



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI BHAIRAVNATH SHIKSHAN PRASARAK MANDAL'S ADHALRAO PATIL INSTITUTE OF MANAGEMENT AND RESEARCH

A/P - LANDEWADI (MANCHAR), TAL. - AMBEGAON, DIST - PUNE
410503

www.apimr.net

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

APIMR is committed to prepare its students to face global challenges in current business arena. The future-ready managers are now mentored in the institute by providing and maintaining high level learning environment in achieving academic excellence as well as excellence in research based decision making. The future-ready managers will be equipped with the high level of ethical and moral standards reinforced in them with practical oriented skill building. This has been reflected in the vision statement of the institute. All the APIMR stakeholders are committed to transfer this vision statement in to their day to day activities.

Vision

Vision of the institute has been presented in below statement-

"To provide and maintain an environment of high academic excellence and research for all aspiring students, which will prepare them to face global challenges maintaining high ethical and moral standards."

Mission

The youth enrolled in institution is dynamic and having full of enthusiasm for making difference in industry. With their great hopes, institute is committed to deliver necessary support to the students who aspire to lead the nation towards prosperity. It is the role of institute reflected in mission statement that nation is built on the efforts of every Indian whether it may be in politics or in industry. Only this aspect of micro efforts with macro impact need to be realized by the youth especially students and APIMR is committed to facilitate this dimension and provide great environment to the students to develop their capabilities at greater extent. This has been mentioned transformed in mission statement of the institute.

Mission

"To satisfy the ambition of youth force who wants to lead the nation towards prosperity through techno-economic development."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dynamic and regular faculties
- Green and peaceful environment easy to concentrate
- Cooperation as culture in faculties and staff
- Lead given to students in event management

- Insisting on utilization of all resources
- Counseling students in goal setting and achievement
- Institute Location

Institutional Weakness

- Rural area (students are not groomed)
- Lack of techno-savvy behavior of students
- MoUs with industry for student centric programs
- Lack of communication skills on part of students

Institutional Opportunity

- Strengthening placement cell
- Preparing students for competitive exams like GATE
- Alumni networking for placement and academic activities
- Research with corporate world

Institutional Challenge

- Regular changes in management policy
- Faculty attrition

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

APIMR is essentially its efforts in developing students in all respect by following SPPU Pune's curriculum and syllabus. A uniqueness of the APIMR may be attributed to organizing different activities necessary for grooming rural students to lead as a future manager. APIMR follow five element model in curricular planning consisted of design, implement, mentoring, response and improvement. Participation of teachers in various academic bodies keeps us up to date. Apart from the rigid academic syllabus, development of the students has also been ensured by providing them inputs on various cross cutting issues. The self learning of the institute is ensured by feedback system followed in management help us to understand the learning level of students.

Teaching-learning and Evaluation

Participative and interactive teaching learning process is the core methodology adopted by APIMR. Digitally enabled learning equipments are the fundamental resources plays significant role in enhancing learning and grasping ability of the students. In APIMR mentoring sessions are conducted to get feedback on teaching and learning methods and also help us in understanding students profile to the extent of grasping ability. This is provided input for implementing innovation in teaching and learning. The students admitted in APIMR are mostly belongs to rural area and found weak in English language. Thus special care has to be taken at the time

of explaining basic management concepts. Though, this limitation has been overcome by APIMR by putting rigorous efforts.

Research, Innovations and Extension

On the aspect of research and innovation APIMR has put its efforts to nourish friendly environment to conduct social researches. As a outcome of this efforts, one of our faculty has successfully registered for PhD. Eight students have participated in research activity with ANKUR Education Trust and successfully completed research projects in innovating topics. Under transfer of knowledge, students started their own businesses and APIMR has felicitated those students as a token of appreciation. Another impact of research ecosystem has been found in research paper publication and witnessed more than 15 paper publications in renowned journals. Though, organizing seminars and conducting extension activities are the core focus being adopted by institute. In this view of matter, APIMR provides financial support to its faculty members for attending research conferences and paper presentations. On extension activities Swaccha Bharat Mission, Independence day celebration, Guru Purnima Celebration, donation drive are some of the selected programs which have been implemented.

Infrastructure and Learning Resources

On the aspect of physical facilities, APIMR may stand on upper rating having equipped with the physical facilities such as, swimming pool, canteen, various sports grounds, well maintained garden, gymnasium along with typical academic infrastructures such as, ICT enabled well furnished classrooms, seminar halls and conference rooms. The campus of the APIMR has spread over 46500 sq. meters having built up area of 3496 sq. meters. Library is used as an learning resources equipped with 3797 volumes of books and accessed with Online Public Access Catalogue system. Well furnished reading room with calm and clean atmosphere really make study environment for students.

Student Support and Progression

In APIMR students are the core focus. All the benefits provided by government have been given to the beneficiary students. Apart from the government scholarship provided to 231 students, APIMR management has given institutional subsidy to 191 students. Addition to financial support institute is providing capability enhancement support to students by conducting programs such as, career counseling, soft skill development, yoga, meditation and personal counseling. It has to be noted that no single case has been registered under ragging and or sexual harassment in institute. This reflects the successful implementation on hygienic culture in the campus. On the aspect of placement provided, APIMR is putting efforts in developing students to study ecosystem of industry as a result students themselves get placed on the jobs that they deserves best. Though, as a responsibility of institute to provide employability, total 71 students have been placed.

Governance, Leadership and Management

APIMR has unique leadership provided by Hon. MP. Shri. Shivajirao Adhalrao Patil as an eminent guiding force. Also, transparent governance and management practice is followed in APIMR. The institute has managed by governing body, local council and various committees. This has provided decentralization to authority and

participative approach in key decision making bounded by vision, mission and objectives. Strategic decisions have been made available in various policies of institution. APIMR focus on Focuses on student and stakeholder needs, utilizes a shared decision making process, encourages creativity, innovation, and risk-taking, etc. Administration of the institute has been ensured with implementing financial e-resources, canteen management systems and also utilized online resources of DTE and SPPU, Pune. For each academic year a budget is prepared and approved by the authority. The financial statement, Income and Expenditure details are available with the institute through Profit and Loss Account, Balance Sheet and Ledgers signifying transparency in financial transactions.

Institutional Values and Best Practices

APIMR is committed to gender equality by providing equal opportunity to male and female students in entire learning process. The faculty and staff of APIMR is follow culture of humanitarian approach and non registration of any single case under POSH Committee is the solid evidence for this particular aspect. Especially for the girl students, APIMR provide safety, security and separate common room to enhance their dignity in entire learning process. On the aspect of social responsibility, APIMR put efforts in maintaining ecosystem healthy by using LED bulbs, efficiently managing garbage and wastes, implementing green landscaping with trees and plants and providing cycle stand. This is the encouragement provided to the entire stakeholder to follow best practices in sustaining environment. APIMR is organizing community connected programs to enhance students and citizen interactions also this has been regulated by code of conduct provided to students, staff, and faculties. Institute has implemented various best practices, for an example, (a) interstate study tour and (b) decentralized management practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI BHAIRAVNATH SHIKSHAN PRASARAK MANDAL'S ADHALRAO PATIL INSTITUTE OF MANAGEMENT AND RESEARCH
Address	A\p - Landewadi (Manchar), Tal. - Ambegaon, Dist - Pune
City	Pune
State	Maharashtra
Pin	410503
Website	www.apimr.net

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Jitendra Hude	02133-235105	9921128999	02133-235106	apimr@rediffmail.com
Associate Professor	Dayanand Surwade	02133-7378591100	9850530814	02133-7558751515	dr.surwade@yahoo.com

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college		01-01-2009		
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	A\p - Landewadi (Manchar), Tal. - Ambegaon, Dist - Pune	Rural	11.49	3496

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,Mba	24	Graduation	English	120	101

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				2				8			
Recruited	0	0	0	0	1	0	0	1	5	3	0	8
Yet to Recruit	1				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				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				6
Recruited	2	4	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	3	0	7

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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
		2	0	0

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	62	0	0	0	62
	Female	39	0	0	0	39
	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	3	2	2	2
	Female	1	0	0	1
	Others	0	0	0	0
ST	Male	4	1	2	2
	Female	0	1	1	2
	Others	0	0	0	0
OBC	Male	8	1	1	1
	Female	5	2	1	0
	Others	0	0	0	0
General	Male	26	46	19	29
	Female	20	25	17	23
	Others	0	0	0	0
Others	Male	6	1	1	0
	Female	1	1	1	0
	Others	0	0	0	0
Total		74	80	45	60

3. Extended Profile

3.1 Program

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

Response: 553

File Description	Document
Institutional Data in Prescribed Format	View Document

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
150	139	127	97	93

File Description	Document
Institutional Data in Prescribed Format	View Document

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
15	28	9	10	7

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
29	48	41	41	35

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	9	6	5

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
21.76	19.73	7.80	24.81	37.90

Number of computers

Response: 40

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:

1. Curricular Planning

The institute has strong belief on academic curricular designed by the University as to cater the needs of developed industrialization in surrounded geographic area. This has been supported by the strategic implementation of the curriculum with fifth elements consisting of, design, implementation, mentoring, Response and Improvement.

