SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AKEMI BUSINESS SCHOOL

S. NO. 30/3/1, 30/4/A, 30/4/B, BUCHADE VASTI, VILLAGE - MARUNJI, TAL-
MULSHI DIST-PUNE
411057
www.akemi.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Akemi Business School is known for its commitment to offer student centric learning with quality teaching, encouraging research culture, entrepreneurship development and industrial engagement. *Akemi Business School* was established with AICTE approval and affiliated to Savitribai Phule Pune University (SPPU) offering Master of Business Administration (MBA) follows the university's curriculum and academic regulations.

Akemi Business School was established in year 2011 in S. No. 30/3/1, 30/4/A, 30/4/B, Buchade Wasti, Village: Marunji, Pune – 411 057. Pune-Hinjewadi is reputed as IT & Auto Research Manufacturing Hub, and a fastest growing cosmopolitan city in India.

Vision

We at *Akemi Business School* are committed to creating and maintaining a business school within Savitribai Phule Pune University for shaping responsible management graduates.

Mission

Akemi Business School to provide a learning platform that enables individuals and organizations to thrive by co-creating viable business solutions for Industry.

We aim to:

- deliver quality teaching and learning process to the students
- be recognized within Savitribai Phule Pune University as an innovator and responsible business school
- be relevant to industry so that they value our opinion and our graduates

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A detailed Strength, Weakness, Opportunities, and Challenges (SWOC) analysis has been carried out in a structuedl manner with reference to the vision and mission of *Akemi Business School*. It forms the basis for developing a strategic plan to evolve institution as self-sustainable entity. Details of SWOC analysis are as follows:

1. *Akemi Business School* is located in industrial hub of Pune with close proximity to many Industries of national importance.
2. *Akemi Business School* has an efficient team of well qualified and dedicated teaching and non-teaching staff.
3. *Akemi Business School* has well equipped and well-maintained infrastructure, facilities for efficient

teaching and learning process.
4. *Akemi Business School* has developed an enriched curriculum through Value Added Courses (VAC), Entrepreneurial activities and use of ICT resources.
5. Collaborative approach towards alumni association for enhancing the entrepreneurial skill in students.
6. *Akemi Business School* have eco-friendly campus with pedestrian friendly walkways.
7. *Akemi Business School* has safe and secured campus for staff and students.

Institutional Weakness

1. *Akemi Business School* requires more efforts for strengthening industry-institute partnership, building entrepreneurs and incubating start-ups.
2. *Akemi Business School* require funding support from government agencies and industries for incorporating research culture.
3. *Akemi Business School* has challenges of less collaboration with reputed international entities

Institutional Opportunity

Akemi Business School aspires to be a leading institute in Human Resource domain by:

1. Establishing Post Graduate Research Centre in Organisational and Human Resource Management in next 2 years
2. Establishing Small and Medium Industry Consultation Cell catering to Human Resource Management needs
3. Initiating Leadership and Innovation Awards for Human Resource Services for both institutions and individuals.

Institutional Challenge

1. The quality of the incoming students is a challenge.
2. Change in government policies regarding admissions and fees structure.
3. Enhancing research aptitude and employability in research areas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Akemi Business School conducts curriculum delivery effectively by framing academic calendar, seminars, industrial visits, guest lectures, workshops, distributing a handbook to create awareness among the Students, Teaching and Non-Teaching staff about the course objectives. The curriculum structure of institution includes lesson plans, student's interactive sessions, summer internship projects, and feedback. Our curriculum includes orientation, induction programs and also maintains adequate mentor-mentee ratio to develop practical knowledge in students. The specialty of our curriculum is that, it helps the students to encourage projects-based learning on real time problems from the first year onwards under the guidance of faculty and industry experts

Faculty involves in administration and academics as per the University guidelines. Teaching learning process is enhanced by collecting feedbacks from the stakeholders.

Curriculum support system is well planned as it contains formal system to monitor attendance, update student performance and mentor-mentee counselling sessions.

For development of students our curriculum includes gender sensitization which involves basic dimensions of the biological, sociological, psychological and legal aspects by conducting workshops, group discussions and seminars.

Teaching-learning and Evaluation

Akemi Business School implements effective teaching learning practices with interactive techniques. Institution engages students in higher order training through group discussions, workshop, seminars, presentations and use of ICT resources.

The admission process of the institution is in accordance of Directorate of Technical Education, Govt .of Maharashtra norms. The recruitment of faculty is done according to the university norms. *Akemi Business School* identified newly admitted students as slow and advanced learners on the basis of percentage in graduation and MBA entrance test. *Akemi Business School* incorporates various strategies for facilitating slow learners by collaborative learning process, clarifying doubts, revising important concepts and practice problems in subjects. Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences. *Akemi Business School* includes field trips, industrial visits and internships to get hands-on experience to acquire skills and knowledge.

Participative learning methodologies such as case study, role play, group discussions, brainstorming sessions ensure collaborative learning. *Akemi Business School* empowers innovative approaches like innovative assessment methods, research paper publishing for developing creativity in teaching learning process.

Akemi Business School adheres to the guidelines of Savitribai Phule Pune University for internal evaluation and assessment procedure. The procedure for internal assessment is based on academic theory, practical and non-academic activities. The Academic Team is responsible for preparing the academic calendar before the commencement of the semester. Attainment of program outcomes and course outcomes are evaluated by the institution using Bloom's Taxonomy.

Research, Innovations and Extension

To imbibe research culture in *Akemi Business School* Research Cell arranges conference, workshops and seminars. Also, *Akemi Business School* encourages the faculty and students to participate in conference, seminar and workshop of repute. Faculty and students are encouraged to visit research-oriented labs and industries to improve their practical skills. Also, *Akemi Business School* has developed channel for internship, industrial training and research projects. *Akemi Business School* provide a platform for young entrepreneurs' by creating Entrepreneurship Development Cell (EDC)

Akemi Business School participates in community service activities by collaborating with local and regional communities for holistic development of the students and society. Local area / village are visited for various

welfare activities such as health and hygiene awareness, Community Learning, Swachh Bharat, Digital India and Education Development.

Akemi Business School has established Intellectual Property Rights Cell which conducts workshop, seminar and guest lecture on Patent, Copy Right and Trademarks for the students and faculty.

Infrastructure and Learning Resources

Akemi Business School has infrastructure that is well equipped with library and seminar hall for effective learning and development process. *Akemi Business School* has four (04) furnished classrooms and one (01) Tutorial Room for interactive teaching-learning sessions.

Akemi Business School provide active an platform for online courses of National Digital Library (NDL) and SWAYAM. *Akemi Business School* have central library through which students can access DELNET, NPTEL videos and eBooks through pen-drive. They can also access Open Access Journal (OAJ) to obtain a deep understanding of subject. *Akemi Business School* is equipped with automated library with AutoLib NG software.

To increase the mental alertness and physical fitness, *Akemi Business School* motivates the students to participate in various sport activities. *Akemi Business School* has established Student Welfare Development Cell which helps for overall development of personality, communication skills and build efficient competent behaviour of students, which increases their employability skills.

For effective teaching and learning, *Akemi Business School* provide adequate ICT facilities via Wi-Fi, LAN and computer system. *Akemi Business School* have separate committee to evaluate maintenance of classrooms, library, sports and laboratories.

Student Support and Progression

Akemi Business School has established platform to develop academic, personal and administrative skills in the students and empowers students to participate in various managerial events.

Akemi Business School have committees like Grievance and Redressal Cell, Internal Complaint Committee, Anti-Ragging Committee, Library Committee, SC/ST Committee, Research Cell, Entrepreunership Development Cell, Intellectual Property Rights Cell andTraining and Placement Cell for achieving vision and mission and to maintain a balance between student's demands / problems and feasibilities. *Akemi Business School* has also formed Sports and Cultural Committee.

