



## Yearly Status Report - 2019-2020

### Part A

#### Data of the Institution

Part A	
Data of the Institution	
1. Name of the Institution	AKEMI BUSINESS SCHOOL
Name of the head of the Institution	Dr. Rajendra Takale
Designation	Director(in-charge)
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	+919325272779
Mobile no.	8806385808
Registered Email	director@akemi.edu.in
Alternate Email	accreditation@akemi.edu.in
Address	S. No. 30/3/1, 30/4/A, 30/4/B, Buchade Vasti, Village: Marunji, Talulka: Mulshi, District: Pune
City/Town	Pune
State/UT	Maharashtra
Pincode	411057

<b>2. Institutional Status</b>																			
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			sachin.kulkarni@akemi.edu.in																
Alternate Email			accreditation@akemi.edu.in																
<b>3. Website Address</b>																			
Web-link of the AQAR: (Previous Academic Year)			<a href="https://www.akemi.edu.in/files/ugd/51ffad_790412ed4b57467c90e1c36c4bd6e1f4.pdf">https://www.akemi.edu.in/files/ugd/51ffad_790412ed4b57467c90e1c36c4bd6e1f4.pdf</a>																
<b>4. Whether Academic Calendar prepared during the year</b>			Yes																
if yes,whether it is uploaded in the institutional website: Weblink :			<a href="https://www.akemi.edu.in/files/ugd/51ffad_4948bc40367d4e2282baf45ade32ef4d.pdf">https://www.akemi.edu.in/files/ugd/51ffad_4948bc40367d4e2282baf45ade32ef4d.pdf</a>																
<b>5. Accrediation Details</b>																			
<table border="1"> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> <tr> <td>1</td> <td>B</td> <td>2.3</td> <td>2019</td> <td>14-Jun-2019</td> <td>13-Jun-2024</td> </tr> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	B	2.3	2019	14-Jun-2019	13-Jun-2024
Cycle	Grade	CGPA	Year of Accrediation	Validity															
				Period From	Period To														
1	B	2.3	2019	14-Jun-2019	13-Jun-2024														
<b>6. Date of Establishment of IQAC</b>			01-Nov-2018																
<b>7. Internal Quality Assurance System</b>																			
<table border="1"> <tr> <th colspan="3">Quality initiatives by IQAC during the year for promoting quality culture</th> </tr> <tr> <th>Item /Title of the quality initiative by</th> <th>Date &amp; Duration</th> <th>Number of participants/ beneficiaries</th> </tr> </table>						Quality initiatives by IQAC during the year for promoting quality culture			Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries								
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		
Personality Grooming session	03-Jan-2020 2	40
Workshop under Nirbhay Kanya Abhiyaan -Felicitation of Successful Women	07-Sep-2019 1	35
Orientation and Goal Setting Programme	26-Aug-2019 2	50

L::asset('/','public').'/public/index.php/admin/get\_file?file\_path='.encrypt('Postacc/Special\_Status/.\$instdata->upload\_special\_status'))}

[View Uploaded File](#)

**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
MBA	NA	NIL	2019 0	0
MBA	NA	NIL	2020 0	0

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**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 :**

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

**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)**

1 Published Research Paper in UGC Care List Journal 2 Organized Online Faculty Development Programmes on Online Teaching Methods for faculty members 3 Counselling and online webinars to enhance Academic Industry Interface and corporate grooming along with online Student Engagement activities during Pandemic 3 Organized Webinars for Students, Staff and Faculty members on use of

free resources, career guidance about MBA Admissions etc. 4 During Covid 19 Pandemic situation organized Counselling / Mental and Physical Health Fitness Sessions for Students, Faculty and Staff Members

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**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	Achievements/Outcomes
Strengthening ICT-enabled Education	Insisted all the faculty members for extensive use of ICT in teaching, learning and evaluation. Accordingly the faculty members planned and executed their academic activities which strengthened online teaching, learning and evaluation process during Pandemic situation.
Publishing Student e-Research Magazine	Planned and monitored the activities about publishing Student e-Research Magazine. The students authored research papers based on their Summer Internship Projects under the guidance of assigned Faculty Project Guides. 30 Selected candidates were asked to make a presentation of their research papers. This activity was carried out in online mode
Designing and delivering student empowerment programmes, training programmes for faculty members (in-house)	Planned and monitored the activities about arranging Student Empowerment Programmes and Training Programmes for faculty members. Due Pandemic the planned programmes with revised design were delivered online.
Research Paper Publication in UGC Care Listed Journal	IQAC Coordinator has been trusted with the responsibility to facilitate publishing of Research Papers/Articles in UGC Care listed journals for faculty at Akemi Business School

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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	2020
Date of Submission	24-Jan-2020
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