This student centric Five-Element Model has been furnished graphically in below section-

1. In **Design**, curriculum includes university prescribed syllabus and additionally institute has included additional courses. In consideration of the rural background of the students, improvement in English as a medium of communication is required and more efforts on students grooming has been necessitated. These additions have been manifested in a way so that difference between regular curriculum and university syllabus has been mitigated.
2. **Implementation** of the curriculum has been made smooth and effective with the help of academic calendar and update time table. The faculties have been allocated with the subjects considering specific and personal SWOT of the faculties. Apart from the class room teachings, APIMR has core focus in interactive learning of the students through, seminars, industry visits and field works. Management games are also a live learning experience for the future managers of the institute.
3. In **mentoring**, we believe not just teaching the students in orthodox style but we focus individual attention on each student by providing throughout hand-holding support. Our faculties are playing a role of mentors to prepare future managers out of students allocated to them for mentorship which we conduct on weekly basis.
4. **Response** is the fourth element in our framework. The importance of this element cannot be minimized as it provides inputs for our improvement. Thus we collect feedback as response to our five element model from various stakeholders.
5. **Improvement** is the commitment of every person working in APIMR. It has a support of feedback collected through the response phase. We implement systems approach in improvement.

File Description	Document
Any additional information	View Document

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

Response: 0

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	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	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: 0

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
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	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: 85.17

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

Response: 471

File Description	Document
Details of the new courses introduced	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 programs in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	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: 5.73

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
43	0	0	0	0

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:

Institution integrates the cross cutting issues relevant to Gender, Environment & sustainability, Human values and professional ethics into the curriculum. The efforts made by the institution to integrate the cross cutting issue-

Sr. No.	Cross cutting issues	Subjects
1	Gender	

2	Environment sustainability	&301- Strategic management (3rd sem.) 404- Managing for Sustainability (4th sem.)
3	Human values	(401) Managing for Sustainability (4th sem.) (391)Introduction to Human Rights & duties (1st sem.)
4	professional ethics	(401) Managing for Sustainability (4th sem.)

File Description	Document
Link for Additional Information	View Document

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

Response: 14

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

Response: 14

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: 29.33

1.3.3.1 Number of students undertaking field projects or internships

Response: 44

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

<p>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</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

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: 0

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
0	0	0	0	0

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 61.17

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
101	74	83	47	62

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

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: 100

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
15	28	9	10	7

File Description	Document
Institutional data in prescribed format	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:

Catering to Different Level of Students (QIF 2.2.1)

In APIMR, students have admitted from different backgrounds contributing to impact on their learning abilities. This diversity of the students' background has impact on their learning ability thus we in APIMR are providing them with initial and essential learning opportunity with the help of well-developed robust mechanism. Naturally, assessment of learning levels of students has been conducted first. Then entire students have been classified based on this assessment. This classification is based on the assessment involving three dimensions, namely, a) test involving 'Multiple Choice Questions', b) analysis of strengths and weaknesses of students called as an activity of 'ChakkaJam' and c) unit wise revision. In the next step, as our culture, we don't differentiate among students based on their learning level. This means that in APIMR, combine learning have been facilitated for all the students. But, intentionally, separate and personalized attention has been provided to slow learner students.

It is common practice at APIMR that slow learner students or any other students who have query can approach subject faculties in staff room or in library. The faculties are cooperative and helpfully guide the students up to their satisfaction. In APIMR, weekly progressive unit wise revision has been conducted to understand progress of all the students and appropriate actions are taken to fill the gap of learning between slow learners and advance learners. At the time of subject viva, faculties also came to know the learning level of students and progression. The students identified as slow learner at the time of viva are guided further to develop his learning ability.

In APIMR, we believe that slow learner students will not transform themselves into advance learners in overnight but we call them as 'Progressive Learners'. Thus, we further believe that continuous simultaneous interaction with students as a part of mentorship will facilitate progression in the students.

This entire discussion has been presented with the help of below mentioned figure.

Finally, APIMR is aware about the different abilities of students admitted for MBA program. This understanding percolated the philosophy as mentioned above to achieve comprehensive progression of the students.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 13.64

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

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:

Teaching Learning Methods in APIMR

(Criteria 2.3.1)

In APIMR activity based participatory teaching learning methods have been used. The ultimate aim of the MBA program is to development students to become future managers with full skills. This is the two way process as APIMR believes. The efforts made by faculties are based on the feedback received from the students. This is basically a transformation of students in terms of skills and knowledge. In APIMR we use different methods of teaching such as, experiential learning, participative learning and problem solving methodologies. The brief details on each method have been described in below sections.

Experiential Learning-

The faculties of APIMR are providing environment which provides atmosphere for experiential learning in each and every subjects whether it is theory lecture and practical sessions. Some of the experiential learning programs are; induction program; industrial visits-local and interstate; case study and expert sessions. (The reports enclosed)

Participative learning-

The students' participation in learning process in both the ways such as, physical participation in activities and mental participation in lecture sessions is essential. Participatory learning is treated as three way activity in APIMR such as, participation of faculties, in response participation of students and the third aspect is participation as group. The dynamics of this participation in learning with three dimensions is contributing to the overall qualitative improvement of teaching learning process. Some of the participative learning methods implemented in APIMR are; presentations, mini projects-assignments, cultural fest-gathering, celebration of cultural days, organizing state level of seminar- a team work of students.

Problem solving methodologies

Problem solving skill is most essential aspect required in industrial profession; as this skill defines the ability of student to perform tasks independently. In APIMR, students have put in a situation which seems critical and to solve this situation with appropriate decision making. This skill is imparted in student with the help of activities such as; management games, newspaper review, case studies and role play.

File Description	Document
Link for 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: 11

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

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

Response: 0

2.3.3.1 Number of mentors

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

In APIMR innovative teaching and learning methods are used to enhance quality of teaching and learning. The list of innovative teaching and learning methods are mentioned below-

Sr. No.	List of innovative teaching and learning methods	Reports Enclosed
1	Swaccha Bharat	Yes
2	International Yoga Day	Yes
3	Event organized by students on GST	Yes
4	Management Games	Yes
5	Industrial visits	Yes

This is the unique method adopted in APIMR utilized and applied for enhancing teaching learning process. Using these national level agendas such as Swaccha Bharat in institute facilitates awareness rising of the students. Also celebrating International Yoga Day is also provided importance of physical and mental fitness essential for further corporate career.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 54.58

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: 19.41

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
02	01	01	01	02

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.36

2.4.3.1 Total experience of full-time teachers

Response: 136

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:	
Reforms in continuous internal evaluation (CIE System)	
<p>In APIMR as a policy of internal evaluation; continuous process of evaluating students' performance is initiated from start of Term and ends with term end exams. As a robust mechanism students' academic performances have been assessed with the help of assignments, presentations, participation in activities and submission of various mini projects.</p> <p>According to CBCS, 'Generic Core Courses' have marks allocation as 70 for university and 30 with institute as well as 'Elective Core Courses' have 50 marks, all with institute. The APIMR have system of assessment for these 50 and 30 marks based on four criteria, namely, attendance, viva voce, assignment and discipline. Individual weightage is assigned to each dimension for final evaluation. In attendance dimension, not only the presence of lecture sessions are considered but attendance for each activity such as, gatherings, cultural fests, industrial visits and management games etc. is considered. In second dimension, namely, viva-voce; presentation skills, body language, subject knowledge as well as confidence is assessed. The third dimension for assessment, that is written assignment, is uploaded on APIMR's website and can be accessible to the appeared students as an open source. It is expected from the students to justify the application oriented questions asked in the assignment. Overall discipline is also considered in this assessment and given appropriate weightage.</p> <p>This robust method and weightage for each dimensions has been presented in below diagram</p>	
File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Mechanism of Internal Assessment is Transparent and Robust in terms of frequency and variety

In APIMR as a policy of internal evaluation; continuous process of evaluating students' performance is initiated from start of Term and ends with term end exams. As a robust mechanism students' academic performances have been assessed with the help of assignments, presentations, participation in activities and submission of various mini projects.

The **robust nature of internal assessment** can be reflected from further discussion. According to CBCS, 'Generic Core Courses' have marks allocation as 70 for university and 30 with institute as well as 'Elective Core Courses' have 50 marks, all with institute. The APIMR have system of assessment for these 50 and 30 marks based on four criteria, namely, attendance, viva voce, assignment and discipline. Individual weightage is assigned to each dimension for final evaluation. In **attendance** dimension, not only the presence of lecture sessions are considered but attendance for each activity such as, gatherings, cultural fests, industrial visits and management games etc. is considered. In second dimension, namely, **viva-voce**; presentation skills, body language, subject knowledge as well as confidence is assessed. The third dimension for assessment, that is **written assignment**, is uploaded on APIMR's website and can be accessible to the appeared students as an open source. It is expected from the students to justify the application oriented questions asked in the assignment. Overall **discipline** is also considered in this assessment and given appropriate weightage.

In the particular semester faculty meeting is called to discuss method of internal assessment. This is the way to **bring transparency and uniformity** in evaluating students. This policy and system of internal assessment is decided in participatory meeting with faculty and proper notice is displayed for the information of students.

The internal assessment is continuous process conducted with systematic **frequency**, conducted at the end of term end. Throughout the semester faculties are observing students' behavior such as discipline, manners and etiquettes but marks have been allocated at the end of term exam. In every semester assignments papers have been modified to cover most important topics as determined based on the current trends catering to **variety** in assessment of internal subjects / courses. The teachers are setting assignment paper with prior acceptance of Director of MBA.