Akemi Business School has a registered alumni association which helps in industry interaction and placements.

Eligible students are given scholarship from the government. *Akemi Business School* provides the scholarship to the meritorious students who are economically deprived. *Akemi Business School* takes measures for students' progression for higher studies and placements.

Governance, Leadership and Management

Vision and Mission of *Akemi Business School* reflects effective leadership by inculcating research culture, consultancy and entrepreneur development through industrial participation to become self-sustainable.

The mission of *Akemi Business School* is to engage in intensive research and entrepreneurial development by providing scholarly learning environment for faculty and students to offer career guided education. *Akemi Business School* believe in promoting research culture by publishing research papers, guest lectures, Entrepreneurship Development Cell, Intellectual Property Rights Cell, Training and Placement Cell, Industrial visit and Research Cell by using ICT resources.

Akemi Business School have a perspective plan developed by President / Governing Body, and Director with the suggestion of IQAC under the guidance of Governing Body (GB). For the decentralization, *Akemi Business School* has inspiring participative management in various professional development programs like Conferences, FDPs and accreditation task.

Akemi Business School encourages employees by providing on duty leaves for FDPs, Seminar and workshops, incentives for faculty getting award and thus make them more productive and ensures optimal employee satisfaction. *Akemi Business School* have statutory financial audit by the External Audit Agency recognized by ICAI.

Akemi Business School have IQAC Cell to ensure the academic, non-academic and administrative quality which strives to achieve the mission and vision statement of the institution

Institutional Values and Best Practices

Akemi Business School encompasses various social responsibilities and universal values such as Integrity, Accountability, Punctuality and Humanity with best practices like Quality and Excellence to achieve its vision of overall development of the students. To sensitize the gender equality, *Akemi Business School* promotes gender equity programs such as "**Women Safety, Be Bold for a Change, Leadership Development**" in the women. To achieve a higher level of environmental sustainability, institution provides liquid and e-waste management.

To manage with increased demand of water, rain water harvesting system is enabled in the institution. *Akemi Business School* maintains eco-friendly and green lifestyle by planting the trees in and around the campus. *Akemi Business School* provides free transport facility to students to reduce the use of large amount of fuel which damages the environment and to maintain punctuality. To celebrate glorious heritage, culture and traditions, *Akemi Business School* organizes and celebrates, National festivals and important days like Republic Day, Independence Day, Women's day, Teacher's day etc. *Akemi Business School* is also actively involved in Gandhi Jayanthi and International Yoga day.

To Bridge the Gaps between the academics and industries, various workshops, seminars and expert lectures are conducted. *Akemi Business School* gives financial support to economically deprived students and facilities to differently able students to achieve their dreams.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AKEMI BUSINESS SCHOOL
Address	S. No. 30/3/1, 30/4/A, 30/4/B, BUCHADE VASTI, VILLAGE - MARUNJI, TAL-MULSHI DIST-PUNE
City	Pune
State	Maharashtra
Pin	411057
Website	www.akemi.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Sanjay Dharmadhikari	020-66854700	7796690200	-	director@akemi.edu.in
IQAC / CIQA coordinator	Sachin Kulkarni	-	8806385808	-	kulkarni_sachin@live.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	30-06-2011

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	04-04-2018	12	

Details of autonomy

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

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	S. No. 30/3/1, 30/4/A, 30/4/B, BUCHADE VASTI, VILLAGE - MARUNJI, TAL-MULSHI DIST-PUNE	Rural	1	1101.25

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Management	24	Graduation	English	120	108

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				3				8
Recruited	1	0	0	1	0	0	0	0	3	3	0	6
Yet to Recruit				0				3				2
Sanctioned by the Management/Society or Other Authorized Bodies				0				2				2
Recruited	0	0	0	0	0	1	0	1	0	2	0	2
Yet to Recruit				0				1				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	10	4	0	14
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	1	0	4	5	0	11

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	3	0	6

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	25	50	0	0	75
	Female	3	30	0	0	33
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	3	1	2
	Female	0	0	0	1
	Others	0	0	0	0
General	Male	45	60	49	59
	Female	34	17	16	9
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		79	80	67	71

Extended Profile

1 Program

1.1

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

Response: 505

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
108	79	80	67	71

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
44	43	45	44	43

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
79	80	64	64	40

File Description	Document
Institutional Data in Prescribed Format	View Document

3 Teachers

3.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	11	6	8	10

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 6

4.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
99.53	65.685	59.72	25.08	50.89

4.3

Number of computers

Response: 60

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Akemi Business School adheres to syllabus prescribed by Savitribai Phule Pune University (SPPU). With the start of Academic year, Director approves time table and workload and further discusses in detail about the Course Objectives, Course Outcomes and teaching techniques with the respective subject teacher. Accordingly, faculty members prepare a lesson plan and course file to implement a well-planned teaching-learning process. Faculty members use traditional and ICT techniques to deliver the lectures effectively and submit the attendance to the course coordinator. Teachers' attendance is monitored by a report. Director takes a monthly meeting with the course coordinator and faculty members to ensure the smooth conduction of the curriculum.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 4

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

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

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)
Any additional information	[View Document](#)

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

Response: 42.55

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

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

File Description	Document
Details of participation of teachers in various bodies	[View Document]()
Any additional information	[View Document]()

1.2 Academic Flexibility

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

Response: 100

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

Response: 505

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

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

Response: 100

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

Response: 1

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

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

Response: 67.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
57	53	55	45	57

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

1.3 Curriculum Enrichment

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

Response:

Akemi Business School regularly conducts workshops/seminars/ guest lecture to encourage students to take up entrepreneurship, to address gender challenges in the corporate world and to sensitize female students about their safety through organizing workshops.

The second-year MBA students have a subject "Managing for Sustainability" whose objectives include general ethical principles in business, social responsibility and sustainability.

Akemi Business School believes in inculcating values through different activities like Swacha Bharat Abhiyaan, tree plantation, blood donation and health awareness session.

71 courses address Cross cutting issues related to Gender, 123 courses address Cross cutting issues related to Environment & Sustaianability and 358 courses address Cross cutting issues related to Human values & Professional ethics.

File Description	Document
Any Additional Information	[View Document](#)

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 3

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 3

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 86.11

1.3.3.1 Number of students undertaking field projects or internships

Response: 93

File Description	Document
List of students enrolled	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

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

Response: B.Any 3 of the above

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

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

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

File Description	Document
Any additional information	<u>View Document</u>
URL for feedback report	<u>View Document</u>

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 56.35

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
80	30	40	33	50

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 67.5

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
108	79	80	67	71

2.1.2.2 Number of sanctioned seats year-wise during the last five years

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

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

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

Response: 3.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	4	1	3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Akemi Business School organize induction programme for the newly admitted MBA students. Induction programme acts as an ice-breaking session in which information is provided to the students regarding the Institute, MBA programme and future activities to be carried out in the institute. In 2017-18, a student hand book is also given to students providing clear idea about the programme and curriculum delivery in *Akemi Business School*.

Akemi Business School believes in developing all the students and thus emphasizes on assessing their learning levels depending on students' percentage in both, the qualifying degree and entrance exam. For identifying the slow learners, the director has approved MBA Entrance Exam as cut-off level. Consequently, slow learners are given the extra classes with counselling and re-clarifying the doubts on required topics. In *Akemi Business School*, a counsellor (Mentor) also helps in analysing the cause of low performance of slow learners and guides in remedial actions.

Similarly, advanced learners are also identified on the basis of students' performance in online examination (Students obtaining first 10 positions). Advanced learners are given the provision to issue extra books from library. These are encouraged to participate in various Business Plan Competitions as well as for obtaining distinction in the University evaluation.