Being a part of Savitribai Phule Pune University, Pune the Institute has to follow the curriculum structure fixed at the university level. But the effective delivery is in the scope of the Institute. In the year 2019-20 the University has revised the syllabus for the program. The Choice Based Credit System is kept the same with an improved version of Outcome-Based Education where the outcome of every course is to be ensured by the institute. In depth study of the new syllabus and curriculum structure was done at the Institute level. The orientation for the faculties was arranged so that effective delivery of the curriculum can be done. To make students aware about this newly changed curriculum, a depth orientation session was also conducted exclusively for them. The new combination of specializations i.e. major-minor, concurrent evaluation methods were discussed in detail. The subjects were allotted as per the specialization and expertise of the faculties. The micro plans were prepared accordingly by the faculty members in advance. All the activities were planned accordingly and the Academic Calendar was prepared and uploaded on the website of the Institute to share it with all the stakeholders. The Course files containing-revised Course Contents, Micro-plan of the course, Research Papers/Case studies, Question Banks and concurrent evaluation methods is prepared by all the faculties. Identification of Slow and advanced learners is done at the start of the semester to take required efforts for attaining the predefined course outcomes. The change in teaching pace and methods is done by the faculty members accordingly. The Covid19 pandemic hampered each and every field and education was not a spared one. The disastrous situation came and the national lockdown was announced in the middle of the II & IV semester i.e. March 2020. The Institute has responded to this situation spontaneously by shifting lectures to online mode. The Institute closed down the classroom activities since 16th March 2020 for students and 18th March for the educators as per guidelines provided by Savitribai Phule Pune University, Pune. It was the biggest challenge to complete the syllabus. But from 21st March itself faculties found a way of Google Classroom to keep connect with the students. When the total lockdown was announced on 24th March, faculties were ready with the mechanism of e-sessions through Skype, Zoomcall etc. From 28th March actual e-sessions were conducted by the faculties on zoomcall effectively. Faculties conducted 182 Live sessions through online mode. 65% Syllabus was covered before lockdown and the remaining 35% Syllabus is completed through this online mode. Still there was a significant number of students who faced connectivity or other technical problems. For them faculties have uploaded the related video lectures available from various sources provided by AICTE, UGC and even by the SPPU. All the guidelines from all the statutory regulating authorities were followed strictly for effective delivery of the curriculum and to attain the objective of the teaching-learning process.

### 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
NA	NA	Nil	0	NA	NA

## 1.2 – Academic Flexibility

### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
MBA	Marketing Management	01/06/2019
MBA	Financial Management	01/06/2019
MBA	Human Resource Management	01/06/2019
MBA	Operations & Supply Chain Management	01/06/2019
MBA	Business Analytics	01/06/2019
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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 Management	01/06/2019
MBA	Financial Management	01/06/2019
MBA	Human Resource Management	01/06/2019
MBA	Operations & Supply Chain Management	01/06/2019
MBA	Business Analytics	01/06/2019

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

	Certificate	Diploma Course
Number of Students	0	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
NA	16/08/2019	0
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### 1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
MBA	Dissertation	110
MBA	Summer Internship	110
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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

Akemi Business School has a well-developed feedback system. A structured feedback form is created for the respective stake holders i.e. students, teachers, alumnae, employers, and parents. Since, 2019 – 2020, the student satisfaction survey is also considered as important tool for feedback. The feedback is collected to fulfil the following objectives 1. To provide students with the opportunity to comment on the quality of their learning experience 2. To ascertain the value addition for enhancement of Session Lesson Plan 3. To ensure Student Progression The collected feedback is analyzed and a report of the same is created. This report enables to identify the areas of action to be taken to improvise the teaching – learning process by catering to the current and relevant add-ons as required by the industry. This action taken report is prepared and finalized under the IQAC. The observations in the action taken report is then communicated to the faculty members, whereby, relevant enhancement is done in the teaching pedagogy and thus, the relevant improvisations are catered to in the respective session – lesson plans. Also, overall feedback about the hard and soft skills at the Institute, the infrastructure and other amenities is collected from the stakeholders, which are addressed by the IQAC. This detailed feedback and the action taken on the same helps in the overall development of the Institute.

## 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	First Year	120	106	100
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### 2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	0	215	0	13	13

### 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	Number of smart classrooms	E-resources and techniques used
13	13	14	4	4	13
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

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

Mentor-Mentee culture is a very important feature at Akemi Business School. The process includes a defined tier system. The Mentoring process begins at Akemi Business School after admission of the students. The Director, engages individual session of the students and does the overall Mentoring apart from the consistent Mentoring done by the Faculty mentors allocated to the Students. Akemi Business School Library also is a vital part of this system, the student is acquainted about the various usage of the Library (Books Online resources) eg: Digital Library, e resources etc. by the Librarian and the staff members. Likewise, the Training Placement Officer is equally an overall Mentor of the Students as the thrust is made more on development of the students through periodic Grooming Soft skill sessions regarding the forthcoming Internships /Placement of the students. The Mentoring is also done by Alumnae Cell which periodically invites the various Alumnae are actively engaged in the contemporary corporate world. Whenever required they suggest various effective changes required in the overall development of the students. We also practice an Industry – Academia Interface, wherein we have corporates from the business world who engage sessions not only on the Domain areas but also help us to shape our students regarding developing a corporate identity, Image building, working on one's strengths and weaknesses etc. Regarding our own In-house Mentor – Mentee culture in the College i.e. the teacher – student relationship Programme (Mentor – Mentee Culture) is initiated wherein, each Faculty is assigned with about 20 students from MBA Senior and Junior batches of that particular academic year. The typical areas where Mentor – Mentee Programme effectively embarks upon are: • Guidance to the Mentees to help them progress in Academics, Confidence Building, Participation in co- curricular activities etc. • Mentors also keep an eye on the Mentees overall behaviour in class with fellow mates. • Mentors also identify the slow advance learners and provide them essential help accordingly. • This time (2019-2020) during COVID situations the Mentor – Mentee relation played a very important role as the Mentors took extra care regarding the well-being of their mentees living in hostels, could not reach on to their hometown on time, concerns related to their hostels, problems faced due to online learning and the remote access to every study material. It is surely a very challenging aspect to deal with such a condition where every mentee was kept in close loop with the mentors and help them constantly at all times of their Mental and Physical conditions. As everything was handled distantly including counselling, so always to be a support and have open access to the mentees was a crucial task for mentors.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
215	13	1:17