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

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

Response:

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

APIMR is bound to adhere, all necessary and required rules for conducting examination as prescribed by the SP Pune University, Pune, time to time. Apart from these university rules and regulations, APIMR has mechanism to deal with examination related grievances based on the principles of transparency and timeliness. This mechanism has threefold dimension for implementation oriented suitability. This robust and efficient three fold grievance handling mechanism has been detailed below-

Institute level

Director APIMR monitors all the evaluation process at institute level. If any student has grievances about the evaluation then he/she reports to the subject teacher. The subject teacher informs the same to the Director APIMR. Then the subject teachers verify the submissions and given marks. Changes are communicated to the student through Subject Teacher. The students have also open access to the director of the APIMR for his/her grievances.

University level

For University examination, students can apply for photocopy of answer sheet. Students show the photocopy to concerned course teacher, discuss the grievances and seek advice. As per the advice, he/she can apply for reevaluation of answer books to the controller of examination of the university as per the procedures of the University.

Grievance Redressal Meeting:

1. Institute has created a mechanism for redressal of student's grievances related to academic and nonacademic matters, such as assessment, attendance, charging of fees, conducting of examinations.
2. Examinations are conducted according to the academic calendar provided by the University.
3. Institution prepares an examination timetable according to the academic calendar provided by the University and examination department showcases it much prior to the commencement of classes.
4. Pattern of examination is given by faculty members in their respective classes.
5. Marks are also displayed on notice board.

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:

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

The Director and all faculties prepare the academic calendar well in advance before the commencement of the semester. The calendar outlines the semester plan of activities, internal examination schedule, assignment viva-voce and external examination schedule. The Director of APIMR finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. Before the commencement of semester, faculty members prepares the teaching plan, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by the Director APIMR. It is then, made available to the students. The Director APIMR prepares the timetable as per the guidelines of the number of credit hours for each subject prior to the commencement of the semester. Time -table is displayed in the on the notice boards. In addition summer projects / dissertation projects, seminars, quiz, competitions, expert sessions, industrial visits, outdoor activities, conference and extracurricular & co-curricular activities are also the part of Continuous Internal Evaluation.

File Description	Document
Any additional information	View Document
Link for 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:

In APIMR efforts have been made to transform students into future managers. Institute is adhering to the curriculum provided by SPPU, Pune. Also it has to be noted that, syllabus is strictly followed and objectives are attained for particular subjects as stated by the university. Though institute has defined course outcomes based on the objectives of the specific course. Transformation of objectives into outcomes simply highlights the intention of practical applications of subject knowledge gained during MBA program.

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:

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

The Program Outcome, Course Outcomes are made known to the students well in advance. Individual faculty member explains the rationale behind discussing the specific course. Different courses have different outcomes. Basis of the expected outcome, assessment or evaluation is designed. Combination of some of the below mentioned parameters are used to assess the student. Case study – (Group Activity or Individual Activity), Class Test, Open Book Test, Field Visit / Study tour and report of the same, Small Group Project & Internal Viva-Voce, Group Discussion , Role Play, Thematic Presentation, Written Home Assignment ,Industry Analysis – (Group Activity or Individual Activity), Literature Review / Book Review, In-depth Viva , Quiz Newspaper reading. The conventional mode of assessing the performance of the student is helpful in judging the overall understanding of the student. For Summer Internship Project and Dissertation the criteria of evaluation are based on Actual work undertaken by the student, Student’s understanding of the organization and business environment, Outcome of the project, Utility of the project to the organization , Basic analytical Capabilities. The Standard of passing is minimum 40 per cent or equivalent. In Evaluation the candidate followings aspects are considered- Reading & Listening Skills, Problem Definition & Problem Solving Skills, Sensitization to Cross-Functional skills, Sensitization to Cross-Cultural skills, Sensitization to Global perspectives, Peer-based Learning - Working in groups, Learning by application and doing – activity based learning, team building basics and its orientation. Individual student incapable of specific course is counselled individually and provided an opportunity for betterment of the score.

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

2.6.3 Average pass percentage of Students

Response: 59.18

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

Response: 29	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution	
Response: 49	
File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process
Response: 3.49

NAAC

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: 9.09

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: 16

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:

APIMR in its vision and mission has rightly pointed out strategic focus on academic excellence and research activities. Thus binding with its philosophy in APIMR creation of knowledge has been facilitated with the help of various academic activities and events. The teachers and students are given freedom to select topic of their interest for a research. This is the ecosystem which nourishes and provides environment for knowledge creation. The experience gained through these activities is then transferred to the students with the help of seminars and conferences. In particular, APIMR has focused on certain themes under incubation ecosystem, namely, entrepreneurship development, corporate interaction, knowledge sharing on current tax system (GST), business plan preparation competition, collaboration with research NGOs to provide practical insights of the various research topics and industrial visits.

The result of this incubation ecosystem has resulted in solid outcomes, both the students and teachers of APIMR has benefited. The students through APIMR have started their own enterprises and APIMR has felicitated these students with grace of appreciation. The faculties have provided with facilities to attend, participate and present papers in seminars. The financial support for these research activities is also the policy of incubation ecosystem for research.

Below table summarizes the ecosystem for innovations including incubation center and other initiatives for creation and transfer of knowledge in efficient manner-

Sr. No.	Focus area	Policy of APIMR	Activities	Outcomes
1	Creation of knowledge	Open to all students and faculties to present their paper	State level seminar inviting research papers	Four faculties presented their research work
		Provision of funding to attend seminars other facilities	Ecosystem for research	Prof. Thigale registered for Ph.D.
		collaboration with research NGOs to provide practical insights	Eight students have participated in research activity with ANKUR Education Trust	Successfully completed research projects innovating topics
2	Transfer of knowledge	Provide and spark of entrepreneurship among students and to make it sustainable MoU have been initiated and made with different stakeholders.	Facilitated entrepreneurship development activity	Students started their own businesses APIMR has felicitated those students
			Business Plan Competition jointly with Rotary Club	Students awarded best plan
			Session of Corporate Delegates	
			Seminar on current trends (GST)	
			Industrial visit to provide students with corporate culture	

All the discussion made above itself explaining the environment of ecosystem from creation and transfer of knowledge.

File Description	Document
Any additional information	View 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: 1

3.2.2.1 Total 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	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	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
Any additional information	View Document

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

Response: No

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: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0

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
0	0	0	0	0

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: 1.75

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
10	0	0	0	04

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	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:

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

In APIMR extension activities have been organized on regular basis. These activities have been conducted to in neighboring community to sensitize students about social issues and holistic development. Celebrating cultural festivals and national days like Independence Day and Republic Day is the basis for extension activities. Though, social issues have been addressed during this activities highlighted with social awareness and holistic development of the participating students. The details of these days and their corresponding expected outcomes have been summarized in below table and presented according to the academic years-

Sr. No.	Year of Activity	Name of Activity	Social Issue Concerned	Holistic development
1	2015-16, 2016-17 and 2017-18	Tree plantation	Sensitization about environmental protection	Understanding development
2	2014-15	Guru Pornima	Sensitization of students regarding human values and healthy relation between student and teacher	Respect and teachers
3	2013-14 to 2017-18 (Annually)	Independence Day Celebration	Inculcation of Patriotism	The feelings of brotherhood
4	2017-18	Donation Drive	Economic disparity and humanities	No discrimination of wealth
5	2017-18	Swachhha Bharat Mission	Cleanliness, social awareness	Awareness of n importance of cl
6	2013-14 to 2017-18 (Annually)	Republic Day	Inculcation of Patriotism	The feelings of brotherhood
7	2017-18	Women's day celebration	Gender equality	Respect women
8	2013-14 to 2017-18 (Annually)	Celebration of Dahi-Handi Festival	Cultural awareness	Team work, lea and unity

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

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: 0

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
0	0	0	0	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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: 4.67

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
35	0	0	0	0

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

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: 2

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	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

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: 2

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
2	0	0	0	0

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

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:

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

Infrastructural Facility

Shree Bhairavnath Shikshan Prasarak Mandal's APIMR has a state of the art infrastructural facility for its students and faculties as well. The brief description of these facilities have been provided below-

APIMR is situated at Village Landewadi and the total campus spread over on 46500 square meter land. The infrastructure has total built up area of 3496 square meter. The institute has its wonderful professional ambience with state of the art facilities described below. The institute is equipped with all the statutory facilities for teaching and learning which are more than enough prescribed by various statutory bodies. The details are given below-

Sr. No.	Facility
1	Common Facility
	Canteen
2	Library and reading room
3	Computer LAB
4	Class rooms
5	Seminar Halls
6	Conference Hall
7	Administrative area and office
8	Common room for girls and boys

Canteen facility is having seating capacity of 120 persons and caters cultural diversity. Library is having total books collection of 3378 APIMR library has 24 journal subscriptions. Total 90 Students can seat in reading room. APIMR is equipped with 40 computers. The class rooms are provided with projectors for effective learning. APIMR is also having seminar hall with theatrical seating arrangement. To get the corporate feelings to the students APIMR is having facility of conference hall.