File Description	Document
Any additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 9:1

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

According to the lesson plan, the faculty members engage lectures with interactive teaching techniques like chalk and talk, power point presentations, role play, case study and brain storming sessions, e-resources like NPTEL lectures, video lectures, etc to encourage participative learning. Faculty also give inputs through teaching beyond the syllabus to encourage students in self-learning and updating the recent trends thus emphasizing the importance of life-long learning.

Case studies are discussed in the classroom for inculcating problem-solving through varied discussions and discovering new aspects with peer students and teacher. It also helps in practicing analytical approach, group discussion and sharing of opinions. Role plays in the class help the students to practice behavioural training, empathy, situational analysis and is a fun filled activity. Brain storming sessions provide the means for focusing on the problem, generating idea, discussing alternatives and finding out solutions. Group discussion is carried out on varied topics to improve communication skills and analytical thinking.

Teachers use ICT enabled classroom as a means to use enhanced technology for enabling effective teaching delivery. This teaching method also enables the teacher to give a quick review regarding the earlier classes (whenever needed) and helps them in following time management with effective learning environment.

Mentor-mentee scheme enables teachers to guide and provide basic guidelines to students on an individual basis. The mentor discusses the opportunities for career planning and helps mentee facing the challenges in day-to-day academic activities in detail. Mentees can also discuss personal issues (if any) and seek guidance from the mentors.

To reduce the gap between theory and practice as well as giving exposure on how to put concepts into practice in real business world, *Akemi Business School* regularly conducts field visits (to different companies), guest lectures, workshops and seminars by experts from industries and academia. Students are encouraged to participate in different curricular and co-curricular activities viz. Group discussion, Personal Interview, Sport Activities (cricket, football, volleyball etc), Cultural Activity. As a part of university curriculum, students have to undergo 60 days internship programme (in 3rd Semester) in industry which helps them gain research skill and experiential learning. Faculty members guide students for Summer Internship Projects. Moreover, students have to submit dissertation in 4th Semester and faculty members guide for the same.

As a part of students' academic evaluation, students have to give presentations, home assignments, class tests, open book tests, online tests and internal exam. The marks of the class tests are communicated to the students and individual feedback is given for performance improvement in future.

Through Google classroom, students are given notes of different subjects along with a set of Multiple-Choice Questions as practice for online exam.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 12

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

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

Response: 27:2

2.3.3.1 Number of mentors

Response: 8

File Description	Document
Any additional information	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

Business Education is the most challenging field to teach as it has with varied facets to look into. At *Akemi Business School*, we emphasize on innovation and creativity as the building's blocks of pedagogy.

A mixture of pedagogical approach is used by faculty members while educating students for MBA Programme. Critical approaches are participant-centred approach to learning, learning from peers in groups, experiential and application-oriented learning.

Faculty use ICT enabled classroom as a tool for effective concept development with the help of audio visuals and enhanced technology. This facilitates the efficient use of computer, internet and multimedia devices for teaching learning.

Apart from the traditional pedagogy namely, chalk and talk and power point presentations, the faculty members also show videos of National Programme on Technology Enhanced Learning (NPTEL) lectures, movies/documentaries as part of their teaching pedagogy. Through vibrant and easily understood illustrations, video clips facilitate students to understand with the business and ethical problems faced by businessmen and managers surviving in 21st century organization.

Brainstorming sessions, expert lectures, projects, quizzes, group discussions with peers, case study and role play are also practiced. Students are exposed to Industry which creates a practical based replication exercises that imitate the real business situations and provides students the first-hand experience on some of the real-world scenarios.

The case study method of learning at *Akemi Business School* involves understanding the case situation and followed by discussions, argument and providing feasible alternative solutions. Students discover some new aspects of learning from their peers through their varied experiences & discussions for encouraging investigative thoughts and opinions.

2.4 Teacher Profile and Quality

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

Response: 62.21

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document]()
List of the faculty members authenticated by the Head of HEI	[View Document]()

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

Response: 10.98

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	0

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 5.29

2.4.3.1 Total experience of full-time teachers

Response: 63.5

File Description	Document
Any additional information	[View Document]()

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 0

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

At the institutional level, the learning process of students is tracked through the Continuous Internal Evaluation (CIE) which is extended for the period of whole academic session. Academic calendar provides the schedule of the assessment criteria. The assessment process is spread in the form of class tests, assignments, open book test, case study, internal exam and presentations. Students are given feedback about their individual performance and given inputs on how to improve. The result is also communicated to academic coordinator and the Director. The following evaluation criteria are considered for the continuous internal evaluation:

- Internal Exam
- Home Assignments
- Class test
- Presentations
- Summer Internship Programme
- Group Discussion

File Description	Document
Any additional information	[View Document](#)

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

Response:

Through Academic calendar, students are informed well in advance about the internal assessment criteria and their tentative dates. The transparency is maintained through timely notices and display of time tables.

Question papers are set keeping in mind the variety of topics encouraging students for fostering learning. These are designed according to the course objective and course outcome. Multi choice Question bank is also given to students on Google classroom for practicing so that students get hands on experience to perform well in the online exam

Class tests are conducted in a semester. Class tests performance is communicated by showing the corrected answer sheets to the students. The solutions are discussed in the class and feedback is given to all the students. According to the performance of class test, inputs are given to students with low performance. Every course teacher analyses the difficulty level of students and gives solutions to them.

Students are asked to give Power Point Presentations (ppts) on topics related to the respective subjects in the regular classes. Group discussion is held and students are required to come up with solutions. Home Assignments are given to students and are then evaluated to assess their understanding about topics covered. Internal exam is conducted as per the pattern of external university examination.

Summer Internship Project is evaluated by respective guides that are allocated to individual students. Students are required to complete their research projects as per the given time line. Internal presentation on the project work is carried out. The transparency is maintained through the following:

- Internal exam is taken once in each semester before Online exams
- Question papers are set as per the standards
- Variety of questions are used for fostering students for study
- Transparency is maintained in the whole process

File Description	Document
Any additional information	[View Document](#)

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

Response:

As affiliated to Savitribai Phule Pune University (SPPU), the examination is carried out as prescribed by the university. *Akemi Business School* appoints a Chief Examination Officer (CEO) in the institute for monitoring and ensuring time bound, transparent and efficient examination related work.

University external evaluation includes online and written examination. If there are any queries/grievances in the online exam, the CEO immediately communicates it to the University and takes the necessary actions. If there are any grievances in the University external written examination, students can write an application to the University for further action.

Moreover, at the Institute level there is an examination cell to handle any grievances in internal evaluation process. The examination cell along with the Director looks into issues (if any) for proper action.

Once the result is declared by the university, students are communicated the same. After the display of results, the University issues the notice for inviting application for revaluation form. The Institute communicates this to the students and if they have any grievances regarding the obtained marks, students are required to submit the applications to the University to obtain a photocopy of the answer sheet. If further the student is not satisfied, the student can apply directly to the University for revaluation and the updated marks / corrected mark sheet is sent to the institute.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

At the time of induction, the students are given a copy of students' code of conduct and detailed Academic Calendar prepared as per the norms of university directives. Academic calendar shows the tentative schedule of activities for the entire academic year. This enables students to prepare well for the Continuous Internal Evaluation criteria of the institute.

Teachers design the lesson plan keeping special slots for conduction of internal evaluation criteria as shown in the academic calendar. As per the directives of the University the institute conducts CIE taking into consideration 5 evaluation criteria for elective course and 3 evaluation criteria for core course (out of 16 criteria provided by the university).

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered

by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Savitribai Phule Pune University syllabus contains list of subjects with their course objectives. Depending on the objectives and syllabus content, the respective faculty members prepare the Course Outcomes.

At the time of academic planning, Director and respective faculty members undergo an extensive brainstorming session to finalize the Program Outcomes (POs) and Course Outcomes (COs). The final Pos and COs are then communicated to the teachers and students through the institute website. Moreover, the COs is also mentioned in the lesson plan. While delivering the lecture, faculty keeps the COs in mind and takes the class accordingly.

