SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ACHARYA INSTITUTE OF MANAGEMENT AND SCIENCES (AIMS)

ACHARYA INSTITUTE OF MANAGEMENT AND SCIENCES 1ST STAGE, 1ST CROSS, PEENYA, BANGALORE.
560058
www.theaims.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Acharya Institute of Management and Sciences (AIMS) was established in 1994 by a group of eminent educationists and philanthropists under the aegis of the JMJ Education Society (JMJES). AIMS is permanently affiliated to the Bangalore University, recognized by Govt. of Karnataka, and approved by AICTE.

AIMS was first accredited by NAAC in 2010 with an A grade and a CGPA of 3.46. All Management and Commerce Programs are also accredited by IACBE. The Institute was due for its 2nd cycle of NAAC re-accreditation in 2015. At the same time, we had initiated a process for the change of name of the Institute from AIMS to AIMS Institute of Higher Education (AIMS IHE) to create a distinctive identity as JMJES has another campus in Soladevanahalli, Bangalore which also has colleges with similar names. The name change was approved by Bangalore University but not by AICTE. As the names were different in BU and AICTE as AIMS and AIMS IHE respectively, we could not proceed with the submission of the SSR and also not get 2(f) and 12(B) status. The Governing Council of the Institute then took the decision of reverting back to the previous name of AIMS which was approved in 2020.

The Institute received a platinum ranking in AICTE-CII Survey and ranked one among the top 100 by NIRF in 2017 and 2018 and was selected by ISB, Hyderabad as one of the local delivery partners for the Goldman Sachs-ISB 10K Women Entrepreneurs Development Program. It has MoUs and tie-ups with international Universities and with national education institutions of eminence like IIMB and NIAS-IISc for student/faculty exchanges, internships, extension activities, training, and certifications.

The college offers 5 Postgraduate and 11 Undergraduate programs. Nine Focus Centers are established to impart 360-degree learning and to enhance research activities. We have an approved extension center of the University of Mysore for Ph.D. programs in Management and Commerce. There are 68 full-time and 7 part-time faculty members, 29 Non-teaching, and 33 support staff on rolls. Besides, the visiting and guest faculty add strength to the teaching and research activities. The faculty-student ratio is 1:18.

Vision

"To transform youth into professionals of global excellence with a deep concern for society"

Mission

AIMS will continuously strive to :

- Establish and maintain the state of - the - art infrastructure
- Engage faculty of highest competence
- Improve teaching aids, methodologies, and training tools for both faculty and student
- Inculcate in students the spirit of team work, leadership, entrepreneurship, global perspective, quality,

values of ethical behavior and sensitivity to society.
- Nurture professionalism and effective industry interaction

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Brand Image
- Visionary Management
- Committed & Competent Human Resource
- Academic Excellence
- Accreditation Status
- International collaborations
- Good placement
- Recognized Research Center
- Diversified student talent input
- Location
- Industry networking
- Active Focus Centers and NSS
- Good success rate in University examinations
- Optimum utilization of resources

Institutional Weakness

- Lack of space for expansion being in a prime location
- Not having a registered alumni association
- In spite of sustainable practices, environmental audits not done
- Alumni network not fully leveraged
- Funded research & consultancy projects
- Partial ERP implementation

Institutional Opportunity

- University status
- New campus / courses /disciplines
- Parttime / continual education with industry
- Equipped to implement NEP
- Enhanced Global initiatives / Exchange Programmes
- Leverage brand image for increased admissions
- New geographic markets for student admissions
- More certification courses with partnering institutions
- More funded research projects
- Publication in high indexed journals

Institutional Challenge

- Competing with Private Universities
- Retention of faculty due to emerging private universities
- Keeping pace with the rapid changes in higher education
- Admission from other states due to the pandemic
- Equipping faculty for blended mode of learning
- Emergence of online degree programs
- Conducting remote assessments
- Fast pace of change in industry vis a vis slow adaptation by University curriculum

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Effective curriculum delivery is ensured by the Curriculum Development and Review Committee (CDRC) through a well planned and documented process. A structured academic calendar facilitates both curricular and co-curricular activities and program heads ensure its implementation. Outcomes based teaching-learning (OBTL) is followed across all the programs to achieve the intended objectives of each program. Course files prepared by faculty members, guided and approved by CDRC ensures curriculum delivery is a planned and well-thought-out endeavor.

The Insititute being an affiliated college of Bangalore University, our faculty members contribute to the curriculum development as members of BoE, BoS and committees for curriculum revision. Sixteen faculty members were members of BOS, BoE and curriculum development committees and all eligible faculty participated in the evaluation process of the affiliating University. CBCS scheme was introduced by the university in 2014 for most of the programs and for BHM Program in 2015.

In order to address gaps in curriculum being an affiliated college, the Institute offers Value Added Programs (VAPs) and certification programs to students, the curriculum for which is designed and developed in consultation with experts in the field and is approved by CDRC. During the last 5 years more than 72% of students have enrolled in certification programs offered by the institute and 90% have successfully completed. During the uncertain Covid times, AIMS partnered with Coursera and IIMBx to enable students to take up the best courses online from leading Universities across the globe.

In addition to coverage in curriculum, 113 additional programs were conducted to address cross-cutting issues relevant to Professional ethics, gender, human values, environment and sustainability. 53% of students underwent experiential learning as part of their curriculum.

Special efforts are made to get feedback from stakeholders which includes alumni, advisory board members, industry, faculty and students on curriculum. The analysis is used to identify and design VAPs to address knowledge and skill gaps in curriculum; and develop employable skills of the students. It is also communicated to the University during the curriculum revision process as suggestions for improvements inthe curriculum.

Teaching-learning and Evaluation

Admissions to all programs are made as per eligibility criteria and guidelines of the university where merit and due consideration is given to the reservation policy of the State and at the same time ensuring a diverse student community. Admissions portal of the Institute enables a seamless and transparent online admission process.

The knowledge and skill levels of students are assessed after a student joins the program through pre-tests. A well planned bridge program addresses the gaps and post-tests help identify strengths and weaknesses in students. The teaching learning process is outcomes based. Classroom teaching is complemented through value added programs, guest lectures, industrial visits, seminars, symposiums and various other co-curricular and extra-curricular activities.

Each faculty member meticulously plans his/her course file, identifies the Intended Learning Outcomes (ILOs) and Critical ILOs as well as the formative and summative assessments. The COs are framed and mapped to the POs on lines specified by the UGC & AICTE, keeping in mind the knowledge attributes of the graduates and displayed on the Institute's website. The scheme for evaluation of internal assessments is as prescribed by the affiliating university. Assessments are planned for each module and designed to measure the level of achievement of the ILOs and Critical ILOs. MCQ based assessments are mandatory for each module. Slow and advanced learners are individually tracked and measures taken for each student are recorded.

The entire system of Course files and its implementation is managed digitally through a CDRC dashboard. The attainment of COs and POs are tracked through a well-defined process.

The Teacher-Student ratio for the AY 2019-20 is 1:18. A mentor-mentee system for students is effected through AIMS Centre for Mentoring (ACM) headed by an NLP trained professional and the Mentor-Mentee ratio is 1:19. The average pass percentage in the University exams over the last five years is 82%. The Institute also secured 25 University Ranks during the period.

Research, Innovations and Extension

All research activities are facilitated through AIMS Centre for Research (ACR). The center also publishes the biannual research journal - AIMS Journal for Research (AJR) with ISSN number. AIMS Publications wing of the institute publishes survey and consultancy reports, conference and seminar proceedings with ISBN Numbers, in addition to AJR.

Faculty members are supported to do independent and interdisciplinary research and submit proposals for research projects to different government and non-government funding agencies. In the last 5 years, projects worth ?17,83,000 were sanctioned, faculty members have published 183 research papers in reputed national/ international journals, 75 papers in conference proceedings and edited books. Faculty members are also recognised as research guides by University of Mysore. 9 of the 29 scholars registered at the centre have successfully completed their research under the guideship of 6 faculty members. In addition, faculty members are encouraged to apply for patents and applications have been made for 2 patents.

An ecosystem for innovation is facilitated by the AIMS Entrepreneurship Excellence Cell (AEEC) and Research Incubation (RI) cell of the institute. AEEC has so far incubated 40 start-ups, which were facilitated by a rigorous intensive mentoring program.

The Institute has established 25 MoUs with leading national and international institutions for research, training, academic activities and faculty/student exchange. Collaborations with 70 organizations has facilitated guest

lectures, industry visits, training programs, and market surveys in addition to faculty and student exchange programs

ACR has organized 45 conferences, seminars, symposiums and RTCs and 37 programmes in areas of research methodology, intellectual property rights and entrepreneurship.

The Institute ensures it inculcates social values among faculty and students through its center for community services (ACCS). All extension activities are conducted through ACCS and NSS mostly in association with NGOs and other bodies and it is mandatory for all students to participate. Institute has also collaborated with Yunus Social Business Center (YSBC) to create a hub for social business by following the principles of Nobel Laureate Professor Muhammad Yunus. In the last five years 116 extension activities were organized and 16 awards received in appreciation is a reflection of the initiatives.

Infrastructure and Learning Resources

The Institute is located in a 3 acre campus in Peenya, Bangalore and well connected by road, rail and metro services. The campus has five blocks comprising the administrative offices, lecture halls, seminar rooms, laboratories, library, examination and research centers, focus centers, health center, auditorium, amphi-theatre, gymnasium, two cafeteria, engineering and maintenance department and common rooms. There is a basketball / volleyball court, space for indoor games and a hostel for boys and girls each at a distance of 3km from the campus which can accomodate around 400 students.

Four well equipped computer centers, psychology, microbiology, genetics and biochemistry labs, business lab, language lab, 4 kitchens and bakery units address the practical learning requirement of the students. The campus is Wi-Fi enabled and all 358 computer systems in the college are networked with access to internet over a 50 Mbps leased line. AIMS has licensed systems and application software, including Microsoft Edu Cloud, which are duly secured using a firewall. 48 of the 52 lecture and seminar halls and all computer labs are ICT enabled. AIMS is also part NMEICT and avails 10 Mbps optic fiber Internet connectivity under the mission. The campus has a UPS backup with a capacity of 80KVA. All maintenance activities are taken care of by technical and other staff appointed for the purpose.

AIMS Library houses over 23219 books and has seating capacity of 150. Through the DELNET Online database and J-GATE, the library provides access to 10,000+ e-books, 500+ full text e-journals, and 100000+ thesis/dissertations. LIBSYS-LMS software facilitates Web OPAC and book reservation facilities. The Institute's digital library platform DSpace enables access to previous year question papers, syllabus and institute publications. Institute has networked with Bangalore University Library, IIMB Library and the British Council Library to access over 2 lakh books through inter library loan. Through the National Digital Library (NDL) portal library provides access to more than 60 Million e-resources in addition to the club membership for students and faculty to participate in events organized by NDL. During the last five years, procurements worth ?11.6 lakhs were made towards library resources.

Student Support and Progression

Nine Focus Centres contribute to ensuring the achievement of graduate attributes of students and the Vision of the Institute. AEEC nurtures entrepreneurial dreams and ACR inspires interest in research. Students learn about research and innovations through 'Samshodhana' and Research Incubation programs. ACCS along with

NSS and Rotaract units inculcate a sense of social responsibility amongst students. The Institute ensures active participation of students in effective governance through clubs, membership in committees, and ACSD.

The Institute's calendar includes all co-curricular and extracurricular activities and ACSD facilitates the implementation. In the last 5 years, 1000+ students have participated in 170+ events held at the state, national and international levels and won 209 prizes.

SC/ST and OBC students are offered support and guidance through the Equal Opportunity Cell (EOC). They have access to the SC/ST Book Bank and are offered remedial classes in addition to scholarships. In the last five years, 1452 students availed benefits of ?37,189,030/- through scholarships of Central, State Governments, and National agencies; and 910 students availed scholarships and free ships provided by the institution worth ?61,270,331/- in addition to merit awards worth ? 7L given to top achievers. Students are also sponsored to participate in inter-collegiate events at various levels.

The C & PR facilitates on-campus and off-campus selection processes for placements and internships. In addition, pre-placement training programs, company-specific training programs, career counseling sessions, interaction with the corporate via guest lectures, workshops, training programs, seminars, conferences, and intensive mentoring sessions are also facilitated by C&PR. In the last five years 3000+ students benefited from the career guidance and training programs and 1000+ students were accorded placements. 16% of students who appeared in qualifying exams were successful. A number of capacity-building programs were also organized.

AIMS has an alumni association since the graduation of its first batch in 1997 and registered recently. The members actively engage with the Institute to share their expertise and provide leads for placements and internships. Alumni meets and Focus Group discussions are organized regularly.

Institute has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases.

Governance, Leadership and Management

AIMS has a clearly defined vision and its governance is in line with its stated objectives to achieve its vision "To transform youth into professionals of global excellence with a deep concern for society" and driven by the Governing Council, Strategic Planning Committee (SPC) and Academic Council of the Institute.

The Academic Council consists of the Principal, Registrar, Heads of academic and non-academic units, Director Finance, Librarian, faculty representatives, Director PD and IQAC coordinator; and with its assistance Principal runs the academic and administrative activities of the college.