File Description	Document
Any additional information	View Document
Link for 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:

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

The APIMR has ensured holistic development of the students from sports activities. The campus has unique facilities as mentioned below-

Gymnasium:

APIMR is providing gymnasium facility to all its students and teachers. The Gymnasium is equipped with treadmills, cycling, benches, weights and combined work stations. The gym is available for girl students as well.

Swimming Pool:

APIMR is equipped with state of the art Olympic size swimming pool having different sizes of depth. District level swimming competitions also have been conducted in this swimming pool facility.

Outdoor Activity Garden:

Campus has equipped and provided with well-maintained garden in which outdoor activities have been conducted. The garden has been utilized for multipurpose activities. Most of all outdoor activities and management games are preferred in this garden.

Sports ground:

APIMR is having total 4 play grounds. These grounds are having dedicated facility to accommodate the games like, holly ball, cricket, football and running track.

Sports Instruments store room:

Separate arrangement is made as store room to keep sports instruments. Photos of the facilities have been provided in below section.

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

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: 5

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

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

Response: 34.98

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
6.00	6.00	6.00	6.00	6.00

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

4.2.1 Library profile

1. About the library

Adhalrao Patil Institute of Management and Research (APIMR) has started library since its inception in the year 2009 with an integrated automation system, MKCL's "Libreria Library Management System". It is one of the important resources centers of the Institute serving both, students as well as the faculty members of the institute. It has a well-equipped collection of **3797 volumes** of books in various management subjects and general reading materials. The library subscribes 24 periodicals in print. The Digital Knowledge Centre has been established in order to enable the users to browse the Databases, e-journals, e-

learning materials and Online Public Access Catalogue (OPAC).

Objectives of the Library

1. To serve as the knowledge resource center of the institute.
2. To acquire, organize and update the library collection to support the teaching- learning process.
3. To inculcate reading habits among the students and teachers.

Library Committee

The library is guided by an advisory committee. The committee is formed in the beginning of every academic year by the director in consultation with librarian, staff and students. For addition to library collection, technical decisions and other decisions are taken by library committee in an academic year. Though, occasionally as per needed committee take decisions for additions in books in between the year. Committee also plays a significant role in facilitating maximum utilization of the library by students and staff members.

Members of Library committee 2016-17

Sr. No.	Name and designation	Role in Library Committee
1	Dr. Jitendra Hude, Director APIMR	Chairman
2	Ms. Asmita Patil, Librarian	Secretary
3	Dr. Dayanand Surwade, Associate Professor	Member
4	Prof. Mayur Chikhale	Member
5	Prof. Sonali Walase	Member
6	Mr. Bakulesh Kale, Student	Member
7	Ms. Pratima Hande, Student	Member
8	Ms. Nikita Bankhele, Student	Member
9	Ms. Sayali Hinge, Student	Member

Library Opening Hours

Monday to Saturday 10:00 AM To 04:30 PM

Books Issue & Return Timings 10:00 AM To 04:30 PM

During examinations and vacations library functions as usual.

Closed on Public holidays

Total Library Collection

Total no. of Books: 3797

No. of Print Journals and Magazines: 24

No. of newspapers: 05

CD/DVD's: 177

Project Reports: 242

Infrastructure

Computers: 2

LAN facility: Provided

Digital Camera: 1

Barcode Scanner: 1

E- Resources

Delnet

NDL

ICT Enabled library Services

1. Computerized Issue, Return of books
2. E-zone for e journals and e-books retrieval
3. CCTV camera is installed
4. Power backup

Library Services

1. Circulation (Issue, Return & Renewal)
2. Access to e-books & e- Journals in Campus and Remote access.
3. Open Access system.
4. Display of New arrivals of books
5. Internet facility for students and faculties.
6. Reference Services

7. Reading room facility.
8. Previous Years question Papers and Syllabus Copy is available.
9. Journals back volumes.

Library Best and Innovative Practices

1. Display of Current and informative newspaper clipping.
2. Book Exhibition
3. Enriched with collection
4. Librarian's day celebration

File Description	Document
Link for Additional Information	View Document

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

Response:

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

APIMR Library has enriched source of rare collection and also has open access to the list has been provided below-

List of Reference Books

TITLE	AUTHOR	CALL NO	PUBLISH
Who's Who ; Fifteenth Loksabha	Viswanathan, T.K.(Sec)	920.054	Loksabha
????? ?????????? ??? ?	????, ??????????????????	039.9146/JOS	?..?.????
????? ?????????? ??? ?	????, ??????????????????	039.9146/JOS	?..?.????
????? ?????????? ??? ?	????, ??????????????????	039.9146/JOS	?..?.????
????? ?????????? ??? ?	????, ??????????????????	039.9146/JOS	?..?.????

????? ?????????? ??? ??	????, ??????????????????	039.9146/JOS	?.?.?.????
????? ?????????? ??? ??	????, ??????????????????	039.9146/JOS	?.?.?.????
????? ?????????? ??? ??	????, ??????????????????	039.9146/JOS	?.?.?.????
????? ?????????? ??? ??	????, ??????????????????	039.9146/JOS	?.?.?.????
Compilation of Important correspondence and minutes of major meetings (April 08- March 2010)	Govt of India		Ministry Govt of In
Public Enterprises survey 2009-2010 Vol 1	Govt of India	354.54092	Ministry of and public Delhi
Public Enterprises survey 2009-2010 Vol 2	Govt of India	354.54092	Ministry of and public Delhi
State of Panchayats Report 2008-09 Vol 1	Govt of India	354.54092	Ministry Govt of In
State of Panchayats Report 2008-09 Vol 2	Govt of India	354.54092	Ministry Govt of In
Economic Survey 2010-2011	Govt of India	330.954	Ministry Departmen Affairs Ec
The 48 Laws of Power	Greene, Robert ; Elfers, Joost		Viva Bod Delhi

Dissertation & Projects

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Open Access e- Resources of Rare Collection

ØArchives & Manuscripts at the Bodleian Library

The collections held in the Western Manuscripts section of the Bodleian Libraries are a vast treasure house of historical records and literary papers from all periods and from across the globe. The purpose of this particular blog is to highlight aspects of the post-medieval historical collections: to share interesting discoveries made during the course of cataloguing or answering enquiries, and to ask for opinions from our users about 'problem' items that turn up from time to time. The complexity and extent of archives and

manuscripts acquired over 400 years means that there is still a great deal to be discovered among the historical collections that has never found its way into the Bodleian's catalogues, let alone into the history books.

<http://blogs.bodleian.ox.ac.uk/archivesandmanuscripts/tag/modernarchives/>

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

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: 1.09

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
0.00	0.34	0.02	5.07	0.00

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	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: 0	
4.2.6.1 Average number of teachers and students using library per day over last one year	
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:
4.3.1 Institution frequently updates its IT facilities including Wi-Fi
4.3.1: Institution frequently updates its IT facilities including Wi-Fi and total 40 computers in LAB with the student's computer ratio of 6:1. The entire Institute Campus is having internet wired connectivity with access provided in every class room with computer, faculty room & laptops of faculty and students. A dedicated lease line of 10 Mbps with fire wall is made available for high speed and security. Digital library facility is available where faculty & students can access the e-resources made available by the Institute. The institute website and also the internet based LMS contains learning material, notes and other circulars for students and faculties which can be accessed by students on and off campus. The institute makes budgetary provision every year for deployment of latest hardware in terms of computers, printers & other peripherals considering the norms lay down by University and AICTE.
The institution facilitates extensive use of ICT resources including development and use of computer aided teaching/ learning materials by its staff and students e.g.:

- 1] Each class room has internet connectivity with audio visual facilities with computer connections.
- 2] Latest configured computers & updated software required for teaching/ learning is available in labs with internet connectivity and antivirus software.
- 3] Preparation of Assignments with the help of ICT.
- 4] E-resource available and accessible on all machines for access to information.
- 5] Online exam /tests are conducted for giving more practice/ revision for all the students.
- 6] Google groups are used extensively for information circulation and sending notifications.