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

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

Response:

The faculty members are provided with training through a workshop on attainment of Program Outcomes (POs) and Course Outcomes (COs).

As COs are based on the different subjects' learning outcomes, it is mainly evaluated from the marks obtained in that particular subject. It is also evaluated continuously through their performance in assignment, presentation, viva, test and internal exam. For attainment of Pos and COs, students' knowledge, skills and attitudes regarding MBA course with different specialization is evaluated at the end of the whole course. The performance in SIP presentation and viva voce provides the measure for attainment of POs and COs. The final year marks and the extent of placement of graduating students provide the measures of evaluation of POs and COs.

2.6.3 Average pass percentage of Students

Response: 65.82

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 52

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 79

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.72

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of project and grant details	[View Document]

3.1.2 Percentage of teachers recognised as research guides at present

Response: 8.33

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Any additional information	[View Document]

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

Response: 0

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

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

Response: 31

File Description	Document
Any additional information	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Akemi Business School has created Entrepreneurship Development Cell and Research Cell for making sound innovative eco-system so as to transfer the business as well as research knowledge among the students.

The Entrepreneurship Development ell is formulated for improving the entrepreneurial skills among the students. We have decided to organize EntrepreneCurship Wakefulness Camps, Entrepreneurship Enhancement and Faculty Development Programmes for this batch to address students and teachers. Further it was finalised that we should conduct research work and carry survey through students for identifying industrial opportunities. An institutional framework has been made for providing various services for actuating, budding student entrepreneurs. The positive Entrepreneurial culture is being created in the Institution. The efforts are made to call speakers to improve skills to promote employment opportunities through the students' rigour. The vision was shared among students to create a benchmark of excellence for entrepreneurship development to create young entrepreneurs.

Research and Innovation, is in a continuous process of focusing on research activities like motivating faculty to write research articles, research papers and prepare the major and minor research proposals, Research Cell at *Akemi Business School* has created dedicated department of research for promoting and facilitating research among students and faculty. *Akemi Business School* enable researchers to accomplish superiority in their work, and eventually, interpret vision of creation of knowledge for the benefit of the Society into realism. *Akemi Business School* faculty members are active and regular participants in national & international conferences. They present papers in international journals and national journal for the improvement of their research acumen and knowledge.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 2

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

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

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: No

File Description	Document
Any additional information	[View Document](#)

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)

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

five years

Response: 1.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	3	1	0	1

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 5.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	5	6	9	5

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

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

Response:

To sensitize students to the social & environmental issues that affect our country and the world beyond the marked economy and how these problems are directly & indirectly related to them. To help students look at social change from a manager's and a strategist's point of view establish how large-scale change can be brought about through smart easy solutions. Help students to create low resource but high impact socially relevant projects which are replicable, sustainable for society, helping girl child through street awareness

programs. Establish parameters which will help students in executing these projects well.

File Description	Document
Link for Additional Information	[View Document]()

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

Response: 0

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

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

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

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

Response: 12

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

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

File Description	Document
Reports of the event organized	<u>View Document</u>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<u>View Document</u>

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

Response: 30.71

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

2017-18	2016-17	2015-16	2014-15	2013-14
45	50	15	20	0

File Description	Document
Report of the event	<u>View Document</u>
Average percentage of students participating in extension activities with Govt or NGO etc	<u>View Document</u>

3.5 Collaboration

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

Response: 10

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

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

File Description	Document
Number of Collaborative activities for research, faculty etc	<u>View Document</u>
Copies of collaboration	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	4	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Akemi Business School has adequate infrastructure which fulfils perquisite requirements of statutory body.

Akemi Business School have total four (04) classrooms out of which all have LCD Projectors, Networked PC, Internet Access, Wi-Fi facilities, MS Office and related software having approx 285 sqm carpet area. *Akemi Business School* have 79 computers with internet facility. 60 computers are provided for the students in the computer lab. The carpet area of Computer lab is 224.11 sqm with seminar hall having area of 136.50 sqm along with ICT facilities. It has well equipped Library with learning materials such as journals, e-books etc. As per the new syllabus books are made available for various subjects.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Akemi Business School understands the need of healthy and competitive attitude with sound mind. A good manager should be individual as well as team player. It is done as a part of development along with yoga and in-door games. Institution students have participated at all competitive sports at university, district/state and national level. Cultural activities are regularly conducted to imbibe oneness amongst diversity of students. This sensitizes importance of public and social responsibility.

Sports Facilities:

Akemi Business School has a dedicated open playground of 375 sqm to promote outdoor sports like volley ball, kabbadi, kho-kho and a dedicated boys / girls room having indoor sport facility like table tennis, chess, carom etc.

Regular cultural activities are celebrated to experience oneness amongst students though freshers welcoming, farewell, yoga day, international women day, state and national festivals. Institution has a dedicated auditorium with 100 seating capacity.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

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

Response: 16.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.00	0.00	0.00	5.00	32.00

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Akemi Business School use automated integrated library management system. Autolib NG software and is partially automated. *Akemi Business School* has initiated the use of Autolib NG software and this software help users for searching books. User can search the library resources as per follows:

- **Advance Search**: The searching can be done with various combinations such as Title, Author, Publication Keywords, Class number and Accession number
- **General Search**: Title, Author, Publication, Keywords.
- **Accession Search**: Search can also be done through the accession numbers without remembering the title or author of the book. This facilitates fast & accurate searching.
- **Reports**: This is an important component of the integrated Library Management System (ILMS)

Autolib NG which helps to generate various reports. This will help in maintaining optimum stock of the concerned resources and tracking of the library resources.

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

Response:

Akemi Business School have other knowledge resource in its collection for faculty and students. Various reference books are available in the library on different subjects and authors. *Akemi Business School* Library also provides different types of services to students like syllabus, Question Papers, Project Reports, Dissertation Reports, Newspaper Clipping, Harvard Business Essential and Harvard Business Reviews Books. Books on competitive exam like Common Admission Test (CAT), MBA Entrance Examinations are also available for student reference. *Akemi Business School* library has good English and Marathi Literature collections.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

Response: A. Any 4 of the above

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

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

Response: 2.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.38	0.89	1.04	1.24	5.58

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 20.83

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

Response: 25

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Akemi Business School campus computers are well connected with LAN, Wi-Fi and internet connectivity with 32 MBPS. Wi-Fi and internet access is available for the staff and students. Classrooms are accessible with internet through LAN and Wi-Fi. Computer lab in-charge takes care of regular software and hardware maintenance. Wi-Fi facility updating is decided on the basis of total strength of the students and faculties in institute. Date of network updating is done in the month of July. *Akemi Business School* maintains security for accessing the network and also limited sites which can be operated. Students can use this facility for only education purpose.

4.3.2 Student - Computer ratio

Response: 9:5

File Description	Document
Any additional information	[View Document](#)

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

Response: 20-35 MBPS

File Description	Document
Any additional information	[View Document](#)

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 9.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
6.42	12.42	7.58	1.58	1.31

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

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

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

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

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

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

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

Response: 5.81

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

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

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

    3. Soft skill development
    4. Remedial coaching
    5. Language lab
    6. Bridge courses
    7. Yoga and meditation
    8. Personal Counselling

Response: C. Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)

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

Response: 63.29

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

2017-18	2016-17	2015-16	2014-15	2013-14
89	55	49	38	33

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

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

Response: 0

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

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

File Description	Document
Details of the students benifitted by VET	[View Document](#)

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 11.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	13	0	0	0

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)

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

Response: 1.27

5.2.2.1 Number of outgoing students progressing to higher education

Response: 1

File Description	Document
Upload supporting data for student/alumni	[View Document]
Details of student progression to higher education	[View Document]

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

Response: 0

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

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

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

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

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

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)

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

Response:

Akemi Business School have various committees to support the academic activities that aim to have student involvement and participation. It provides the students with an overview of various opportunities for participation in various activities.