## 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
14	13	1	2	4

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
2019	NA	Director (in-charge)	NIL



2019	NA	Professor	NIL
2019	NA	Associate Professor	NIL
2019	NA	Assistant Professor	NIL
2019	NA	IQAC / CIQA coordinator	NIL
2020	NA	Director(in-charge)	NIL
2020	NA	Professor	NIL
2020	NA	Associate Professor	NIL
2020	NA	Assistant Professor	NIL
2020	NA	IQAC / CIQA coordinator	NIL
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## 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	CBCS Pattern - 2019	Second	Nil	24/07/2020
MBA	CBCS Pattern - 2019	First	30/12/2019	07/02/2020
MBA	CBCS Pattern - 2016	Fourth	24/10/2019	14/12/2019
MBA	CBCS Pattern - 2016	Third	10/12/2019	28/02/2020
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The revised MBA Curriculum 2019 builds on the implementation of the Choice Based Credit System (CBCS) and Grading System initiated in the AY 2013. The curriculum takes the MBA programme to the next level in terms of implementing Outcome Based Education along with the CBCS and Grading System. The outcome based evaluation system effectively used blooms taxonomy in question paper pattern as well as other components of evaluation. The students along with having domain knowledge have advance cognitive learning abilities as analysing, application and synthesizing. The evaluation methods consist of individual and group assignments and activities based on subject knowledge, creativity, use of technology and research. Faculty members use combination of evaluation methods for their respective subjects. The rubrics are used by the faculty members as a coherent set of criteria's for student's performance at various levels. The faculty members were trained through FDPs on their respective subjects for understanding the new curriculum, syllabus and outcome based teaching and evaluation by SPPU. The Institute followed various ICT based practices during

the Covid 19 period. The Google classroom was effectively used during period for streaming various study material and e-resources. The presentations, group discussions were effectively conducted through Google meet platform. The class test, written assignment and internal exam papers were scanned and submitted by student on Google classroom. The Dissertation internal Viva was conducted online. The students' performance during the exam is well documented and communicated to students. The feedback is given to students on their performance.

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

The Academic calendar is prepared by the Institute at the beginning of the term with the guidelines as published by the SPPU. The academic calendar includes the dates of commencement of the term and schedule of the internal examination along with the schedule of various academic and extracurricular activities that take place throughout the semester. It specifies the dates of term end examination. The timetable is prepared by the coordinators and implemented accordingly. The subject teacher prepares session-lesson plan which has components of internal evaluation such as class test, case studies, presentation etc. In case of any change in the schedule, it is communicated to the students well in advance. However, all efforts are made by the Institute to adhere to the academic calendar for Concurrent Internal Evaluation (CIE). During the onset of pandemic, the efforts were made to carry out the examination and evaluation online. The faculty members and students were oriented to adapt to the online evaluation methods using platform such as Google classroom. The class tests, presentations, MCQ test etc. were conducted online. The dissertation internal as well as external Viva was conducted online. The marks of the examinations were communicated to the students timely. The feedback is given to students on the basis of their performance. The institute adheres to academic calendar provided by the SPPU for the conduct of continuous internal evaluation.

## 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\\_75d98710e5a04aeaa48dcb951d843b8d.pdf](https://www.akemi.edu.in/files/ugd/51ffad_75d98710e5a04aeaa48dcb951d843b8d.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
CBCS Pattern - 2016	MBA	Financial Management	18	17	94.45
CBCS Pattern - 2016	MBA	Human Resource Management	24	23	95.83
CBCS Pattern - 2016	MBA	Operations & Supply Chain Management	11	10	90.90
CBCS Pattern -	MBA	Marketing Management	41	37	90.24

2016

[View Uploaded File](#)**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\\_a37d93f24fc84a09a628a83dad5112cb.pdf](https://www.akemi.edu.in/_files/ugd/51ffad_a37d93f24fc84a09a628a83dad5112cb.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	0	NA	0	0
<a href="#">View Uploaded File</a>				

**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
NA	MBA	30/08/2019

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
NA	NA	NIL	Nil	NA
<a href="#">View Uploaded File</a>				

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
0	0	0	0	0	Nil
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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
0	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	2	4.5

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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
<b>MBA</b>	<b>0</b>
<a href="#">View Uploaded File</a>	

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
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>2020</b>	<b>0</b>	<b>NA</b>	<b>0</b>
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>2019</b>	<b>0</b>	<b>NA</b>	<b>0</b>
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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
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>2019</b>	<b>0</b>	<b>0</b>	<b>NA</b>
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>2020</b>	<b>0</b>	<b>0</b>	<b>NA</b>
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
<b>Attended/Seminars/Workshops</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Presented papers</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Resource persons</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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### 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
<b>International Yoga Day</b>	<b>SPPU</b>	<b>5</b>	<b>50</b>
<b>Tree Plantation</b>	<b>DTE</b>	<b>4</b>	<b>15</b>
<b>Mask Preparation Home Training</b>	<b>SPPU</b>	<b>5</b>	<b>40</b>
<b>Plastic Waste free Awareness</b>	<b>SPPU</b>	<b>3</b>	<b>31</b>

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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
NA	NA	NA	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 activities	Number of students participated in such activities
Tree Plantation	DTE	Tree Plantation	4	15
International Yoga Day Celebration	SPPU	International Yoga Day	5	50

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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
NA	NA	NA	0

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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 linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
On-the-job training	Internship	Internship at Inteliment Technologies	01/11/2019	31/01/2020	10
Internship	Summer Internship Programme	Orgainsati ons from varied sectors	01/07/2019	31/08/2019	78

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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
NA	Nill	NA	0

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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
650000	611895

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	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 partially)	Version	Year of automation
Autolib	Partially	NG	2018

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	5400	1032676	450	108263	5850	1140939
Reference Books	20	55290	10	10000	30	65290
e-Books	1000	57755	10	5500	1010	63255
Journals	25	25836	10	10000	35	35836
e-Journals	8000	36000	0	0	8000	36000
Digital Database	2	33250	0	0	2	33250
Library Automation	1	108000	0	0	1	108000
Others(s pecify)	2	16000	1	4500	3	20500

[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
NIL	NIL	NIL	13/08/2019
<a href="#">View File</a>			

#### 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
NIL	<a href="#">NA</a>

#### 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 incurred on maintenance of physical facilities
1500000	1781050	650000	782572

##### 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\\_b5ba5f882e8c4d6fb93621b0b74304c4.pdf](https://www.akemi.edu.in/files/ugd/51ffad_b5ba5f882e8c4d6fb93621b0b74304c4.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	NA	0	0
Financial Support from Other Sources			
a) National	Various Govt Scholarship as per list attached	138	7245214
b) International	NA	0	0
<a href="#">View File</a>			

#### 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
Training and Aptitude Session	07/09/2019	59	Mr. Brij Mishra
Resume Building Email Writing	05/10/2019	35	Mr. Salil Bongale
How to Face Interview	30/11/2019	35	Ms. Vahida Pathan
Dressing Etiquettes	28/12/2019	40	Ms. Smita Temghare
Communication Skills	25/01/2020	40	Ms. Trupti Tiwari
<a href="#">View File</a>			

#### 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 passed in the comp. exam	Number of students placed
2019	NA	0	0	0	0
2020	NA	0	0	0	0
<a href="#">View File</a>					

#### 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		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NA	0	0	Motilal Oswal Financial Services, PaySquare, LG Electronics Pvt Ltd, PropDeal, Zensar, CloudMoyo, Eclerx, InT Infotech, Norther Trust, AXA Business Services, P N GADGIL Sons, RUBICON, Marquis Marketing, PROSONIC, TEK Systems, Verve Advisory Pvt.Ltd	164	24
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### 5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2020	0	NA	NA	NA	NA
2019	0	NA	NA	NA	NA
<a href="#">View File</a>					

### 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
TOFEL	0
Civil Services	0
Any Other	0
<a href="#">View File</a>	

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

Activity	Level	Number of Participants
NA	NA	Nil
<a href="#">View File</a>		

### 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
2019	NA	National	Nil	Nil	Nil	NA
2019	NA	Internat ional	Nil	Nil	Nil	NA
2020	NA	National	Nil	Nil	Nil	NA
2020	NA	Internat ional	Nil	Nil	Nil	NA
<a href="#">View File</a>						

#### 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

Akemi Business School has a registered Alumni Association but was not functional in AY 2019-2020 due to Covid-19 pandemic

5.4.2 – No. of enrolled Alumni:

50

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

No meetings could be held in AY 2019-2020 due to Covid-19 pandemic

## **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 practices decentralization and participative management style. It reveals prosperous organization of multidimensional events and practices in the institute. A very good example of decentralization and participative practices in the institute is established by all faculty members, students and nonteaching staff. Case Study 1 On 19th February 2020, the institute organized an "Shiv Jayanti Celebrations" In order to execute the event smoothly, committees based on required activities were formed in advance. Organizing committee constituted invitation and follow up committee, technical committee, welcome committee, refreshment committee, escorting and attendance committee. Student and participants learned different management principles through this event. This multidimensional event provided rich experience to all faculty members of Akemi Business School. In this way institution observes decentralization and participative management not only at faculty level but it is also infiltrated to the students' level by inheriting students and student representative in it. CASE STUDY 2 The procurement of goods and services from suppliers are essential to run the institute smoothly. The library of the institute follows standard purchase procedure to purchase books and online library services from vendors. Library is a place where students visit to browse information related to curriculum. Students are allowed to access institute's subscribed portal such as EBSCO. Library needs services like SLIM 21 software, WEB OPAC (Online Public Access Catalogue), J-gate and EBSCO from vendors. Purchasing of books and services involves active participation of unit head, librarian, faculty members, purchase officer and concerned central purchase committee members. The specified format mentioning specifications and quantity as per the requirement is raised from the institute. Estimated cost of purchases are placed to the head of institute. Estimated cost of purchases are placed to the head of institute. The specifications and quantity which is stated in purchase requisition form is checked by the accounts and purchase department. Accounts department checks the particulars like approved budget amount for the particular year, used amount till date and balance amount. After checking details related with purchase, purchase requisition letter is sent by e mail to centralized purchase committee. Then central purchase committee asks quotations from suitable capable vendors. After the receiving of quotations, it is opened by central purchase committee members. Then evaluation of quoted prices is made by concerned purchase officer in discussion with central purchase committee to make talks. To check the specification and quantity for finalization process individual purchase head and actual end user is invited.