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

4.3.2 Student - Computer ratio

Response: 3.75

File Description	Document
Any additional information	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 35-50 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: 7.55				
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
4.16	1.02	0.39	1.05	1.61
File Description		Document		
Details about assigned budget and expenditure on physical facilities and academic facilities		View Document		
Any additional information		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:

QIF 4.4.2: Systems and procedures for maintaining and utilizing physical, academic and support facilities – library, sport complex, computers, class room, swimming pool, gymnasium, Canteen

Objectives of this manual

This manual is already is in work and practice in the institute. Some of the facilities are common throughout the campus of Shri Bhairavnath Shikshan Prasarak Mandal and thus, present manual comprising of systems and procedure for smooth functioning and availing of these facilities are required. Overall objectives and aims of this manual has been given below-

- 1.To provide equal opportunity in availing benefits from the common facilities available in the campus such as swimming pool and canteen
- 2.To remove overlapping and miscommunication between academic institutes in campus in regards

to the common facilities
3.To enhance utilization of facilities

It also has to be pointed out here that, every facility is having separate rules and regulations. The canteen facility is common and having traditional approach for its functioning. The detailed policy has been given below-

File Description	Document
Any 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: 36.65

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
75	65	35	29	27

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: 0

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
0	0	0	0	0

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	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: 0

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
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	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 benefitted 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: 37.76

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
17	16	18	10	10

File Description	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: 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the 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:

QIF 5.3.2 Presence of an active Student Council and representation of students on academic and administrative bodies/committees of the Institution

APIMR is student centric institute, with providing MBA degree to rural students. Being a student centric institute we provide equal opportunity to the students for participation in decision making of institute's administration. We believe this as an opportunity for the students to acquaint for management by practice. In APIMR various committees have been formed with the leadership of students and to extent participation of the students. We provide healthy atmosphere to the student's inn campus to raise idea of activity, plan for that activity and conduct it on efficient basis. The list of committees and name of students with their role in committee is appeared in the below table-

Sr. No.	Name of Committee	Name of Student	Gender	Role of Student
1	Students Welfare Council	Gaurav Ghule	Male	President
		Ganesh Varpe	Male	Secretary
		Monali Temkar	Female	Lady representative
		Jyoti Gajarare	Female	Caste Representative
		Asmita Hule	Female	Sport and Event representative
		Pratima Hande	Female	Cultural Event Representative
		Ashwini Shelke	Female	Entrepreneurship Development R
2	Grievance Redressal Committee	Prashant Jadhav	Male	Student Representative
		Tejashri Gawari	Female	Student Representative
		Sandesh Bheke	Male	Student Representative
		Neha Kale	Female	Student Representative
3	Anti-Raging Committee	Vipul Kale	Male	Student Representative
		Pratiksha Zodage	Female	Student Representative
4	Sexual Harassment at Workplace Committee	Ashwini Shelke	Female	Student Representative
5	Women Grievance Committee	Swati Temgire	Female	Student Representative
		Shital Sukre	Female	Student Representative

	Shivanjali Khaladkar	Female	Student Representative
File Description	Document		
Any additional information	View Document		
Link for Additional Information	View Document		

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

Response: 5.4

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
8	2	6	6	5

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

QIF 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 last five years

Alumni association has been registered in current academic year. The association registered comprised of entire students of Shri Bhairavnath Shikshan Prasarak Mandal (SBSPM), Landewadi. Thus, total members of the alumni association have representation of five academic institutes of SBSPM and APIMR is one of the institutions in it. It is to be pointed out that, even the alumni association is registered in the year 2018-19, though APIMR has engaged alumni students significantly to the development of the institution by

organizing alumni meetings for last three years (the years considered for assessment of NAAC accreditation). Alumni students have associated and engaged with institute in following manner-

Alumni Outreach: APIMR has put its efforts in enhancing outreach of the alumni engagement. The students are finding it as a unique way to recall the memories associated with their academic life with a joyous way. It also viewed as to give back to the institute which has made them professionals. These ex-students and member of alumni we put as role model for the current eyar students. This is the way we assure alumni outreach.

Involvement and Services: Developing an active and engaged alumni network empowers both the Institute and its graduates. The Alumni Association continues to seek innovative ways to serve alumni by providing social, educational, and professional opportunities that appeal to our broad constituency.

Alumni Career and Networking Services: Alumni can participate in seminars, workshops, and technical events that showcase skills and accomplishments, and take advantage of opportunities to meet specialists and eminent captains of industry.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 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: 1

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

Self Study Report of SHRI BHAIRAVNATH SHIKSHAN PRASARAK MANDAL'S ADHALRAO PATIL INSTITUTE
OF MANAGEMENT AND RESEARCH

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	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
Report of the event	View Document

MAAAC

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:

APIMR, AdhalraoPatil Institute of Management and Research was established in 2009. APIMR is committed to prepare its students to face global challenges in current business arena. The future-ready managers are now mentored in the institute by providing and maintaining high level learning environment in achieving academic excellence as well as excellence in research based decision making. The future-ready managers will be equipped with the high level of ethical and moral standards reinforced in them with practical oriented skill building. This has been reflected in the vision statement of the institute. All the APIMR stakeholders are committed to transfer this vision statement in to their day to day activities

Vision : "To provide and maintain an environment of high academic excellence and research for all aspiring students, which will prepare them to face global challenges maintaining high ethical and moral standards."

Mission : "To Satisfy the ambition of youth force who want to lead the nation towards prosperity through techno-economic development."

Nature of Governance: This institution is recognized by All India Council for Technical Education approved by Government of Maharashtra state and affiliated to SavitribaiPhule Pune University. The Governance of the institution is strictly in harmony with the Vision and Mission, and the norms, standards, systems, practices and various executive directions issued by AICTE. The systems at APIMR ensure the desired level for the academic, general and financial administration as well discipline for welfare of staff and students.

Administrative perspective:-Includes recruitment policies as per SPPU norms, service rules, leave rules administrative systems and practices including grievance redressal procedures etc.

Finance perspective:-Well organized procedure and practices of Accounting, Finance and Auditing are followed.

HR Perspective:-The performance appraisal of teaching staff including the feedback by the students, parents, alumni about the Governance of the institution is being administered.

Governing Body and LMC/CDC members look towards vision of the Hon. President of ShriBhairavnathShikshanPrasarakMandal. Management always supports excellent infrastructure, resources required for students and staff members in the institute. APIMR aims at achieving excellence in management education.

INSTITUTIONAL POLICIES

To achieve the vision APIMR constituted policies to secure qualitative improvement in its functioning

being responsive to the needs an aspiration of its various stake holders. Which lead to promote measures for functioning towards quality enhancement.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Institute believes in participative management and collaborative working through **empowering the students and employees** to improve the quality of the institutional process.

Teachers are involved in developing course plan, academic calendar, and evaluation though class test, practical assignments. They work as actual leaders, initiate various activities, meetings, conduct GD/PI with regular teaching. Teachers are actively involved in skill development of the student and make them ready for the placements. The internal communication is facilitated by circulars, notices. Teacher participation in every aspect is remarkable. The Increasing teacher involvement in decision making ranks the most promising educational reform strategies.

The institute thus prepares action plan and ensures its effective implementation according to the strategic Plan.

The Director of the institute has decentralized the above administrative work by assigning to an individual of institution by delegating the each functional administrative duty. The director directs each person performing the administrative functions, monitors and through such decentralization the total administrative work is executed by decentralization.

The Director of the institute also practices the delegation of academic work by creating the position of subject coordinator, examination head, and cultural activities head. The director of the institute practices decentralization by delegating the different functional areas of academics. He remains at the nucleus center of directing, monitoring the performance of different functional head for aggregate performance.

The director of the institution also practices the participativemanagement in every academic and administrative issue of relevance. The Director always calls the meeting of faculty for every issue and he follows the practice of fair and free deliberations on that issue. After democratic participation of members with common consensus the decisions are taken for an issue.

Hence, all the teaching and non-teaching staff including student were the part and participle of the event. So, while executing the event, institute practices decentralization and participative management.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

To accomplish the mission, vision one should have a systematically coordinate and align resources and action strategy throughout an organization. For this APIMR has various ongoing activities and processes to provide and maintain an environment of high academic excellence, APIMR furnish student centric Five – Element Model under curricular planning and its Implementation. Considering the major changes, that had taken place globally and in India. APIMR committed to provide the students required infrastructure and academic facilities. Several Workshops, Seminars, Industrial visits, Curricular and Co- curricular activities and discussion the different stakeholders, has been taken to develop a knowledge base. A strategic plan, outlining recommendations and action plans for implementing the strategy was drawn up to -

- Support the mission and vision of the Institute.
- Focus on student and stakeholder needs.
- Continuously evaluate and improve our systems and policies.
- Utilize a shared decision making process
- Recognize and support employee and student contributions
- Encourage creativity, innovation, and risk- taking.
- Ensure our work adds value to the professional and social domains.
- Establish industry tie ups to promote value added internship opportunities for incumbents.
- Enhancing network with stakeholders- alumina, and academician/ industry experts
- Conduct Faculty Development Programs

APIMR is committed to provide quality education to its students from technical and expectations of students, Parents, University and the corporate world. APIMR will continue to strive towards creating knowledgeable, skill full and able professional religions to come together in order to fulfill their dreams of higher education, employment, enhancement and better standard of living.

APIMR is in close collaboration with the industries.

APIMR formed various committees which work for the progress and development of APIMR.

Case:As a part of quality improvement initiative, all the faculty members, Director together discussed to conduct theseminar. The same was discussed in LMC/IQAC. The faculty members convened the meeting to decide the planning and implementation of state levelseminar at APIMR, under the quality improvement program of SPPU.The proposal for the seminar was submitted to the SPPU for the approval of budget.Once accepted, activities were planned by faculty members as below.

Brochure Preparation, Papers Inviting, Acceptance: The faculty members' role andresponsibility involves preparing brochure and sending the invitation to the research scholar, faculty members and institute for participation in the State Level Seminar by sending them email. Since the topic was related to bank-employees and businessmen, the invitation was sent to all businessmen andBhairavnathPat-Sanstha.

Papers Scrutiny and Printing & Distribution of the seminar proceedings: Thefaculty members

(Editorial Board) scrutinized research papers and approved them. It also involved in Printing of seminar proceedings, Brochure, banner, poster, certificates & any other print material and distribution of seminar proceeding.

Not only this APIMR also decided to start its own research journal, APIMR-International Research Journal of Commerce and Management and to apply for ISSN number for which the registration and formal process step has been taken.