Akemi Business School have formed various committees like Anti-ragging Committee, Internal Complaint Committee, Training and Placement Committee, Student Grievance Committee, Cultural Committee, Alumni Committee, Women Grievance Committee etc. The responsibilities of these committees include developing educational and community initiatives, the planning of various social events, addressing student concerns.

- **The Cultural Committee: -** The Committee is responsible for the smooth conduction of various events organized in *Akemi Business School* throughout the academic year. The Committee members participate in the Planning, Budgeting, Organizing, Compeering, Conduction, and Review & Reporting of various Events such as Seminars, Guest Lectures, Conferences, and Cultural & Sporting Activities.
- **Training and Placement Committee**: This committee is responsible for building and strengthening corporate relations and facilitating the placement process including Summer Internship and Final Placement. The Committee members participate in the building of Student Portfolios, and arrange for scheduling & coordinating interviews / recruitment drives by corporate.
- **Anti-ragging Committee: -** The committee has been constituted for the prohibition and prevention of ragging by the students whether by words spoken or written or by an act on freshers.
- **Academic Committee –** This Committee is responsible for keeping track of the progress of the academicprograms, meeting of course objectives and out comes, and in providing constructive feedback & review on the content delivery. The Committee members participate in the identification of relevant subject matters / current issues which can add value in the in-depth understanding any theoretical course and provide inputs for the arrangement of Guest Lectures, and Seminars.
- **Teachers Grievance Redressal Committee:** *Akemi Business School* have a Faculty Grievance Redressal Cell. (In order to ensure transparency, in admissions and with paramount objective of preventing unfair practices and to provide a mechanism to innocent students for redressal of their grievances.

- **Library Committee:** Library Committee had been constituted for the purpose of smooth functioning ofthe library and coordination with all Heads of the Department, faculty members, students and the management.
- **Alumni Association: -** *Akemi Business School* has established the achievements of its alumni, faculty and students. Alumni Student Committee strives to develop connections among alumni, current students, faculty and management laying the platform for all stakeholders to share knowledge, gain focus, improve and develop. *Akemi Business School* offer services that stimulate interaction and maintain support mechanisms for Alumni networking.
- **Admission Committee:** Team Admissions are involved in identifying ways of improving the quality offuture batches in terms of profiles and demographics of the students. We serve as the interface between our institute and the aspirants, thus helping them with all the information they need about our institute.
- **Research & Publication Committee:** The committee serves to promote research and publication for thebenefit of its members and the profession. The Publication Committee is responsible for identifying opportunities for publishing work derived from the Society's activities.

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

Response: 6

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

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

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

5.4 Alumni Engagement

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

Response:

Akemi Business School Alumni Association has been registered on 12th February, 2019 and is functional. The aims and objectives of the association are as follows:

- To reach, engage and serve all alumni and present students by networking with one another to foster intellectual and emotional connection.
- To serve the need of alumni for leadership, voluntary commitment, goodwill, financial support.
- To enhance industry academic collaboration and communications including public relations.
- To encourage the students for social welfare activities.
- To organize personality development programs and value addition programs for students.
- To encourage and help the students for entrepreneurship.
- To help and promote economically backward students in studies and through scholarships.
- To help and promote anti-drug, anti-druggist activities.
- To promote computer literacy by arranging workshops for different classes of society.
- To publish periodicals for students' interests.
- To help and guide differently abled through fund rising schemes.

Generally, to do all such other lawful acts deeds or things are as incidental or conducive to the attainment of any/or all of the above aims and objectives of the society.

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

Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document](#)

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

Response: 2

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

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

We at Akemi are committed to creating and maintaining a business School within Savitribai Phule Pune University for shaping responsible management graduates

MISSION

We at Akemi Business School are committed to creating and maintaining a business school within Savitribai Phule Pune University for shaping responsible management graduates.

We aim to:

- deliver quality teaching and learning process to the students
- be recognized within Savitribai Phule Pune University as an innovator and responsible business school
- be relevant to industry so that they value our opinion and our graduates

Academic Goals:

Akemi Business School aspires to be a leading institute in Human Resource domain by:

1. Establishing Post Graduate Research Centre in Organisational and Human Resource Management in next 2 years
2. Establishing Small and Medium Industry Consultation Cell catering to Human Resource Management needs
3. Initiating Leadership and Innovation Awards for Human Resource Services for both institutions and individuals.

Governance in *Akemi Business School*

Akemi Business School governance is inspired from its Vision and Mission. The organizational structure defines the authority and responsibility structure and functionality *Akemi Business School* has formed Statutory and Non-statutory committees to work in specific area. Teaching and non-teaching staff are the members of these committees to make decision making more participative. *Akemi Business School* has prepared *Akemi Business School* Process Manual which includes all the important processes, timelines, norms and regulations which acts as guideline for employees for working Strategies. The Director, along with the faculty members prepare the academic calendar for the team / year well in advance in order to plan the time table, activities, assessment schedules and value added inputs. Feedback mechanism at the end of each event / term on various aspects is taken from various stakeholders which mainly includes

students, staff and industry in order to understand their perception and make modification if required in Future The IQAC Cell in *Akemi Business School* works as a nodal agency to ensure the effective implementation of plan including inputs from various working committees, feedback from stakeholders.

Administrative Functionality:

The administrative staff takes care of administrative activities such as, implementation & monitoring of budget as per plan, issuing of certificates, admission procedures, and submission of documents to university, maintenance of important files & records.

Akemi Business School promotes participative decision where various committees are formed for efficient working of the institute. Each working committee works with set of objectives and action plan. The Chairman / Coordinators of each committee are the faculty members / staff who along with the members discuss and plan various aspects related to the scope of the committee.

File Description	Document
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

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[a1] , institute's growth and societal benefits.

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*.

6.2 Strategy Development and Deployment

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

Response:

Akemi Business School has developed a perspective plan on continuous qualitative teaching process. Further, Management works to elevate the strategic process to increase overall student strength for MBA program. *Akemi Business School* plans to prepare and submit proposal for obtaining permanent affiliation of the Savitribai Phule Pune University. *Akemi Business School* plan to strive in achieving status of preferred B-school in jurisdiction of Pune.

The strategic planning areas include:

1. Strengthening the research activities by establishing Research Cell which will enable research projects and publications
2. Strengthening industry interaction by signing MOU's on Management Consulting, Internship Opportunities for students as well as faculty members
3. Strengthen Library as a knowledge center equipped with modern reference materials
4. Strengthen the teaching learning experiences by introducing smart classrooms, lecture capturing systems.
5. Strengthen the leadership and innovation culture by initiating Leadership and Innovation Awards
6. Strengthen Institute Social Responsibility by spreading awareness on education, creating education avenues for local incumbents

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

Akemi Business School implements all such decisions taken in the Governing Council and LMC. Meetings along with IQAC all faculty and times students of 2nd year also participate. In LMC & IQAC major institute related decisions are taken and the various sub-committees are formed under the respective Heads / Experts to complete the decided task, exhibiting the decentralization & participative management.

LMC/CDC has also given the right of decision to IQAC which takes the student centric activities as per merit. All such IQAC decisions are communicated to LMC/CDC & Governing Council regularly.

The organization structure is uploaded on the website with the link at: https://akemi.edu.in/assets/images/pdf/criteria/622-organisational-structure.pdf

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All 5 of the above

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

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

Response:

Akemi Business School has formulated College Development Committee to deliberate on Academic functioning of the institute. All the important stakeholders are members of this committee. They being from diverse fields, bring in an inclusive view for the all-round development of incumbents.

