evaluation department related to examinations and student grievances is through webmail. From SPPU End term examination question papers are received online half an hour before commencement of exam. Concurrent evaluation marks are communicated to the University through online process. Every faculty member feeds the course marks through his / her respective university login.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	NA	NA	NA	0
2019	NA	NA	NA	0
View File				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	NA	Basic			Nill	1

		Training for Tally and GST	13/07/2018	14/07/2018		
2018	NA	Library readiness for NAAC Accreditation	30/11/2018	30/11/2018	Nill	1
2019	NA	Strategies for Transforming Libraries Growing Trends and Technologies	02/02/2019	02/02/2019	Nill	1
2018	Multivariate Data Analysis	NA	03/12/2018	07/12/2018	1	Nill
			View File			

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Short Term FDP on Innovative Teaching Skills for Management Teachers organized by Faculty Development Centre UGC-HRDC, SPPU Pune	1	15/07/2018	21/07/2018	7
one day Workshop on College Exam Officer Workshop Organized by SPPU in Sept. 2018	1	08/09/2018	08/09/2018	1
workshop on MBA New Syllabus (2019) at PUMBA	5	20/05/2019	20/05/2019	1
		View File		

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
18	18	10	10

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
50 percent concession in tuition fees for wards of employees studying in any school or college of Camp Education Society. Casual Leave and Medical Leave is granted to the staff as per University Act. Holidays as per SPPU and Society Calendar. Vacation Leave is given to teaching staff twice a year. Maternity Paternity Leave is provided to the staff. Medical leave is given the staff after confirmation of services as and when required. Group Insurance scheme is applicable to staff. Short leave of 1 -2 hours for attending parents' meet, bank work is allowed occasionally as per requirement. Tea is provided two times in a day in the institute. Compensatory off is given to the staff if they work on holidays. Pantry facility is provided by the institute. Recognition in the form of appreciation letter is given for special achievements. Financial support for attending FDP/LDP/PDP, Seminar and Conference is given. Duty Leave for attending FDP/LDP/PDP, Seminar, Conference. Healthy and Hygienic environment is maintained in the institute. Institute has open door policy for any sort of grievance. Any employee can approach Director or President of Society in case of	50 percent concession in tuition fees for wards of employees studying in any school or college of Camp Education Society. Casual Leave and Medical Leave is granted to the staff as per University Act. Holidays as per SPPU and Society Calendar. Vacation Leave is given to teaching staff twice a year. Maternity Paternity Leave is provided to the staff. Medical leave is given the staff after confirmation of services as and when required. Group Insurance scheme is applicable to staff. Short leave of 1 -2 hours for attending parents' meet, bank work is allowed occasionally as per requirement. Tea is provided two times in a day in the institute. Compensatory off is given to the staff if they work on holidays. Pantry facility is provided by the institute. Recognition in the form of appreciation letter is given for special achievements. Financial support for attending FDP/LDP/PDP, Seminar and Conference is given. Duty Leave for attending FDP/LDP/PDP, Seminar, Conference. Healthy and Hygienic environment is maintained in the institute. Institute has open door policy for any sort of grievance. Any employee can approach Director or President of Society in case of	Scholarship to eligible students. Student Welfare activities are conducted round the year. Yoga workshop, Disaster Management Demonstration, Personality Development via workshops, participation in activities at college and intercollegiate educational, sports cultural events.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Internal Audit is conducted periodically with help of senior accountant from parent trust. Through internal audit authenticity and correctness of all books of accounts entries, Tally entries are verified. External Audit- Accounts are audited at end of financial year by statutory auditors. No major findings or objections made by external auditor till date. Audit is conducted in accordance with ICAI Auditing standards to obtain reasonable assurance about financial statements to be free from material misstatements, verify preparation and fair presentation of financial statements, evaluate appropriateness of accounting policies used and reasonableness of accounting estimates.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	NA

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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	NAAC Peer Team	No	Nill
Administrative	Yes	NAAC Peer Team	No	Nill

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1. As Akemi Business School is conducting only one professional PG program (MBA), need for the formation of Parent - Teacher Association was not felt. 2. Teachers (Mentors) has one to one interaction of the with the parents of the respective students as and when required. The students being major and mature, hardly it is required to interact with the parents. 3. One parent representative is member of the Anti-Ragging Committee of the institute. Institute has open door policy and any parent can directly approach the staff member or Director as and when required.