File Description	Document
Any additional information	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:

Organizational structure of the APIMR includes governing body, LMC/CDC, committees, an administrative setup, functions of various bodies, services rules, procedure, recruitment, promotional policies as well as grievance redressal mechanism.

The function of various committees in administrative setup is discussed as under:-

Governing Body:-

The Highest authority of the APIMR is Governing body which is constituted with ShriBhairavnathShikshanPrasarakMandal and the representative from statutory bodies, as per the directives by AICTE. Local Management Committee (LMC)/College Development Committee (CDC) have been constituted as per the Maharashtra University Act 1994/2004, which is responsible for taking decision at institute level.

The functions of the LMC/CDC are as under:-

- 1.To prepare an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth and enable Institute to foster excellence in curricular, co-*

- curricular and extra-curricular activities*
2. *Decide about overall teaching programme or annual calendar*
 3. *Make specific recommendations to the management to encourage and strengthen research culture, consultancy and extension activities in the Institute*
 4. *Make specific recommendations to the management to foster academic collaborations to strengthen teaching and research, use of information and communication technology in teaching learning process, to arrange training programs for employees, students and employees welfare activities*
 5. *Prepare annual financial budget, financial statements and get it approved*
 6. *Plan annual programs, suitable admission policies, steps to be taken regarding discipline, safety, security issues of the Institution*

The LMC/CDC meets twice in a year and takes the strategic decision about APIMR. The strategic decision includes infrastructure development, approval of budget, Guidelines for approval of staff, admission process and also monitoring of IQAC.

The institute believes in participative working style where the tasks are delegated among various faculty members and also students through various committees. The IQAC cell monitors the working of these committees and works towards satisfaction of stakeholders through mapping the suggestions and feedbacks received from them.

The quality policy and work pattern of the Institute ensures well through academic calendar, specific time lines and compliance of norms and standards set by the regulatory bodies as AICTE and Savitribai Phule Pune University.

The Institute has constituted policies to secure a qualitative improvement in its functioning by being responsive to the needs and aspiration of its various stake holders to achieve the vision.

The Institute adopts effective organizational structure with clear authority and responsibility given to each role and works on principle of participative decision making and shared responsibilities. Participative decision making of the institute is done through formation of various committees for core processes as well as support processes with specific objectives to drive the Institute towards its goals. These committees function effectively for implementation of decisions and monitor the effectiveness of the policies and procedures.

File Description	Document
Any 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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	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:

The institute functions in Committee Based Structure as follows:

List of Faculty Members in Statutory Committees

Statutory Committee

- Governing Council
- LMC/CDC
- IQAC
- Grievance Redressal Cell
- SC/ ST Committee
- Anti-Ragging Committee
- Research and Extension Project Editorial Board
- Examination Committee headed by CEO
- Library Committee
- Training and Placement Cell
- Alumni Association

Take all committees and minutes from Prof. Mayur

Example 1

The institute is committed to provide an effective management system as best practice. The policy and procedures reflect, practically and philosophically, the expectations and responsibilities of both the institution and its students when dealing with grievances or appeals.

Faculty Mentor: The students from Batch 2016 -18 have raised verbal issues / complaints about the insufficient reference book copies in the institute library to their Faculty Mentor. The Mentor advised the students to come through the proper channel via Student Council.

Student Council: The issue was discussed and taken up in writing to the Library Committee.

Library Committee: Along with the faculty members and Student Council the approach was appealed to CDC after confirmation of shortage of books.

Soon the issue was taken up as an important point and the committee members took it as a major point of discussion in the meeting. After the actual visit to library by the committee members the point was discussed in the AMC meeting with the Director in detail. The confirmation of the said issue was done by the Director in which the actual situation of the books available in the library was analyzed. It was found that there is some shortage of reference books.

Governing Body: The Director of the institute raised the said issue to the Governing Body of the Society. In response to the issue communicated by the Director to the Governing Body, the resolution for the said issue was given by the Governing Body Members. They proposed that without any financial investment approach the matter can be solved. Librarian communicated in this matter. The decision was taken which was implemented and solved by the Committee. After the actual implementation of the decision taken the students were satisfied after the work done by the Committee. The effective working of the committee with the help of student inputs helped to resolve the issues and complaints in time.

With the active involvement and timely actions taken by all the concerned Committees of the institute; the procurement of 500 reference books was possible.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Management of the institution is highly caring and concern for the welfare of teaching and non – teaching staff. The management provides free transport facility, vacations, maternity leave for women, and flexibility in working hours, such as CL, Causal leave. The teaching and non-teaching staffs are also provided uniform as welfare measures. The management organizes teacher’s day, women’s day celebration.

The management believes in principle and practice the concept of social organization in terms of institutional organization. In order to maintain respect, affection and organizational bond with sense of belongings.

The management organizes the get together (KojagiriPoornima) and celebrates festivals like Ganesh Festival, Shivjayanti etc. Thus the treatment of the management in its policies and behavior creates the strong bond of fabrics of human relation based on trust, respect and mutual understanding of each other.

Sr. No.	Welfare Scheme	
1	Travelling / Dearness Allowance	
2	Salary advance	
3	School Admission	
4	Gym Facility in the campus	
5	Swimming Pool in campus	
6	Uniform	
7	Cafeteria/Mess Facility	
8	Maternity Leave	
9	Staff Quarters : Staff Rooms that are well lighted, well ventilated and having all basic amenities like table, cupboards, water filter, intercom, Beds, Solar water, geyser etc.	
10	The teaching staff members have been sponsored for attending the National and International Conferences	
11	Tie –up with hospital for teaching and non-teaching staff for medical emergency	
12	Every year on the occasion of Teachers Day, the teaching and non-teaching staff is felicitated.	
13	Transportation	
14	Mess facility	
15	Water Purification	
16	School Fees concession	

File Description	Document
Any additional information	View Document

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: 7.27

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
4	0	0	0	0

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: 0.2

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	0	0	0	0

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: 3.64

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
2	0	0	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:

Institute has performance appraisal system for both teaching and non-teaching staff. At the end of each academic year both teaching and non-teaching staff submit the self-appraisal to the director of the institute.

The same is reviewed by Director and President. Increments are given accordingly.

The evaluation criteria for performance appraisal of teaching staff are explained as under.

Information to be filled by individual faculty members is divided into following sections:

I Academic (a) Teaching : this includes subjects taught and related information (b) Administrative : this includes Exam related work and SPPU/UGC/AICTE appointments

II Research: this section includes Research contribution like providing guidance for dissertation / thesis, conferences/seminar/workshops attended and paper published or presented and research projects.

III Industry-Institute Relationship: Consultancy work, summer /dissertation/final placements

IV Participation in the activities conducted in the Institute

V Contribution towards admissions

VI	Affiliation to various organizations and
VII	Any other , not included in I to VI
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:

The institute conducts the internal and external audit. The internal audit and external audit is conducted.

The audited reports are maintained for each accounting year.

Audit Procedures & Practices:

The auditor looks over the information contained in the documents & plans out how the audit will be conducted. Audit plan is then drafted. The audit is proprietary audit which focuses on adherence to internal rules & procedures set for internal control within the organization. This audit aims at checking financial transactions. Authorization of various transactions is done as under

1. – Manual Cash Book: check all receipts & payments & also to see the correctness of account.
- 2 – Bank Account: To Verify all receipts & payments & to check bank reconciliation
- 3 – Checking Fees Reconciliation: All Journals, Vouchers, prospectus & Bank reconciliation etc.
- 4 – All Pay bills: To check increment calculations, salary disbursements are done properly.
- 5 – Library -: All books & Periodicals purchased & accounted in “Accession Register”.

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:

6.4.3 Institutional Strategies for Resource Mobilization:

- i. The institute prepares the annual budget;
- ii. The institute shares its resources for professional activities such as conduct of business meets, Conferences and seminars and generate the resources;
- iii. The major input to the institutional resources is tuition fee. The deficit, if any is contributed by the trust;

Since the institute is permanently Un – Aided self-financing Institute, there is only one income source for the Institute, i.e. fees collected from students. The amount of fee is regulated by Fee Regulating Authority, formerly known as ShikshanShulkaSamiti. The Fee amount is based on total admissible expenditure divided by number of student's capacity. The fee Regulating Authority has formed certain norms and regulations beyond which the Institute cannot charge any more amounts. The Institute collects appropriate fees from students of categories indicated in GR. There fees are getting reimbursed by Department of Social Welfare, Director of Technical Education and Tribal Board. The major part of fees collected is utilized towards salary of Teaching Staff and part percentage is utilized for salaries of Non-teaching staff. All other expenses are also done from the collection of fees.

For each academic year a budget is prepared and approved by the authority. The financial statement, Income and Expenditure details are available with the institute through Profit and Loss Account, Balance Sheet and Ledgers.

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:

The institute is highly focused on internal quality assurance of students in terms of academic quality, professional quality, ethics and interpersonal qualities. The institution has holistic approach in improving the quality performance of students. The institute has primary and fundamental duty in its quality strategy is to create the academic quality performance of students. The quality performance is the nucleus of imparting quality improvement of students. The critical key input of academic quality is quality of curriculum and quality of faculty. The institution follows the curriculum designed by the university and through classical conditions; the competent and experienced faculty transforms the curriculum of students/ the students are future made managers in the process and therefore our strategy is to provide them corporate input and training, this will make them effective in quality performance in the corporate. In order to orient and train for corporate culture and work we practice on the job training through SIP. Every student undergoes 60 days training under corporate mentor and after that he prepares his project under the guidance of professor. The institute organizes guest lectures. These exercises help students to share the corporate experience of corporate professional.