The feedbacks from the stakeholders are discussed in College Development Committee and few of the initiatives taken are mentioned below:

Certificate Course in Life Skills	Life skills help people make responsible and informed choices and can promote healthy lifestyles as well as career skills. Therefore it was suggested that certificate program be run to develop responsible management professionals. The suggestion was approved and course was introduced

Certificate Course in Logistics Management	It was suggested by the members that Logistics sector is ripe with opportunities and added skills in this area will improve the placement opportunities of the students. The suggestion was accepted and course was introduced
Certificate Course in Advanced Excel	It was observed that proficiency in Advanced excel was necessary employability skill preferred by the employers. Training students on this skill would improve student's analytical as well as employability skills
Industrial Visits	National Level Industrial Visits were proposed to enhance industry interaction and experience of faculty members as well as students, was also approved for implementation
ISR Programs	Institute social responsibility program like Swachhta Abhiyan, Awareness about drugs, Girl Child, River Cleaning etc. were introduced to socially sensitize the incumbents of social issues

The current year committes are uploaded on website

6.3 Faculty Empowerment Strategies

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

Response:

Sr. No.	Welfare Scheme	Teaching / Non-Teaching / Both
1	Casual Leaves	Both
2	Duty Leaves	Both
3	Salary advance	Both
4	Uniforms for the Grade IV staff	Non-Teaching
5	Cafeteria Facility	Both

6	Maternity Leave	Both
7	Staff Rooms that are well lighted, well ventilated and having all basic amenities like table, cupboards, water filter, computer with high speed internet connection, intercom.	Both
8	The teaching staff members have been sponsored for attending the National and International Conferences	Teaching
9	Annual and Special Increments.	Both
10	Tie–up with the Life Point Multi-speciality Hospital, Wakad for teaching and non-teaching staff for medical emergency	Both
11	Earned leaves to non-teaching staff as per policy	Non-Teaching
12	Every year on the occasion of Teachers? Day the teaching and non-teaching faculty are felicitated for their exemplary service.	Both

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

Response: 27.11

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

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

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

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

Response: 3

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

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

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

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

Response: 6.82

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

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

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

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

Response:

Performance Appraisal System: The appraisal of the staff is done annually in most unbiased manner. To ensure that the staff is involved in his / her own appraisal, Institute implements participative appraisal system as follows:

Objective of the Appraisal System:

1. The objective of ABS Appraisal system is   fair and just chance to the incumbents of representing their performance for the year.
2. To give fair, just feedback on the said performance.
3. Identifying the potential of incumbents and providing opportunities of development in them
4. To motivate incumbents to take higher responsibilities
5. Promote the culture of excellence

The appraisal forms are carefully designed for capturing adequate information about the performance of the faculty. The multi-level appraisal ensures considerations of all dimensions of the individual performance of the faculty and also its relationships and also the abilities to work in teams.

Process of Appraisal:

1. **Self-Appraisal** : includes information on subjects taught , contribution as committee members , self-ranking on parameters like Subject Knowledge, Teaching skills, Keeping yourself abreast with the latest Development on the subject etc. , SWOT, support received from, Director . The self-appraisal also includes peer review
2. **Student appraisal** is also an important factor: a detailed feedback on Teacher is received from the students every semester
3. **Final Appraisal by Director / Management**: These appraisals are then followed by overall assessment by the Director and Management through an Appraisal Meeting and Feedback is given to every incumbent on their performance and   further responsibility areas.

The director discusses the appraisal with the concerned faculty for better understanding, improved communication and also to reduce conflict / demotivation in case of non-agreement

Outcome of Appraisal:

1. Financial: Deciding on yearly increments of the incumbents
2. Non-Financial: Identifying potential areas of development - for the upcoming year

Example of Success of the system:

The university has set norms for the promotions of faculty members. Attainment of those qualifications makes them eligible for furtherance. Performance Appraisal Feedback system   has resulted in faculty members being motivated for pursuing further education

For E.g. Mrs. Rajshree Dighe completed her MBA in Marketing in 2015, from Akemi Business School. She has been absorbed as Assistant Professor in Marketing due to her merit.

Salient features / parameters, process, grading:

1. Each faculty member is given academic /administrative responsibilities at the start of the academic year.
2. The faculty members are also members of various committees , their performance areas are defined by the role they are playing
3. Student Feedback is also the important parameter in appraising the faculty members

In addition to the above, outstanding contribution during the academic year over and above the entrusted responsibilities also weigh in appraisal process

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Akemi Business School conduct regulatory statutory audit. As per the provision of Income Tax Act, we appoint statutory auditor for our institute/ trust. Management compares its budget with balance sheet and the necessary steps towards the same.

Internal planning for the coming financial year starts with budgeting. The accounts department takes previous financial year income and expenditure adds 05to 07% rise. Books of accounts are prepared as per statutory requirement and audited annually by external auditor (Chartered Accountant). The institute maintains a strict policy of carrying out an audit process. As per the standard practices, both internal and external audit team check the processes for standardization of practices on a regular basis.

Generally, the expenditure process follows a straight-line process. All the Department are authorized to spend a certain amount of money. If the amount is beyond the limit, then a request is submitted to the Chief Accounts Officer by the Head of Department. Chief Accounts Officer then submits the request to the Director. Director is authorized to sanction expenses of a certain limit. If the request is above the limit, the Director submits the request to the Governing body for final approval.

A brief of both internal and external audit process is provided below:

Internal Audit:

1. The internal audit committee consists of Director, Member of the Governing Body, Head of Departments (Academic, IT, Library, canteen etc.)
2. The internal audit process happens quarterly.
3. In the Governing Body Meeting, an interim budget is proposed for a financial year.
4. The internal audit process tries to identify the difference between the proposed budget and the actual expenses.
5. If an area found which happens to exceed the proposed budget, then the reason behind the same is identified, and measures are taken so that the expenses do not become uncontrollable.
6. If any area is found to be generating surplus amount, then the extra amount is divided among the areas which require more funds.

External Audit:

1. The external audit process is carried out by Chartered Accountants who is appointed by the Governing Body.
2. As per the financial law of the institutions and standard guidelines, all the financial, academic, and other non-academic accounts are audited.

Handling Audit Object:

1. In case of any objection the Chief Account Officer submit the escalated matter to the Director.
2. Director submits the reports to the governing body.
3. The members of governing body resolve the issue.
4. Upon arriving at a solution, the same is communicated to the CAO and executed accordingly.

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

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

Response:

Mobilization of Funds: The regular fees are deposited by the students at *Akemi Business School*. All financial concessions from the Government are periodically received and the share of Tuition Fees & other Institution fees get deposited in the Bank Account of the student as per the process of the statutory authorities

Utilisation of resources: First priority is given to salary of teaching and non-teaching staff. Then expenses related to student development, academic and teaching are taken care. Then the administrative and other expenses are taken care. After these maintenance and development of infrastructure is taken care of.

6.5 Internal Quality Assurance System

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

Response:

Dedicated IQAC office with ICT devices and internet is provided, from where all NAAC SSR details was collected and submitted. Apart from this, IQAC has significantly contributed towards institutionalizing the strategies & processes for assurance of quality of *Akemi Business School*. IQAC monitors all the activities of institution.

1. To keep abreast on good practices in management of industry, IQAC created roadmap to continuously support and encourage participation of faculty in various Syllabus upgradation / implementation workshops / seminars at different levels like University etc. This gives the hands-on experience of the latest trends, issues etc. to the faculty and results get shared with students in class room. IQAC supports the Internal choice / Elective subjects, so that the students get to learn specialization of their choice.
2. IQAC has made gradual improvement in institution & industry association.
3. IQAC supports strongly Research & Extension activities. It is evident through the number of Research Paper presentation and Ph.D. faculty on the campus.
4. Infrastructure & Resources of institution are kept up to date through the IQAC Quality standards and initiatives over the last few years.