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
Admission of Students	State-level MBA entrance exam for MBA course admission is conducted by Government of Maharashtra for every academic year. In order to become eligible to pursue an MBA from the management colleges in Maharashtra, students should have a Bachelor's degree in any discipline with at least 50 marks. These students are eligible to apply for state-level or national level management exams. Students should have domicile certificate from competent authority of Maharashtra state.
Industry Interaction / Collaboration	Sessions of industry experts are organized through offline and online modes. It is helpful in providing industrial exposure to students and faculty. Students get practical work knowledge through SIP. During pandemic period, online corporate sessions were conducted.
Human Resource Management	Akemi Business School works towards development of skills of employees through faculty development programmes and training programs for staff. Faculty members go through constant up-skilling in the context of online teaching learning process while teaching faculty members give real-life and industrial examples. Recruitment for non-teaching staff is done through the Akemi Staff Selection Committee. For teaching staff, advertisement is published in the newspapers and Institute website. Interviews are conducted by SPPU approved Committee. Annual increment is given based on annual performance.
Library, ICT and Physical Infrastructure / Instrumentation	Library is a place where students visit to browse information related to curriculum. Akemi Business School has smart classrooms with short throw projectors. Students are allowed to access institute's subscribed portal such as ebsco etc. The Conference Hall room provides a projector facility to conduct meetings.
Research and Development	Akemi Business School ensures that each faculty member observes standard quality policies decided by management. They work towards achievements of goal. Online lecture methods and contents are

designed considering student centric learning process. E-resources like NDL, EBSCO, NPTEL etc facility has been made available for students and teachers. Faculty members from Akemi Business School are motivated and counselled by IQAC to publish their research papers in UGC care list journal. Publication of research papers is done by faculty members along with students.

#### Examination and Evaluation

The evaluations are done on basis of student's attendance, participation in online session activity like discussions, MCQs based examination along with the other formal evaluations. This scheme comprises of: a) University Evaluation b) Concurrent Evaluation at the institute level. Each credit has combination of 3 components viz. Lecture (L) Tutorials (T) Practical / Project Work (P) i.e. LTP Pattern. a) Full Credit Courses (100 Marks each): 3 Credits each b) Half Credit Courses (50 Marks each): 2 Credits each. Evaluation by respective subject teacher is done through Google classroom. Viva voce for dissertation project is conducted online.

#### Teaching and Learning

An innovative Teaching Learning Process is followed at the institute that enables the institute to sharpen the varied skills of the students apart from the domain knowledge, Creative Skills etc. The Institute enables the student to have a holistic approach towards business management by using their creative skills, logical capabilities and analytical Skills. Considering pandemic Covid 19 situation, the institute initiated online teaching and learning process through ZOOM online sessions. Faculty members are developing e-content such as voice over PPT, video-audio etc. and shall be shared with the students through Microsoft Teams.

#### Curriculum Development

Akemi Business School being affiliated to Savitribai Phule Pune University, follows the revised pattern 2019. It offers major and minor specialization for students. Akemi Business School has strategic plan for effective implementation of the curriculum consisting of experiential learning method, participative learning method and problem-solving method. Academic planning is done by IQAC

committee. An academic Calendar is prepared which includes planning related to curricular, co-curricular and extra-curricular activities. The Course planning is done by faculty members which includes course delivery content, identified curriculum linkages with certification/Add-on Skill and activities.

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

E-governance area	Details
Planning and Development	<p>Akemi Business School runs under the flagship of Akemi group of Institutes. CDC is approving authority for planning and development decisions. College development committee comprises chairman appointed by the trust. Director of Akemi Business School looks after day to day academics and administrative activities. He also monitors admission and teaching learning mechanism and placement activities in coordination with placement officer. IT Coordinator prepares IT infrastructure requirements and forwards to the Director. Faculty members ensure the effective content delivery through offline and online teaching mode. Librarian takes initiative in the planning and development of library. Registrar regulates the work and conduct of office staff.</p>
Administration	<p>All essential communications related to academic operation is communicated by using common email. Academic time table is communicated to all concerned stakeholders through email. Notices regarding changes in the routine academic schedule, activities and holiday are communicated through by using email. Information Communication Technology plays an important role in enhancing the quality of education. Administration applications of ICT facilitates administration activities from data storage to knowledge management and decision making. E-mails are sent to the teaching and nonteaching staff regarding notices and event agendas of library activities. Admissions process is carried through DTE.</p>
Finance and Accounts	<p>The college continued with the already established Tally system of accounting in its office, which has</p>

been operational since 2017. Salary bills of the permanent staff being sent online to the bank. During the new admission process, the financial transactions by some students were made in cashless mode. Yearly Audit (AAA) Reports are uploaded in the college portal. Financial reports are being checked at a multilevel hierarchy to make it valid.

#### Student Admission and Support

Admission for MBA course is processed through DTE website. The process for MBA admission starts with CET examination. The state government announces date for CET exam and declare the admission process schedule. The Competent authority invites online applications from Candidates for participating in CET. State CET and alternative entrance examination is required for participating admission process. For reservation quota, verification of document is done by competent authority appointed by state government. During the admission process, the institute offers two tier mentoring system. It includes counselling by Director and librarian who guide the students while seeking admission at the institute.

#### Examination

Institute and university level examinations are conducted for each semester to measure of students' performance, knowledge and skills. It includes Class test, internal exam assignment, case study, MCQ tests are conducted for formal assessment at institute level. SPPU conduct semester end online / offline examination consist of 50 marks. It promotes effective student learning. Strong and explicit link between the objectives and assessment performance better enables students to see the purpose of the course and to develop self-efficacy in achieving that purpose informative, timely and relevant. Viva voce for dissertation project is conducted online.

### 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
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2019	NA	NA	NA	0
2020	NA	NA	NA	0
<a href="#">View File</a>				

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)
2019	NA	NA	Nill	Nill	Nill	Nill
2020	NA	NA	Nill	Nill	Nill	Nill
<a href="#">View File</a>						

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
NA	0	Nill	Nill	0
<a href="#">View File</a>				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

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.	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.	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.



<p>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 grievance. Nonfinancial (on duty leaves) support for higher education.</p>	<p>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. 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 grievance. Nonfinancial (on duty leaves) support for higher education.</p>
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#### 6.4 – Financial Management and Resource Mobilization

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

Akemi Business School conducts internal and External Financial Audits at the end of each financial year by Chartered Accountant. Akemi Business School has internal and external audit mechanism. The internal audit is carried out by the Internal Auditor appointed by the management periodically within every financial year. The external audit is carried by the authorized Chartered Accountant at the end of the financial year. Akemi Business School has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to this, the external auditors verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. The external audit is also carried out in an elaborate way on a quarterly basis. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings / objections. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in the future. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Utilization Certificates to various grant-giving agencies are also

countersigned by the CA. The institutional accounts are audited regularly by Internal and statutory audits.

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
Manjarekar Foundation and Mr. Vikas Morey	284000	Scholarship to needy students
<a href="#">View File</a>		

6.4.3 – Total corpus fund generated

0
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## 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	No	Nill	No	Nill
Administrative	No	Nill	No	Nill

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

1. Class wise WhatsApp Group for effective communication of college activities 2. Semester wise Parents Meet and Feedback from parents for improvement. 3. Internship opportunities for students if any parent have resources to support in Internship (SIP) 4. Involvement of parents in various committees like Anti-ragging committee, IQAC, parents meet etc.
--

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

1. Support Staff Day 2. Diwali Gifts 3. Concession in tuition fees of their ward in own Institute 4. Health Check-up and awareness Program
--

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

1. Initiated Training and Research activities 2. Promoted paper-less practices. 3. Under extensive use of ICT in the Institute's operations, made majority of books and newspaper available on digital platform to avoid effect of pandemic on students education.
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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	Orientation and Goal Setting	26/08/2019	26/08/2019	27/08/2019	50

	Programme				
2019	Workshop under Nirbhay Kanya Abhiyaan -Felicitation of Successful Women	07/09/2019	07/09/2019	07/09/2019	35
2019	Membership of e-Shodhsindhu	05/08/2019	05/08/2019	04/08/2020	200
2020	Personality Grooming Session	03/02/2020	03/02/2020	04/02/2020	40
2020	Renewal of DELNET Subscription	11/02/2020	11/02/2020	10/02/2021	200
2020	Dr. Sachin Kulkarni published a Research Paper titled A comparative study of impact of training practices on employee productivity in International Interdisciplinary Cycle Research, ISSN: 022-1945, Vol: XII, Issue: VIII with Impact factor of 4.502	31/08/2020	31/08/2020	31/08/2020	1
2020	Dr. Rajendra Takale published a Research Paper titled A comparative study of impact of training	31/08/2020	31/08/2020	31/08/2020	1

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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
Ganpati Festival	02/09/2019	06/09/2019	10	30
Shivaji Maharaj Jayanti	19/02/2020	19/02/2020	15	45

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
Provision for lift	Yes	0
Ramp/Rails	Yes	0
Braille Software/facilities	Yes	0
Rest Rooms	Yes	0
Scribes for examination	Yes	0
Any other similar facility	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address	Number of initiatives taken to	Date	Duration	Name of initiative	Issues addressed	Number of participating students
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	locational advantages and disadvantages	engage with and contribute to local community					and staff
2019	Nil	Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.							