File Description	Document
Any 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 institute is highly focused on maintaining consistency in quality, performance, in teaching learning and outcomes in fixed time frame. The teaching and learning are quantitatively reviewed by the tutorials and results of semester examinations. The benchmark academic performance is quantitatively expressed in 70%, 60%, 50% and 40%. The institute constantly reviews with academic performance through the continuous evaluation. The faculties are highly sensitized for academic quality performance of students. The institute conducts the students presentation to review his academic presentation skill and subject knowledge. The institute takes the feedback of every student to evaluate and monitor the quality of teaching learning. The feedback is holistic method to monitor the quality of teaching and learning.

The IQAC was formulated in the year 2017-18. Under which we conducted two state level seminars related to subject Indirect Taxes- GST. The subject was newly introduced to the syllabus.

In the year 2017-18 SPPU made changes in the syllabus by introducing GST as Indirect Taxation. Due to the change in the Taxation structure of GOI. The Faculty member was sent to the SPPU for refresh course. The GST being a new subject the issue was raised by the faculty members. This issue was taken into IQAC agenda for meeting. This resulted into a seminar of GST in which the Dy. Commissioner of Income Tax Mumbai was the guest, Hon. Shri Shijavi Adhalrao Patil, Chairman-SBSPM himself was present for the seminar.

Since this every year the seminar is conducted in the institute.

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

Response: 0.2

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
1	0	0	0	0

File Description

Document

Number of quality initiatives by IQAC per year for promoting quality culture

[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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

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:

The details are as follows-

Sr. No.	Academic Year	Activity
1	2012-2013	Academic Monitoring Committee for Academic Evaluation
3	2013-2014	AutoLib Software for Library
5	2013-2014	Feedback System for students
6	2013-2014	Soft Skill Development of Students
7	2013-2014	Student Training Program to Enhance the employability of student
9	2010- TILL DATE	“Honour”-Awards for academic excellence and other related activities
10	2016-2017	Initiated various CSR activities.
11	2017-2018	Initiated MOU's
13	2017-2018	Mentor-Mentee Program
15	2017-2018	Academic Monitoring Committee turned into IQAC
16	2017-2018	Decided to go for the NAAC Accreditation

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: 0

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
0	0	0	0	0

File Description

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:

QIF 7.1.2: Institution shows gender sensitivity in providing facilities in following manner-

Safety and Security

APIMR is committed to provide physical as well as moral security to its women students, faculties and any women entering the campus. This has reflected from our activities conducted at campus. The name of campus is 'Shiv Sankul'. Thus our every activity reflects philosophy of Chhatrapati Shivaji Maharaj for girls and women in our campus SHivsankul.

Not only by philosophy but in practice we follow the principles. In APIMR various committees have been formulated with the intention to provide safety and security for women and girls. The Inter Complaint Committee (ICC) has been formed oppose sexual harassment of women at workplace. Apart from this committee, Women Grievance Committee is also working in the institute for redressal of grievance. It is to be pointed out that no single complaint has been registered in any committee. This reflects the efficient implementation of safety and security policy at campus. In campus anti-ragging committee is also operative to stop any kind of ragging in campus resulting in gender sensitivity.

Counseling

The institute follows mentorship concept, where faculty members are mentors and are assigned mentees. The Faculty members have regular interactions with their mentees and counsel their mentees as needed. These interactions help the mentees to overcome their problems and focus on professional development.

Common Room

Institute is equipped with common room separate for boys and girls.

The institute celebrates Women's Day – 8th March to celebrate the social, economic, cultural and political achievements of women. APIMR invites guest speakers to address the world women day.

APIMR is having unique and innovative project. Under this project free of cost sanitary napkins are provided to the girls and ladies faculties in campus. These napkins are kept in girls common room and also at ladies wash rooms.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 41.67

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

Response: 5

7.1.3.2 Total annual power requirement (in KWH)

Response: 12

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: 33.33	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 2.5	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 7.5	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>The institute places importance on “Environment Conservation” and manages its waste as follows:</p> <p>Solid Waste Management</p> <ol style="list-style-type: none"> 1. Daily Garbage – PIBM labor collects the garbage in the premises and disposes the collected waste in pits purposefully maintained to make composting later to be used in campus’s garden. 2. Un-used one sided prints are reused again, and then disposed by giving to newspaper scrap vendors 3. Newspapers, papers etc. - are sold to newspaper scrap vendors as and when required. 4. Furniture Scraps – probably emphasis has been given on recycling, though at the ultimate stage, it is sold to scrap buyers as and when needed. 5. Horticultural waste, such as dried leaves or plant clippings is used for composting in pits mentioned in point number-1.
--

1. **Liquid waste Management** – Drainage pipes are attached to PCMC Drainage system.
2. **E-waste Management** – Old Computers, keyboards etc. are donated to schools and needy students.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting is not formally done in the campus. Though, optimum utilization of water resources has been ensured with Sprinkler method. APIMR conducted tree plantation drive which is playing role of natural water recharge. Also water dam and canal is providing sufficient water for drinking and uses. The Garden maintained and play grounds maintained in APIMR is totally based on the water reserved in open duct near APIMR campus. The institute has purposefully maintained that duct and uses as water reservoir. Optimum level of water level in reservoir is ensured by adopting modern technique for watering garden and play grounds such as, sprinkler method.

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:

QIF 7.1.7 Green Practices

Students and Staff using:

Bicycles	APIMR has provided cycle stand in campus. It has created awareness among students to use bicycle. Though no formal robust mechanism employed to monitor data on student using bicycle.
Public Transport	Large number of students uses public transport such as buses. The institute is close to bus station and bus stand, which makes it easy to commute.
Pedestrian friendly roads	The institute location is such that it is away from heavy traffic of the highway. The roads leading to the institute are pedestrian friendly.

Green Landscaping with trees and plants	The institute has planted lot of trees in the campus. APIMR also has a well maintained
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File Description	Document
Any additional information	View Document

<p>7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>Response: 0</p> <p>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)</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14										
0	0	0	0	0										
File Description		Document												
Details of expenditure on green initiatives and waste management during the last five years		View Document												

<p>7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 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) <p>A. 7 and more of the above</p> <p>B. At least 6 of the above</p> <p>C. At least 4 of the above</p>
--

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

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

Response: 0

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
0	0	0	0	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: 0

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
0	0	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: No

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: No

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: 1

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
1	0	0	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:

QIF 7.1.18 Institutions organizes national festivals and birth/death anniversaries of the great Indian Personalities

APIMR put efforts in organizing national festivals such as Independence Day and republic day. Also birth and death anniversaries have been organized for national personalities. In these efforts APIMR has organized festivals such as, Shivjanyanti, HutatmaRajguruJayanti, and Celebration of SarvapalliRadhakrishnanJayanti as a teacher day, Birth day celebration of Dr. S. R. Rangnathan as national Library Day.

The days celebrated in the APIMR are an inspiration to our students and we hope that our students will definitely learn significant qualities of these great personalities with hope that they will follow the teaching and principles of these personalities during their endeavor.

File Description	Document
Any additional information	View Document

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

Response:

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

APIMR ensures excellence in Academics by taking efforts to evolve quality based management education through engaging qualified and experienced staff, developing infrastructure, developing Library resources and Mentoring. The emphasis is not only on curriculum delivery but touches development through presentations, role plays, celebrations, participating in competitions, Teachers Day, Women's Day, Swachha Bharat Abhiyaans which inculcate moral Values. Our leadership is also a guiding force to us which provides mentorship to APIMR and force transparency in financial, academic, administrative and auxiliary functions. APIMR is part of Public Trust Shri Bhairavnath Shikshan Prasarak Mandal which is dedicated to educating rural youth, thus APIMR and SBSPM both are preferring transparency in its functioning.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

QIF 7.2.2: Institutional best practices (as per NAAC format)

BEST PRACTICE-1

1. Title of the Practice:

Interstate Study tours focusing on contemporary industries and issues

1. Objectives of the practice:

The objectives of this best practice have been described below-

1. To enhance understanding of the management students on contemporary issues at national level
2. To develop broader vision among students with respect to the economy international issues

One single event of interstate visit may not be classified as rigid industrial visit but it has involved dimensions of neatly designed learning manifestation. These events are so organized and planned at micro level so that it helps in achieving the desired objectives.

1. The context:

The industrial visit in other states significantly intended to highlight contemporary issues representing that particular state. The relevance of this issue may be connected to the international phenomena. Another way of looking at this issue is international phenomena or nationally important issues can be stressed at local

level. The visits made to such institutes or places which are unique on its own. Enabling the permissions to visit certain places were quite challenging, also planning for learning as an outcome is also involved rapid efforts and continuous follow-up.

1. The practice:

Though, this practice of interstate industrial visit looks like ordinary field visit but the beauty of this annual visits rest into its planning and implementation. The industrial visit so designed was enabled to provide understanding on the contemporary issues. This discussion may be made more understandable by looking at the examples of visits made in past few years. Such as, the visit to India's Parliament House at Delhi has facilitated real life learning regarding the apex ruling authority of India's Government. The contribution by Hon. Shivajidada Adhalrao Patil was immensely important in arranging the permissions for this visit. Another example of this unique way of facilitating learning, through visits to make field visit at IUCAA Girawali observatory on Thursday, 15/02/2018 for MBA students. IUCAA-Girawali Observatory which houses the telescope, and is located about 80 km from Pune near Junnar. The telescope is used by the faculty and students in IUCAA in various university departments and colleges, as well as by astronomers in research institutions and observatories. The telescope is a first class research instrument with which objects within our galaxy as well as the extra-galactic universe can be observed. This is was the unique blend of understanding of fundamental applied research. The expectation for this visit was to get acquainted students with serious research environment.

In the arena of Indian higher education students have to follow rigid academic syllabus, though it is the need of hour but, in APIMR, we strongly believe that dynamic thinking is needed to become a dynamic management professional. Accordingly these types of industrial visits are planned.

1. Evidence of success:

The evidence of success in this practice is the change in behavioral pattern of the students. One of the limitations of this innovative practice is that the success of this practice cannot be seen in short run of time. But in long run changed behavior and enhanced vision for the students will be definitely benefited.

1. Problems encountered and resources required:

The interstate visit is involving 4 to 5 days of investment and required resources to cover transportation cost. Though, students have made their financial contribution to cover the basic expenditure and rest of the expenditures has taken care by the APIMR by its contribution. No major problems have been seen in arranging these interstate learning visits to industries.

QIF 7.2.1: Institutional best practices (as per NAAC format)

BEST PRACTICE-2

1. Title of the Practice:

Facilitating decentralization of the management responsibility to the students studying in particular academic year

1. Objectives of the practice:

The objectives of this best practice have been described below-

- 1.To provide platform supportive to enhance capability of the students for application of various management principles (learning by application)
- 2.To sensitize the students with being ethical and responsible manager with demonstration of management skills

This practice has been entirely based on the well-known management concept called as decentralization of authority. The practice also ensured performance within framework of basic two principles such as, (a) application of management concepts ethically, and (b) enhancing learning within each and every micro activity being carried out by students during this best practice.

1. The context:

Being a management institute, primary aim of all the activities are to equip students with necessary skill set required to become manager in future. The greatest challenge during this policy decision is that institute has to completely rely on the students for particular event to be organized. In initial phase it was got difficult to get permission from institute's management to implement this kind of unique learning program as it is the question of institution's reputation in society. Though, thoroughly analyzing this particular policy with the help of PERT and CPM technique, above mentioned principles have led down as a guiding force for this unique program while implementation.

1. The practice:

Every year APIMR puts its efforts on grooming students in initial period of starting academic year. Voluntarily students have been identified and classified for various responsibilities such as, various committee and events planned for further academic year. The second year students are under initial priority for this practice. While first year students put under observation during mentoring sessions and will be considered for upcoming academic year.

During this innovation program of decentralization, students get acquainted with the procedure of institute, mostly, administrative functioning necessary to mobilize required resources for performing an assigned responsibility. The difficulties faced during this phase, and the skill of convincing authority is the unique and distinctive feature in Indian higher education.

In this learning phase by applying management concepts such as division of work is also observed and learned by students in particular responsibility such as organizing gathering. Students demonstrate their ability to divide entire work in small parts and assigns it to the other students who have similar capability, this is called as 'job fit'. Some examples of responsibilities assigned to the students under this program are, organizing induction for fresher students, organizing annual gathering, organizing farewell function, providing support in managing various seminars, planning for various days e.g. Independence Day, republic day etc.

Students during this phase act in certain manner which violates ethical behavior such as they commit for certain responsibility but at the time of fulfilling that commitment they may be absent from the campus. This in fact is treated as a case for discussion and participatory learning regarding ethical practice of obeying each

other's commitments.

The limitation of this program is that APIMR could not rely totally on the students to perform some critical events thus parallel arrangement is always made by institute to avoid failure, for example, participation of students in library committee and participation in Anti-ragging committees.

Though, ultimately the practice followed by institute is unique and helpful in achieving its desired outcomes as mentioned in the objectives of this report.

1. Evidence of success:

Our students, who have participated in this program have found easy to survive at workplace as compared to students. This has not a solid outcome of any formal research investigation but the observations made by institute year by year. There is no solid numeric targets have been set up as we treat this program as voluntarily and evolve qualitative parameters for measuring success and observations of the students participating in it is the method of evaluation. The limitation of this may be mentioned as non-numerical method of measuring performance and outcome may not provide pointed estimates of success. Thus observed behavior change may not be solely attributed to this particular program.

1. Problems encountered and resources required:

In this program, identifying participants is the challenging task and institute has to face new experience for every academic year. The students may not be equipped with solid skills for negotiating external service providers such as at time of planning for tourist agency for industrial visit. In this particular situation institute has to pay on higher side than in practice. Thus, this is the example of need for additional financial resources. The situation resulted in providing second check / control over the planning made by the students.

Ultimately, apart from these difficulties this unique program is having good output.

File Description	Document
Any additional information	View Document

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:

QIF 7.3.1 : Performance of the institution in one area distinctive to its vision, priority and thrust

APIMR has put its continuous efforts in developing the students to become future managers. This

transformation from student to manager has been ensured by continuous mentorship reflected by focusing on weaker sections of students to the extent of academic performance and industry requirement. These entire tasks are in relevance to the vision, mission and thrust of our institution.

Though, apart from this academic performance and developing industry ready product (students as future managers), APIMR has put its sincere efforts in unleashing the potential of students to become complete human being with awareness about humanity, society, environment and patriotism. This is the priority and performance distinctive from our vision, priority and thrust.

Certain examples can be shared in this report to highlight these distinctive performances, such as, tree plantation, *GramSwachhata* (cleanliness drive), donation drives etc. The each and every exemplary event recorded above is having its unique priority and development goal for the students being participated in these programs. The details on these activities have been described with the help of below sections.

Tree Plantation is the program and activity conducted in APIMR to raise awareness of the students regarding environmental issues such as phenomena of global warming. This global issue is such a serious that every country is putting their best efforts to minimize the impact of this issue. Thus, by adopting simple steps of tree plantation students raised their understanding as 'local solution to global issues'.

In the example of **Gram Swachhata Program**, all the students of APIMR have participated in cleanliness drive at village Landewadi, where institute is situated. The students have put their efforts on cleaning public roads, village panchayat premises and also public hospital at local level. The intention behind this activity was not only to clean the areas of village Landewadi, but to put an example for villagers to showcase that cleanliness in village is responsibility of villagers first and then of government. Socializing is the major agenda behind this cleanliness drive for the students.

APIMR has seen the result of this grooming in students in an event of donation drive. Students have collected wholesome amount from public and donated this amount by contributing some amount from their own and handed over it to state government under Kerala Relief Fund. In the donation drive, students also collected used clothes and provided those to the orphanage home. This is spreading the humanity among the students as whenever these students become managers will follow principle of humanity and welfare of masses.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

APIMR has provided all the sufficient information in Self Study Report as required and felt necessary.

Concluding Remarks :

In conclusion, it must be pointed out that, APIMR is the academic institute providing qualitative education to rural students with all its sincere efforts. Providing quality education is the primary aim of APIMR. Nourishing and grooming students to become future manager is the primary objective of institute. All the details in support of this have been mentioned in self study report.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>2</td> <td>1</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	7	2	1	1	3	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	2	1	1	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 280</p> <p>Answer after DVV Verification: 44</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors</p> <p>Answer before DVV Verification : 10</p> <p>Answer after DVV Verification: 0</p> <p>Remark : No practice of Mentor mentee yet in the institution</p>																				
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	0	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	2	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	0	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	0	0	0	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
24.25	12.00	12.50	13.50	13.50

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6.00	6.00	6.00	6.00	6.00

Remark : Considered only building rent

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
0.564	0.345	0	5.10047	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.00	0.34	0.02	5.07	0.00

Remark : Revised as per supporting statement of accounts

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 20

Answer after DVV Verification: 0

Remark : Supporting document does not have 5 days entry or not a logbook register

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

Answer before DVV Verification : 5-20 MBPS

Answer After DVV Verification: 35-50 MBPS

Remark : Revised as per supporting bill

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

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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24.70	24.13	13.38	22.59	29.59

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4.16	1.02	0.39	1.05	1.61

Remark : Considered only Repairs and Maintenance

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
46	21	50	32	42

Answer After DVV Verification :

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

Remark : Explanation provided by HEI not acceptable

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

Answer before DVV Verification : C. Any 5 of the above

Answer After DVV Verification: E. 3 or less of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Revised as per supporting report of event

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

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: D. Any 2 of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

Remark : Not applicable for cycle 1

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
1	1	1	1	1

Answer After DVV Verification :

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

7.1.10

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

Answer before DVV Verification:

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

	<p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0										
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	0	0	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	0	0	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
7.1.12	<p>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
7.1.13	<p>Display of core values in the institution and on its website</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				
7.1.15	<p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes Remark : Accept HEI claim</p>																				
7.1.16	<p>The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p>

2017-18	2016-17	2015-16	2014-15	2013-14
50.93	50.45	29.08	46.01	62.20

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
21.76	19.73	7.80	24.81	37.90

NAAC