6.5.3 – Development programmes for support staff (at least three)

Librarian, Mr. Murlidhar Ghodke, attended workshop on "Library readiness for NAAC Accreditation" organized Yashaswi Education Trust's IIMS on Nov. 30, 2018. Librarian, Mr. Murlidhar, attended workshop on "Strategies for Transforming Libraries Growing Trends and Technologies" organized by DELNET on Feb. 02,2019. Accountant, Mr. Vaibhav Khare, undergone training program on "Basic Training for Tally and GST" conducted by Antraweb Technologies Pvt. Ltd. 2 Days training on July, 13 14 2018

6.5.4 – Post Accreditation initiative(s) (mention at least three)

> 1. Institute has installed Smart Classrooms, Language Lab and Personality Development Lab. 2. Vriddhi Library software is replaced by Autolib Library Management Software in institute Library 3. Institute has installed OPAC Facility for Library 4. Institute has renewed DELNET software

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	A seminar on Supply Chain Management - Case of Mumbai Dabbawalas"	13/03/2019	13/03/2019	13/03/2019	40
2019	Nirbhay Kanya Abhiyan (Counselling Session)	05/02/2019	05/02/2019	05/02/2019	32
2019	Workshop on Disaster Management	30/01/2019	30/01/2019	30/01/2019	26
2018	Dr.Sachin Kulkarni Participated Short Term FDP on Innovative Teaching Skills for Management Teachers organized by Faculty Development Centre UGC-HRDC, SPPU Pune	15/07/2019	15/07/2019	20/07/2019	1
2018	Dr. Sachin Kulkarni published a Research paper titled Experential Learning	01/10/2018	01/10/2018	01/10/2018	1

	Replaces Traditional Teaching Methodology in Management Institute				
2018	Dr. Sachin Kulkarni published a Research paper titled Soft Skill - A Success Mantra For Budding Entrepreneur	15/11/2018	15/11/2018	15/11/2018	1
2018	Dr. Sachin Kulkarni published a Research paper titled A Study of Employee Engagement at EPCOS India Private Limited, Nashik	01/10/2018	01/10/2018	01/10/2018	1
2019	Ms. Meenu Tiwari published a Research Paper titled Awareness about Goods and Service tax among un dergraduate students- special reference with MCCCS College, Pune	01/06/2019	01/06/2019	01/06/2019	1
2019	Ms. Meenu Tiwari published a Research Paper titled A study of Financial planning for retirement amongst	11/01/2019	11/01/2019	11/01/2019	1

	working womens individual				

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
International Womens Day Program	08/03/2019	08/03/2019	25	15

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Akemi Business School was using conventional lighting methods and the Load was 6.8 kW. IQAC made representation to the management and request to increase the usage of LED lighting and thereby the load was reduced to 3.56kW

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Ramp/Rails	Yes	0
Rest Rooms	Yes	0
Scribes for examination	Yes	0
Provision for lift	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	1	1	16/08/2018	1	Tree Plantation	Inspiring students for afore station. Sensitising students towards environmental issues - global	48

2019	1	1	12/01/2019	1	Visit to Old Age home	Sensitize the students of the hardships of under-privileged children and senior citizen	48

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of Conduct Handbook	15/08/2017	Akemi Business School has code of conduct handbook which covers human values and Professional Ethics for various stakeholders. For new entrant students, faculty members brief as well as distribute the hard copy of handbook. The follow up and implementation has been taken care by various statutory committee and faculty members. Code of conduct for other stakehoders communicated through the IQAC meetings.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Independence Day	15/08/2018	15/08/2018	60
Visit to Old Age Home, Hostel for Downtrodden Children and Gurukul	12/01/2019	12/01/2019	48
Republic Day	26/01/2019	26/01/2019	45
Nirbhay Kanya Abhiyan (Counselling Session)	15/10/2018	15/10/2018	32
International	08/03/2019	08/03/2019	55

Women Day Celebration			
International Yoga Day	21/06/2019	21/06/2019	21

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Akemi Business School has initiated different practices which can ensure green practices at campus. The institute supports green practices in all its initiatives. It has well-defined policies for its sustainable green practices which include its energy conservation, water conservation, transport support and Green campus. The practices that inculcate the importance of conserving the present for the future generations are deployed. The Director ensures that the above principles are strictly complied with and provides feedback to Akemi Education Society on its efforts and the future directions. The details are as below: 1. Students, staff using bicycles: Akemi Business School motivates to celebrate Bicycle Day with students and staff. 2. Use of Public Transport: Akemi Business School promotes the use of public transport system and also has ensured free transportation to the students using the hostel facility to avoid heavy use of bio-fuels 3. Pedestrian friendly roads: As a part of existing infrastructure, paved and pedestrian friendly walkways are marked for safe walking of students and staff of Akemi Business School 4. Plastic Free campus: Akemi Business School makes a dedicated effort to keep the campus free of plastic bags and plastic materials. Paper cups are used in the canteen and in the entire premises of Akemi Business School. Plastic material is controlled in the campus. Dustbins are kept at the various locations in the campus to keep the environment clean. 5. Paperless Office: All important correspondence at Akemi Business School are communicated via email and WhatsApp. Important documents are kept in a shared folder accessible to the concerned thereby minimizing paper work and saving cost. 6. Green landscaping with trees and plants: As an initiative, Akemi Business School has maintained green landscaping with trees and plants. Akemi Business School also promotes "sapling

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice - I Title of the Practice: Entrepreneurship Development Objectives of the Practice To create awareness on entrepreneurship among the students. To inculcate entrepreneurial spirit and culture among the students To conduct programs in Entrepreneurship enabling skills. The Context Entrepreneurship does not only imply being able to start and manage your own business but it also helps the economy in a lot of ways. For starters, it contributes greatly to the GDP of the country as entrepreneurship primarily involves production and supply of goods and services with a profit motive in mind. This is one of the most important needs for entrepreneurship. An entrepreneur also generates employment in the economy and helps in reducing unemployment as well as in improving the standard of living of the people. This is because more jobs mean more income from the people and more revenue in the economy. Moreover, it is because of the entrepreneurs in the economy that realize the need of goods and services of the people that we do not have to depend on western produced goods. This, in turn, helps the country's money stay within the country. It also helps the country to earn foreign exchange by exporting the goods that are produced in excess in the country to other countries that have a demand for these goods and services. Another need for entrepreneurship in the country is that it helps to develop and nurture latent potential in the country. This is especially important in a country like India which has a huge population. This helps the overall growth of the country. It

also improves the standard of living of the people living in the economy. The Practice Akemi Business School has established "Entrepreneurship Development Cell" to develop institutional mechanism to create entrepreneurial culture in students. The mission of the EC is to develop institutional mechanism to create entrepreneurial culture in Akemi Business School to foster growth of innovation and enhance entrepreneurship amongst the faculty and students. Functions • To organize Entrepreneurship Awareness Camps, Entrepreneurship Development Programmers and • Faculty Development Programmers in the region for the benefit of students. • To conduct research work and survey for identifying entrepreneurial opportunities. • To guide and assist prospective student entrepreneurs on various aspects such as preparing project • reports, obtaining project approvals, loans and facilities from agencies of support system, • information on technologies, etc. • To organize guest lectures and seminars for promotion and growth of entrepreneurship. • To arrange visits to industries for prospective entrepreneurs. Face to Face interactions with entrepreneurs: The institute regularly invites the entrepreneurs to visit the campus and interact with students on their experiences, success and failures, lessons to be learnt. This face to face interaction helps to inspire students to think about having their own startups. The institute also organizes industry visits, large and small to give students an insight of the working, processes and procedures Assignments are given to the students to study entrepreneur of their choice and give presentations on the same. This helps develop a critical insight into life, challenges and character of an entrepreneurs that led to his success Evidence of Success • As a result of the deliberations, and insights received from the interactions 3 Student of Akemi • Business School have established their own businesses. • The budding entrepreneurs are inspired to share their experiences, guide upcoming aspirants to start their own businesses. • This sharing has now inspired the students to think about starting their own ventures. Problems Encountered and Resources Required • The students face opposition from parents due to the risks involved in starting their own business. • They often lack initial financial resources required. • They lack technical know-how required to enable business. Best Practice - II Title of the Practice: National Level Industry Visits Objectives of the Practice • To create awareness of Business world • To create awareness of corporate work culture and processes. • To get a reality check of corporate expectations and performance standards. • To understand the role of domain specialization in overall business. The Context Industrial visit has its own importance in a career of a student who is pursuing a professional degree. It is considered as a part of college curriculum. The objective of an industrial visit is to provide an insight regarding internal working of companies. Theoretical knowledge is not enough for a successful professional career. With an aim to go beyond academics, industrial visit provides students a practical perspective of the work place. It provides with an opportunity to learn practically through interaction, working methods and employment practices. It gives an exposure to current work practices as opposed to possibly theoretical knowledge being taught at college. Industrial visits provide an excellent opportunity to interact with industries and know more about industrial environment. Industrial visits are arranged with an objective of providing an opportunity to explore different sectors like IT, Manufacturing, Services, Finance and Marketing. Industrial visits help to combine theoretical knowledge with practical knowledge. Industrial realities are opened to the students through industrial visits. The Practice Akemi Business School arranges the 15-day industry visit to the students every year. The process starts with the briefing of "Campus to Corporate" transformation with an objective to orient students with the intricacies of corporate performance expectations. Preferably a corporate speaker is also involved to give inputs on corporate work processes and etiquettes. The co-ordinate of the visit then briefs of industry to be visited, with details like geographic location, products, and competitors in general.

The students are then asked to prepare group presentations on history, culture, HR, Marketing, Financial aspects of the concerned industry and are asked to prepare a questionnaire to be put through to the industry expert. An interview with the key resource persons is arranged which helps the students to understand the communication dynamics and domain expertise. This helps them to orient themselves to the functional specializations they wish to pursue. This also lays a foundation to their corporate aspirations and look forward for their roles in future. Coupled with this, the students also learn about local culture, strengths and how it is accessed for industrial development. The visit concludes with a detailed report Evidence of Success The details of the National Visits are as under: • Durshet Forest Lodge, Ludhiana, 2018-19 • Avon Cycles, Ludhiana, 2018-19 Local Industry visits details are as under: • Finolex Pipes Pune, Pune, 2018-19 • Tata Motors Women's Welfare Society, 2018-19 • Coca Cola Global, Pune 2018-19 • Morde Foods Pvt. Ltd. 2018-19 Thus it can be observed that the students have had an exposure to wide variety of industries on different segments, adding value added inputs to their curricular learning. Problems Encountered and Resources Required • Industry connect pan India • Dedicated Activity coordinator who instils passion, confidence and discipline

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://www.akemi.edu.in/_files/ugd/51ffad_d1e68a64af6b4d6d8ab65c7d41c864ea.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

KNOWLEDGE EXCHANGE PROGRAMME Objective The purpose of this program is to match faculty members from Akemi Education Society, Pune and Pune District Education Association, Pune who will collaborate in the partial design for teaching and learning of a course. Two (02) faculty member are expected to travel to the partner institution for five (5) days in a semester. In the given period, the faculty members will engage a class, meet with other faculty members in order to discuss future potential projects, give an open lecture to the students, etc. Faculty members are also expected to organize an academic activity to give their students the opportunity to collaborate. Purpose Expose students to: • experienced faculty members across both the institutes /colleges, • contemporary skills, relevant global practices and curricula, • joint teaching programs, integrated student's exercises, • possibilities for future collaborations with partner institute / college. How it works: • Member institute / college will be responsible for reaching out to expert faculty within their own institution. • Once identified, interested faculty members should send a detailed proposal Joint proposals from member institutions / colleges are encouraged Partnering Institution / college will identify similar project proposals and will then notify the respective institution / college. • The group of collaborating faculty members will design the syllabus and activities to be implemented during the five (05) day visit. • A preliminary plan will be sent to the partner institute / college. • Selected faculty members will participate in the short-term faculty exchange program Expectation from participants Selected participants are expected to complete the following tasks as part of their participation in this program: 1. Before Visit: • A potential match is introduced to faculty member. Both participants are expected to establish communication to have an initial conversation. • After match is confirmed, faculty members are expected to establish communication to brainstorm and agree on the different activities planned for the five (05) day visit. • A planning activity document should be sent to partnering institution / college prior to the start of semester. 2. During Visit: • Visiting faculty will teach or co-teach his/her colleague's classes. • Visiting faculty will

offer a lecture on his/her expertise. • Visiting faculty will meet with various academic departments to discuss potential future projects. • An integrated student exercise will be organized by the faculty members to give students from both institutions / colleges the opportunity to interact. This activity could take place anytime during the semester. 3. After Visit: • Faculty members are expected to share the evaluation report with their own students. • Faculty will complete a final report by the end of the semester.

Provide the weblink of the institution
https://www.akemi.edu.in/_files/ugd/51ffad_430ed928645d4b6d88719d44b11045b9.pdf

8.Future Plans of Actions for Next Academic Year

In line with the perspective / strategic plan the following initiatives are planned / underway covering various academic and other development areas for the academic year 2019-20. Akemi Business School plans to start the additional certification courses in line with the SPPU MBA 2019 revised syllabus. In this, Akemi Business School plans to offer the courses in Foreign language and personality development and soft skills. Akemi Business School plans to conduct the seminars / workshops under 'Start-up Incubation Centre' initiative. Akemi Business School plans to apply for permanent affiliation of SPPU from the academic year 2020-21. Once the permanent affiliation is sought, the process to apply for 2 (f) 12(B) status will be initiated. Under the local chapter of SWAYAM / NPTEL, students and faculty members would be encouraged to enrol for various online courses from the academic year 2019-20. Akemi Business School is in the process of starting annual inhouse magazine. Adhering to the quality policy, institute plans to work on following areas: Academic: To enhance industry - academia interface giving corporate exposure to budding managers, institute plans to conduct state level seminars, one day workshops on various apt themes. Institute would be conducting industrial visits to build practical insight of the functioning of corporates. Eminent corporate personalities would be invited on campus during various programs. Eco-friendly Infrastructure: The academic infrastructure would be augmented by purchasing latest teaching equipment. Physical infrastructure would be uplifted by making conducive and eco-friendly changes. Human values: The institute proposes to start NSS unit of SPPU from the academic year 2019-20. Under the NSS unit, various nation building social and environmental activities would be conducted to sensitise the students towards social issues and inculcate human values. The activities may include celebration of prominent National and International days, tree plantation drives, cleanliness drive, blood donation camp, visit to orphanages / old age homes / social visits, raising of funds for calamity hit people that include draughts, floods, etc.