IQAC tracks the need for good practices through the regular follow-up with the Management and other stake holders of ABS with keeping student on the top priority

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

The IQAC team from its inception in 2017, conducts a semester-wise review of the teaching-learning method. This review process includes teaching pedagogy, the structure of the lecture delivery and knowledge dissemination process and identification of the learning outcome by means of the feedback and performance.

Guidelines provided have prominently improved the institutional performance in the training of teaching and learning methods. Here are two areas that have excelled most are:

Development of Application based course deliver for peer learning and class activities:

More than the application of theory, the IQAC team has suggested faculties to concentrate on developing a

strategy that enhances students to apply the knowledge they have gathered through the lecture. The capability of relating or applying the knowledge is what the most expected trait out of a management graduate, and an exceptional leader. The resolution of application-oriented teaching pedagogy was implemented from October 2018.

Knowledge is obviously necessary for growth in academics. At the same time, it is also necessary that these knowledges are not only limited to the examination answer sheets or the assignment copies. The reason why the IQAC team suggested a teaching pedagogy through which students understanding is actually applied to resolve a situation. Mock situation activities, simulations, case study discussion and resolution of the issue provides an ample platform where students can apply their understanding of knowledge and apply those understanding to solve a problem.

ENTREPRENEURSHIP DEVELOPMENT (ED) CELL:

The concept of ED center is to identify the business ideas and entrepreneurial traits among students and nourish them until the idea is executed and the business has started operating. With the suggestion of the IQAC team, the ED Cell, was formed in January, 2019.

The ED Cell has brought various advantages for the students. Through ED CELL, students will get exposure to having hands-on experience of formulating a business from grass-root level, formulation of an idea, taking a prominent shape will not only encourage the students but also give students an enhanced experience for their future endeavor.

Throughout this exposure to dealing with the formulation of business, students understand the business formation process and how to solve issues in the business process. Now, when a student gets the exposure of shaping a business from the very basic level, it enhances confidence level to becoming an entrepreneur.

IQAC

IQAC reviews its teaching-learning process, structures & methodologies of operation periodically. It also verifies the learning outcomes periodically through student feedback and departmental meetings. IQAC found that the teaching method must be made more interactive and more visual in the benefit of the students hence introducing of ICT teaching methodology. Educational CDs were purchased. LCD projectors were installed in classes to assist teaching. Internet provided to all the departments for online Video lectures. Speakers also were installed for the decentralized audio-visual programs to enable effective teaching. Number of Books are regularly purchased along with the periodicals in library.

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

Response: 3.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	0	0	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

Response:

Akemi Business School is undergoing NAAC accreditation cycle 1.

Accordingly, action plan has been taken and IQAC is accepted. Institute is looking forward to take a necessary step for further incremental improvements. *Akemi Business School* conduct meetings and necessary instructions are given to the staff members for improving the process under the leadership of the Director. *Akemi Business School* understand need of managers' responsibilities in today's industry and employers' expectation and helps to acquire skill set that would make them employable or opt for entrepreneurship. Alumni working in SME's or engaged to have faculty and students to undertake projects. SME's involvement provides insight of working in terms of management processes and at times faculty and students as a group assist them in fine tuning processes for better productivity. Meaningful learning is initiated through subject matter experts from industry assignments, group discussion, seminars, debates and quiz.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 13

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	0	2	1

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

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
   1. **Safety and Security**
   2. **Counselling**
   3. **Common Room**

Response:

Akemi Business School apply strict norms toward safety, security, gender sensitivity toward all its staff and students. No discriminatory policy is tolerated when it comes to the safety, security, and well-being of a stakeholder. The following measures were taken by *Akemi Business School* authority to deal with the measures of gender sensitivity, safety, security:

Safety and Security measures:

1. A special transportation system is provided to students staying in hostels.
2. A dedicated vehicle is maintained inside the campus for all the staff and students who need immediate medical attention.
3. If any staff is especially required to stay back for job completion purposes, then pick and drop facility from home is provided.
4. In the case of staff attending the event of the institution other than normal working days, then pick up and drop from home are provided to the staff.

Counselling:

1. An internal counsellor is appointed for all the staff and students. Apart from personal counselling service to both staff and students, career counselling service is also provided to students by the counsellor.
2. An external counsellor is empaneled for special need cases.
3. If any girl students need assistance from a lady counsellor, an external lady counsellor extends her service for the counselling purpose.
4. A Standard Operating Procedure encompassing all the guidelines for gender sensitivity issues was created and followed carefully.

Common Room:

1. A common room for girl students is maintained.
2. All the common room and all other common places such as canteen, corridor etc. are monitored by CCTV.

Akemi Business School Campus has a robust security system with multiple checks at entry points for all persons and vehicles. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. Institution provides its own transportation during late night events like Annual Day etc. Female faculty and girl students are regularly counselled on safety and security.

Akemi Business School supports the career progression and development of female professional and academic staff. It provides women with opportunities to grow in their leadership capabilities, build professional skills and participate in important administrative roles in the college. The Student Welfare Officer and Cultural coordinators of *Akemi Business School* are both women. Designated common room is available to female gender. *Akemi Business School's* regular mentorship and meetings with parents brings sense of safety, lady faculty members accompany students to industrial visits, study tours etc.

7.1.3 Alternate Energy initiatives such as:

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

Response: 13.24

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

Response: 10.8

7.1.3.2 Total annual power requirement (in KWH)

Response: 81.60

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 52.35

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

Response: 42.72

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 81.60

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

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Akemi Business School have a proper waste management plan for solid and e-waste management. The waste management process was carried out by the following process:

1. **Solid Waste Management:**
   1. **Recyclable Material:** Solid waste that is recyclable is directly given to a local waste management plant. A vehicle collects all recyclable materials from the campus and recycles them for further use.
   2. **Reusable Material:** Reusable material such as wooden structure, metal is used for various support works carried out at the institution and hostels.
2. **E-waste Management:**
   1. **Obsolete but functional:** According to the routine upgradation of IT Policy, a few part and peripherals are discarded from further use. A few of them though functional, cannot be used further due to standard practice.
   2. **Non-functional parts:** Those parts that have become completely non-functional are discarded properly and provided to the local recyclable plant that collects solid wastes.
   3. **Plastic Free Campus** aims to measurably reduce plastic pollution on campus, with a special focus on the reduction and ultimately the elimination of plastic bottles, plastic straws and utensils, and plastic food packaging. Plastic free campus is need for today's environment sustainability so ABS focus on this part and generates awareness about that for all teaching staff, non-teaching staff and students by way of notice and poster.
   4. **Green landscaping with trees and plants**. *Akemi Business School* focus on green

environment which helps student for recognizing need of environment sustainability as well as generating awareness about today's climate situations. Plants are central to the "green" part of green landscaping. In *Akemi Business School*, plants and trees are present, regularly work on water supply to plants, cutting of extra trees, waste management of trees and providing fertilizers to tree.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Akemi Business School has a traditional process of rain water harvesting in existence at the campus. Considering the size and area of a standalone institute like *Akemi Business School*, it has been designed in such a way that the roof-top rain water is collected through a system of pipes and chambers into the soak pit near the bore-well. Also, the surface rain water of the entire campus is collected through a network drains and chambers which will be also be finally connected with the soak pit near the bore-well. This will help to increase the water level of the bore-well.

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

Response:

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 appreciation*" instead of a flower bouquet to the guests in *Akemi Business School*

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

Response: 0.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
.856	.526	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

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

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

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	0	1	0

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

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	0	0	0

File Description	Document
Report of the event	[View Document]

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

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

Response: Yes

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

Response: Yes

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

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

Response: Yes

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

Response: Yes

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

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

Response: 12

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	3	0	0

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

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

Response:

Akemi Business School celebrates national festivals and anniversaries of great Indian personalities to create awareness of National Integration, Patriotism and social responsibilities amongst students and staff.