#### 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 stakeholders 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	15/08/2019	15/08/2019	50
Republic Day	26/01/2020	26/01/2020	30
International Women Day	08/03/2020	08/03/2020	25
<a href="#">View File</a>			

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

1. Sapling donation by students and Faculties on Birthdays and Saplings offered to the guest as a gesture of eco-friendliness. 2. Reuse of printing papers for printing minimum use of papers in the office (Digitalisation). 3. Practice minimal use of electricity and spreading awareness amongst staff and students 4. Events like tree plantation, Swachh Bharat Abhiyan for Campus cleaning organized. 5. Minimal use of plastic encouraged in the campus.
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### 7.2 – Best Practices

#### 7.2.1 – Describe at least two institutional best practices

Best Practice 1 1. Title of the Practice: ICT enabled Teaching Learning Practice 2. Objectives of the Practice: a. To develop ICT literacy and ICT capability among students and faculty members. b. To allow e-learning or online learning for students and faculty members. c. To make teaching and learning interactive and collaborative. d. To provide uninterrupted education during the pandemic as well. 3. The context: Education is a socially oriented activity.
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During the year 2019-20, whole world was badly affected by Covid-19. Due to this pandemic situation, all fields get affected. Education sector was one of it. Information and Communication Technology - ICT has become an integral part of teaching learning process. Effective use of technology makes the class more dynamic, motivates students and renews teacher's enthusiasm as they learn new skills and technologies. Adoption and use of ICT in education have a positive impact on teaching, learning and research. ICT appears as a 'bridge' to break the distance and 'survive' the learning. In case of distance, teachers can use ICT through video conference to enable them teach or monitor the students learning process.

4. The Practice: In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. All the classrooms in the institute have shot throw projectors. All the faculty member's take the sessions using same. Whole campus is wifi connected. At the time of induction program, training to use Library, Lab and classroom e-resources is provided to the students. During pandemic most of the subject teachers extensive used Microsoft Teams and Zoom for the subject. Sessions continued on online platform from remote places wherein all the participants where participating in the class from various locations. Even evaluations were conducted on online platform. The assessment happened with the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedbacks. ICT Teaching enabled teaching learning at Akemi Business School comprises of 3 channels a. Online education b. Use of apps i.e. Zoom, Google Meet etc. c. Platforms for online education i.e. Swayam, Udemy etc.

4. Impact of the Practice: On the students: a. Students started learning from online resources also. b. Student meet teachers as well as fellow classmate's / batch mates online and got required subject knowledge. c. Learning is not restricted to time and place. Students could learn anytime and from any place. On the faculty members: a. Faculty members started doing various certification programs run by famous universities to learn various kills or update subject knowledge. b. Faculty members participated in various in-service training programs and workshops which are essential for his professional development. c. Faculty members started guiding students more rigorously about the learning materials available on internet, e-books, e-journals, e-magazines and social sites which are helpful to students to gain subject knowledge.

5. Evidence of Success: During the interaction with mentor, students have always conveyed that they like the learning through ICT tools. In the university exam held in the month of Nov-Dec. 2019 the result of students was very promising. From 18th March 2020 the college were closed due to lockdown but due to ICT use the teaching learning didn't stop. With the help of ICT during this time the institute could complete the syllabus, evaluation and assessment of students. Various co-curricular activities were also organised on virtual platform. The institute even ensured grooming of the students with use of ICT. The institute has shifted most of its Teaching Learning functions to ICT.

6. Problems encountered: All of the students and faculty members may not be comfortable using ICT in Teaching Learning process due to various reasons i.e. Technology illiteracy, unwillingness to move out of comfort zone etc. Here the institute provided time to time training to reduce the anxiety and increase the acceptance towards ICT in education. In case of faculty members, initially few of them had a fear that if they use ICT in teaching Learning practice, they may lose control on the class. The repetitive training helped to solve this problem. Eventually faculty members realised that the content is the key. Good internet connection is a great challenge. Moreover, ensuring it at student's end is challenging further. Here the institute created blend of online and offline session. Learning from other resources was kept as per convenience of students. Initially it was hard to change students perceived cycle of education. But eventually they got adopted to use to ICT in Teaching Learning process.

7. Resources required: a. Network with broadband connectivity and grid

architecture. b. Contents in eformats. c. Tools and techniques offering facilities to learners and faculty members. Best Practice 2

1. Title of the Practice: Strengthening Research Culture at Akemi Business School
2. Objectives of the Practice:
  - a. To encourage students to carry out their own piece of research.
  - b. To improve quality of research by faculty members and encouraging them to contribute in the body of knowledge.
  - c. To make students look at strengths and weaknesses of different approaches, rather than blindly acquiring knowledge.
  - d. To publish more and better in the field of research.
3. The context: Research is careful search for new facts in any branch of knowledge. The question of quality of research underscores whether the facts gathered through research enriches the knowledge ecosystem in a significant manner. Thus the question of quality of research has become most important. Research is of fundamental importance to business school.
4. The Practice: Akemi Business School has a robust curricula and classroom pedagogy to arouse students' intellectual curiosity. The institute uses open-ended and practical problem-solving driven teaching, learning and assessment process. In order to overcome the research writing-skill deficiency among student's various activities are planned like article review, case study solving, theme-based writing etc. Students are also encouraged to write research papers along with faculty guide. Akemi Business School encourages its faculty members to publish their papers in CARE reference list journals. Akemi Business School tries to maintain highest standards of integrity in academic research.
5. Resources required: Student and faculty member's willingness to do quality research, SPSS software, support from research cell.

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\\_9b24d56a1d714ba0b011a288a2346a9f.pdf](https://www.akemi.edu.in/files/ugd/51ffad_9b24d56a1d714ba0b011a288a2346a9f.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

Helping students to deal with Covid-19 Pandemic Till December 2019 very few could have imagined a world in which stepping out without covering our face or eating dinner outside or hugging a friend would feel like a luxury from the past. The effects of Covid-19 pandemic were unthinkable. It had an impact on mental health and psychological conditions of everyone. The students also perceived the impacts of Covid-19 crisis in early 2020 on various aspects of their lives. Akemi Business School always strives to mentor the students on all fronts. Akemi Business School gauged that due to this new normal during the pandemic the students may experience boredom, stress and frustration. Thus, Akemi Business School tried to help the students on this front. The pandemic has led to the adoption of particular hygienic behaviours (e.g. Wearing masks, washing hands) and discouraged certain daily practices (leaving home and shaking hands). During pandemic Akemi Business School, weekly conducted an online survey of students, making them aware about - Covid Appropriate Behaviour like wearing masks, washing hands, practicing daily exercises, use of sanitizers, drinking ayurvedic kadha and maintaining social distance. Through e-mail and whatsapp messages, do's and don'ts during Covid-19 were circulated among students. Akemi Business School circulated a video orienting students on importance of precautions during Covid-19. Conscious initiatives like international yoga day celebration, training for mask preparation at home, making the students and staff download the Arogya Setu App on the mobile phone by orienting them the importance of the app and guiding them 'how to download the app' and 'use it' were taken by the institute. Akemi Business School shifted its teaching-learning-evaluation process on ICT mode. But perceiving the difficulty and dilemma which the students and parents may face, the



institute prepared a handbook with key messages and actions related to Covid-19 precautions, detailed information of teaching learning and evaluation at Akemi Business School during pandemic to reduce their anxiety. Akemi Business School felt that in this situation of uncertainty the students will be most worried about their career post the pandemic. Akemi Business School is also equally concerned about the career of its students and wished that the pandemic should not become a hurdle in their bright future ahead. During the pandemic time Akemi Business School organized numerous corporate sessions to groom them and make them industry ready. During Covid-19 pandemic students experienced anxiety also due to having a relative or acquaintance who is infected with Covid-19. Spending a quarantine time was a task. At regular intervals the mentors had discussion with the students to understand their state of mind and counselled them on one to one basis.

Provide the weblink of the institution

[https://www.akemi.edu.in/files/uqd/51ffad\\_b5a9148cb8a346d7a612a06becc12e75.pdf](https://www.akemi.edu.in/files/uqd/51ffad_b5a9148cb8a346d7a612a06becc12e75.pdf)

## 8.Future Plans of Actions for Next Academic Year

We are aimed to promote measures for institutional functioning towards quality enhancement by enrichment of curriculum, feedback system, teaching-learning process, student development programs, research, alumni engagement, faculty empowerment and incorporating best practices.

1. Curriculum Enrichment: Plan is to start more certification courses, value-added courses to impart life skills among students. Akemi Business School will try to offer more academic flexibility under the guidelines of the university.
2. Research Centre: Research centre will be applied to the affiliating university.
3. Encouraging research: Faculties and students will be motivated to present or publish research papers in reputed journals conferences. Renewal of in-house journal is also in the plan.
4. Industry Connect: Career guidance and employment Cell will improve the quality of placements. More MOUs with industries will be signed.
5. CEO Talk series: Students' engagement and career orientation will be attained through the CEO Talk series.
6. Alumni: To increase alumni connect, a minimum of two alumni meetings will be planned in the next academic year by the alumni association. Institute will plan interactive sessions between Alumni and current students to increase awareness of current market needs and trends.
7. Quality Management System: Academic, Admin and IQAC calendars will be more effectively monitored through Internal Quality Audit. IQAC will initiate the transformation phase to improve the institute's ranking amongst the top business schools and for NAAC cycle 2.
8. Student Development Program: To improve the results of students, more focus will be given to the Elite club. Remedial classes will be continued for slow learners. Equity club, readers club and group discussion are planned to boost employability skills.
9. Faculty Development Program: Domain wise need-based faculty development programs will be conducted.
10. Holistic Development: Sessions for faculties and students are planned through meditation, Yoga, health care etc. The best practice of daily meditation session followed by the National Anthem is in practice.
11. ISR: The overall emphasis will be to increase Institute Social responsibility activities like making campus plastic-free and many such activities will be conducted. Institute has also offered Covid help centre during the pandemic period and the practice will be continued.
12. Case Study Approach: The case methodology prepares everyone involved in the teaching, a professional future with the ability to make decisions and solving problems. Faculties have micro planned their subjects through the case study discussion method. Faculties are also in plan to write the case studies on their own and present in national, international conferences. To enrich the teaching-learning process, an experiential approach would be adopted through case study discussion in the classroom.