All academic programs are managed as Schools, each having its own vision and mission. Each school has its own advisory board whose suggestions and recommendations also form the basis of decision-making by SPC.

Recruitment of faculty is based on merit and in accordance with rules and regulations of the University, State Government and AICTE.

e-Governance is facilitated through the Connexions portal developed and maintained by the Institute.

HR policies are defined and faculty members are provided financial support for attending conferences,

workshops, and memberships of professional bodies in India and overseas. In the last five years, nearly 390 sponsorships amounting to ? 8L were sanctioned, 150+ Professional development and Administrative Training programs, and FDPs were organized for faculty and non-teaching staff. A four-point performance appraisal system for teaching and non teaching staff is followed.

AIMS has a finance committee that makes the budget allocations every year and monitors the utilization of funds through internal audits. The books of accounts are implemented through the Tally ERP and audited annually by a CA. Both the internal and external audit reports are presented to the Governing Council for review and approval.

The AIMS IQAC (AIQAC), established in 2007 prior to its first accreditation in 2010, pursues the Institute's quality initiatives, ensuring quality assurance and sustenance on a continuous basis. It works towards enhancing quality standards in teaching-learning, evaluation and research.

One of the action plans implemented is the establishment of the CDRC under AIQAC to develop and implement the framework of Outcomes Based Teaching-Learning (OBTL).

Institutional Values and Best Practices

The Institute inculcates gender sensitivity among students and faculty through various clubs and cells.

In order to ensure the safety of women, CCTV cameras are installed and security guards deployed at relevant points. We also have an effective Grievance Redressal Cell, a Prevention of Sexual Harassment Committee and a Counselling facility.

The Institute has facilities for alternate sources of energy, is systematically introducing LED bulbs and power efficient equipment. An eco-friendly waste management system is followed. The water conservation facilities include ground water recharging, rain water harvesting and maintenance of water bodies. Green campus initiatives include restricted entry of automobiles, pedestrian friendly pathways, restricted use of plastic, landscaping, environmental promotion activities in and beyond the campus including environment audit and certification.

Disabled-friendly, barrier free facilities are available for persons with disability which includes ramps, disabled-friendly washrooms, signages and the service of scribes.

Institute incorporates democratic values of cultural, regional, linguistic and communal harmony. Programmes to sensitize students and employees on the constitutional obligations of citizens are organized frequently and has a prescribed code of conduct for every stakeholder. All National and international commemorative days, events and festivals are celebrated.

Two practices that have succeeded at AIMS due to the initiatives taken by AIQAC in addition to setting up the Curriculum Development and Review Committee (CDRC) to monitor the process of module-wise Outcome Based Teaching Learning (OBTL) are 1. Integration of Value Added Programs with curriculum and 2. Holistic debelopment of students through Focus Centers.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Acharya Institute of Management and Sciences (AIMS)
Address	Acharya Institute of Management and Sciences 1st Stage, 1st Cross, Peenya, Bangalore.
City	Bangalore
State	Karnataka
Pin	560058
Website	www.theaims.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kiran Reddy	080-28376430	9060357777	080-28378268	principal@theaims.ac.in
IQAC / CIQA coordinator	Jayashree Nair	080-28390433	9620444432	080-28378268	aiqac@theaims.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	22-08-1994

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Karnataka	Bangalore 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](#)	30-04-2020	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	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	Acharya Institute of Management and Sciences 1st Stage, 1st Cross, Peenya, Bangalore.	Urban	2.9	10706

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**
UG	BBA,Bachelors In Business Administration	36	PUC or equivalent exam	English	60	8
UG	BBA,Bachelors In Business Administration	36	PUC or equivalent exam	English	120	67
UG	BCA,Bachelors In Computer Applications	36	PUC or equivalent exam	English	60	25
UG	BCom,Bachelors In Commerce	36	PUC or equivalent exam	English	100	67
UG	BHM,Bachelors In Hotel Management	48	PUC or equivalent exam	English	120	29
UG	BA,Bachelors In Arts	36	PUC or equivalent exam	English	40	6
UG	BA,Bachelors In Arts	36	PUC or equivalent exam	English	60	0
UG	BA,Bachelor	36	PUC or	English	60	8

			equivalent exam			
UG	BSc,Bachelors In Science	36	PUC or equivalent exam	English	40	0
UG	BSc,Bachelors In Science	36	PUC or equivalent exam	English	40	7
PG	MBA,Masters In Business Administration	24	UG Degree	English	240	198
PG	MCA,Masters In Computer Applications	24	UG Degree with Maths Stats or Computer Science in degree or PUC	English	60	56
PG	MCom,Masters In Commerce	24	UG Degree in BBA BBM BCom or BBS	English	40	9
PG	MCom,Masters In Commerce	24	UG Degree in BBA or BCom	English	40	24
PG	MSW,Masters In Social Work	24	UG Degree in BA or BSW	English	40	17
PG	MSc,Masters In Science	24	UG Degree in Mathematics	English	30	0

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				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				5				8				56
Recruited	3	2	0	5	5	2	0	7	33	23	0	56
Yet to Recruit				0				1				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				43
Recruited	27	16	0	43
Yet to Recruit				0

Technical 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				31
Recruited	22	9	0	31
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	2	0	5	1	0	5	2	0	17
M.Phil.	0	0	0	0	0	0	6	0	0	6
PG	1	0	0	0	1	0	19	20	0	41

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	4	0	6

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	122	51	2	175

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
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	255	96	0	1	352
	Female	234	54	0	0	288
	Others	0	0	0	0	0
UG	Male	302	201	0	46	549
	Female	159	76	0	8	243
	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	33	21	29	21
	Female	11	19	19	12
	Others	0	0	0	0
ST	Male	9	12	10	11
	Female	3	7	7	0
	Others	0	0	0	0
OBC	Male	109	103	89	71
	Female	44	57	44	56
	Others	0	0	0	0
General	Male	313	231	256	264
	Female	113	101	116	133
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		635	551	570	568

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
567	531	521	493	452

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
16	15	15	15	14

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1528	1568	1574	1613	1600

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
530	500	525	520	550

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
552	614	559	568	533

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
83	91	89	93	88

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
85	87	87	90	89

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 52

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
242.6	291.5	441.5	1112.5	1113.5

4.3

Number of Computers

Response: 273

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:

AIMS ensures effective curriculum delivery through Curriculum Development & Review Committee (CDRC) which has instituted an outcomes-based approach for teaching and learning. CDRC approves the Program Outcomes (PO) and intended learning outcomes for each course (CO) for the students. The course curriculum includes both the syllabus as prescribed by the University and the Value-added programs (VAP) covering knowledge/skill gaps identified by the faculty in each course and approved by CDRC.

Planning Process

For all the courses of the impending semester, respective program heads invite course preferences from the faculty members and in consultation with the Registrar/Dean finalize the Subject Allocation (SA). SA is based on the faculty expertise in the course, previous university results, and feedback from students. Courses that require faculty from other programs are referred to the Registrar/Dean who will allocate the course to available faculty in consultation with the respective program heads or appoint part time faculty if required.

CDRC schedules presentations by faculty who are allotted a course. The presentations cover the following:

- Course and Module-wise Learning Outcomes. Critical Intended Learning Outcomes reflect the most important aspects in each module identified by the faculty.
- Pedagogy planned to be adopted in the course
- Knowledge and skill gaps for the subject along with an action plan to address gaps.
- Based on Knowledge and skill gaps, relevant Value-Added Programs (VAPs) / workshops/assessments. The VAPs are also presented to the CDRC for suggestions/recommendations and approval.
- Recommendations and suggestions from Advisory boards, members from the corporate, entrepreneurs, and alumni.
- Guest lecture, industrial visits, interaction with senior management personnel from the corporate planned for the course
- University Results Analysis for previous 2 years along with possible reasons for the level of performance obtained by students in that course and action plans
- Formative and summative assessments planned for the course

Implementation Process

1. Faculty members prepare their Course Files incorporating suggestions and recommendations made by the CDRC. Course files are implemented via a digital dashboard in the Google Cloud.
2. Lesson plans are prepared as per the Calendar of Events (CoE) and updated by the faculty as per

actual delivery.

3. CDRC reviews and approves course files, which is mandatory for faculty members to commence his/her delivery of curriculum, and also makes recommendations for FDP and training programs.
4. On completion of each module, faculty members assess the students on the achievement of Intended Learning Outcomes (ILOs) through Formative & Summative Assessments (FAs & SAs) which are recorded in Assessments & Special Efforts (ASET) including action taken for slow and advanced performers and action taken details.
5. Periodic audits are conducted to monitor implementation of the curriculum and action taken on deviations identified.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Preparation of Institution and program CoEs involve the participation of the Principal /Dean /Registrar and Directors of all Programs and Focus centers. University guidelines are considered in the planning process.

The Institute's CoE is prepared based on the Calendar of Events (CoE) prepared by each program. The CoE of each program is based on the semester schedule notified by the University. CoE will include schedules for Internal Examinations, Value Added Programs, Signature events, club activities, seminars, conferences, sports, and cultural events, and commemorative days. Dates are also confirmed with external resource persons and invitees by the respective event organizing committees/focus centers. After confirmation of the CoE of each program, the institute's CoE is prepared by the Registrar and approved by the Principal. The implementation as per the CoE is monitored and audited by AIQAC.

 Implementation of Calendar

1. Program Heads, CDRC, and Registrar/Principal monitor delivery of curriculum at the Program and Institute levels.
2. FAs for each module are required to be completed before faculty progresses to the next module. All planned assignments in a course are also to be completed by the students before the pre-final exam.
3. Two mandatory summative assessments in addition to assignments are held in each semester (Session and Pre-final). Question papers are uploaded by each faculty member in the Program's Dashboard and reviewed by CDRC.

 CDRC examines the relevance of the question papers and inclusion of questions pertaining to the ILOs and critical ILOs

It is mandatory that FAs for each module are completed before the teacher progresses to the next module and that the Course File is updated by the faculty and Question Paper is approved by CDRC & Registrar before the commencement of internal end-semester and pre-final examinations.

Every month, program heads review the completion status for each course including corrective actions proposed for deviations, if any, and a consolidated report is sent to the Principal/Registrar's Office.

Internal Quality Audits (IQAs) are conducted periodically by AIQAC to monitor and verify the implementation of the curriculum and CoE aligned to the objectives of the program. Assessment reports and compliances of the audit are reported to the Principal's /Registrar's Office and ATR's are submitted for observations and compliances.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 16

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	\text{View Document} View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 63

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
17	18	14	9	5

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

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

Response: 72.47

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

2019-20	2018-19	2017-18	2016-17	2015-16
1519	1813	1142	758	444

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

1.3 Curriculum Enrichment

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

Response:

AIMS integrates professional development and practices of ethics, gender sensitivity, human values, environment, and sustainability into the teaching and learning across all programs through the focus centers and frequent interactions with social experts in the form of guest lectures, workshops, seminars, and augmentation programs. AIMS Focus Centers are led by senior faculty members who coordinate with the academic programs to provide supplementary inputs or augmentation programs to enrich students' learning on cross-cutting issues. They also conduct certification and project activities as per their objectives for students in each academic program.

The various cross-cutting issues are addressed as follows:

Gender

Women's cell has a qualified lawyer as one of its members and conducts programs on women empowerment and gender equality.

Employees and students are advised to report any form of ill-treatment, physical or verbal

Programs on legal options for women, domestic violence and personal health; developing self-confidence, and self-defense are organized.

Human Values

ACCS organizes street plays and flash mobs in collaboration with various NGOs to sensitize on human rights. It also carried out the following activities:

Rural camps and guest lectures to sensitize the students towards the social issues

Empathy programs with terminally ill patients and the elderly.

Reaching out to rural communities through the NSS, rural camps, and fieldwork.

Rallies, flash mobs, and campaigns in association with government and non-government organizations on relevant themes.

Environment&Sustainability

ACS organizes the following activities with students to make them practice and learn the benefits of managing the environment. Some of the activities carried out are as follows:

Swachh Bharat Abhiyan - "Cleanliness First" campaigns by students.

Round Table Conferences (RTCs) and guest lectures on environment and sustainability in association with institutions that promote sustainable practices.

Awareness programs and measures to reduce consumption of power and water.

Participation in tree plantation activities.

Celebrating environment-related days like Ozone Day, Earth Day, Water Day, Rally for Rivers, etc. by organizing awareness programs, flash mobs, and rallies.

Professional Ethics

The orientation program on ethics is conducted by ACSD in addition to other soft skills at the commencement of every academic year.

Sessions on ethical values; civic sense; gender sensitivity; drug & alcohol abuse awareness; spiritual discourses and social responsibility are extended to students.

Marketplace events ensure students conduct business in an ethical manner.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 12.68

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
74	96	62	48	48

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Any additional information	[View Document](#)
Any additional information	[View Document](#)

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

Response: 52.55

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 803

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

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

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 52.85

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
627	642	586	662	717

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1260	1200	1260	1270	1150

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 44.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
219	238	247	220	249

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The assessment of learning levels of students starts from the admission stage at AIMS. Admission norms follow a broad framework of Bangalore University & AICTE rules.

The framework followed at AIMS is as follows:

- A statement of purpose is taken from the student along with the application for admission.
- Eligible applicants are called for group discussion and personal interview to assess the scholastic aptitude of the student, intent to pursue the program, ability to learn and communicate, level of confidence in expressing what has been learnt so far, personal grooming, general behavior, and attitude.
- Students who are selected and given admission are enrolled into an induction and orientation program before the commencement of the actual semester.
- A Pre-foundation Assessment test is conducted to understand the pre-requisite requirements of the program in which they are enrolled and communication skills.
  - A foundation program is conducted for students who require additional inputs in identified areas to bring in parity amongst all enrolled in the program. The contents are to be approved by CDRC.
- A post-test is conducted to ensure that the intended outcomes of the foundation program are successfully achieved. It also enables the program heads to make advanced and slow learners groups for faculty to engage appropriately.
- Fresher's Day is conducted after the foundation program and before the commencement of the semester to assess extra-curricular talents including team skills.
- Every semester periodical assessment is done to identify slow and advanced learners. Suitable measures are taken to address the issues.

Additional Opportunities for Advanced learners:

- Assignment to research, consultancy projects, team leadership, and other activities.
- Sponsorship for paper presentations at Seminars/Conferences with faculty.
- Sponsorship to national and global competitions.
- Campus job opportunities with concessions in the fees/scholarships.
- Merit awards for top performers
- Issue additional books from the library

Remedial measures for slow learners:

- Extra sessions are conducted by faculty in each course for slow learners
- Mentoring sessions by mentor to hand-hold students
- Peer learning for activities like projects, practicals, case studies, simulation, etc is encouraged.

Special efforts for differently-abled students:

- AIMS has encouraged differently-abled students and special efforts are made to provide facilities to them. Over the past five years, six differently-abled students have taken admission to the Institute
- Staff and students are sensitized on ways to interact, assist and empathize.
- They are motivated to participate in all events
- Scribes are arranged if required for examinations.
- Lecture halls at the ground level are arranged for the class with such students.

An MCA student with Cerebral Palsy (CP) graduated at the top of the class in 2015, was awarded Best Outgoing Students is now a Software Engineer with MNC.

File Description	Document
Past link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 18:1

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

2.3 Teaching- Learning Process

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

Response:

The Institute adopts student centric methods as an integral part of the teaching learning process. For every program in addition to curricular learning, skill development programs based on inputs received from all stakeholders/ alumni/ advisory board/ faculty/ corporate are planned. The methods include the following:

1. Value added program (VAP): VAP's are conducted by identified experts in the field and internal resources. Students are given training in life skills, soft skills including liberal art and professional certification. All VAP's are student centric to ensure the students get fully engaged with the acquisition of skills identified.

2. Experiential Learning: Through case studies/ caselets, situational simulations, competing in business competitions, participating in consultancy projects with faculty, attending workshops by industry experts, Industry visits, outdoor catering for BHM students, Industry presentations, internships, live projects, presentation on projects and interaction with alumni.

3. Participative Learning: Flipped classroom model with students addressing the class, mock stock

market trading, presenting skits, flash mobs and street plays on important social issues, e-Magazine - reporting, editing & publishing under faculty guidance, signature events, seminars, conferences, RTC's - Assisting in planning and execution with faculty coordinators; organizing and celebrating State-National-International days festivals celebrations like Kannada Rajyotsava, Teachers Day, Independence Day, Onam, Saraswati & Ganesh Puja, Kargil Divas, International Students Day, Environment Day Youth Day, International Social Workers Day, Christmas, National Entrepreneurship Week, Management Week, Commerce Exhibition and Hospitality Week.

4. International Exposure: Global Immersion program, Interactive programs with visiting faculty and students from partner schools and Universities from countries like Australia, Canada, UAE, France, Italy, Indonesia, Japan, Latvia, Malaysia, Netherlands, Romania, Spain, Vietnam, UK and USA and student - faculty exhange programs.

5. Social Development & Problem Solving Skills: Active participation in NSS, ACSD and ACS activities; environment protection and sustainability activities like Swacch Bharat; Consultancy and business plans for SHGs, community service projects like visits to old age home and school for the blind, activities with Rotaract Club like slum children education, blood donation for Lions Club etc.

6. Extra Curricular Activities and events: Fests, intercollegiate competitions, signature events and club activities are organized by the students. They also bring out e-Magazines/ Newsletters. Through these activities students get the opportunity to acquire leadership and teamwork skills.

Support and Impact

Focus Centers extend all the support to students with required infrastructure, resource persons and budgets for interactive, collaborative and independent learning.

Sponsorship for participating in external competitions at national and international levels extended to students and is based on the sponsorship policy of ACSD. Budget required for curricular and extra curricular activities is arrived at by each of the academic departments in consultation with ACSD and presented to the Academic Council which gets ratified by the Governing Council.

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

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Teachers today face a generation of students who are technologically well advanced and this has compelled the academic community to adapt to the student requirements by equipping themselves to adopt modern ICT-based teaching trends. Regular orientation programs are conducted for the faculty to ensure they are up to date with the ICT tools available and equipped to adopt them.

The campus is Wifi enabled, networked and all systems are accessible over high-speed internet using a leased line at 60Mbps. 93% of classrooms are networked and have ICT facilities including projectors and dedicated access to resources by faculty and students. The classrooms are also under CCTV surveillance and three of the rooms are equipped with high-end webcams to facilitate live streaming across Youtube and other media.

The institute is also part of the National Mission on Education through ICT (NMEICT), funded by the Ministry of Human Resources Development, Govt. of India. Under this mission, the institute has availed 10 Mbps optic fiber Internet connectivity and used it as standby.

The following measures have been taken to enable teaching faculty to use ICT tools for the effective teaching-learning process at AIMS:

- NPTEL resources and access to MOOCs are facilitated through e-learning nooks

- Training programs are conducted for faculty on the use of ICT, APPLE IOS & iWorks.

- Subscriptions to e-resources like jGATE, DELNET, and NLIST facilitate access to over 70,000 journals & books.

- Faculty members and research scholars access electronic theses and journals through "Shodhganga" of UGC.

- Skype, Google Meet, Webinar Jam teleconference facilities at the institute enable live streaming of lectures, webinars, video conferences.

- Simulation and management games both offline and online are used to train students on practical skills.

- Group emails, Google classroom, and WhatsApp are used to share study materials, current affairs, and case studies with students.

In order to empower and enable effective teaching-learning using ICT the following FDP/ Workshops and Training programs were organized by AIMS:

- FDP on Social Media Networking using LinkedIn, Facebook & Instagram

- FDP on Mac OS Support Essentials - Apple LION-100 & 101, SNOW 100 & 101

- Workshop Business Simulation (CAPSIM) software application

- Workshop on Management Games (e-Prayog) software applications

- Workshop on the use of iPads, MAC PC, and Laptops for teaching-learning.

- Workshop on using OPAC & DELNET by the Library department

- Training on Apple Software i-Work (Pages, Numbers & Keynote)

- Training on MS Powerpoint and Prezi for class presentations

- Training programs on Advanced Excel

- Training on Big Data analytics using R, SPSS

- Training on the use of A/V Multimedia and Studio Recording of lectures on Key course concepts using digital pen and iPad.

- Training on uploading content to institutional repository of research papers, journals, webinars, faculty lecture recordings on course concepts

- Training on CDRC Dashboard developed internally to monitor planning and conduct of courses based on Outcomes-Based Assessment.

ICT for Assessment and Evaluation at AIMS

Connexions' an ERP software platform designed and developed internally by the institute also incorporates mechanisms to facilitate implementation of teaching-learning, assessments, and feedback processes.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19:1

2.3.3.1 Number of mentors

Response: 80

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	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: 101.35

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	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. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 26.08

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
21	31	23	23	18

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 7.18

2.4.3.1 **Total experience of full-time teachers**

Response: 596

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Internal Assessments (IA) at the Institute is a continuous process carried out through the semesters in a program by each faculty. IA includes assignments, classwork including case studies, mini-projects/ practicals, any other formative assessments identified by the faculty and summative assessments like sessional and pre-final examinations. The schedule for summative assessments like sessional and pre-final exams are planned by the Program head in consultation with the Registrar and implemented in the Institute's Calendar of Events (CoE) which is in line with the University calendar and made available to students before the commencement of the semester.

Faculty prepares his/her lesson plan based on the CoE and includes schedules for all formative assessments for his/her course and the same is required to be approved by CDRC. It is mandatory that at least one formative assessment is done for each module in a course which may include MCQ tests/quizzes, there are module-wise weekly/fortnightly assignments, case studies, mini-projects, and practicals.

Question papers for the summative assessments like sessional and pre-final examinations are reviewed by CDRC to ensure it meets the PO's, CO's and critical module wise ISLO's. In case of non-compliance to the requirements, faculty are advised to redo the paper. All MCQ tests are carried out using the Institute's ERP Connexions and in some exceptional courses using Google Forms. Results of the evaluation are announced within one week of completion of the exams. The marks obtained by the students in the respective assignments, tests, case studies, mini-project/practical, and sessional/pre-final examinations are entered in the Assessments and Special Efforts (ASET) form by faculty. ASET shows the module-wise performance, identified weak and advanced students, and special efforts made by faculty to address individual learning needs of the students. Students identified with weak performance are counseled by the faculty and asked to undertake remedial measures such as extra classes or assignments and are scheduled in the timetable. Advanced students are given additional tasks and study material to upgrade themselves.

During the pandemic, all formative and summative assessments other than the University exams were carried out as proctored exams where students take up the exam live. Implementation of the formative and summative assessments is monitored by the CDRC and examinations department and during the internal audits.

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

As a measure of transparency, an established practice of grievance redressal is ensured by the institute. Internal Assessment marks/grades obtained by students in assignments, case studies, mini-projects, simulation/ practicals, and sessional exams are shared with the students at the end of each assessment. Students who have grievances on any of their internal assessments components submit their grievances to the faculty who taught the subject. In case of not getting an appropriate response, the matter can be escalated to the Program head. 99% of the cases are resolved at this level. Otherwise, the grievance can be escalated to the Registrar for a fair solution and redressal of grievance. The same is the same procedure followed for redressal of any grievance concerning the summative assessments. In case a student is not able to attend any of the summative exams or wishes to improvise on the score, he/she is given another opportunity to attend the same provided he/she has genuine reasons for the additional opportunity.

For grievances related to external examinations, students approach their Program head and depending on the nature of the issue are directed to the Examinations Department or University Liaison Officer (ULO). The grievance is recorded and based on the nature of the issue, the response is given to the student on the further course of action. For all marks-related issues, the ULO will take up the matter and ensure the issue is resolved on time. Any further grievances may be escalated to the Registrar.

The grievance redressal mechanism is included in the Students Handbook and in the Grievances Redressal Policy, both of which are available on the Institute's website.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

AIMS follows an Outcomes-Based Teaching-Learning Process (OBTL)in all its programs. The Program Outcomes (POs) signify the knowledge, skills, and attitude the graduating students should possess. The Course Outcomes (CO) state what the students will be able to do with the resultant knowledge and skills acquired by the end of the course.

Each program identifies POs based on the attributes required by students graduating from the program as suggested by the Advisory board members, alumni, and corporate. The suggested POs are presented by the Program head to the committee consisting of the Principal, Registrar, CDRC, and Sr. Faculty who are subject experts. After deliberations and approval, the Program head works with the faculty taking the courses to develop CO which needs to be aligned to the POs. COs prepared by the faculty conducting the course is based on Bloom's Taxonomy measuring variables and covering all the modules in the respective course. FDPs and workshops are conducted on the use of Bloom's Taxonomy to enable the faculty members to devise, update and implement COs. To achieve COs, faculty will also identify module-wise Intended Learning Outcomes (ILOs) and Critical ILOs, ILOs that are of the highest significance, and ensure the formative and summative exams include questions that will enable assess attainment of the COs.

The POs are displayed on the website and also explained to the students during their orientation and induction programs. The COs are shared by the faculty with the students along with a lesson and assessment plans. At the end of the semester, students are asked to give their feedback (ASF) on the conduct of the course in light of the attainment of the COs. After graduation, the students are asked to give their feedback on the attainment of POs. CDRC & the Program Head monitors the implementation and attainment of COs and POs.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

AIMS has adopted outcome-based education in its teaching, learning, and evaluation process and strives for continuous improvement. The COs are mapped with POs for all courses in all the programs at AIMS.

Formation of Program Outcomes (POs)

Each department at AIMS has a meeting of its faculty, CDRC, and the Principal to review the UGC specified PO's and their alignment to AIMS vision and mission. Based on the review the departments adopt POs ranging between 9 to 12.

Formation of Course Outcomes (COs)

The CDRC conducted meetings with the faculty of each program to guide them to frame the COs using Bloom's Taxonomy as a reference emphasizing Application, Analysis, and Design Levels.

Mapping of COs to POs

The CO-PO mapping matrix is used for monitoring attainment. Each CO is mapped on a scale of 3 (Highest) to 1 (Lowest) to applicable POs. The assessments obtained in continuous Internal Assessment (IA) – Assignments, Case Studies, Mini Projects, Internship, Sessional/Pre-final exams (Summative) and participation in module wise MCQ/Quiz, Presentations and Roleplay (formative) assessed by the faculty in each course, are taken as input for calculating attainment of the outcomes. All attainments are done on a well-developed framework. using MS Excel.

Attainments of COs

The formative and summative assessments of a student's progress and learning outcomes are measured systematically throughout the program using direct (Both formative and summative) assessment methods as listed below.

Direct Assessment Methods

- **Formative -** Module-wise MCQ Tests/Quizzes, Presentations, and Role Play

- **Summative -** Assignments, Case Studies, Labwork, Internship, Sessional, and Pre Final Examinations

All the formative and summative assessments are recorded and uploaded by the faculty in the CFI as ASET for monitoring by mentors/CDRC/Program heads.

CDRC panel monitors that assessments address all the COs identified in a course.

Attainment of POs

To evaluate the attainment of POs, in addition to the attainment of COs, 2 indirect assessment methods are also used :

- Program Exit Survey
- Alumni survey

The final PO attainment is calculated for each graduating batch by considering the assessment weightage as Direct - 80% and Indirect – 20%.

File Description	Document
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 81.89

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

2019-20	2018-19	2017-18	2016-17	2015-16
524	518	461	443	366

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

2019-20	2018-19	2017-18	2016-17	2015-16
552	614	559	568	525

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.2

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 17.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
5.5	0.495	9.25	2	0.585

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 7.23

3.1.2.1 **Number of teachers recognized as research guides**

Response: 6

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 36

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	2	1	2

3.1.3.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

AIMS has established Focus Centres with the objective of creating a 360-degree ecosystem for learning and development in alignment with the changing needs of society and the Institute's vision.

AIMS Centre For Research (ACR) is the driving force behind all the research and academic development activities of the Institute. ACR was recognized by the University of Mysore as an extension research center for Ph.D. in Management and Commerce. In the last 5 years, 29 Research Scholars enrolled for Ph.D. and 9 have been conferred Ph.D. ACR facilitates and undertakes research projects for institutions, industry, government, and non-government organizations. During the same period, the center has facilitated 9 research projects of which 5 are funded by ICSSR, 3 are funded by industry, and 1 is self-funded. ACR conducts research incubation for students and provides faculty a platform to nurture their research skills. The center also organizes and sponsors participation in RTC's national/international seminars/workshops/conferences and FDPs for faculty development and research scholar exchanges through ERASMUS and other exchange programs. Over 180 research papers have been published in the last 5 years by faculty on various topics. ACR also supports patent registrations. AIMS Publications bring out AIMS Journal of Research (AJR), an indexed peer-reviewed bi-annual journal, post-conference research books with ISBN numbers, e-newsletters, and pre-conference brochures.

AEEC also inculcates a spirit of entrepreneurial spirit amongst the students through intensive mentoring and incubating their ideas. AEECs' incubation center helps students prepare business plans. Angel

investors and VC's are invited to whet the ideas and examine the business potential. Nearly 45 start-ups/business ideas have been launched by the center. AEEC was a local partner for the Goldman Sachs-ISB program for women entrepreneurs. The center also conducts a certificate program on Entrepreneurship for all the students.

Yunus Social Business Center (YSBC), the local chapter for Yunus Centre, also functions at the Institue under the aegis of AEEC. Dr. Yunus Mohammed, a Nobel Laureate, is a pioneer in creating a micro-finance concept with Grameen Bank to fund social business micro ventures in rural Bangladesh which received international recognition and the Nobel prize. YSBC at AIMS conducts workshops on social business for students and faculty who volunteer to carry out activities.

AIMS Centre for International Liaison (ACIL) provides a platform for students/faculty to gain global exposure through collaboration with international partner institutions. Activities include student/faculty exchanges, joint research projects, joint conferences, seminars, case study competitions, and global immersion programs. ACIL has MOU's with 24 Universities/institutions globally and has had 72 international collaborative activities since 2015.

AIMS Centre for Consultancy (ACC) was created to build a strong connection with the Industry and Government. During the last 5 years projects for MSME CNC Cluster in Peenya, market surveys for FMCG companies, e-Commerce in the private sector, and Airport Customs - KIAL, RBI in the Government sector were completed successfully.

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

Response: 37

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	5	8	5	9

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 4.83

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 29

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

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

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

Response: 2.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	46	35	24	18

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.84

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	9	8	24	19

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

AIMS is conscious of the onerous responsibility of education institutions to produce world class citizens with values. It strengthens the sensibility of students to take up civic responsibility and involves them in community service activities through AIMS Center for Community Services (ACCS) leading to their holistic development. The extension activities of the institute aligned to the Vision and Mission are drafted into the academic calendar to positively impact the lives of students.

Proactive measures are taken to inculcate social value and responsibility among faculty members and students and motivate them to participate in extension activities through ACCS along with NSS unit and Rotaract club of the institute. Social outreach programs are organized in collaboration with government and non-government organizations. Every year, students of all academic programs visit selected villages and render their social services to the community under "Rural Camp Project" driven by the ACCS and students of MSW program. Rural Camps take the initiative to promote organic farming, spread awarness on women's rights, consumer rights, RTI, Personal Hygiene, Health and Education. Blood donation and medical camps are also conducted. In addition, through the NSS Unit and Youth Red Cross (YRC) undergraduate students at the institute undertake many activities to serve the society. Lions Club conducts blood donation camps at AIMS.

Some of the community service activities carried out by ACCS in the last 5 years are as follows: Awareness campaigns on World TB day; World Asthma Day; World No Tobacco Day; World Health day; World Heart day; World Mental Health day; Women's Day and health; World Environment Day; World Breastfeeding day; Nutrition week; Children's Day and health; noise awareness; AIDS and cancer awareness programs, PM's Swachh Bharat program, special fund raising programs towards flood relief for Kerala & Karnataka in 2019 and to bear medical expenses for surgery, ventilators, drugs etc.for the needy.

A signature event "Sneha Kiran " is conducted every year by ACCS to provide assistance to people in need in any part of the world, especially the victims of natural disaster, hunger, disease, poverty, orphans etc. by supplying them with food, medical aid and educational needs.

Students also involve as volunteers in 'School Bell'a service activity for rejuvenating government schools in Karnataka including artwork on the walls, raising awareness on environment, health and cleanliness, raising contributions towards library, lab equipment, drinking water facility, sports and first aid kits.

For enduring effective extensions programs, institute has also entered into agreements with voluntary organizations and NGOs. Rewards and concessions are also given to students rendering exceptional services.

Amidst Covid-19 Pandemic recently students and faculty from the institute supported doctors, nurses and staff at Government hospitals by volunteering as front line warriors in association with the BBMP. In the last five years 110 extension activities were organized and 16 awards received in appreciation is a reflection of the initiatives.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 16

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	3	1	1	3

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 116

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
29	19	31	20	17

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 89.03

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1454	1442	1418	1386	1312

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 Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 30

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
14	5	3	3	5

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 25

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**

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	1	1	4

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The campus of AIMS is located in Peenya Industrial Estate, Bangalore with facilities spread over three Acres (12140.06 sq. Mts) with a built-up area of approx 107,600 sq. ft. The entire campus is WiFi-enabled and under CCTV surveillance.

Every department has ICT-enabled classrooms to integrate technology into the teaching-learning process. Forty-eight of the 52 furnished classrooms and seminar halls are equipped with ICT facilities to cater to the academic requirements of the institution. There are four computer labs with a total seating of two hundred and thirteen of which one is a dedicated MAC lab and another is an IBM business analytics section. All servers are housed separately in an air-conditioned room. All Labs are fully networked and are loaded with licensed software with access to the Internet. A soundproof studio with AV facilities is available for recording lectures, MOOCs, and webinars. The AV Room is also equipped with special web cameras for live streaming

The Department of Hospitality has fully equipped Basic & Quantity and Advanced Training Kitchens, Training Restaurant with Bar, Bakery and Confectionery, Front Office and Housekeeping lab, and a mock-up guest room with wet and dry stores. The Sciences department has labs for BSc with equipment for Genetics, Microbiology, and Biochemistry practicals as per requirements, and a Business lab caters to the practical requirements of the Management programs.

All Departments have cabins for Program heads and faculty and are equipped with desktops/ laptops and an internet facility. There are spaces earmarked for visiting and part-time faculty. AIMS Center for Research (ACR) houses cabins for research scholars interaction, a mini-library of research journals, research publications, and cabins for staff. There are offices for IQAC & CDRC, Focus centers, Mentoring (ACM), Corporate and Public Relations (C&PR), and separate cabins for Women's Cell and Student counseling. An independent auditorium with green rooms and seating of 400 for conducting conferences and assembly is part of the complex. Amphitheater with green rooms and seating of 800+ is used for outdoor events, cultural programs, and practice space for students of the Dance and Music Program.

Two stores, one for stationery, books, and uniforms and another for maintenance are located separately within the complex. Common rooms for boys and girls, and sports facilities for indoor and outdoor games are available near the canteen and restrooms. The college has 2 canteens that provide food at a reasonable rate and a dining area for faculty and staff. Bank and ATM services are also available.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response:

AIMS is committed to promoting excellence in sports. fitness and cultural activities.

Institute has facilities for outdoor sports like basketball, volleyball/handball/throwball. For outdoor games like cricket and football, we collaborate with the HMT stadium grounds in the neighborhood. There are facilities for indoor games like table tennis, chess and caroms. Many students have taken part in state and national level events under the guidance of sports & fitness experts and have brought back several laurels for the institute. The institute also hosts inter-college sports competitions of Bangalore University like basketball and wrestling every year.

We have an outdoor gymnasium with the required equipment and weights. It also has a facility for yoga sessions. In addition, there are independent common rooms for boys and girls. Locker facilities are also provided for keeping personal kits. All sports and fitness activities are managed by a qualified director for physical education.

A well-equipped health clinic with the requisite equipment and first aid emergency kit is maintained by a full-time nurse. A visiting doctor is also available on call. Tie-ups have been made with hospitals in the vicinity for referring emergency cases and ambulance facilities.

Cultural activities at the institute are driven by the Performing Arts department of the institute. The auditorium with sound and light, spacious dais, green room with attached restroom provides opportunities for training as well as giving live performances. Practice rooms are available for program rehearsals. An open-air amphitheater with green rooms is also used for conducting cultural programs and live shows. Resources from Chitrakala Parishath are also frequently invited to conduct art, crafts, and painting training for the students. Exhibitions and demonstrations in Arts and Commerce are also held for students across programs. National and International artists and cultural exponents have given performances at the institute.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 92.31

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 48

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 0.9

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
2.82	6.7	1.97	2.39	4.48

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

AIMS Library functions as the primary information resource centre and repository of books, journals, magazines, newspapers & e-resources for staff and students. There are 2 libraries with a carpet area of approximately 300 sq Mts and a seating capacity of 150 having reading tables and chairs, open display shelves for periodicals, closed shelves for reference books, books storage racks for lending books, cupboards for digital disks and PCs with internet access to digital libraries.

Apart from textbooks, the library has a growing collection of reference books, print journals & journal back volumes, dictionaries, encyclopaedias etc. The library has interlibrary loan facilities with British Council Library, IIMB Library and Bangalore University library. Stack rooms are available for placing the resources including CD-ROMs. Reading hall, faculty reading area, periodicals section, baggage counter and reprographic facility are also available.

The library provides open access facilities as a learning resource centre for all students and faculty.

The library has a digital corner with 10 PCs for students, which facilitates access to digital resources. It is semi-automated using LIBSYS (Ver7) Integrated LMS with Web OPAC (Online Public Access Catalogue), book reservation facility and other housekeeping facilities such as acquisition, cataloguing, circulation and administration. OPAC is available to students, faculty and staff. The system includes a word-based search using Boolean operators that can narrow down a search to meet every specific need. Additional features of this system are:

- A periodic list of recent additions to the library is made possible

- Members can find the materials checked out or reserved by them.

For research and project work e-journals, J-Gate and DELNET databases are made accessible to the students, research scholars and faculty through the website link. The subscribed online journals and databases are accessed by logging on to the publisher's websites.

Details of library resources and related links are also available on the institute's website.

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.94

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1.48	1.23	2.38	2.08	2.51

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 10.74

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 173

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

In order to participate in the digital transformation taking place across the country in general, and HEI in particular, the Institute has acquired adequate IT infrastructure to facilitate teaching-learning activity. The campus is digitally well equipped to provide effective classroom delivery, focused information sharing, and knowledge assimilation.

 Lecture halls at the institute are equipped with plug-and-play facilities made ICT-enabled with Wi-Fi and LAN connectivity. The seminar halls are fully equipped with acoustically designed facilities to give enriching learning experiences to all participants during guest lectures, seminars and student club/forum activities, etc. Auditorium with digital technology fulfills the academic appetite of the students during

conferences, symposiums, ted-talks, etc. Faculty in all academic programs are given systems to prepare their course files including lesson plans. For any content delivery with video or slides, a projector, speakers, and network facility is available in the lecture halls. Five lecture halls and e-Nook have Apple Mac PCs for live streaming of lectures and webinars. All schools are connected with Intra and the Internet through the Network computing facility. Scanning and printing facilities, digital storage like pen drives & external hard disks, and accessories like remote pointers, digital pen, and collar mike, etc. are also available. Every school maintains a repository of digital content for use by students and faculty. Repositories include assignment banks, question banks, case studies, project reports, soft copies of publications, etc. The digital content facilitates e-learning for the students. AIMS campus and the students' hostels are Wi-Fi enabled. All the PC workstations are secured with licensed anti-virus. Additionally, a firewall facility blocks unnecessary content, monitors, and tracks student activities. AIMS subscribe to Microsoft, IDS, Apple, Adobe, and Tally software. Licensed antivirus Quick Heal. Upgradation of IT software and hardware infrastructure is a continuous process to ensure that the growing requirements for all teaching-learning activities are met. Some of the recent upgradations carried out on the advice of SPC are as follows:

- Established IBM lab for business analytics and research activities;

- Set up e-Nooks with A/V facilities for e-learning;

- A well-equipped studio with all accessories, to enable recording and professional editing of lectures for delivery by online MOOC mode.

Overall currently AIMS has 358 computer systems including 32 Apple Macs in the 4 IT Labs, 85 N-computing systems and desktops for use by faculty, 4 ipads, 7 WiFi Routers, 2 Servers, 1 Bar code scanner, and 16 printers including 2 for color printing.

The 3 Sophos Firewall has been deployed in Campus and hostels. Backup of all digital content is automated and done on NAS Boxes. Seamless connectivity for the campus and hostels is controlled by a zone director installed in a secure and temperature-controlled server room. 134 CCTV Cameras across the campus and hostels with 9 DVRs are used for campus surveillance to ensure a vigilant and safe environment.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 6:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 7.59

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

2019-20	2018-19	2017-18	2016-17	2015-16
19.96	25.03	35.66	78.59	66.54

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[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:

The Institute encourages optimal utilization of the physical and academic support facilities to achieve its stated goals and objectives for which it ensures optimal allocation and utilization of financial resources for maintenance and upkeep of facilities.

The infrastructure and maintenance committee bears the responsibility to ensure, augment and maintain the

infrastructure of the institute. The committee assesses the infrastructural requirements each year, establishes guidelines and policies to augment, utilize and maintain the infrastructure; and ensures compliance with standards for infrastructure protection and safety. The committee guides the Admin department on the implementation of the guidelines. The Admin department includes the Establishment Center (EC) which looks into all accommodation requirements of staff and students and the Engineering and Maintenance Dept. (EMD) which has the skilled personnel in the team to attend to any maintenance work. All requests from faculty and students for accommodation are received by the Admin Manager and forwarded to the EC for perusal. Admin manager maintains a schedule for regular maintenance of equipment, housekeeping, and overall maintenance of college & hostel buildings, water, and electric supply, furniture and any other minor routine work to be pursued by EMD.

All the sensitive equipment is under constant vigilance by EMD. Uninterrupted supply of power is ensured through an 80 KVA backup through on-line UPS and off-line UPS in addition to stabilizers. There are 2 bore wells in addition to the city water supply which meets the water requirements of the institute. Calibration for equipment/instruments in the hospitality labs is carried out by a service level contract with the concerned agencies. There are annual maintenance contracts for EPABX, ACs, and RO Systems. Maintenance of the computer hardware is carried out in-house by a hardware engineer employed for the purpose. The service contract is maintained with an external agency for regular maintenance of the gas bank and for equipment used in the training kitchens.

Maintenance of laboratories and computer labs are carried out by the respective lab staff. All ICT facilities including CCTVs are maintained by qualified system admins with the support of EMD. Head of BHM Program is in charge of operations and maintenance of the canteen with the assistance of Admin department.

A team of gardeners and support staff ensures maintenance of the green cover on the campus and the regular cleaning activity is carried out as per the planned schedule under the supervision of the Admin Manager.

Departments can make requests for use of any common facility like seminar halls, auditorium, amphitheater, playgrounds, etc using an Infrastructure request form submitted to the Admin Manager after approval from the Registrar. A mechanism is in place to receive and attend to complaints.

The functioning of the EC and EMD are audited by the Administration Department and the Registrar.

File Description	Document
Upload 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 last five years

Response: 18.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
312	321	266	309	255

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

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 11.57

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
217	200	150	164	179

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

 1. Soft skills
 2. Language and communication skills
 3. Life skills (Yoga, physical fitness, health and hygiene)
 4. ICT/computing skills

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 41.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
697	1239	543	179	562

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

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	
Details of student grievances including sexual harassment and ragging cases	

5.2 Student Progression

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

Response: 25.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
284	38	140	146	95

File Description	Document
Upload any additional information	
Self attested list of students placed	
Details of student placement during the last five years (Data Template)	

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 21.74

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 120

File Description	Document
Upload supporting data for student/alumni	
Details of student progression to higher education (Data Template)	

17-07-2021 12:20:41

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 16.32

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	1	2	3	1

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

2019-20	2018-19	2017-18	2016-17	2015-16
24	17	19	16	21

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 209

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

2019-20	2018-19	2017-18	2016-17	2015-16
33	29	47	70	30

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institution ensures the active participation of students in the effective governance in academic, co-curricular, and administrative activities of the college through various committees and student clubs. The student committees/clubs are closely monitored by the appointed faculty coordinators. to ensure they function in an organized manner.

Several events such as student development programs, freshers day, club activity, international students day, inter-school and inter-collegiate competitions, and cultural programs for visiting international delegations are organized by the student councils/clubs. Members of student councils/clubs are invited to attend meetings of various academic and non-academic committees of AIMS such as Study group, Internship & Placements, Library, Research Advisory, Anti-ragging, Alumni and Women's cell, Student Grievances, and Equal Opportunity. Some of the bodies with student representations are:

Internships & Placements Committee: The student groups take initiatives in seeking and sourcing internship projects with corporate and MSME. to implement simulation projects. The students organize themselves in teams and take an active part in different business simulations and management games under the guidance of C&PR focus center.

Anti-ragging committee has student representatives who take up initiatives to promote and create awareness on the policy amongst the students. Anti-ragging squad also includes students, who help the class representative to tackle any issues that arise between the seniors and the newly admitted students.

ACSD - the focus center coordinates all the extracurricular activities and VAPs. The sports and cultural committee functions under ACSD and is driven by student representatives.

The objective of Women's cell is to empower the girl students and female fraternity and to sensitize everyone on gender issues. The anti-sexual harassment cell functions under the Women's cell which is constituted as per statutory norms and also includes students as its representatives. Members share the

ideas of empowerment and prevention of exploitation and coordinate the celebration of Women's day which is a week-long celebration that includes resource persons from various facets of the industry to address students on women and gender-related issues.

Alumni Association: Ex-officio student members are invited to the alumni associations management committee meeting to discuss and plan alumni activities and annual alumni meets.

Equal opportunities cell: Students from various programs are invited to special committee meetings and programs related to sensitization on social issues, gender, inclusivity, and equal opportunity.

Study Groups: The main objective of AIMS is to achieve excellence in academics, for which the students form study groups among themselves each with a mentor/buddy taking the initiative to help them in achieving their desired goal. Students groups coordinate with faculty and ACSD for guidance.

Canteen and hostel committee, NSS, all student clubs, library and AEEC also function with the active support and participation of the student's community.

File Description	Document
Upload any additional information	[View Document]

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

Response: 28.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
29	20	25	43	27

File Description	Document
Upload any additional information	[View Document]
Report of the event	[View Document]
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document]

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

AIMS has moulded and produced many successful Industrialists, Chief Executives, Directors, Center Heads, Consulting Heads, Vice Presidents, Hospitality Professionals , Entrepreneurs, Software Professionals, Managers, Accountants, Teachers, etc. It brings them all together under the umbrella of their alma mater.

The institute has an active alumni association with a membership of 10000+ students established in the year 1999 and registered on 7th July 2021. The association conducts regular meetings where members closely interact with each other on issues especially pertaining to the development of the institute, share the challenges, opportunities available to the next generation of students and mentor the students in order to choose their career path.

Alumni are also inducted on various committees and advisory boards of schools to actively assist the current students in career planning, mentor students and extend their suggestions to the institute to improve based on latest trends in the industry. They give leads for placements, share their personal experiences and engage as trainers for pre placement and company specific training programs and help the institute build and sustain ties with the industry.

The objectives of alumni engagement carried out by C&PR is to connect alumni from each graduating batch with others who are past students through the alumni network. It also invites the Alumni Association to have an annual Alumni meet at the campus to develop strong relations between alumni and current students.

Alumni engagement through financial means

- Events sponsorships

- Scholarship for needy students

- Grants of books/tablet/laptops

- Prizes for best overall performance

The Alumni have contributed through membership fees, contribution of books to the library and sponsorships of signature events.

Alumni engagement through Non-financial means:

Discussions about employment, empowering the students to become more employable through Personality Development, Soft Skills, Inculcate moral courage among students, create awareness about Environmental issues, Cancer prevention, Women Empowerment and rural camps are often conducted through interaction with Alumni by the concerned Focus centres.

- Giving leads for placements

- Resource persons for pre placements training

- Resource person for Workshops and Events

- As Guest of honor for graduation and convocation day

- Member of advisory Board of AEEC , Advisory boards of various schools of AIMS and AIQAC

- Facilitating student internships

- Mentoring and updating students about market trends

- Addressing students on job opportunities and corporate expectations

- Participating in Focus Group discussions to suggest revision curriculum, augmentation for professional certification and skill development programs.

- Participating as members and invitees on academic committees and advisor boards.

AIMS Alumni have always been the backbone of the institution and the relationship with them is nurtured and valued.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance and effective leadership are in tune with the vision and mission of the Institution. AIMS believes in delivering values of ethics, sensitivity, sustainability, research with an entrepreneurial outlook and a global perspective through AIMS Focus Centers set up for this purpose. The organogram of the Institute is reflective of the capability of nurturing the leadership of the Institute.

Guided by the vision and mission the dynamic governance of AIMS could develop effective leadership that showcases:

- Dynamic Leaders for Administration

- Academicians and Researchers of high caliber

- Entrepreneurs and Professional resources for industry

- Citizens who are sensitized to societal needs.

Responsive governance and effectiveness of leadership are achieved at AIMS by the adoption of the following broad-based learning and operational goals which are aligned to the Vision and Mission: :

Broad-based goals

1. Students will develop academic competencies relevant to their program of study.

2. Students will acquire effective professional communication and teamwork skills for managing a business.

3. Students will apply appropriate tools and techniques to bring solutions to problems.

4. Students will display sustainable, social & ethical values.

5. Students will be able to adopt global perspectives in decision making

Operational Goals

1. AIMS will ensure that suitably qualified faculty are engaged to teach

2. AIMS will ensure that high-quality teaching inputs are delivered to the students

3. AIMS will ensure that the faculty will engage in faculty development activities to keep themselves abreast with the latest knowledge in their areas of teaching

4. AIMS will provide a conducive learning atmosphere that facilitates effective learning

Achievement of these goals is executed by collaborative leadership and governance at AIMS with underlying principles of legitimacy, purpose, direction, performance, accountability and fairness.

File Description	Document
Upload any additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The practices of decentralization and participative management have been followed at AIMS since its inception. AIMS organization is headed by the Governing Council (GC), supported by the Strategic Planning Commission (SPC), the Finance Committee (FC), Academic Council (AC), AIQAC, Academic Departments, Focus Centers, Committees, Cells, Admissions, Finance & Administration Departments. Senior Faculty members are nominated on the GC, SPC, AC, various committees & cells of the institute making it participative. The operations of each academic department and focus centers are decentralized and function independently to implement the perspective plans approved by SPC which are based on inputs from stakeholders. Each academic department and focus center prepares its own calendar of events (COE).

The operational policies are implemented by the COO along with the Registrar and other administrative heads. The monitoring and oversight of the implementation is carried out by various committees and cells mainly consisting of faculty. The practices at AIMS are thus both participative and decentralized.

A case on integrated value-added program exemplifying decentralized and participative process at AIMS

Background:

One of the key institutional goals in the strategic perspective plans developed by SPC based on input from stakeholders was that learning should be made student-centric and cover the knowledge and skill gaps in the University prescribed curriculum.

The issue:

Augmentation programs conducted by the ACSD focus center in coordination with the academic departments did not address specific knowledge and skill gaps. The recommendation of SPC was to integrate augmentations as Value Added Program (VAP) to cover gaps in the curriculum identified by concerned faculty.

The Process Adopted by MBA program:

The MBA department initiated the implementation of VAP in 2018. Based on inputs from faculty the VAP's were grouped into 6 areas as follows:

1. Simulations

2. Life Skills

3. Employability & Pre-Placement Training

4. Workshops on new technology practices

5. Career Oriented Certifications

6. Global Immersion

Faculty members of the MBA department who indicated their interest were asked to design and conduct the program themselves. Wherever required external experts were invited to conduct the program. A budget was made and approval was obtained from the Finance Committee through the Principal and senior faculty members in the SPC and GC. The approved VAP's were included in the COE for both the even and odd Semesters.

The Implementation:

On average 3 to 4 programs were finalized under each area and overall 20 different programs were finalized. Each program had a course file with a lesson plan, CLO, and duration. Approx. 500 hours of VAP were successfully conducted for each student. Following the completion of VAP for the 2018-20 batch feedback of students was taken which indicated that VAP's are useful, attained the learning outcomes, and helped in employment.

The Result:

The effectiveness of the planned program was realized when the placement focus center (C&PR) reported that the number of placement offers and average compensation packages received in placements had gone up significantly and some of the top employers gave positive feedback on the employability of selected students.

File Description	Document
Upload any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Perspective plans aligned to the vision of AIMS are finalized in SPC based on SWOC analysis, inputs received from AC, Advisory boards, National and International Accreditation bodies. After approval by the GC they are implemented in a collaborative manner by the academic programs and focus centers under the guidance of the Principal.

The Strategic Perspective plan developed for the Institute had 15 institutional strategic goals which have been fully implemented or continue to be implemented during the last 5 years at AIMS. One of the successfully implemented based on the strategic plan

Curriculum Development and Review Committee (CDRC)

A strategic perspective plan was developed by SPC based on SWOC analysis. Strategic Development Goals were evolved and presented by the SPC at a workshop attended by the Principal, COO, Directors, Deans, Focus center heads, Program heads, Faculty coordinators and supervisors from academic departments. One of the strategic goals developed under the perspective plan was to achieve high-quality teaching, learning, and evaluation at AIMS.

To achieve this strategic goal it was decided to create CDRC consisting of senior faculty members from each academic program/school, Registrar, and the Principal was set up under AIQAC to implement and monitor an Outcomes-Based Teaching & Learning (OBTL) to ensure the rendering of high-quality teaching and learning at AIMS.

CDRC monitors a system of Course based intended learning outcomes (CLO) in each course program through online dashboards created for it by in-house AIQAC & IT teams. After allocation of subjects, faculty in each program prepares the course files stating the course objectives, CLO's, lesson plans, knowledge/skill gaps, and pedagogy including case studies/simulations. Assessments planned both formative and summative have to be stated. Lecture notes, a question bank, an assignment bank, and references for the students are given. Based on student assessments, remedial measures for slow learners and enhancement tasks for advanced learners are also designed by the faculty. CDRC panel consisting of program head, senior faculty in the domain, related focus center heads, and AIQAC review the CFI of each faculty and give feedback for improvement to the Program Director and the concerned faculty.

The Implementation & Result

All academic departments of the Institute in coordination with the CDRC prepared Course Files with CLOs' which were implemented. The results of the implementation for three years from 2017 to 2019 were presented in the AC. The Governing Council was informed by the Principal of the achievement of the overall objectives of the strategy. Based on the success of the course-based ILOs' for three years it was decided to enhance the OBTL to module-wise critical ILO's from 2019.

Institute-Industry-Interaction (Triple I Policy) calling for robust interactions with the industry through consultancy, surveys, and workshops for executive education was also implemented at the Institute.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

AIMS demonstrates a commitment to ethical and responsible interaction with complete transparency with all its stakeholders. The management has framed policies for governance and regularly reviews it to ensure integrity. Management of AIMS is by the Governing Council (GC) and implementation is carried out by the Principal in coordination with the Registrar for academic matters and by the COO for operational matters. Finance and Administration are headed by the Director of Administration who oversees the budget, cash, infrastructure as well as compliances. Director Administration also gives directions to the administrators for a fair execution of policies in the interest of all the stakeholders. Academic Council, Academic Departments and Focus Centers carry out the implementation of the plans and policies. Committees and Cells monitor and review the implementation.

A well-thought-out set of policies based on the Strategic Perceptive Plan developed by SPC are implemented by the academic departments and focus centers. The efficient implementation of plans and policies is audited by AIQAC. The effectiveness is seen in the improved performance in both academic and non-academic areas of learning. The service rules and procedures stated below acknowledge the efficient and effective ecosystem of the Institute.

Service rules:

All faculty & staff are oriented about the Administrative and HR Service rules during the induction program at AIMS. Faculty members are made aware of the conditions of service, roles, and responsibilities, discharge of duties, code of conduct, policies for increments, leave, and incentives for upgradation. The HR manual is made available to all employees for scrutiny.

Recruitment:

Recruitments are based on the qualification, teaching experience, and other eligibility criteria as prescribed by the State Government, UGC, and AICTE. The selection of the candidate is done by a selection committee.

Promotion

Promotion at AIMS is based on an appraisal system that evaluates the performance of the candidate in the Institution and recommendations of the superiors as well as the Principal & CEO on their ability. All policies and conditions are clearly stated in the AIMS HR Manual.

Grievance Redressal

AIMS addresses genuine complaints, issues, and difficulties of faculty, staff, and students at the individual as well as institutional levels.

All are encouraged to use the Suggestion/ Feedback Methods to express constructive suggestions and grievances. E-mail Ids and Phone numbers of the Committee members are displayed on the notice boards and every other prominent place. Grievances and complaints are received through direct and indirect communication at the department level, if not resolved, it is escalated to the respective committees who report to the Principal for ratification of the decision taken.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

AIMS has a congenial working atmosphere for its entire faculty and staff. Welfare measures adopted at AIMS are based on government policies, feedback and suggestions from the staff. The details of the measures are given in the HR Manual.

Employment Welfare schemes provided for teaching and Non-Teaching Staff

- Training of the staff is done both internally and externally on a need based analysis. Expenditure for training is borne by AIMS and wherever necessary paid leave is extended.

- Paid leave is also extended to staff to attend BOE/BOS/Examination invigilation and assessments/other committee meetings/refresher courses at the University or advisory boards of other institutions or Consultancy projects or research project work etc.

- Paid leave with sponsorship of registration fees, TA & DA to attend national and international conferences, seminars, workshops, academic events, and faculty exchange programs are extended.

- Amounts received through consultancy projects are shared with the faculty members on 60:40 basis (60% to faculty and 40% to AIMS)

- During execution of projects work reduction and other support is extended by AIMS to the concerned faculty members.

- Staff is encouraged for self-development and upgrading their educational qualifications by providing seed money and paid leave.

- Research facilities are provided to faculty pursuing their PhD. Paid leave and reduction in workload is also provided.

- Staff achieving State, National and International awards are felicitated by the institution.

- Provision for better scores in the appraisal system is made on completion of Ph.D/ Additional qualifications/ NET, SLET or any additional & relevant certification and for guiding doctoral scholars.

- Fee Concession/ Freeships is provided for wards of the staff who enrolled for programs at AIMS.

- ESI is paid for all eligible staff.

- Employee Provident Fund is promulgated for staff.

- Staff can avail vacation leave, 12 days of casual leave and 1 RH each year.

- Marriage leave and maternity leave are provided.

- General and Accident Insurance is covered for staff as group insurance.

- Free meals for class IV employees and non-teaching staff is provided.

- Subsidized meals for staff not eligible for free meals is provided

- Transportation and staff accommodation based on eligibility and requirement is provided.

- Health check ups for the staff are organized through the health clinic in the campus.

* Financial and other required support is provided to self-help co-ops created by Class IV employees.

File Description	Document
Upload 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: 80.22

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**

2019-20	2018-19	2017-18	2016-17	2015-16
68	69	74	75	70

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[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: 14.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	7	10	15	23

File Description	Document
Upload any additional information	
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 98.87

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
82	90	89	92	86

File Description	Document
Upload any additional information	
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	
Details of teachers attending professional development programmes during the last five years	

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

AIMS has developed a four point appraisal system for staff

a) Self-appraisal by staff member

b) Student feedback on staff

c) Appraisal by head of department

d) Interactive appraisal by Principal / Registrar / Director - Administration

 As a part of appraisal process, all teaching and non-teaching staff have to submit a self-appraisal form to

the Principal at the end of the academic year.

Faculty performance is reviewed based on student results, punctuality, commitment, teaching skills , number of research papers presented or published, number of conferences and workshops attended, research projects undertaken and involvement in other activities in the institution.

Non-teaching faculty are assessed based on attitude towards the public, co-workers, staff/student relation, job performance, proactiveness, and their behaviour towards the supervisor.

Faculty performance is also assessed by the Program Director, Dean and the Principal. Student's feedback on the faculty and the teaching learning process as reviewed by CDRC & AIQAC are given utmost importance. The Program Managers annual performance report helps in evaluating faculty. All self-appraisal forms are carefully reviewed by the Principal.

Performance appraisal is done based on the following key parameters:

Academic Results of the students; University results

Contribution to Institutional activities in various capacities: such as Star Contributor/ Moderate Contributor/ Contributor.

Professional Improvements:- Papers Published , Presented in the conference , Books Published Book Chapter writing, Book Editing, Participation in the research activities etc.

General behaviour and Attitude: Regularity and punctuality, Leave Consumption – CL, EL and ML. Willingness to take up extra work from time to time

Outstanding achievements: University ranks/awards, national/international recognitions, additional qualifications like NET, SLET, M.Phil, Ph.D or any other distinguished achievement - personal or institutional

Students Feedback: - On performance or underperformance in any of the key T & L parameters by the faculty,

The appraisal is on the basis of a well designed points system. The faculty and staff are aware of their score on most parameters which are based on self assessment.

The Principal conducts a personal meeting with the faculty to discuss any variances and the future expectations. The faculty is given a chance to explain their compliances on expectations of the management. Principal also helps to empower the faculty by deputing the concerned faculty for training on required skills to overcome weaknesses if it is needed.

At monthly meetings of each academic program school or Department with the Principal & CEO/Registrar the achievements and ability of different faculty in activities at AIMS is revealed. The meeting also helps to decide over the remedial measures for faculty members who are found lacking adequate skills or participation. The process of Self-Appraisal helps faculty and staff in understanding how to improve and involve themselves in important activities and evolve as a competitive resource for the institution.

File Description	Document
Upload 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 budget plan for the forthcoming year is submitted by

Each academic year, after approval of the calender of events, all academic and admin departments; and focus centers present their budgets for approval by the Finance Committee. The approved budgets are presented to the Governing Council of the institute for ratification through the Principal. Once the Governing Council ratifies the budgets, it is communicated to the departments.

Quarterly internal audits by the Finance committee are carried out to look into implementation of the budgets.

Institute's books of accounts are audited annually by a qualified Chartered Accountant. The accounting procedure adopted is as per Indian GAAP and maintained through the Tally ERP system. The last audit for the FY 2019-20 was completed in September 2020. There were no audit objections and complaints.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<u>View Document</u>

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

Response:

AIMS is a self-financing institute. Major source of funding is the income generated out of tution fees, funds from funding agencies for research and sponsorships for signature events, national and international conferences from alumni, corporate and partnering institutes. In case of additional budgetory requirements, institute has following strategies in place to avail funding:

1) approaching members of the society for raising donations or

2) approaching banks for loans

The institute ensures optimal utilization of its finances by budgeting in advance and its utilization is monitored through internal and external audits. So far as the institue is financially independent and in a position to take care of its funding requirements, no bodies have been approached so far.

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:

AIMS established IQAC (AIQAC) in 2007 in order to pursue quality initiatives even before its first accreditation which took place in 2010. In order to ensure quality assurance and sustain it on a continuous basis, AIQAC strives to channelize efforts to achieve academic excellence. The institutional policies towards quality assurance are:

- Enhancing quality standards in teaching-learning, evaluation, research, entrepreneurship, consultancy, global exposure and community service by benchmarking with the best practices.

- Creating a learner centric environment by adopting innovative teaching methodologies.

- Promoting professional growth and personal development through Triple I.

- Coordinate with all the constituents at the Institute and ensure institutionalization of quality assurance and sustenance procedures in the above mentioned areas.

1. Value Added Programs

It was the deliberation of AIQAC to initiate the practice of conducting VAPs for all the programmes offered in the institute and took measures to engage all stakeholders to identify the various value additions that can be given for the students of each programme. The VAPs including skill development programmes and certificate courses that the institute offer to students made them industry-ready and equipped to work in any challenging situation.

All faculty members were asked to evaluate the curriculum of their respective subjects and identify knowledge and skill gaps which are necessary to meet the industry requirements. Findings are presented during advisory board meetings and action plans formulated to bridge the gaps through VAPS and other activities.

The resource persons, mainly professionals and industry experts, for the VAPs are also identified. The resource person designs the curriculum for the value added program and prepares its course learning outcomes and lesson plan. The CDRC reviews and approves it. A test is conducted to evaluate the students at the end of the programme. Online student feedback is also taken for evaluating the effectiveness of teaching.

The implementation of VAPS is monitored by AIQAC through the programme wise annual audits. Thus the design of VAPs and certificate programs were institutionalized bu IQAC.

2. Result Analysis Presentation

The results of UG Programs were not very encouraging. IQAC persisted that the examination results of the previous two years' be evaluated course wise by the individual faculty members and the reasons for the good and poor performance be examined and presented to the CDRC panel. Presentations were scheduled and it was mandatory that all faculty members participate. Principal & CEO and CDRC experts in the subject at AIMS are invited to the presentation. Outcome of the sessions resulted in 1) an action plan formulated to improve the students' performance and 2) sharing of best practices of the teachers. A lot of learning always happen during these sessions.

All activities are monitored through monthly reports feedback and audits to ensure the plans envisaged and agreed are implemented to achieve outcomes of teaching learning without diluting their quality.

File Description	Document
Upload 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Improvements in the Teaching Learning Process (TLP) achieved after first accreditation

The three components of TLP of Teacher training, Student centric approach and achieving learning objectives at AIMS were revitalized by quality initiatives taken by AIQAC. In the first component faculty were reviewed through a self-performance appraisal method following which intensive faculty development activities are initiated. In the second component the students are given holistic development through student centric learning. The third component came from adopting outcomes based learning approach for every course and program.

Quality Improvement Program (QIP) for Teachers

A quality practice, conceived and implemented by AIQAC is organizing QIP for faculty including initiating a continuous learning workshop conducted every month in addition to FDP's. The objective of QIP is to facilitate faculty in thorough understanding of the subjects and improve their classroom delivery. QIP was further enhanced with the aim to improve the quality of teaching by introducing students' feedback as a teachers' evaluation system and including it in the overall faculty self appraisal cum development system.

Innovation and Creativity in teaching-learning for students

Diversity of the students in terms of their educational background and experiences makes it necessary to implement innovative teaching strategies to enhance student centric learning. Each of the programs use varied interactive lecture methodologies to facilitate quality learning. Schools of Sciences & IT adopt experiential learning methods like exhibitions, workshops, panel discussions and live demonstrations of experiments. Schools of Humanities, Commerce and Business use Case Studies, Simulation, Internships, Guest lectures and Industry visits All Schools are equipped with modern teaching aids like Computers, LCD, slide-projectors, charts, models, maps. The Humanities school has a well equipped Language Lab used for language enhancement and to overcome the English language Phobia among students. The School of Business & Commerce has a Business lab for providing hands-on experience to the students in accounting and taxation. The Business School has a simulation lab for online management games.

Monitoring the OBTL for ensuring teaching objectives are met

As a first step CDRC was set up at AIMS through AIQAC to monitor and review the teaching quality in the Outcomes Based Teaching Learning system that was implemented. As a second step CDRC created a digital dashboard and shared it with all the programs. The program creates a course file index for all the courses and shares it to the respective faculty members through Google drive. Another initiative taken by AIMS, through AIQAC, was the introduction of module wise intended learning outcomes. The achievements of the module wise outcomes are measured through module wise assessments. As the next step AIQAC initiated the practice of including at least one critical ILO for each module and suggested incorporating the same into the question paper for assessment. Since April 2020 Virtual online classes and recorded lectures have been started during the Covid-19 pandemic and are monitored by CDRC.

File Description	Document
Upload any additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender sensitivity amongst faculty and students is one of the major priorities of the AIMS thus all inter-relationships are pivotal to the institution's core values. AIMS pays close and continuous attention to monitor the behavior of students. In addition to providing safety and freedom from any kind of physical or mental violence, mentoring and personalized attention are also provided. Students are encouraged to understand and implement gender mainstreaming to usher in their total 'well-being' and 'holistic' development.

1. Safety and Security measures:

- AIMS has installed CCTV cameras all over the campus and hostel to track students' activities and ensure their safety.
- Adequate security personnel is deployed to monitor the Campus and hostel buildings under 24/7 Surveillance.
- AIMS takes pride in being recognized as a ragging-free campus and strictly follows the guidelines of the Government/University Grants Commission (UGC) on this. Students can also approach and give their complaints or grievances directly to the head of the women's cell, anti-ragging committee, discipline committee or can report the issues to their mentors.
- There is a provision of a healthcare center on the campus to avail of First aid facilities during working hours.
- Fire extinguishers are provided at multiple locations to prevent fire tragedies and disasters.
- Self-defense training programs are also done for female students and faculty in collaboration with the Police Department / external resources.
- Students progress as responsible people in behavior and studies is recorded

2. Womens' Cell is established to provide a healthy and congenial atmosphere among all the students, faculty, and non-teaching staff members. Students of both genders work together as teams in all student-driven activities. Women cell helps in inculcating gender equity among students by conducting various programs and events like

- Seminars, Workshops, and Panel discussions on the LGBT community, Women's rights, the Importance of institutions for women, Self defense programs like kickboxing etc.
- Single mother scholarships
- Walkathons for Girl child protection.

3. As a part of the Annual gender sensitization plans, every year a session is held during the induction program on gender sensitization so that students from different backgrounds can learn to treat each other with respect. Last year a Webinar on POSH Act was conducted. This year a Webinar on " Role of Social workers in gender sensitization: Creating a free & fearless society for women- from awareness to action" has already been conducted. Next academic year a seminar/webinar on "The need of the Hour:

Understanding Gender Equity & Gender mainstreaming" is planned to be held on world literacy day.

The Institute has been working effectively for the past 25 years without letting any incident disrupt gender discipline in the campus and hostel and has been successful in enlightening and nurturing students with gender equity, empathy, and respect towards everyone in society.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Under the auspices of ACS (AIMS Center for Sustainability) the following activities are conducted:

1. Solid waste management:

The Solid Waste Management program at AIMS is devoted to waste segregation, proper treatment, and disposal of dry waste from the campus including Kitchen waste, Plastic bottles, Dry leaves, and Paper. The first priority is to adopt sustainable practices of 3Rs - Reduce, Reuse and Recycle. Waste generated during the daily operations at AIMS is segregated at source and collected in separate garbage bins which are color-coded for easy segregation as follows:

GREEN – For biodegradable wet kitchen waste, which comes from the food production area. Such wastes are collected and processed in our in-house composting systems and converted into manure.

BLUE – For Dry recyclable waste such as newspapers, cardboard, packing plastics, bottles, cans, etc.

YELLOW – For all other waste, which does not belong to the above two categories.

At AIMS the entire solid waste that is segregated as above is finally given to BBMP for further treatment and environmentally safe disposal.

2. Liquid waste management:

Liquid wastes including from the washing and sewage are let into the drainage system of the BBMP. Rainwater is sent back to the ground for recharging the groundwater. Liquid chemicals used in the labs are collected separately in cans and handed over to BBMP or an approved external agency as it is a negligible quantity.

3. Hazardous Waste Management

Collection and disposal of the hazardous waste have been outsourced to a BBMP approved external agency that collects such as medical waste, chemical waste, batteries, etc. from AIMS once a month.

4. E-waste management:

At AIMS e-wastes including unusable audio-visual systems, monitors, keyboards, wires, etc. are collected separately and safely stored. Once every three months, an external agency collects the e-waste for environmentally friendly recycling.

5. Educate and Spread awareness

The workshop was an eye-opener for the students and taught them sustainable measures of waste management. ACS also organized an event based on "Swachh Bharat Abhiyan" and took up a cleaning campaign in the Peenya Industrial Area. AIMS also participated in the "Well-being out of Waste" Program in which over 3600 Kgs of paper wastes for recycling saved 81 trees, 96 Kiloliters of water, 3.3 Metric tonnes of Carbon dioxide, 1664 units of energy, and 4.1 cubic meters' landfill space. The effort earned AIMS a Certificate of Appreciation from ITC - Paperboards and Specialty Papers Division. With such encouragement, AIMS is determined to contribute positively to the environment by further improving our waste management.

6. Waste recycling system: Manure compost units are used to recycle kitchen waste and dry leaves collected. The manure is used as fertilizer in the gardens of the campus, student and staff accommodations.

7. Hazardous chemicals and radioactive waste Management: Waste from the labs for BSc where a negligible amount of hazardous chemicals is used, a process to dispose of the waste carefully is followed by collecting in cans and giving it to BBMP separately.

File Description	Document
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**

4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Institutional efforts/initiatives in providing an inclusive environment

Inclusion is one of the core values upheld by the Institute and is reflected in all its endeavors including admission of students and recruitment of faculty and staff. An inclusive environment is one that creates a supportive environment for all students, teachers and other non-teaching employees including those with learning differences, and one that can also challenge and engage gifted and talented learners by building a more responsive learning environment.

Equal Opportunity Cell

Equal Opportunities Cell supports and facilitates equity among the students and staff. Inclusion is one of the core values upheld by the Institute and is reflected in all its endeavors. EOC addresses the concerns of students from weaker social-economic backgrounds and those with disabilities and may be approached for

- Information about opportunities available at the institutional and state/national levels
- Information on institutional and external scholarships available
- Affirmative actions on any concerns of discrimination on grounds of minority status or disability.

Induction Programs

The Institute conducts induction programs wherein we educate the fresher students on the importance of culture, religion and instill in them a sense of tolerance. Additionally, we guide them on various other aspects such as intercultural communication, teamwork activities, guest lectures, etc all aimed at creating a sense of acceptance and belongingness.

Events, Festivals & Special Days

AIMS conducts several events and celebrates many religious festivals involving students from various backgrounds to promote religious brotherhood and harmony. Festivals like Onam, Ganesh Puja, Bakrid, Christmas, Diwali, Holi, Saraswati Puja etc. are celebrated every year. Involving students from all religious backgrounds helps them appreciate the value of religion, culture, values, beliefs, and traditions and creates a sense of tolerance. We at AIMS also celebrate important days like Karnataka Rajyotsava, Independence Day, Republic Day and all other important national days of the countries to which our students belong. We at AIMS also celebrate World Ethnic Day, World Tourism Day, and International Students Day all to promote diversity and inclusion within the campus. These events mark the culmination of cultural societies within the campus.

Academics

In academics, we provide opportunities to students where they not only get a quality academic environment but also get exposed to other cultures, religions, and traditions which ensures their overall growth and development. Our Students Exchange Programs and Faculty Exchange Programs with well-known international institutions provide an opportunity for our students and teachers to spend a year/semester/trimester in their campus and the same for their students and teachers on our campus.

The outcome of an Inclusive environment

The inclusive environment at AIMS has created a sense of value among the students, teachers, and other employees and made them realize that their voices are being heard. Each student and staff are respected and given equal opportunity to succeed, and the institute's goals reflect that. Such exposure has also been reflected in the feedback we have received from organizations where our students have been able to adapt quickly to the new work environments.

17-07-2021 12:20:55

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Awareness of constitutional obligations is important for the growth and development of communities, regions, states, and the nation. It is the responsibility of all the citizens of India. AIMS inculcates a sense of constitutional obligation among students and staff by holding state and national events within the campus.

National calamity funding

AIMS believes in reaching out to the community and supporting them in every way possible whenever there are natural calamities, students rise up to the occasion and collect donations and needful items for the affected people. In 2018, heavy rains followed by flash floods and landslides severely affected the hilly districts of Kerala and Karnataka. Students of AIMS under the guidance of ACCS collected and contributed a relief package of Rupees One Lakh for the victims.

Awareness towards Elections and Voting

Every person has a right to vote. Elections are a platform for the general public to elect their constitutional leaders. Since its inception in 1994, AIMS institutes have been creating awareness about the significance of elections and encouraging their students, teachers, and staff to cast their votes. It was also facilitated by giving paid leaves to the faculty and staff as well as attendance to students in case they had to travel to their native places for voting.

Working with Orphanages

The Institute has been contributing regularly to the upliftment of less fortunate people by collaborating and supporting orphanages. Through activities organized by ACCS, students have regularly visited orphanages. Besides such visits, the children from orphanages have been invited to special programs on the campus. For example, during hospitality week - one of the signature events of the AIMS, nutritious meals were offered to them.

Swachh Bharat Abhiyan

Considering the significance of "Swachh Bharat Abhiyan" for a healthy community by cleaning slums, painting walls to beautify the area. AIMS also conducted several activities under this program to spread awareness about hygiene, sanitation, and wellbeing to align with the National policies. Similarly, students also took part in in-campus cleaning activities including their classrooms.

Sessions on knowing basic rights

The Institute conducts events and seminars on the constitutional rights and responsibilities of citizens of our country. The Women's Cell of AIMS in Association with FICCI Ladies Organization (FLO), had organized a session by eminent speakers to throw insights into the Labour Laws, Divorce, Dowry Harassment, and Sexual Harassment. A non-core subject on constitutional laws covering these is also extended to all.

Climate change and Environment Education

Experts are invited by ACS to be on a panel to discuss environmental sustainability during RTC on sustainable development. Students are actively involved in sustainable development activities such as follows:

? Earth Day – an event carried out to support Climate change, Mitigation, and Environmental Conservation.

? Workshop on Recycling - an event to train students on projects to create useful articles and artifacts using waste paper, rubber plastics, etc.

? Poster campaign - Preparing posters depicting the 17 sustainable development goals and displaying them prominently. Awards for best posters were also given.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Code of ethics policy document	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

AIMS has a diverse student body that includes both national and international students. The following commemorative days and events, festivals are organized every year:

1. Independence and Republic Days every year by flag hoisting, recitation of the National Anthem, Literary and Cultural programs and competitions.
2. Birth anniversaries of great leaders of the country, Mahatma Gandhi & Lal Bahadur Shastri Jayanthi's, Literary and Essay competitions are organized.
3. Kargil Vijay Divas Day that marks the victory of the Indian Armed Forces over Pakistan in the mountains of Kargil and the success of India's 'Operation Vijay' in 1999.
4. Birth anniversary of Swami Vivekananda - January 12th is celebrated as National Youth Day.
5. International Women's Day on 8th March is marked by competitions and cultural programs and informative awareness sessions.
6. International student's day is a celebration of diversity as multifarious cultures come together for cultural programs that appreciate each other's culture.
7. On 21st June, the International Day of Yoga, AIMS Centre for Community Service- ACCS every year organises Yoga for Health program with live demonstration of asanas.
8. Ganesh Chaturthi is celebrated every year to mark the birth of Lord Ganesha, the God of new beginnings.
9. The Onam occasion provides students with an exposure of culture of Kerala, were the festival is traditionally celebrated involving all the students.
10. Kannada Rajyotsava is a state festival of Karnataka celebrated by Flag hoisting and cultural events showcasing the cultural heritage of Karnataka.
11. Christmas is celebrated every year with great fervour and enthusiasm by all students and staff of the institute.
12. Umang at AIMS is a national fest which provides a platform for students to tap their potential and unravel their quiescent talents.
13. Fresher's day celebration where students of all departments and faculty come together to welcome fresher's to the AIMS family. The highlight is Mr. & Ms. Esperanza title Competition.
14. The institute celebrates its UG/PG Graduation Day every year. All the Program Directors announce their respective toppers in the program and also award the best outgoing student in each program. The awardees receive the certificate, merit scholarship & memento from the dignitaries.
15. Lit- Utsavam is a two-day literature fest, which is held every year as an Intra-collegiate competition. Literary competition is conducted in languages like Kannada, English and Hindi.
16. Ethnic day celebration is the most joyous and colourful day in the campus as all the faculty and students come in their traditional attire. The day is filled with different kinds of cultural events.
17. On 5th September every year 'Teachers Day' is celebrated to commemorate the birth anniversary of Dr. Sarvepalli Radhakrishnan, who is considered as an educationist at heart.

File Description	Document
Link for any other relevant information	[View Document](#)

7.2 Best Practices

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

Response:

Best Practices: 1

1. Title of the Practice:

OUTCOMES BASED TEACHING-LEARNING (OBTL)

2. Objectives of the Practice:

1. To infuse capability of critical thinking beyond the prescribed curriculum in the students.

2. To equip students with relevant contemporary knowledge and skills.

3. To realize the vision and mission of AIMS

3. The Context:

The strategic plan 2018-25 developed by SPC envisaged an outcomes-based teaching-learning (OBTL) system in the Institute to achieve the above-mentioned objectives with student centricity. OBTL was adopted by all academic departments and was monitored by Curriculum Development and Review Committee (CDRC) under the aegis of AIMS IQAC.

4. The Practice:

OBTL is a framework for bringing excellence in teaching and learning. The practice makes each faculty conducting a course state the intended learning outcomes (ILO's) for students in each module of a course. The next step is to identify knowledge and skill gaps in the course with the added rationale of achieving excellence. CDRC will monitor the implementation by each academic department to ensure that the process of teaching, learning, and assessment is aligned to maximize the likelihood of attainment of these outcomes by the students.

Each faculty allotted a course to teach prepares a Course File as per CFI format. The CFI states the CO's and ILO's for each module, the lesson plan with knowledge and the skill gaps, course materials, results analysis, module-wise assessment, personalized support and encouragement.

5. Evidence of Success:

Three parameters that provide reliable metrics to evidence attainment of the objectives of the practice were: :

a) Significant increase in the average salary package of the graduating students.

b) Distinct improvement in the quality of corporate employers coming for campus placements.

c) Significant overall improvement in the academic performance of students in University Examinations.

6. Problems Encountered and Resources Required:

1. Initial resistance by a few faculty who felt that objectives given by the University for each course were appropriate and there was no need to design outcomes for each program, course, and module.

2. Earlier the course files prepared by each faculty were on paper. Updating and monitoring were a bit cumbersome. After digitization in 2018, the course file index (CFI) is online for each faculty to update easily. Monitoring is also done through a digital dashboard using Google Cloud for each academic program with all courses with the links to the CFI and assessments.

3. For monitoring and ensuring compliance CDRC under AIQAC jurisdiction has the responsibility to ensure the success of compliance of the practice. The academic department and CDRC have to work collaboratively for effectiveness and efficiency.

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Best Practice 2:

1. Title of the Practice

AIMS Value Added Programs (VAP)

2. Objectives of the Practice for students

2.1 To build resilience through domain-specific critical professional and personal skills.

2.2 To achieve holistic growth to meet VUCA challenges

2.3 To develop a competitive spirit for an emerging economy like India.

3. Context

AIMS has adopted VAPs to enhance the professional capability of its students. VAPs' is a series of short-term domain-specific or general training

4. The Practice

The Value Added Program offers critical skills which meet the needs of industry beyond the prescribed curriculum.

4.1 Finalization of VAP courses

VAPs cover Life Skills, Professional Technical Skills, Communication Skills, Soft Skills, Sustainability,

Entrepreneurship, and Community Service.

4.2 The process

VAPs requirements for each semester are submitted to the Registrar and ACSD for approval. In turn, ACSD and focus centers identify the resources available. The content is submitted to the CDRC for approval.

4.3 Conducting of VAP

Each of the focus centers takes the responsibility of conducting a program. The resource person conducts the sessions according to the CFI and submits the attendance as well as assessment grades.

4.4 Conclusion of VAP course

Certificates are provided to the students as per assessment by the resource person. Feedback is taken from students. The effectiveness of the VAP is reviewed by CDRC. Improvements suggested are recorded for future use.

5. Evidence of Success

AIMS VAPs have been successfully implemented for 2 years.

a) The number of students recruited has shown a significant increase in the last 2 years since VAP's has been introduced. The students' satisfaction levels also improved.

b) Positive feedback was given by several business and hospitality organizations about the performances of new recruits from AIMS in their organizations.

6. Problems encountered and resources required

a) Initial reluctance showed by students to enroll into VAP Programs required motivation and counseling

b) Resources viz financial, infrastructural, ICT related, and human capital has to be committed. The Principal & CEO convinced the SPC to recommend full support for VAP and obtain a reasonable budget from the Finance committee ratified by the GC for it.

Other Best Practices:

1. PCP (Post Conference Presentation):

A faculty who attends a conference/seminar/workshop outside AIMS is required to give a presentation on the learnings to all faculty members on the topic. Sharing the knowledge of the experts in the practice adopted to discuss.

2. CBE (Continues Business Education).

A faculty presents a new finding or development in their field of choice to colleagues. The CBE sessions are held once every fortnight. Faculty members book the slot for presentations that are relevant to their teaching/research work. The presentation on the topic appraises other faculty members in emerging fields.

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

AIMS is known for being distinct through its creation of the Focus Centre. AIMS has differentiated itself from other HEI by offering a unique opportunity for its students for holistic and participative learning through its focus centres. The strategy of creating focus centres has two purposes:

i) Achieving the vision of the Institute

ii) Implementing the mission statements ascribed to it

Empowering the students from a 360-degree perspective through the establishment of focus centres has been the fundamental step to achieve the stipulated objectives & goals. The establishment of the nine focus centres mentioned below has created a quality holistic learning environment at the institute:

- AIMS Centre for Student's Development (ACSD)

- AIMS Centre for Mentoring (ACM)

- AIMS Entrepreneurship Excellence Centre (AEEC)

- AIMS Centre for Research (ACR)

- AIMS Centre for International Liaison (ACIL)

- AIMS Centre for Consulting (ACC)

- AIMS Centre for Sustainability (ACS)

- AIMS Centre for Community Service (ACCS)

- AIMS Centre for Public Relations (C & PR)

ACSD was set up exclusively 'for the students'. Its goal is to ensure the total wellbeing and holistic development of the students by inculcating in them the spirit of teamwork, leadership, values of ethical behaviour and a deep concern for society. In this regard, it conducts several events, workshops and guest lectures all aimed at improving students' knowledge & skills and training them on ways to apply them in their personal and professional lives. Additionally, it provides financial support to students in the form of sponsorship for various competitions, seminars and events- both within and outside the campus.

ACM is primarily responsible for training faculty members to mentor and counsel students. Faculty mentors are each allotted student mentees from their first semester. The mentoring will continue throughout the program by the same mentor. In case a student has a severe condition the case is elevated to the head of the ACM who is professionally qualified to counsel the student. Regular meetings of all faculty mentor counsellors are held to share knowledge and experience.

AEEC encourages and nurtures the entrepreneurial dreams of all the students by providing a platform for ideation, developing a business plan, concept development, resource planning, execution, identifying & working with mentors, fund-raising, etc. It also offers certificate courses in entrepreneurship, organizes events to promote the spirit of entrepreneurship and provides platforms for launching entrepreneurial ventures through Soft Start-up programs.

ACR was established to promote research culture with the overall objective of creating knowledge for the betterment of students and teachers. It nurtures their research skills, abilities, and knowledge and promotes research among students and faculty through research incubation, bi-annual journals, organising national/international seminars, FDPs, Post Conference Presentations, Workshops and programs such as Continuous Business Education.

ACIL was established with an objective to provide a platform to students and teachers to gain global exposure and experience in collaboration with our global partner institutions and organisations through activities like student and faculty exchange programmes, joint research projects, joint conferences and facilitating international immersion programmes.

ACC was created with a vision to build an ecosystem that enables faculties and students to get the maximum industry exposure through consulting and aiding organizations in their endeavour for continuous improvement. It explores and makes use of the opportunities for knowledge and experience sharing with other organizations through consulting services. The centre involves faculty and students to enable them to harness their managerial skills, strengths and competency for the benefit of the industry, institute and self.

ACS was established with the purpose of contributing and finding solutions that our society is facing in terms of sustainable development. It has created an environment that enables us to impart the required sustainability-related knowledge and skills for students which can be adopted by them in their lives. Through signature events such as Round-Table conferences on sustainable development, students are sensitized towards sustainable living which enables them to make a positive change in society.

ACCS was established with an aim to sensitize our students and teachers towards society and bring about a social change in surrounding urban and rural communities. Its primary goals are first, to imbibe the feeling of reciprocity among the students, i.e. serving the community back as it serves us. Secondly, to involve all the departments and their students collectively in the work. Finally, to strengthen the sense of civic responsibility of young people.

C & PR is a Focus centre for establishing and maintaining corporate and public relations. The centre interacts with corporate industry professionals and invites them to the campus for placement drives. The centre conducts special pre-placement training and in coordination with ACSD arranges for training in aptitude tests, corporate etiquette, grooming, group discussions, and interviews. The students are also trained on creating a professional resume. The academic and skills data of the students are shared with the corporate regularly.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

BANGALORE UNIVERSITY RANKS

2020

1. 2nd Rank, Ms. Rajalakshmi, MSW
2. 4th Rank, Ms. Sukanya S, MSW
3. 5th Rank, Ms. Dorothy, MSW
4. 3rd Rank, Ms. Gayathri M, MCA
5. 1st Rank, Ms. Tanya Shree, M.Com(F&A)
6. 2nd Rank, Ms. Keerthana R, M.Com(F&A)
7. 5th Rank, Ms. Vinutha C, M.Com(F&A)

2019

1. 2nd Rank, Ms. Farzana Anzum, MCA
2. 2nd Rank, Ms. Megha B, MCA
3. 9th Rank, Ms. Srijana Yadav, BBA
4. 4th Rank, Mr. Rahul Kumar Gupta, MTTM

2018

1. 1st Rank, Ms.Nethravathi G R, MCA
2. 1st Rank, Mr.AbhilashKaushik, MA – English
3. 2nd Rank, Ms.SimranLal, BCA
4. 2nd Rank, Ms.NikitaDangol, MSW
5. 5th Rank, Ms Gomes Shameen Fiona, MTTM

2017

1. 2nd Rank - Ms. AsmitaThapar, MSW
2. 3rd Rank - Ms. AditiBhadra, MSW
3. 3rd Rank - Anugraha Ramamurthy, MBA
4. 4th Rank - Ms. PragatiKatuwal, MSW
5. 5th Rank - Mr. Ajmakin David, MCA

2016

1. 3rd Rank - Ms. LukramGoodyrani MA Eng
2. 4th Rank - Mr. BasantaSapkota BHM
3. 5th Rank - Mr. SachinKamat BHM

2015

1. 5th Rank – Ms.YuktaMohanaAgarwal, BCA

AWARDS & RECOGNITIONS

2020

- Dr.Kerron Reddy was awarded India's Top 20 Women Leaders in Education.
- Certificate of appreciation for the participation in Vidyagama Central Government project, Campus to Community.
- Appreciation Certificate, Food distribution in Covid time, Subhash sahayastha Trust.

2019

- Certificate of Appreciation From ITC Limited - PSPD.
- Top Private Institute in Karnataka under Management Category by Jagran Josh.
- Recognition and appreciation letter, Rural and NSS camps, Agalagurki grahma panchayath.
- Certificate of appreciation for the participation in School Bell Program, Campus to Community.
- Certificate of appreciation, Blood Donation Campaign and Pulse Polio, Rotaract Peenya.

2018

- Dr. Kerron G. Reddy awarded "Best Educationist of the Year" by Private Schools and Children Welfare Association (PSCWA).
- Partnership with Yunus Business Center
- Certificate of appreciation, volunteering for Skill development project, ICDSS

2017

- Guinness World Records for participation in The Largest Diabetes Awareness lesson organized by Rotary International District 3190 and Samatvam in Karnataka, India.
- Best Participating Institute in the IFCA – National Young Chefs Convention.
- Certificate of Appreciation from ITC Limited - PSPD

2016

- BMA Award – Institute of Excellence in Higher Education.
- Ex-Servicemen Award for Best CSR Activity.
- Certificate of appreciation, Horticlture Survey, India Community Development Service Society.

Concluding Remarks :

The college has completed 27 years of existence in higher education and commits to continue to strive for quality education and progress towards achieving excellence. In its unwavering commitment towards the goal of excellence, the institution has set standards to adopt Innovative methods and best practices to deliver holistic education and be adaptive to change.