Akemi Business School celebrates:

1. **Republic Day** is celebrated every year with great pride on 26th of January to honour the Constitution of India as it came into force on the same day in the year 1950. On this very special & solemn occasion, students perform the patriotic songs, dances & skits emphasizing the importance of the day.
2. **Independence Day** is celebrated every year on 15th August in the institution to mark the Independence of India. Staff and students get to know the importance of national integrity in the country.
3. **Teachers Day** is celebrated on the occasion of the birth anniversary of Dr. Sarvapalli Radhakrishnan on 5th September, every year.
4. **Gandhi Jayanti** is celebrated on the occasion of the birth anniversary of Mahatma Gandhi on 2nd October. *Akemi Business School* runs a social awareness program by conducting activity under "Swatch Bharat Mission". *Akemi Business School* has organized Cleanliness Drive under "Swachh Bharat Swasth Bharat Abhiyan", on the occasion of Gandhi Jayanti. The main purpose of this program was to create awareness among the students regarding cleanliness and its benefits. The students and all the faculty members cleaned the internal and external surroundings of the college.
5. **Dr. Babasaheb Ambedkar Jayanti** is celebrated to remember his immense contributions for the poor people of India.
6. **National Youth Day (Yuva Diwas or Swami Vivekananda Birthday)** is celebrated with the great joy and enthusiasm in India every year on 12th of January. It is celebrated to commemorate the birthday of Swami Vivekananda. Teachers impart knowledge on Swami Vivekananda's life and ideals.
7. **Chattrapati Shivaji Maharaj Jayanti** is enthusiastically celebrated every year to mark the birth anniversary of Chattrapati Shaivjai Maharaj

Akemi Business School celebrates Ganpati Festival for 5 days every year along with important festivals like Diwali and Christmas which gives students to understand the importance of Indian culture and tradition. Annual Sports and Cultural Event under "Insigna" is organised to develop sportsmanship and competitiveness amongst the students.

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

Response:

Akemi Business School believes and practices in maintaining complete transparency in its financial, academic, administrative & auxiliary functions. Considering the financial matters institute appoints external auditors every year.

Financial & academic decision is taken unanimously in the Governing Body meeting (Governing Council meeting) of *Akemi Business School*. Audited statements regarding financial activities are circulated to all concerned members of the Governing body.

Akemi Business School information is made available to the public through information officer under RTI Act. Institution activities are sensitized to freshers and their parent right from enrolment and till successful completion of their graduation and placement.

Recruitment of faculty & all necessary procedures are practiced as per the guidelines as provided by Savitribai Phule Pune University and AICTE. All official circulars regarding, students, teaching staff & administrative staff are circulated & displayed on the notice boards. Governing Council is the highest decision-making authority which consists of members from the management, teaching staff & non-teaching staff. Planning & execution of different auxiliary functions are discussed & decided in this committee which are communicated to all stakeholders.

7.2 Best Practices

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

Response:

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 enhas 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:

- Sukhjit & Chemical Limited, Ludhiana ,2016-17
- Cheema Boilers Limited, Ludhiana, 2017-18
- Durshet Forest Lodge, Ludhiana , 2017-18
- Avon Cycles, Ludhiana , 2017-18

Local Industry visits details are as under:

- Union Steel Industry, Pune, 2015-16
- Finolex Pipes Pune, Pune , 2015-16
- Tata Motors Women's Welfare Society, 2015-16
- Forbes Marshall, Pune 2016-17
- Kider India Pvt. Ltd. Pune 2016-17
- Industrial Metal Powders India Pvt. Ltd., 2016-17
- JNPT (Mumbai), 2017-18
- Mercedes Benz, Pune 2017-18
- Worldwide Oilfield Machine Pvt. Ltd. Pune. 2017-18
- 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 instills passion , confidence and discipline

7.3 Institutional Distinctiveness

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

Response:

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 students 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:

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.

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.

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.

5. CONCLUSION

Additional Information :

Akemi Business School is emerging as a preferred destination through thorough planning coupled with carefully expressed vision and mission statement that emphasizes teaching, learning, and entrepreneurial skill and career development. *Akemi Business School*'s mission statement reflects a commitment to pursue academic excellence by offering diverse, high quality teaching pedagogy and excellent opportunities for student enhancement, engagement and developing leadership qualities.

Academic excellence is reinforced through opportunities for societal contribution through platform of research consultancy, publications and other related activities. This further supported with the appropriate infrastructure of library, information technology services. These pursuits are led by faculty who are committed to excellence. Various committees of the *Akemi Business School* act as catalyst in achieving the desired goal.

Concluding Remarks :

Founded in 2011 by Mr. Abhishek Bokey, *Akemi Business School* has come a long way in imparting comprehensive Management Education to students from all socio-economic backgrounds. *Akemi Business School* aspire to uphold and carry forward efforts to improve academic parameters in pursuit of realizing the mission and vision of *Akemi Business School*. All members of the Governing Body, the Director, teaching and non-teaching staff of *Akemi Business School* unitedly work to achieve this fundamental aim. Dedicated teaching staff primarily focus on its diverse student community. *Akemi Business School* follow the curriculum framed by Savitribai Phule Pune University and regular curriculum feedback is collected. *Akemi Business School* implements innovative teaching and learning methods as well as a transparent feedback system involving important stakeholders. The Management diligently works towards developing learning resources thereby enhancing the institution's tireless efforts to achieve excellence.

SSR of *Akemi Business School* is a holistic self-appraisal exercise, it is extremely satisfying to realise that our activities are in equivalence with Vision of *Akemi Business School*. In the process of preparing SSR of *Akemi Business School* is conscious and aware of the systems and processes which lead to the desired objectives of quality standards and value to stakeholders. While the staff's sense of belonging for the institute has been our hallmark, the eye for details and the appreciation for standard procedures, is now more visible than ever before.

Thus, *Akemi Business School* has meticulous planning, clear vision and concepts, conceived and nurtured by Management, The Director along with Teaching and Non-teaching staff are committed to achieve excellence in academics, research and governance, A detailed analysis of the criteria that are the concomitants of an institution of excellence is given in the Self Study Reports.

Akemi Business School express gratitude to NAAC.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Number of certificate/diploma program introduced during the last five years **1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years** Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>2</td><td>0</td><td>0</td><td>2</td></tr></table>
2.1.1	Average percentage of students from other States and Countries during the last five years 2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>80</td><td>30</td><td>40</td><td>33</td><td>50</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>80</td><td>30</td><td>40</td><td>33</td><td>50</td></tr></table>
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>3</td><td>1</td><td>3</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>4</td><td>1</td><td>3</td></tr></table>

3.3.2	The institution provides incentives to teachers who receive state, national and international recognition/awards Answer before DVV Verification : Yes Answer After DVV Verification: No
3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
7	3	5	1	0 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
8	3	1	0	1	 Remark : Revised as per list provided excluding 2010 and 2011
3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years 3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
3	3	2	3	3 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	0	0	0	0	
3.5.2	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered) 3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered) Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14	

4	4	4	4	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	4	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5.90	11.00	14.00	5.00	32.00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.00	0.00	0.00	5.00	32.00

Remark : The highlighted expenditure is not budget allocation

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.704	1.22	1.246	.112	5.74

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1.38	0.89	1.04	1.24	5.58

Remark : Revised as per attached statement

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	0	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	0	2	1

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

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

Answer before DVV Verification : B. At least 6 of the above
Answer After DVV Verification: D. At least 2 of the above
Remark : Revised as per supporting document

| 7.1.12 | Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff |

Answer before DVV Verification : Yes
Answer After DVV Verification: Yes

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

	Answer before DVV Verification : Yes
	Answer After DVV Verification: Yes
7.1.15	The institution offers a course on Human Values and professional ethics
	Answer before DVV Verification : Yes
	Answer After DVV Verification: Yes

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations