



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ACROPOLIS INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH

ACROPOLIS INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH,
INDORE BYPASS, MANGLIA SQUARE, INDORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Acropolis Institute of Management Studies & Research (AIMSR) is a beacon of academic excellence, nestled in a serene environment that is complemented by its ultra-modern infrastructure and an ambiance that fosters learning. Established in 2008 by the Teach for India Education & Research Samiti, AIMSR was the brainchild of Shri Ashok Sojatia, a former Chief Engineer with the Public Health Engineering Department of the Government of Madhya Pradesh. His vision was rooted in a deep social commitment to uplift the youth in the surrounding areas by equipping them with the necessary skills to excel in their personal and professional lives. AIMSR is part of the larger Acropolis Group, which operates four colleges offering quality education across various fields, including Engineering, Management, Pharmacy, Computer Science, Bioscience, and Commerce. The group is renowned for its dedication to providing a value-based education system that goes beyond traditional learning. At AIMSR, the focus is on developing an entrepreneurial mindset among students, encouraging them to become job creators rather than job seekers. This approach is pivotal in today's dynamic economic environment, where innovation and self-reliance are key to success.

The Institute offers a comprehensive curriculum that is designed to impart not just academic knowledge but also practical skills that are essential in the modern workplace. This is achieved through a range of value-added and skill development courses that are integrated into the main curriculum. These courses are tailored to meet evolving demands of the industry and ensure that students are well-prepared to face the challenges of the professional world. By fostering such an environment, AIMSR aims to produce graduates who are not only academically proficient but also equipped with the critical thinking and problem-solving skills required to thrive in their careers.

Affiliated with Devi Ahilya University, Indore, and recognized by the Department of Higher Education, Madhya Pradesh, AIMSR offers a diverse array of undergraduate and postgraduate programs. Currently, the Institute provides 16 undergraduate and 4 postgraduate courses in various disciplines, including Management, Commerce, Computer Applications, Computer Science, Biosciences, and Humanities. With a student population of approximately 1,800, AIMSR has rapidly ascended to become one of the most esteemed institutions in Indore, a testament to its commitment to quality education and academic excellence.

The faculty at AIMSR is composed of experienced educators and industry professionals who are dedicated to mentoring and guiding students. They employ innovative teaching methodologies that are designed to engage students and enhance their learning experience. The Institute also places a strong emphasis on research and encourages students to participate in various research projects, which further enriches their academic journey.

The Institute's unwavering commitment to providing an education that balances academic rigor with practical skill development is what sets it apart. By preparing young minds to take on the challenges of the future, AIMSR is playing a crucial role in building a strong and self-reliant nation. Through its focus on academic excellence, skill development, and entrepreneurship, AIMSR is ensuring that its graduates are well-equipped to make significant contributions to society and the economy.

Vision

To be an internationally recognized value-based Institute through its quality conscious approach to education, research, entrepreneurial wisdom, skill development initiatives and encouraging innovation for social transformation.

Mission

To make the students employable through value addition and skill development courses in association with topmost organizations of the country.

1. To develop an entrepreneurship ecosystem so that students can become job creators.
2. To promote meaningful research among students and faculty members to address local, national and global issues.
3. To sensitize the students towards social responsibilities and inculcation of ethical practices and life skills..
4. To encourage technology-based pedagogy which develops analytical skills and out of box thinking.
5. To develop and implement a connectivity of cooperation between industry and academia.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTHS

1. **Visionary Leadership:** - Visionary Leadership with a vision to develop innovative approach in every student, make them employable and sensitise them towards social responsibilities.
2. **Experienced faculty members:-** Most of the faculty members have 5 plus years of experience. All faculty members teach with the help of ICT tools. Results of all courses range from 95% to 100%. Every year a few students appear in merit list of the University.
3. **Value Added Certification:-** We provide certification courses for students in various domains to enhance their skills. MS Office, Tally Accounting SWAYAM Certifications are some of the examples.
4. **Social Responsibility:-** The Institute has taken initiatives to sensitise its students by involving them into the activities which help the upliftment of deprived classes of society.

5. **Industry Academia Interface:-** Regular Industry visits are organized in and around Indore regularly Guest Lectures by Industry & Academic experts are also arranged to provide insights of Industry to the students.
6. **Centralized Career Development Cell:** - The CDC takes care of Training, Placements, Internships and promotes entrepreneurial activities through its dedicated team of trainers and experts.
7. **Scholarship to meritorious and most regular students-** College provides scholarship to meritorious students as well as the most regular students by giving cash prize to the students.
8. **Student activities through Clubs and Cells:** - The College has installed students Clubs and Cells to undertake various Curricular & Extra- Curricular activities.
9. **Infrastructure:** - The Institute is equipped with state of the art infrastructure which includes Playground, Indoor Sports Room, Well-equipped and maintained Class rooms, Library, Laboratories, Smart Rooms etc.
10. **Health & safety measures:-** The Institute has sufficient stock of medicine and tie up with hospital in case of emergency. The buses and the entire campus are under the surveillance of CCTV Camera.
11. **Mental Wellness:-** The Institute has a Cell named as Acro Care which is setup at group level to cater the mental wellness of its students, faculty members and staff.
12. **Zero tolerance Policy:-** The Institute has zero tolerance policy against ragging, gender biasness, sexual harassment etc. through various committees.

Institutional Weakness

1. **Affiliate College:** - Being an affiliate College, the Institute has to abide by the rules and regulations of affiliating university. The curriculum and examination system is a deterrent in the smooth functioning of the Institute
2. **Syllabus Rigidity:** - The University / Higher Education department do not frequently update Syllabus of all Courses and there is rigidity of course curriculum which has no room for creativity and innovation. The Institute is not free to add the topics / courses as per the demands of the Industry.
3. **Location disadvantage for students and faculty members:** - As the college is located in the outskirts of the city, some students who wish to attend coaching classes for competition exam or higher studies prefer to join Colleges within city. Similarly, due to distance, some of the good faculty members do not join the college.
4. **Hostel facility:-** There is a lack of hostel facility into the campus. However, the Institute recommends parents to take admission in such hostels which are regularly visited by faculty members to check the quality of their services.
5. **Absence of Public Transportation Facility:** - There is absence of any public transport system in the locality. So there is dependency on own transport system.
6. **Research work:** Research work for societal development and publication of research papers needs to be strengthened.
7. **Quality of students intake:-** Poor communication skills of the students is the biggest challenge in this region, however the Institute runs regular training programs to cope up with this challenge.

Institutional Opportunity

1. **Skill Development & Value Addition Courses:-** New value added courses and certifications are planned to enhance the quality of students, their employability and to equip them with the skills being required by Industry.
2. **Growth of Indore city:** - Indore as an educational hub is growing by leaps and bounds which provides ample opportunity for the growth of our organization and job opportunities for the students.
3. **Upgrade ITC facility:-** The Institute is planning to upgrade all of its classrooms in Smartclass rooms which will have smart boards and other high-tech equipments.
4. **Collaboration with leading organizations:-** The Institute is planning to sign more Memorandum of Understanding (MOU) with leading organizations to upgrade the skills of students as well as make them future ready as per the norms of Industry.

Institutional Challenge

1. **University restrictions:-** There have been University restrictions with respect to curriculum, internal assessment, admissions, starting of new programs etc.
2. **Uncertain schedule of University exams:-** Usually the University Exams are delayed by 1-3 months which not only disturbs the academic calendar but creates uncertainty among students, faculty members, Colleges as well as prospective employers.
3. **Students from rural background:-** Approx. 30-40% students come from rural background so it takes longer time for them cope up with other students, besides English language is a also prove as big barrier for them.
4. **New entrants:-** A large number of private universities and private colleges are coming to the Indore which are definitely giving tough competition but our Institute is committed to improve the teaching quality to cope up with this challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Acropolis Institute has a robust system in place for ensuring effective curriculum planning and delivery, as well as continuous internal assessment. The key aspects of this system are :

Institute Calendar Formation: The institution begins by formulating an institute calendar, aligning it with the schedules provided by both the government and the affiliated university. This calendar is meticulously developed, considering various factors such as holidays, examination schedules, co-curricular activities, and faculty development programs. It provides stakeholders with a clear overview of the entire academic year well in advance.

Subject Allocation and Load Distribution: After the calendar is prepared, faculty members fill out subject choice forms. Based on their experience and expertise, subjects are allocated to them. A faculty-wise load chart

is then created, balancing theory, practical, and tutorial sessions as per the curriculum requirements.

Time Table Preparation and Communication: Once subject allocation and load distribution are finalized, the institution prepares the timetable and notifies students through various means. Regular classes and practical sessions are closely monitored by Heads of Departments (HODs) and the principal to ensure adherence to the timetable.

Comprehensive Internal Assessment Framework: The institution develops a comprehensive framework for internal assessment, encompassing various methods such as assignments, quizzes, presentations, projects, and class participation. These assessments are designed to evaluate students' comprehension, critical thinking abilities, practical skills, and overall performance holistically.

Technology-Enabled Assessment Process: Technology-enabled platforms and tools are utilized to streamline the assessment process, enhance accuracy, and securely maintain records. This helps in administering assessments impartially and providing constructive feedback to students.

Regular Review and Evaluation: Regular review and evaluation of curriculum planning and delivery mechanisms are conducted to identify strengths, weaknesses, and areas for improvement. Periodic assessments are carried out to gauge the effectiveness of academic processes. Based on feedback and analysis, the institution refines its approaches, updates policies, and implements corrective measures as necessary

Teaching-learning and Evaluation

To enhance the learning of the students, the college has adopted various student centric teaching and learning methods. The college makes learning an interesting process by making sure that the students are dynamic participants and not just passive listener by encouraging students to participate in the various teaching-learning activities. Other than classroom teaching methods, we provide holistic leaning environment by providing experiential learning, participative learning, learning through problem solving, and learning through outreach activities. The holistic development of students also involve their participation in students' forum and committees.

The students are evaluated on the basis of internal and external assessments. The internal assessments are based on mid-session examinations and continuous assessments while the external assessment is as per guidelines laid by Dept. of Higher Education and Devi Ahilya University. Various ways for continuous assessments include assignments, presentations, quizzes, group discussions, take-home assignments, projects, case studies, role plays, and viva sessions. The final internal assessment comprise of marks obtained in mid-session examination and the continuous assessment components as consolidated by the class coordinators. The grievance committee addresses the grievances related to mid-session examination related absenteeism.

To learn about what the relevant skills that the student acquire at the end of the program, Program Outcomes (PO) were formulated along with the Program Specific Outcomes (PSO).The course Outcomes (CO) were formulated that describe the skills that a student is expected to acquire after the completion of a course. The POs relate to the vision, mission and strategies of the college and the UGC guidelines while PSOs relate to the vision, mission and scope of the program. The college follows Outcome based Education system. In this regard, the attainment of COs and POs are measured after the completion of each course and after the completion of the program. The college also follows the Choice based Credit System. The COs and POs are measured on the basis of class performance and the university examination results. The attainment of POs and COs are measured

at different stages of the program while POs are measured at the end of the program.

Research, Innovations and Extension

Transfer of knowledge

Response:

Ecosystem- Institute has always facilitated a robust and responsive ecosystem for innovation in the process of Creation and transfer of knowledge. It has launched various courses for its students for focus on skill and entrepreneurship Development. The institute has well-defined research, publication, IPR policy, and EDC cell in Place, The policy and cell have motivated the faculties to develop quality papers and register Patent. 2 Patent have been filed and various sessions were conducted to enhance this Environment.

Workshops/Seminars - In order to requirements in IPR and research tools, the Institute has organized Workshops, seminars, expert lectures, and guest sessions.

Industrial and Academic Tour: Every year students visit various industries as a part of industrial tour to enhance managerial skills. Every year students also visit various tourist places of India as a part of academic tour to enable knowledge enhancement.

Encouragement to Research - The Institute provides incentives for publishing papers in journals and to Attend/ participate/presentation in seminars. All innovative and extension activities are student centric. Various activities are conducted to nurture youth's minds. The **Research Promotion Committee (RPC)** has Fostered Faculties & students to be involved in research activities and has enabled them present and publish research Papers.

Skill Development Training and MDP Policy-The Institute actively supports and promotes Teaching Skill Development Training (TSDT) training And Management Development Programs (MDPs) conducted by its faculty members as resource Persons.

The value-added program (Add on / Certificate programs) - The institute also offers various Add on

/ Certificate programs on Creativity & Innovations in Business.

Extension and Outreach Activities- AIMSRS have a National Service Scheme (NSS) unit. Various in-campus and outreach activities are conducted under NSS. The cell is vibrant in conducting sports activities that have the basic objective of Benefit society at large.

MoUs and Collaborations- AIMSRS has entered in more than 15 MoUs in its journey.

Internship program: The institute organizes an annual internship program, community engagement program and project work for students to enable industrial Knowledge enhancement.

Infrastructure and Learning Resources

Acropolis Institute of Management & Research (Institute) has constantly endeavoured to provide quality education and a robust teaching learning environment. This ensures all round development of the students resulting in aware, responsible and empowered citizens.

Infrastructure and Physical Facilities

The institution boasts of a well maintained, user friendly and resilient infrastructure providing a vibrant and lively environment conducive to learning. The institute gives premium importance to sports hence students are provided with sporting facilities for basket ball football, handball, Table tennis in the campus. The Institute has a good canteen for the students. The institute also has two seminar halls, an auditorium, a board rooms for conferences, expert lectures and other activities. The Teaching Block comprises of well-appointed and spacious classrooms, tutorial rooms, department rooms. The classrooms are equipped with LCD projectors to ensure that ICT is used to strengthen effective academic delivery. The Institute is committed to provide excellent laboratory facilities for hands-on

experience of the students. The computer labs have top of the line computers with internet connectivity and dedicated technical team to handle any disruption of computing resources. There is a electrical and maintenance team available in the campus to handle any maintenance and repair work.

Library as a Learning resource: Acropolis Institute of Management Studies and Research has well stocked Library providing a calm and serene ambience for reading and learning. The library management is done using an ERP software which includes issue and return of books. There is good mix of text books, reference books, social welfare books and journals to fulfill the criteria of the university as well provide additional material for about different content beyond syllabus. The library also provides access to digital content and e resources via ICT. Acropolis has been constantly upscaling its access to the e-resources. Currently the institute has a subscription of N-List, which is accessed and utilized by the faculty and students for teaching, learning and research needs.

Student Support and Progression

Our Institute has committed to provide all kinds of support to its student like placement, financial, capability enhancement, awards and medals for outstanding performers in sports and cultural activities etc.

Placement ensure matching right student suited to their skills, experience and qualification. And Institute plays vital role to provide placement in reputed companies like Tata, Wipro, TCS, Deloitte, Lupin, Hindustan Unilever Limited, Fedral bank etc for their bright and successful career.

In the last 5 years, our institute has provided placements to around 180 students in reputed companies.

Apart from it, we have provided financial support to economically weaker students. Scholarships are provide on the basis of merit to deserving students to boast their capabilities to grow further.

Details for the same are provide below:

In the year 2019-20: Total amount was Rs. 2268000/-

Merit Scholarship % wise 2060000.

Chairman Award to Student For Best Attendance amounting to Rs 189000,

Late Shri Prabhatji & Omji Sojatia and Sports Scholarship to Students 19000.

In the year 2020-21: Merit Scholarship % wise- Rs. 17,98,000/-

In the year 2021-22: Merit Scholarship % wise- Rs. 60,02,000/-

In the year 2022-23: Total amount was Rs. 5876000

Best Attendance Award- Rs.17,000

Merit Scholarship % wise- Rs.58,59,000/-

In the year 2023-24: Total amount was Rs. 61,86,000

Merit Scholarship % wise- Rs. 59,38,000/-

Best Attendance Award- Rs.2,19,000/-

Chairman Award- Rs. 29000

With the inception of new session, faculty coordinators and mentors are alligned with the students to conduct several value added courses like Soft skill development programme under which 1 mentor was assigned for approx.25 students to regularly interact with the students to address their Problems and guide accordingly. We have constituted various committees like anti ragging, cultural, industrial visit and tour committee for betterment of the students.

Our Institute also have Acrocare Department wherein students are provided counselling for their mental and psychological health along with it teacher-guardian meeting to keep them informed about their child's academic progress. Further Enterprenuership provided to explore placement cell and to develop soft skills,

communication and overall grooming of the students in order to provide growth and successful career ahead.

Governance, Leadership and Management

Acropolis Institute of Management Studies and Research (AIMSR) stands out as a leading institution known for its excellence in management education. Central to the Institute's success is its robust financial management, particularly in the effective mobilization and optimal utilization of resources and funds.

Mobilization of Resources and Funds

AIMSR has developed a strategic approach to securing funds from diverse sources, including government bodies, non-governmental organizations (NGOs), and private sector partners. The Institute actively seeks grants and funding opportunities from government schemes that support educational infrastructure, research, and academic programs. Leveraging strong industry connections, AIMSRS secures sponsorships and donations, driving its growth and development.

One key strategy is proactive engagement with corporate entities through Corporate Social Responsibility (CSR) initiatives. By aligning its educational projects with the social and developmental goals of these corporations, AIMSRS effectively taps into CSR funds to support student scholarships, research, and community outreach programs. Alumni contributions also play a significant role in funding scholarships, infrastructure improvements, and other academic initiatives.

Optimal Utilization of Resources

AIMSR's financial management is grounded in the strategic allocation of resources. The Institute follows a carefully planned budgeting process that prioritizes areas such as infrastructure development, faculty recruitment and development, research, and student support services. This approach ensures that AIMSRS continuously enhances its academic offerings and supports the holistic development of its students.

To maximize resource impact, AIMSRS regularly monitors and evaluates financial expenditures. Budgets are systematically aligned with the Institute's strategic goals, ensuring that every expenditure contributes to its mission of delivering quality education and fostering research excellence.

Regular Financial Audits

Transparency and accountability are central to AIMSRS's financial management. The Institute conducts regular internal and external financial audits to ensure compliance with statutory requirements and best practices. Internal audits, carried out by the finance team, monitor transactions, ensure policy compliance, and identify areas for improvement. External audits, conducted annually by independent firms, also provide an objective assessment of the Institute's financial health, verifying the accuracy of financial statements and ensuring regulatory compliance.

AIMSR's strategic approach to resource mobilization and utilization, coupled with rigorous financial audits, ensures the Institute's financial robustness.

Institutional Values and Best Practices

AIMSR is committed to fostering a supportive and inclusive environment through various initiatives that promote gender equity, mental wellness, academic excellence and career development.

Gender Equity and Sensitization (NAAC Criteria 7.1.1): AIMSRS ensures gender equity by maintaining a balanced enrollment of women, implementing safety measures like CCTV surveillance and women security guards, and offering counseling services. Gender sensitization workshops are regularly conducted, and facilities like the Girls Common Room, a daycare center, and a Faculty Club contribute to a supportive environment.

Inclusive Environment (NAAC Criteria 7.1.4): AIMSRS promotes tolerance and harmony through diverse initiatives that embrace students' socio-economic backgrounds. Support structures such as grievance and women's cells, hobby and sports clubs, and activities like cultural festivals and industrial visits celebrate diversity. Financial aid and skill development programs ensure that education remains accessible to all, enhancing employability and nurturing socially conscious individuals.

Best Practice:

Acro-Care

Acro-Care is AIMSRS's initiative to promote mental wellness, offering a safe space for discussing emotional concerns, psychological assessments, and counseling. The program includes one-on-one and group therapy, workshops, and a helpline for scheduling counseling. Acro Care has reached over 560 students and handled 62 counseling cases in 2023-2024, demonstrating its positive impact on the AIMSRS community.

Awards and Scholarships for Students

AIMSRS's awards and scholarships program, established by Shri Ashok Sojatia, recognizes academic and sports excellence while providing financial support to economically disadvantaged students. This initiative promotes meritocracy, boosts retention and graduation rates and supports the development of future leaders.

Institutional Distinctiveness:

- **Career Development:** CDC provides career counseling, skill development and job placement support. The EDC nurtures entrepreneurial talent.
- **Holistic Development through Clubs:** AIMSRS offers both technical and non-technical clubs to foster personal growth, skill development and managerial abilities.
- **Additional Opportunities:** AIMSRS's Placement Cell, IIC and NISP further prepare students for professional success.

Overall, AIMSRS's holistic approach ensures students are well-equipped for both personal and professional success.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACROPOLIS INSTITUTE OF MANAGEMENT STUDIES AND RESEARCH
Address	Acropolis Institute of Management Studies and Research, Indore Bypass, Manglia Square, Indore
City	Indore
State	Madhya Pradesh
Pin	453771
Website	www.aimsr.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ashok Jhawar	0731-4730123	9826824702	-	principalaimsr@acropolis.in
Professor	Gajendra Sirohi	-	9826980249	-	gajendrasirohi@acropolis.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate compressed.pdf
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Madhya Pradesh	Devi Ahilya Vishwavidyalaya	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
BCI	View Document	12-07-2024	2025	under process
AICTE	View Document	09-05-2024	2025	validity

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	Acropolis Institute of Management Studies and Research, Indore Bypass, Manglia Square, Indore	Rural	6.83	12307

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,Management,	36	Higher secondary	English + Hindi	360	357
UG	BCom,Commerce,Tax Procedure	36	Higher secondary	English + Hindi	60	21
UG	BCom,Commerce,	36	Higher Secondary	English + Hindi	60	18
UG	BCom,Commerce,Computer Application	36	Higher Secondary	English + Hindi	60	36
UG	BCom,Commerce,Honours	36	Higher secondary	English + Hindi	60	50
UG	BSc,Biosciences,Biotechnology Chemistry Computer Science	36	Higher secondary	English + Hindi	60	40
UG	BSc,Biosciences,Pharmaceutical Chemistry Chemistry Biotechnology	36	Higher Secondary	English + Hindi	60	40
UG	BSc,Biosciences,Biotechnology Chemistry Microbiology	36	Higher Secondary	English + Hindi	60	40
UG	BCA,Computer Science,	36	Higher Secondary	English + Hindi	60	58
UG	BSc,Computer Science,M	36	Higher Secondary	English + Hindi	60	14

	Mathematics Statistics Computer Science					
UG	BSc, Computer Science, Computer Science	36	Higher Secondary	English + Hindi	60	10
UG	BA, Humanities, Economics English Psychology	36	Higher secondary	English + Hindi	60	0
UG	BA, Humanities, History Sociology Political Science	36	Higher Secondary	English + Hindi	60	42
UG	BA, Humanities, Honours Economics	36	Higher Secondary	English + Hindi	60	36
UG	BA LLB, Law, Honours	60	Higher secondary	English + Hindi	120	40
UG	BBA LLB, Law, Honours	60	Higher secondary	English + Hindi	120	35
PG	MCom, Commerce, Commerce	24	Graduation	English + Hindi	30	2
PG	MSc, Biosciences, Biotechnology	24	Graduation	English + Hindi	30	18
PG	MSc, Computer Science, Computer Science	24	Graduation	English + Hindi	30	9
PG	MA, Humanities, English	24	Graduation	English + Hindi	30	4

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	7				7				59			
Recruited	4	3	0	7	1	6	0	7	9	50	0	59
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						30
Recruited	10		20		0	30
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				5
Recruited	2	3	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	3	3	0	1	6	0	3	20	0	36
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	0	6	29	35
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	408	15	0	0	423
	Female	397	13	0	0	410
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	7	15	17
	Female	8	15	10	8
	Others	0	0	0	0
ST	Male	0	2	4	5
	Female	1	3	4	1
	Others	0	0	0	0
OBC	Male	105	65	100	164
	Female	79	65	77	104
	Others	0	0	0	0
General	Male	135	147	137	161
	Female	140	160	181	148
	Others	0	0	0	0
Others	Male	0	2	0	0
	Female	0	1	1	0
	Others	0	0	0	0
Total		474	467	529	608

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Acropolis Institute of Management Studies & Research (AIMSR) is affiliated with DAVV, Indore, and follows a curriculum designed by the university. The institute already facilitates multidisciplinary and interdisciplinary courses as offered by DAVV. AIMSR offers multidisciplinary programs across diverse fields, including commerce, science, humanities, biosciences, law, and computer applications. The curriculum incorporates internships, field programs, and community engagement to provide practical exposure. In addition to the core curriculum, the institute offers various certificate programs, such as Communication Skills and MS Excel, tailored to meet industry demands and enhance students' employability.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Madhya Pradesh has begun implementing the National Education Policy (NEP) across various programs, and the process is being gradually expanded. Acropolis Institute of Management Studies & Research (AIMSR) is prepared to adopt the Academic Bank of Credits (ABC) system in alignment with government policy. AIMSR is actively spreading awareness about the ABC system among students and faculty as an essential component of the NEP. The affiliating university provides a locker system—a digital repository for maintaining students' academic records. Students can access and manage their digital data through the MP Online portal.</p>
<p>3. Skill development:</p>	<p>In alignment with the National Education Policy (NEP), the institute has initiated Skill Development Programs by conducting workshops aimed at enhancing students' marketable skills and providing skill-based education. To foster values and community engagement, the institute celebrates various national and international days, as well as festivals, with active student participation. Additionally, the institute offers a range of certification programs for both undergraduate and postgraduate students, further enriching their educational experience and preparing them for the demands of the modern workforce.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The curriculum for both UG and PG programs at our institute includes courses that integrate cultural studies and practices. The "Consumer Behavior" course in the BBA program, for example, explores</p>

	<p>human culture and practices as they relate to consumer actions. Similarly, "Business Organization and Communication" delves into business ethics, addressing cultural norms and practices within the business context. In the M.Com I semester, the "Business Environment" course examines the socio-cultural aspects of the business environment. Additionally, Indian language Hindi is compulsory in all undergraduate programs, emphasizing the Indian knowledge system with a special focus on teaching in Indian languages and preserving cultural heritage.</p>
5. Focus on Outcome based education (OBE):	<p>The institute has already implemented an outcomes-based education system, where the syllabus and examinations are designed with a focus on specific learning outcomes. Well-defined course outcomes and program outcomes are made readily available to both students and teachers. These outcomes are prominently displayed on the institute's website, across the campus, and are also included in MST papers to ensure clear communication and alignment with educational goals.</p>
6. Distance education/online education:	<p>The institute serves as a Nodal Centre for SWAYAM and NPTEL, providing students with the opportunity to complete various certification programs through online platforms. This initiative enables students to enhance their skills and knowledge by accessing high-quality courses and certifications, further supporting their academic and professional development.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Literacy club has been set up in college in 2023 to aware students about the important of vote & ensure hundred percent participation of public in election.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>The Electoral Literacy Club (ELC) has been set up in the institution in 2023, which is functioning well with proper coordination of faculty members and students as well. The committee comprises of chairperson, Dr. Ashok Jhavar, Principal of Acropolis Institute of Management studies & Research, Indore, and Dr. Lalit Kumar Dubey is working as Faculty Coordinator. Student co- coordinator are Mr.Shivam Aswani, Kalpana Jaiswal and Mr. Dhananjay Yadav</p>

	regular students of B.Com I year for session 2023-24.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. Right to Vote of youth who are studying in the college have been aware by faculty members time to time during teaching in the class. Right to Vote Awareness in the Nirashrit Sewashram and in Devguradiya nearby villages. Right to Vote - Drawing Competition to School students is organised by college. Participation in seminar held at collectorate Indore addressed by Collector Indore Shri Asheesh Singh, IAS by faculty coordinator Dr. Lalit Kumar Dubey and Student coordinators</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC Club will organize poster making, essay writing and slogan writing competition, which encourages youth regarding the power of vote. 1. Awareness program on the subject of compulsion to vote by the people Under the National Voter Awareness Programme. 2. Speech competition on voter awareness : Under the National Voter Awareness Programme, Speech competition on voter awareness was organized for the students. 3. Slogan writing – My vote is my life Under the National Voter Awareness Programme, organized Slogan writing – My vote is my life for the students. 4. Under ELC Institute organized Lecture and Essay Writing Competition on Compulsory Voting for all. 5. organised a mass rally The Institute recently organised a mass rally to raise awareness about as part of Systematic Voters’ Education and Electoral Participation as per (SVEEP) initiative.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>College continuing organizing electoral literacy program for awareness of students. College conducted various program in surrounding area with self initiative, college also organized rally, essay righting competition and other program as per instruction of district collector.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1840	1461	1310	1321	1190
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 110

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
72	69	62	57	50

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
700.30	1115.92	222.90	124.81	154.03

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The Acropolis Institute of Management Studies and Research (AIMSR) is dedicated to upholding high standards in curriculum planning and delivery through a structured and documented approach. This involves integrating an academic calendar with continuous internal assessment to support effective teaching and learning.

- **Institute Calendar Formation:**

At the start of each academic year, AIMSIR develops a detailed academic calendar that aligns with both government regulations and the affiliated university's requirements. This calendar is meticulously reviewed to include all critical dates such as academic terms, public holidays, examination schedules, and faculty development activities. It incorporates semester dates, breaks, co-curricular events, and special academic sessions, providing a comprehensive view of the academic year. By planning ahead, AIMSIR ensures that all stakeholders have a clear and organized schedule.

- **Subject Allocation and Load Distribution:**

After finalizing the calendar, faculty members complete subject choice forms that reflect their preferences and expertise. Subjects are then allocated to faculty based on these inputs and their qualifications. This careful allocation ensures that each course is taught by well-qualified and experienced instructors. AIMSIR also creates a faculty-wise load chart to balance teaching responsibilities. This chart distributes theory classes, practical sessions, and tutorials evenly among faculty, preventing any instructor from being overburdened.

- **Timetable Preparation and Communication:**

Following subject allocation, AIMSIR prepares a timetable that takes into account the availability of classrooms, laboratories, and other resources. The goal is to optimize resource use and integrate all classes and sessions smoothly within the academic year. The finalized timetable is shared with students through multiple channels, including online portals, email notifications, and physical notices. This ensures that students are informed about their schedules and any changes. The Heads of Departments (HODs) and the principal oversee the timetable's implementation, regularly checking for compliance and

addressing any issues.

- **Comprehensive Internal Assessment Framework:**

AIMSR employs a multifaceted internal assessment framework to thoroughly evaluate students' learning outcomes. This framework includes written assignments, quizzes, oral presentations, group projects, and class participation. By using diverse assessment methods, AIMSR measures various aspects of student performance, including understanding of course material, critical thinking skills, practical application, and overall engagement. This approach provides a well-rounded evaluation of students' abilities.

- **Technology-Enabled Assessment Process:**

To improve efficiency and accuracy in assessments, AIMSR leverages advanced technological tools and platforms. These technologies streamline the administration of assessments, grading, and the secure maintenance of student records. Technology also facilitates quick and constructive feedback, allowing students to receive timely results and track their performance. This prompt feedback helps students address issues and enhance their learning outcomes effectively.

- **Regular Review and Evaluation:**

AIMSR employs a continuous quality improvement approach by conducting regular reviews and evaluations of its curriculum and delivery methods. This involves assessing the effectiveness of academic processes and identifying areas for improvement. Feedback from students, faculty, and other stakeholders is analyzed to pinpoint strengths and weaknesses. Based on this feedback, AIMSR updates policies, refines practices, and implements necessary adjustments. This ongoing refinement helps maintain high academic standards and ensures an excellent learning experience for students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 73

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
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1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 84.02

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1694	1494	1261	641	894

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

At the Acropolis Institute of Management Studies and Research (AIMSR), we follow the curriculum established by DAVV University while striving to provide a well-rounded education that extends beyond traditional academics. Our approach integrates critical cross-cutting issues and promotes inclusivity, supporting holistic student development. We focus on value-based education across various activities to ensure that students acquire not only academic knowledge but also essential life skills and values for their personal and professional growth.

1. Gender Issues:

- **Empowering Women and Promoting Equality:** AIMSIR is committed to advancing gender equality and empowering women, which is crucial for creating a more inclusive society. We address significant topics such as the gender pay gap, women's roles in leadership, and gender diversity in the workplace. This focus not only raises awareness but also contributes to positive societal change.
- **Building Confidence and Respect:** We offer opportunities for female students to identify and develop their strengths, boosting their confidence and self-esteem. At the same time, male students are educated on the importance of respecting and understanding women, promoting a culture of mutual respect and support.

2. Professional Ethics:

- **Ethical Leadership and Decision-Making:** Our curriculum covers advanced topics such as ethical leadership, decision-making in complex environments, and the role of ethics in corporate strategy.
- **Integration Across Disciplines:** Ethics are incorporated into various subjects, including Political Science and Commerce, ensuring that students understand ethical principles and their applications in different contexts.
- **Expert Sessions and Guest Lectures:** We regularly organize expert sessions and guest lectures to expose students to real-world examples and industry perspectives. These sessions enhance theoretical knowledge and provide practical insights into ethical practices in professional settings.

3. Environmental and Sustainability Issues:

- **Sustainable Business Practices:** Our curriculum highlights the importance of sustainable business practices and environmental governance, emphasizing the connection between business operations and environmental concerns. This prepares students to be responsible leaders who integrate sustainability into their professional practices.
- **Financial Decision-Making and Sustainability:** We explore how environmental considerations can be incorporated into financial decision-making, underscoring the importance of sustainability in business strategies for long-term profitability and environmental protection.
- **Holistic Understanding of Environmental Issues:** Students examine the social, cultural, and economic dimensions of environmental challenges, gaining a comprehensive view of sustainability. This helps them understand the broader implications of their decisions on communities and societies.

4. Human Values:

- **Values-Based Education:** AIMSIR integrates human values into courses on sustainable practices and environmental governance, focusing on personal development, self-awareness, and well-being. This approach supports both academic and personal growth.
- **Emphasizing Core Values:** We stress the significance of integrity, empathy, and

effective communication in leadership. These core values are crucial for ethical leadership and for fostering trust, collaboration, and meaningful contributions to society.

- **Personal Development and Reflection:** By merging discussions on personal growth and well-being with academic content, we encourage students to reflect on their values, beliefs, and goals. This holistic approach aims to develop well-rounded individuals who are not only proficient professionals but also compassionate and ethical leaders.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 89.78

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 1652

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 48.58

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
866	608	529	467	474

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1440	1350	1110	1080	1080

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 42.28

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
450	285	191	155	200

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

2023-24	2022-23	2021-22	2020-21	2019-20
720	675	555	540	540

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 25.56

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The academic plan of Acropolis Institute of Management Studies & Research, Indore is student-centric. Various methods of experiential and participatory learning, as well as problem-solving methodologies, are implemented to make sure that students are dynamic participants than passive listeners in the teaching-learning process. The college endeavors to make teaching learning as a two-way process and student-centric by encouraging the students to participate in the teaching-learning activities wholeheartedly. The college has adopted various student-centric teaching-learning and pedagogical methods for enhancing the learning levels of the students. In regular classroom teaching, teachers employ experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project works, survey methods, case study, field visits, field projects, review of books, Newspaper analysis and research papers.

Experiential learning: The teaching faculty of the college promotes experiential learning method. The main objective of this method is to enhance and develop experimental learning approach amongst the students.

The following measures are in operation to enhance the learning experience of the students:

- The Values based add on course provides a variety of choices for students for upgrading and enhancing their knowledge.
- Students of various programmes undergo mandatory internship/Field project/Community Engagement programmes as part of the curriculum.
- Periodic guest lectures, conferences, orientations, Industrial visit, workshops, seminars, exhibitions etc.
- Career development cell of Institute imparts training for placements & competitive examinations.
- National Service Scheme (NSS)& student driven clubs inculcate leadership and life skills among students.
- The institute IQAC has been involved in orienting, sensitizing and empowering young minds towards gender issues and equity.
- The Library contains sections such as Book Bank, Competitive Exam section, Maps, Audio / Video facility, Project etc. Online Public Access Catalogue (OPAC) is also available for the users apart from ICT enabled access to library resources.

Participative Learning: This is the best student-centric learning method, in which students actively participate in activities such as:

- Class seminars/workshops/conclaves,
- Group discussions,
- Case study
- Field visits/Industrial visits/Survey projects etc.
- Research projects
- Internships
- Participation in debates,
- Questioning method/Quiz method,
- Role-playing method/Acting out method
- Drama/Mimes/Nukkad Natak, etc. are being practiced in the college.

Problem Solving Method:

In order to develop and enrich students creativity, decision-making ability, critical thinking, reasoning power, the college has adopted this method. Subjects like Mathematics, Statistics, Physics, Chemistry, Economics, Accountancy, Computers and Psychology are explained using this method successfully for enhancing the learning experiences of the students.

- **Outreach activities are offered to develop human values, ethics and leadership qualities among the students such as:**
- NSS/ NCC camps
- Skill-Based Courses/Value Added Courses
- Yoga and sports for physical and mental health
- Entrepreneurship development programmes
- Cultural events
- Personality and soft skill development programme.

The college gives priority to the holistic development of the students outside the classroom through co-curricular, extra-curricular and field-based activities. In order to pursue the interest in their field of specialization, student's forum and committees are functional. Some of the committees like Cultural Committee, Sports Committee, Alumni Committee, Library Committee, Placement Committee etc. are having student representations and participation.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years**

Response: 86.35

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

2023-24	2022-23	2021-22	2020-21	2019-20
93	83	75	58	50

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 51.61

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
37	35	33	29	26

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The evaluation criterion at Acropolis Institute of Management Studies & Research is meticulously designed to ensure fair, transparent and comprehensive assessment of students' academic performance. Institutes examination committee rigorously involve overall assessment process. Following is a breakdown of the evaluation process:

Evaluation Components: Students are evaluated through both internal and external assessments, as per the guidelines laid down by the Deptt. Of Higher Education, Bhopal & Devi Ahliya University, Indore. The internal assessment includes mid-session examinations and continuous assessments. The weightage yearly pattern is 30% for internal assessment and 70% for external theory examination while in case of semester pattern it is 20% for internal and 80% external assessment respectively. Practical examination of respective subject are conduct by external appointed by University. Teacher ensure that student is aware about evaluation criteria. Assignment and test are regularly conducted and student are given opportunity to improve their performance. Student are informed at beginning of session for internal assessment program of institute. Evaluation schedule is mentioned in academic calendar of institute. Student examined by faculty through internal component & theory exam by University.

Mid-Session Examinations: These examinations are conducted midway through the session for both yearly and semester courses. The examination process follows a well-defined system, starting from pre-examination procedures to post-examination processes. A well-defined examination time table were displayed on notice board one week prior to examination. Question papers are set by course faculty, and multiple copies are prepared by the Exam Committee. Answer sheets are collected and evaluated, with marks recorded and displayed for students' reference. Transparent mechanism of examination system is adopted by institution.

Continuous Assessments: Faculty members decide the continuous assessment components, which may include assignments, presentations, quizzes, group discussions, take-home assignments, projects, case studies, role plays, and viva sessions. Teacher select any of teaching mode as per need & interest of students. Teacher examine students' performance and award grade/ marks as per their performance . Teachers are provided freedom to select continuous assessment mode. Students are evaluated based on their participation, performance, and understanding of the subject matter. Mode of continuous assessment are selected by respective department as per need of students.

Final Internal Assessment: Marks obtained from internal assessment tests, presentations, assignments, and other continuous assessment components are consolidated by Class Coordinators and submitted to the Exam Committee for tabulation. Collected marks is duly check by subject teacher before submitting to class co-ordinator. These marks displayed to students. Finally the marks are submitted to affiliating University

Grievances Redressal: An Exam Grievance Redressal Committee is established to address any grievances related to mid-session exams or continuous evaluation. The committee, comprising the Principal and HODs, is committed to resolve genuine grievances raised by students. Students with valid medical or sports-related reasons for absenteeism during exams can apply for re-evaluation or re-exams, subject to approval by the committee.

Overall, the evaluation process ensures transparency, fairness, and accountability in assessing students' academic performance, with mechanisms in place to address any grievances or exceptional circumstances that may arise.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Acropolis Institute of Management & Studies Research, Indore

Vision: To be an internationally recognized value-based Institute through its quality conscious approach to education, research, entrepreneurial wisdom, skill development initiatives and encouraging innovation for social transformation.

Mission:

- To make the students employable through value addition and skill development courses in association with topmost organizations of the country.
- To develop an entrepreneurship ecosystem so that students can become job creators
- To promote meaningful research among students and faculty members to address local, national and global issues.
- To sensitize the students towards social responsibilities and inculcation of ethical practices and life skills..
- To encourage technology-based pedagogy which develops analytical skills and out of box thinking.
- To develop and implement a connectivity of cooperation between industry and academia.

Programme Outcomes (PO) were formulated reflecting the Vision, Mission and Strategies of the College and the UGC guidelines on Graduate Attributes. While formulating POs, the College considered academic excellence, research potency, scope of extension activities, human values, livelihood generation, and recent trends in the job markets. The suggestions of the alumni and other stakeholders were also taken into account. The entire curricula were restructured and the assessment pattern were modified in consultation with experts. The students were enlightened with the PO pattern through the College Website, Digital Board, Handouts and orientation by the concerned course teachers.

The Programme Specific Outcomes (PSO) are designed by the concerned Departments with the vision, mission and scope of the programme.

The Course Outcomes (CO) are formulated by the Department in consideration with the course teachers and with expected cognitive, effective and psychomotor learning levels.

The Outcome Based Education (OBE) module consists of Topics (units), Hours needed to handle those Units, Books for Study and Reference, Teaching Methods, Course Outcomes, and Mapping of COs with PSOs and POs. Attainment of COs and POs are measured at different stages of the programme: the

Course Outcomes are assessed at the completion of each course and the Programme Outcomes are measured at the time of completion of the programme.

The College follows the Choice Based Credit System (CBCS) to widen the teaching and learning activities by which students have the flexibility to opt for courses of their choice. The curricula under CBCS have been strengthened with the introduction of OBE and the courses have been reinforced with desirable outcomes. Evaluation system has been modified to evaluate the courses with respect to the desirable outcomes.

OBE helps the learners to achieve higher order learning levels based on Revised Bloom's Taxonomy, master the courses, and develop different skills as expected in each course. Moreover, it inculcates employability and entrepreneurial skills in the students.

OBE enriches the courses offered in each programme, equips the teachers with knowledge and skill, and, empowers the learners with attainable outcomes of the programme. It develops the optimistic attitude in the learners towards vertical development in their future endeavor

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Programme Outcomes (POs) and Course Outcomes (COs):

- **POs** represent the overall learning objectives of an educational program. They reflect the knowledge, skills, and attributes that students should acquire during their course of study. Program outcomes are statements that convey the intent of a program of study. Specifically, they describe what a student should know or be able to do by the end of the program. These outcomes represent the knowledge and skills students will have obtained upon receiving their intended degree.
- **COs**, on the other hand, are specific learning outcomes for individual courses. They describe what students should be able to do at the end of a particular course. Course outcomes are specific statements that describe what students will be able to do when they successfully complete a learning experience, whether it's a project, course, or program. These outcomes are always written in a student-centered, measurable fashion that is concise, meaningful, and achievable.

Evaluation Methods:

1. Direct Assessment Method:

- **COs Evaluation:**
 - Direct assessment involves evaluating COs based on student performance in class, assignment tests, internal assessments, and semester examinations.
 - COs are mapped against specific questions or tasks within a course.
 - Faculty analyze CO performance and document the results.
 - The average of 80% from university examinations and 20% from internal examinations contributes to CO evaluation.
 - Attainment is calculated on a 3-point scale (e.g., 1, 2, 3).
 - Other methods include:
 - **Viva-Voce:** Subject teachers evaluate students during practical classes, assessing knowledge and critical thinking.
 - **Project Work:** Students plan, execute experiments, analyze data, and deliver results.
 - **Attendance and Practical Record:** Weightage given for attendance and well-maintained lab records.
- **POs Evaluation:**
 - Similar to COs, POs are evaluated using direct assessment.
 - Faculty assess POs based on student performance.
 - The combination of direct and indirect assessments determines the final evaluation.

Computation of Attainment:

- For COs in a course:
 - Direct Attainment of COs = 80% (University Examination) , Indirect CO Attainment =20% (Internal Examination)
 - Attainment of COs=70% Direct CO Attainment+30% Indirect CO Attainment
- For Pos in a program:
 - Evaluate attainment based on 80% direct assessment and 20% indirect assessment.

Attainment of COs is based on continuous internal assessment and external examinations. COs are mapped with POs in Matrix form. Correlation levels 1, 2, 3 are defined as low, Moderate, & High, respectively. A blank cell represents there is no correlation. The target level and level of attainment for any subject will be based on the previous year's attainment and finalized by the concerned subject faculty. The attainment method incorporates the knowledge of the students assessed through various assessment tools during the session. Also, the learning of the students through certification courses, field projects etc. are a part of this attainment process. The attainment of course outcomes is computed by all faculty members for their respective courses through separate working in the direct and indirect methods. In the end of the semester/year, the HoD of each program collects this information from the subject faculty to prepare a summary sheet of CO-PO attainment.

File Description	Document
Upload Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 89.73**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
401	309	334	351	308

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

2023-24	2022-23	2021-22	2020-21	2019-20
419	415	362	366	336

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

File Description	Document
Upload database of all students on roll as per 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 in the institution during the last five years (INR in Lakhs)

Response: 9.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
9.25	0	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The institute has created an ecosystem for Research and Innovation by recruiting & developing desirable human resources, taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure. The details are as under:

1. Ecosystem for Research: The research policy of the institute is designed as a general framework within which all the research activities of faculty and students may be carried out. The policy aims to create and nourish a research culture among the faculty members and students, with a view to enrich the professional competence of the faculty, to develop and promote research aptitude of learners, and to create a conducive environment for research activities in the college.

2. Ecosystem for Innovations and IPR: The College has created an Entrepreneurship Development Cell (EDC) and Institutional Innovation Council (IIC) for promoting innovation, IPR and entrepreneurship

activities. The formation of IIC is as per the guidelines of MHRD & AICTE. Entrepreneurship Development Cell, Acropolis, Indore is a student-driven body which promotes entrepreneurship among the future change makers under the guidance of the faculty conveners. It encourages Entrepreneurial spirit among students through various sessions, competitions and other interactive events that provide a platform for budding entrepreneurs to display their talents, skills and ideas. It backs up as a next step for the students who need a team and support to start their own ventures and startups, but have little idea from where and how to start. IPR Awareness Seminars are also held every year and even during the Covid-19 Pandemic, it was held virtually.

3. Ecosystem for Indian Knowledge System: The institution has always imbibe Indian Knowledge System into all areas of learning and activities. The curriculum includes studies into the rich cultural heritage of India, historical perspective through the History Discipline, the political thought through the Political Science and the physiological aspects through Psychological studies. And of course, the economic landscape of India in the past through the various subjects under Commerce and Economics and contribution of Indians in the field of mathematics Physics and Computer Science. Languages are rich sources of knowledge and as such fluency in Hindi gives insight into the Indian Knowledge system. Participation in various inter-college activities, study tour, projects, NSS activities, celebration of nationally significant days/events etc. are also helpful in learning the rich cultural heritage of India.

4. Ecosystem for Transfer of Knowledge: The Institution provides an active environment for promotion of Innovation and Incubation. All required facilities are provided and guidance is extended to the students. Students are encouraged to be actively involved in the application of technology for societal needs. In this regard awareness meets, workshops, seminars, guest lectures and industry visits are organized. Students are provided opportunities to directly interact with outstanding experts excelling in their field.

5. Incubation Centre: To create an ever-evolving ecosystem of start-ups and entrepreneurs, we establish incubators Centre. These Centre aim to foster and support world class innovation, dynamic entrepreneurs who want to build scalable and sustainable enterprises.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 52

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	14	13	10	9

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.55

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
9	13	14	14	10

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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: 0.21**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	5	5	7	3

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

College believes that education should extend beyond the classroom walls and have a positive impact on the community. It is committed to instilling a sense of social responsibility in students, as a reason of which, it actively engages with the local communities. The college's dedication to outreach and social extension programs reflects its core values and belief that students, faculty, and staff can make a meaningful difference in the world. The college carries out extension activities at two levels: College-level & Departmental-level College-Level

The NSS unit began its operations in the College in 2017. Since then, it has been helping the students of the College to move into a process of self-learning by encouraging them to share their own experiences through discussions, field work, camps, community engagement services etc. The NSS comprises of both male and female student-volunteers. It helps students to create awareness and serve the community through various development and extension programmes. These are :

- The NSS unit created awareness to save water on world water day, save electricity, to be vegan, and conducted tree plantation drives that were carried out successfully. The awareness was created with the help of seminars, competitions, etc.
- College collaborated with Environmentalist Foundation of India (EFI) to carry out social outreach programmes to help the underprivileged section of the society. Volunteer staff and students of

NGO and college collected clothes and books for donation. The donors were gifted plants in order to encourage them for further donations. E-waste was also collected for proper disposal as a purpose to save environment.

- Constitution Day, Jayantis & Punyatithis of National Leaders, National Unity Day, Sadbhavana Din etc. are also celebrated. Tree plantation drives and Blood donation drive, eye checkup camps are conducted on a regular basis, every year.
- The Institute has formed a Rotaract Club of Acropolis Royals through which the students perform various activities for the betterment of society.
- In collaboration with ASRA NGO, Dewas, the students met ASHA workers at Dewas and Indore to learn about their contribution to the society in health and education. The students also learnt the same with SEVA Bharti, Dewas. NSS students also reached the government schools in Manglia for sessions on puppet show, oral and menstrual hygiene, fun activities etc.

Institute commitment to social extension has empowered countless students to develop a deeper understanding of the world around them. It has taught them the value of giving back to society and working towards a more equitable and just world. These activities have brought the diverse student body together, forging bonds of friendship and camaraderie that transcend cultural and social boundaries. The impact of the college's social extension activities extends beyond the campus. It has reached out to local communities, lending support to various causes and organizations, and making a real difference in the lives of those in need. Whether it's educational outreach, environmental initiatives, or humanitarian efforts, the college has proven time and again that it is a force for positive change.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Acropolis Institute of Management Studies and Research is committed in providing top-tier education to students, shaping the future leaders of the country. The institute has been recognized with numerous awards from various government and government-recognized bodies for its exceptional contributions to education.

The Center for Entrepreneurship Development Madhya Pradesh (CEDMAP), Indore, has honored the institute with a letter of appreciation for its support and contributions to various programs. Additionally, Udaan Rural & Urban Development Society has acknowledged the institute's collaborative efforts, hard work, dedication, and cooperation in conducting social welfare programs in the rural areas of Village Sanawadia near Devguradia.

Shri Seva Bharti Shiksha Samiti has recognized and appreciated the collaborative efforts of Acropolis Institute and its Biotechnology students in conducting social welfare activities in underserved

communities of Dewas and Indore. Similarly, ASRA Samajik Lok Kalyan Samiti has praised the institute for its dedication, hard work, and cooperation in social welfare programs in the rural areas of Dewas. The institution's contributions have significantly benefited village communities in areas such as health and hygiene, child education, antenatal care, routine immunization, and dairy farming.

Furthermore, the institute has received recognition from Gram Panchayat Manglia for conducting a hygiene program aimed at improving overall health and well-being. This recognition also extends to their efforts in organizing free dental checkups, facilitated by an expert panel of dental professionals.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 42

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	7	9	0	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 35

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The Institute boasts a comprehensive and well-structured campus designed to support a robust teaching-learning environment and the overall development of its students. Here's a detailed breakdown of the campus facilities:

Campus and Security

- Campus Size: Spread over 27,640.03 square meters with a built-in area of 12,307 square meters.
- Security Measures: Main entrance barrier with a guard, CCTV cameras in all classrooms, library, labs corridors and the entire premises. 2 male and 2 female guards take continuous rounds into the campus.

Classrooms and ICT Facilities- There are an adequate number of classrooms:

- Classrooms: 40 classrooms, 30 of which are equipped with ICT facilities including:
 - Desktop computers
 - LAN connectivity
 - Wi-Fi high bandwidth coverage
 - LCD projectors and screens
 - Microphones
 - Synthetic boards and markers

Teaching Resources: Access to online materials, videos, animations, subscribed research articles, presentations, and demonstrations. Facilities for faculty to connect laptops to projectors for in-class use of e-resources. Get it connected with the LCD projectors and access subscribed articles, learning videos and e-resources in the class for ready reference.

Laboratories- The Institute has excellent laboratory facilities for hands-on experience of students. A wide spectrum of 8 laboratories are operational in the Institute

- Number of Labs: 10 (Biotechnology, Microbiology, Instrumentation, Chemistry, Physics and 5 Computer labs,)

- Safety Protocols: Strict enforcement of safety protocols, availability of immediate medical attention, safety manuals, Wi-Fi access, security provisions, and updated logbooks.

Advisory and Seminar Rooms- For conducting various activities for the holistic development of its learners, various departments also have:

- Advisory Rooms: 2 rooms.
- Seminar Halls: 2 halls equipped with:
- Overhead/LED projectors and screens
- Interactive panels
- Graphical tablets
- Internet facilities
- Amplifiers and sound systems

Uses: Teachers can conduct Interactive online sessions, special lectures, video conferences, and seminars. For conducting various activities for the holistic development of its learners, various departments also have Auditoriums.

Number of Auditoriums: 2, spacious, well-equipped, and ventilated.

Library- the Institute has a well-equipped Library with

- Central library and departmental libraries.
- Seating Capacity: 200 readers.
- Resources: Books, journals, magazines, national and international reports, periodicals, and other reading materials. E- Library is also there.

ICT Cell and Computing Facilities

- ICT Cell: Full-fledged laptop/desktop servicing and repairing department. The ICT cell to address any hardware/software issues on a short notice.

Computing Labs: 5 Computer labs for different departments with desktops, licensed software for simulations, coding assignments, projects, and research work.

MP online (kiosk) facility also available for students in the premises to fill E pravesh admission form, examination form etc.

Sports and Recreation

- Indoor: 1 indoor sports complex and yoga center.
- Outdoor: Facilities for cricket, football, kho-kho, and other outdoor games.

Common Rooms

- For Students: Separate common rooms for girls and boys.
- AIMSRS ensures that its facilities are geared towards providing a holistic educational experience, with a strong emphasis on both academic excellence and extracurricular development.

2 Canteens are available into the campus for students and faculty members. The food quality is regularly checked by faculty committee.

Transportation facility is available for all students and faculty members.

File Description	Document
Upload Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 36.32

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
144.33	683.39	11.65	1.37	1.24

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Library of the Institute stands as a cornerstone of the institute's commitment to academic excellence and comprehensive learning. It is meticulously well-stocked and regularly updated to keep pace with the changes and advancements in the curriculum and learning processes. Currently, the library boasts an impressive collection of 15557 books, which includes a diverse range of textbooks, reference books, and general literature, all selected to meet the diverse academic requirements of the students and faculty.

In addition to its vast collection of books, the library subscribes to six prestigious academic journals, ensuring that both students and faculty have access to the latest research and developments in their fields of study. Furthermore, it provides eight magazines and eleven newspapers, comprising five Hindi and six English dailies, to cater to the varied informational and recreational reading needs of its users.

There are 1 central library and 3 departmental libraries in the campus which are open from 8:30 am to 5 pm. The space of the Library is designed to foster a conducive learning environment. All libraries have in all total seating capacity for 200 students at a time, allowing for ample space to study, read, and engage in academic discussions. To enhance the learning experience, the library also features an e-library section. This digital extension includes approximately 12 desktops, all equipped with the latest licensed software, antivirus protection, and LAN connections, ensuring seamless and secure access to digital resources. Moreover, photocopying facility is available, for the use of students and faculty members.

In its ongoing efforts to provide extensive electronic resources, the institute subscribes to N-List & manupatra a comprehensive e-resource platform. This platform is extensively utilized by both faculty and students for teaching, learning, and research purposes, offering access to a vast array of digital resources, including e-books, journals, and databases. Moreover, the college facilitates access to the National Digital Library of India (NDLI), a valuable resource that offers a wide range of educational materials. The process of registering all students under the NDLI Club is currently underway, ensuring they can avail themselves of features such as video lectures, lecture notes, books, presentations etc. across various subjects, thereby maximizing their learning potential.

To streamline and enhance library operations, the Institute has subscribed Library Software. This software automates all functions within the library, improving efficiency and accessibility. The automation of these operations ensures that library resources are managed effectively, allowing staff to focus more on assisting users and less on routine tasks.

The library's structured access policies further enhance its usability. Students can access the library according to their allotted schedules as per the timetable, ensuring that everyone gets a fair opportunity to utilize the resources. Faculty members have the flexibility to visit the library during their free periods or extended hours, enabling them to conduct research or prepare for lectures without time constraints.

In conclusion, the Library of the Institute is a dynamic and resource-rich environment that plays a crucial role in supporting the academic growth and research needs of its students and faculty..

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution places a high priority on maintaining cutting-edge IT facilities, recognizing their crucial role in supporting modern educational practices and administrative functions. By frequently updating its IT infrastructure, including hardware, software and networking components. The institution ensures that students and staff have access to reliable and efficient tools for learning, research, and communication.

Highlights of IT Infrastructure of Institute:

Computer Systems : The institute has five computer labs in the campus.

In the academic years spanning from 2019 to 24, the Institute has steadily upgraded its computer facilities across various departments and buildings. Initially, in 2019- 21, a total of 146 computers were deployed, featuring Intel Pentium Dual-Core and Intel Core i3 processors with 4-GB RAM and 500-GB hard disks. Moving forward to 2021-24 , it expanded its computer resources significantly, totaling 206 units. These computers were upgraded to Intel Core i5 processors with varying configurations of RAM,

By 2023-24, the Institute further augmented its computer infrastructure, reaching a total of 386 computers. These included Intel Core i5 processors with 4-GB or 8-GB RAM and 500-GB hard disks, strategically allocated across multiple locations including the central building, department of Computer Science, BBA department and the Law department.

Overall, the Institute's continuous investment in computer technology reflects its commitment to enhance educational resources and technological capabilities across its campus, catering to the diverse needs of its academic departments and student body.

- **Firewall and Server**

Institute works under the centralised surveillance of Acropolis Institute of Technology and Research (AITR) for safety and authentication of the use of firewall resources like Server

Between 2019 and 2022, the Institute upgraded its network security infrastructure to include Sonicwall NSA4600. This system provided robust firewall capabilities and secure network management during this

period. In 2023-24, the Institute further enhanced its network security by transitioning to the Sonicwall NSA5700, which offers advanced features and increased capacity to meet the growing demands of the institution's network environment. These upgrades signify the Institute's proactive approach to maintaining a secure and efficient network infrastructure to support its academic and administrative operations effectively.

- **Internet services and Updation**

From 2019 to 2021, AIMSIR utilized LANs with a 60 Mbps connection provided by Airtel ISP for its network connectivity needs. This setup continued unchanged into 2021-2022, maintaining the same network configuration and ISP service. The consistency in utilizing Airtel ISP and the 60 Mbps LANs over these years underscores the Institute's reliance on a stable and consistent internet service provider for supporting its operational and educational activities.

- **Hardware and Networking**

The institution has 12 laptops and 12 normal printers with 5 printers with scanning facility. Regular upgradation is carried out through purchase of systems with latest configuration.

Most of the classes of institute are equipped with LCD projectors. Besides there are 3 smart classrooms with the facility of smart boards.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 4.77

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 386

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 56.25

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)

2023-24	2022-23	2021-22	2020-21	2019-20
500.16	394.01	186.13	101.65	121.83

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 64.7

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1375	1044	1011	538	640

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 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
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 30.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
1155	398	202	199	202

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for 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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 21.49

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
42	99	132	74	17

5.2.1.2 Number of outgoing students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
401	308	324	351	310

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	2	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities**5.3.1**

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) during the last five years

Response: 23

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	5	3	1	1

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 20.8

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
33	31	21	8	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

Vision of Alumni Association-AIMSR

To engage the Acropolis Alumni community to support and advance the college's excellence.

Mission of Alumni Association- AIMSRS

The AIMSRS Graduates Association cultivates a sense of community and pride that lasts a lifetime. By establishing connections between friends, students, and graduates by AIMSRS. With a reputable, impartial, and cooperative voice, the Alumni Association represents the college and its former students.

The Acropolis Institute of Management Studies and Research (AIMSRS) boasts a vibrant and engaged alumni community, united under the banner of the registered Alumni Association. To promote a sustained sense of belonging to the Alma Mater among the Alumni by being in regular contact with them. To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the Alumni.

At the heart of the Alumni Association's mission is a dedication to the ongoing development and enhancement of the Institute. In order to meet the purpose, the Institute conducted activities mentioned below:

1. On 31st August 2019 at AIMSRS, Indore during 12:00 PM- 3:00 PM conducted by BCA Department wherein 2 talks carried on by Mr. Pravesh Shukla (BirlaSoftware Noida) and Mr. Shashank Jain (Advanz 101 Software Systems) and they enlightened students with alternative career path in CRM software sales and vibrant career in software industry.

2. On 20th December 2023 conducted Smart Class at AIMSRS, Indore at 11 AM conducted by BBA Department wherein BBA Alumni Ms Shivani Pareta and Mr. Vinod Kumawat both working with Delloitte (US) provided important insights about dealing interview and overall placement stages and skill required to avail and optimize career opportunities.

3. On 29th March 2024 at AIMSRS, Indore from 10:30 AM onwards conducted by BCA Department, invited Prithviraj Singh Solanki (Brand Ambassador of AWS Community) who gave advise to focus on practical and theoretical knowledge simultaneously to grow further and to build up bright future.

And the above mentioned activities played pivotal role in shaping the future of their alma mater. This commitment to giving back is deeply ingrained in the ethos of the association, reflecting a shared sense of pride and gratitude for the education and opportunities afforded to its members and serves as a custodian of the institution's legacy, preserving its rich history and heritage for future generations.

In essence, considering the past activities conducted, it is concluded that all the departments of the Institute should unite and participate as a whole rather than conducting department wise so that all students get involved and avail the advantage of conducting the same as the registered Alumni Association of Acropolis Institute of Management Studies and Research stands as a testament to the enduring bond between past and present, embodying the spirit of collaboration, generosity, and lifelong learning. With its unwavering commitment to the advancement of the Institute, the association serves as a beacon of leadership and excellence, guiding the institution towards a brighter and more prosperous

future.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The emblem of the Acropolis Group is *Enlightening Wisdom* which is reflected in all the activities of the Institute. The teaching imparted to the students and the skills provided to the students are useful only when these are used with wisdom, with a sense of belongingness, sense of responsibility and the sense of dedication towards the tasks performed by them whether in their careers or their personal lives.

The Institute envisions that it wishes to become an internationally recognized value based Institute providing quality education. To attain this vision the Institute has taken steps forward and apart from providing education, their competencies are developed by infusing requisite skills.

To achieve the vision through its Mission the leadership focuses on all round development of the Institute to fulfill the aspirations of all of its stakeholders. Various committees comprising faculty members are formed to undertake various academic, co-curricular and extracurricular activities.

*Decentralization:-*In the Institute discipline based departments are established which work under the leadership of HODs. There has been autonomy for the Heads of Departments to recruit faculty members, to conduct various departmental activities, to determine the schedule of internal examination, to enter into the MOUs for the upliftment of academic standards, to run various certification programs etc. There are various committees through which various activities are planned and executed. In some committees students are also included so that they should also learn to work in a team and they be involved in brainstorming and decision making.

NEP implementation: - Madhya Pradesh is the pioneer state of the country which adopted New National Educational Policy (NEP). One entire UG batch has been passed out under NEP. The Institute has successfully implemented NEP. Being a multidisciplinary college, there has never been any problem if students opt the subjects apart from their basic discipline. Various employment-oriented and skill development programs had already been running into the Institute even before the adoption of NEP. So the Institute never faced any problem regarding its implementation.

Participation in the Institutional growth: - The growth of any Institute is reflected by increase in number of admissions, improvement in results, increase in quantity and quality of placements, increase in job oriented number of value added courses and certifications etc. There has been substantial growth in all the aforesaid domains over the number of years.

The institute has a comprehensive strategic plan to raise educational standards in keeping view with its Vision and Mission. It is dedicated to provide the highest quality of teaching, training and research to the

complete satisfaction of all stakeholders. The strategy plan is implemented and periodically evaluated in order to gather input from stakeholders as well as different administrative and academic bodies. The management has plans for adding to and expanding the infrastructure, updating the facilities that are already in place, conducting research and development, and launching new programs.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Our Institute functions under a well defined structure. The Principal is the head of the Institute who is responsible to ensure that the vision of top Management be achieved through the Mission statements. He is responsible for the implementation of various academic and administrative decisions. Various committees, clubs and cells are formed which help in decision making as well as implementation of various activities and tasks which includes Admission Committee, Anti Ragging Committee, Internal Complaint Committee, Placement Cell, Cultural Committee, Sports Committee, Library Committee etc. In some committees students are also the members. All committees do regular meetings with its members and ensure the proper execution of their decisions.

Various policies related to faculty members, staff and students are there like HR Policy, Research Policy, Scholarship Policy, Award Policy etc. These policy documents are circulated to each and every person. The concerned Incharge makes sure that these policies are effectively applicable.

All administrative tasks are performed by administrative staff under the guidance of the Principal. The staff is responsible for maintaining the students' records, including all documents) faculty and other staff service record, Correspondence with various stakeholders like University, Higher Education department etc.

The recruitment, selection, appointment and promotion policies are framed as per the norms of UGC and Devi Ahilya University (the affiliating University). The selections of faculty members are done as per College Code 28 of the University. Apart from this, the general service rules related to the employees are framed by the management at group level which is displayed on the website.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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 of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

At Acropolis Institute of Management Studies and Research, we prioritize the empowerment of our faculty and staff through a robust performance appraisal system. This system is designed to assess and enhance the contributions of both teaching and non-teaching staff, ensuring their professional growth and well-being. The principal serves as the final authority in this appraisal process, ensuring fairness and consistency.

Appraisal of Teaching Staff:-

The appraisal of teaching staff is divided into three key areas: Academics, Activities and Self-development & Thrust Area.

Part A - Academics: This section evaluates the faculty’s effectiveness in teaching, including course content delivery, student engagement, and innovative teaching methods. It also considers contributions to curriculum design, academic advising, and the development of educational materials. The goal is to recognize and reward excellence in teaching and the enhancement of academic standards.

Part B - Activities: Faculty involvement in extracurricular and co-curricular activities is critical to the holistic development of students and the institution. This section appraises participation in organizing and attending seminars, workshops, conferences, and other institutional activities. Additionally, involvement in mentoring, research projects, and community service is evaluated, reflecting the faculty’s broader commitment to the institution and society.

Part C - Self-development and Thrust Area: This area focuses on the continuous professional development of faculty members. It assesses efforts to pursue higher qualifications, engage in research, and participate in professional development programs. Contributions to institutional thrust areas, such as research innovation and industry collaboration, are also considered, encouraging faculty to align their growth with the institution’s strategic goals.

Appraisal of Non-Teaching Staff:-

The non-teaching staff appraisal is structured around four key areas: Professional Competence, Performance, Personal Characteristics, and Overall Evaluation.

Professional Competence: This criterion assesses the technical and administrative skills of non-teaching staff. It evaluates their knowledge of institutional processes, efficiency in task management, and adaptability to new technologies and procedures.

Performance: Non-teaching staff are appraised on their ability to meet deadlines, the quality of their work, and their problem-solving capabilities. This evaluation also includes punctuality, reliability, and overall contribution to the institution’s operational efficiency.

Personal Characteristics: This section assesses interpersonal skills, attitude, and behavior. It considers the ability to work collaboratively, communicate effectively, and maintain a positive work environment. Personal integrity and responsibility are also key factors in this appraisal.

Overall Evaluation: The overall evaluation provides a comprehensive assessment of the non-teaching staff’s contributions. It synthesizes their professional competence, performance, and personal characteristics, identifying strengths and areas for improvement. The principal ensures that this evaluation is fair and reflective of each staff member’s overall impact on the institution.

The performance appraisal system at the Institute is integral to our faculty empowerment strategies. By focusing on specific areas of academics, activities, self-development for teaching staff, and professional competence, performance, and personal characteristics for non-teaching staff, we ensure a balanced and comprehensive evaluation process. With the principal as the final authority, the process is conducted with integrity, supporting the continuous growth and excellence of all staff members.

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 3.23**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**

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	0	2	6

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*****Response:** 88.07**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
214	15	65	4	49

6.3.3.2 Number of non-teaching staff year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
61	10	0	0	13

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Acropolis Institute of Management Studies and Research is a distinguished institution that has consistently demonstrated excellence in providing quality management education. A key aspect of the Institute's success lies in its robust financial management strategies, particularly in the mobilization and optimal utilization of resources and funds.

Mobilization of Resources and Funds.

The Institute has developed a comprehensive approach to mobilizing resources and securing funds from a variety of sources, including government bodies, non-governmental organizations (NGOs), and private sector partners. The institution actively pursues grants and funding opportunities from government schemes aimed at enhancing educational infrastructure, promoting research, and supporting academic programs. The Institute leverages its strong industry connections to secure sponsorships and donations that contribute to its growth and development.

One of the key strategies employed by the Institute is its proactive engagement with corporate entities through Corporate Social Responsibility (CSR) initiatives. By aligning educational projects with the social and developmental goals of these corporations, The Institute successfully taps into CSR funds to support student scholarships, research projects, and community outreach programs. The Institute encourages alumni contributions, which play a significant role in funding scholarships, infrastructure improvements, and other academic initiatives.

Optimal Utilization of Resources

The effective utilization of mobilized resources is a cornerstone of AIMSRS's financial management practices. The Institute follows a meticulously planned budgeting process that ensures funds are allocated to priority areas such as infrastructure development, faculty recruitment and development, research activities, and student support services. This strategic allocation of resources ensures that AIMSRS can continuously enhance its academic offerings and support the holistic development of its students.

To maximize the impact of available resources, AIMSRS regularly monitors and evaluates its financial expenditures. The institution employs a systematic approach to financial planning, where budgets are aligned with the strategic goals of the Institute. This ensures that every expenditure contributes to the overarching mission of providing quality education and fostering research excellence.

Regular Financial Audits

Transparency and accountability are integral to AIMSRS's financial management strategy. The Institute conducts regular financial audits, both internal and external, to ensure that all financial activities comply with statutory requirements and best practices. Internal audits are carried out by the Institute's finance team, which continuously monitors financial transactions, reviews compliance with policies, and identifies areas for improvement. These audits help maintain the integrity of financial records and ensure that funds are being used as intended.

External audits are conducted annually by independent auditing firms, providing an objective assessment of the Institute's financial health. These audits are crucial for verifying the accuracy of financial statements, ensuring compliance with regulatory requirements, and safeguarding against financial risks. The findings from these audits are used to refine financial management practices, enhance transparency, and build trust among stakeholders.

The Institute's strategic approach to mobilization and utilization of resources, combined with its rigorous financial audit practices, ensures that the Institute remains financially robust and capable of fulfilling its mission. By securing diverse funding sources and managing resources efficiently, the Institute continues to provide high-quality educational experience, fostering academic excellence and contributing to societal good.

File Description	Document
Upload Additional information	View Document

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Since last year the Internal Quality Assurance Cell (IQAC) in driving continuous quality improvement within higher education institutions. The IQAC, as outlined, is integral to assessing and improving key

areas such as the teaching-learning process, institutional operations, and learning outcomes. By maintaining an ongoing first cycle of review and enhancement, the IQAC ensures that the institution stays aligned with quality assurance, which is essential for maintaining educational excellence. The IQAC not only ensures compliance with NAAC accreditation standards but also fosters a culture of continuous quality enhancement. Its role is pivotal in advancing institutional effectiveness, aligning educational offerings with modern needs, and maintaining excellence in academic outcomes.

In AISMR IQAC is involved in -

- Review teaching of learning process by assessing teaching methodologies, curriculum relevance, and instructional resources to align with modern educational practices and meet diverse student needs. It facilitates faculty development programs that promote innovative teaching and improve pedagogical effectiveness, like Outcome based education, online teaching etc.
- IQAC balance the academic and administration task to streamline operations and optimize resources. These efforts contribute to a supportive environment conducive to teaching, learning, and research.
- IQAC implements robust mechanisms to monitor student achievements, retention rates, and employability, providing crucial feedback on the institution's academic performance. This data-driven approach allows for targeted interventions to enhance learning outcomes.
- IQAC keeps detailed records of incremental improvements, the IQAC facilitates evidence-based decision-making and promotes transparency. This documentation helps stakeholders measure the impact of quality enhancement initiatives and replicate successful practices.

Strategies for Quality Assurance Enhancement through IQAC:

1. IQAC has promoted well-defined standards for teaching, learning, and operations to guide quality assessment and improvement.
2. Consistent Organize and promotion of participations professional development programs to keep educators and staff updated on trends and innovative practices.
3. IQAC has initiated implementation of an outcome-based educational approach to align institutional goals with student achievements.
4. Foster strong communication and collaboration among students, faculty, administrators, and industry partners to collect diverse insights for improvement.
5. Promoted data analytics and institutional research to inform decisions, identify improvement areas, and allocate resources effectively through research cell.
6. IQAC has developed a feedback system that collects input from students, faculty, and stakeholders to refine and improve educational and support services.
7. Conduct frequent informal internal audits yearly formal internal audit to ensure adherence to quality standards, identify gaps, and take corrective measures.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

According to their respective needs, the concept of gender equity refers to “fairness of treatment for women and men. This includes equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities”.

Acropolis Institute of Management Studies and Research (AIMSR) has a unique work culture, healthy traditions and ethos which have led to enrolment of 50 - 55 % women students and 80 - 85 % women staff.

Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to AIMSR.

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities:

A) Safety and Security

- Well-trained and vigilant women security guards stationed across the campus.
- Security checkpoints at all campus entries and exits.
- CCTV facilities in classrooms, campus as well as in college buses.
- Extensive surveillance network with 24x7 monitored control rooms.
- Rotational duty by all faculty members for discipline and security.
- Strict implementation of Anti-Ragging and Smoking Free Campus.
- Awareness campaigns on women safety and gender sensitivity through street plays (Nukkad Natak), rallies and camps by NSS student volunteers.
- Establishment of Women Cell.
- Self-defense activities for girl students.

B) Counseling

- Formal and informal avenues for counseling male and female students and staff for academic and other issues/problems.
- Class coordinators are available for counseling of both males and females students.
- Grievance Committees for staff and students.
- Gender sensitization seminars and workshops including the following aspects: Women’s rights,

Human rights, Child rights, Gender justice, Gender equality, etc.

- Medical Counseling, Moral Counseling, Career Counseling time to time.
- Entrance Exam Counseling, Orientation Programmes for Teachers and Students.

C) Common Rooms

- AIMSAR has Girls Common Room (GCR) for female students and faculties.
- Provision of sanitary napkins on payment basis in GCR.
- Common rooms for faculties to facilitate meetings, discussions and birthday celebrations.

D) Day care center for young children

Institute has a day care center facility for young children of the teaching and non-teaching staff. The day care center facility includes kitchen area, playing area, rest area and a maid to take care of children.

E) Others

Other measures of Gender Sensitization include establishment of Faculty Club for birthday celebration of each faculty and team building activities.

Additional initiatives ensure active participation of students in co-curricular activities including sports, as it is a compulsory core course in all UG programs.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Acropolis Institute of Management Studies & Research, Indore, stands as a beacon of inclusivity, diversity, and holistic education. The institute's commitment to fostering an inclusive environment is evident in its unwavering dedication to creating a space where students from diverse cultural, regional, linguistic, and socioeconomic backgrounds feel welcomed and valued. This commitment is reflected in the institute's multifaceted initiatives aimed at promoting tolerance, harmony, and a deep understanding of constitutional values, rights, duties, and responsibilities.

Central to this mission is the role of faculty members who are deeply invested in creating a learning environment that respects and celebrates diversity. By incorporating a wide range of ideas, opinions, and learning styles into their lectures, faculty members ensure that every student feels heard and respected. Their efforts go beyond the classroom as they actively engage with the socio-economic and cultural backgrounds of their students, fostering an environment of mutual respect and understanding.

The institute's infrastructure supports these efforts through various dedicated cells and clubs, such as the grievance cell, women's cell, and an array of hobby and sports clubs. These platforms not only provide support and empowerment but also encourage students to develop tolerance and harmony within the community. The grievance cell offers a safe space for students to voice concerns, while the women's cell focuses on gender equality and empowerment. Together, these initiatives contribute to a campus culture that prioritizes inclusivity and personal growth.

Industrial visits form a crucial part of the institute's efforts to broaden students' horizons, providing them with practical insights into the challenges of the real world while promoting camaraderie among peers from different backgrounds. This practical exposure is complemented by the celebration of national festivals and other cultural events, which highlight the importance of embracing cultural, regional, linguistic, and socioeconomic diversities. These events are often graced by eminent personalities who emphasize the significance of unity in diversity, enriching the students' academic and personal experiences.

In addition to cultural and industrial initiatives, the institute places a strong emphasis on mental wellness through its dedicated department, "Acrocare." This addresses the mental health needs of students, offering a range of activities designed to promote mental well-being and resilience. Acrocare plays a pivotal role in ensuring that students have the emotional support they need to thrive in their academic and personal lives.

Financial assistance and academic support are also integral to the institute's inclusive ethos. By providing scholarships and other forms of financial aid, the institute ensures that economic constraints do not impede a student's educational journey. Furthermore, the institute's focus on skill development and entrepreneurship programs enhances students' employability, preparing them for successful careers in the professional world.

In summary, the Acropolis Institute of Management Studies & Research is deeply committed to creating an inclusive environment that celebrates diversity, promotes tolerance, and nurtures holistic development. Through its comprehensive initiatives, the institute not only equips students with the knowledge and skills they need to succeed but also instills in them the values and responsibilities necessary to contribute meaningfully to society.

File Description	Document
Upload Additional 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:

Title of the Practice 1: Specialized Cell for Mental Wellness (Acro care)

Acro Care Cell is constituted to provide culturally competent, holistic and wellness focused services that promote individual empowerment, enhance mental health awareness, prevent development of mental health challenges and address socio-emotional problems.

We envision to embark on a path with the community to promote universal and equitable access to the highest quality care for all people.

Objectives

- Provide a safe space for discussing emotional and behavioral concerns.
- Assess and improve students' adjustment, participation, and performance.
- Administer, score, and interpret psychological assessments.
- Conduct mental health awareness activities and workshops.
- Counsel students to explore their personality and excel in their careers.
- Encourage self-initiated counseling by students and parents.
- Maintain a confidential database of psychometric tests and counseling.
- Connect with faculty and parents with student consent.

The Context

The management of the institution with a great vision to build resilience and strengthen mental health of the students, faculty and staff members, laid the foundation stone of Acro Care in the year 2022.

Acro Care is a noble initiative to ensure the best and holistic mental health facility for the Acropolis

family.

The Practice

Acropolis is Central India's first institute to provide easily accessible, in-campus mental health services to all the students, faculty and staff members.

Acro Care, the department of mental wellness, comprises a team of experienced psychologists with different areas of specialization, committed towards holistic mental well-being.

2. Title of the Practice 2 - Awards and Scholarship for Students

Objectives of the Practice

The objectives of awards and scholarships for students typically include the following:

Recognition and Encouragement: Awards and scholarships are programs that recognize and honor exceptional academic achievements, talents, and contributions of students, promoting their continuous pursuit of excellence in their academic fields.

Financial Support: Scholarships offer financial assistance to students, reducing the burden of educational expenses like tuition, books, and living costs, making higher education more accessible and affordable.

Promotion of Meritocracy: Awards and scholarships foster a merit-based system where students are rewarded based on academic performance, leadership qualities, community involvement, or other criteria, promoting competition and personal excellence.

Retention and Graduation Rates: Financial aid and recognition, such as awards and scholarships, significantly boost student retention and graduation rates by reducing dropout rates and boosting their morale and commitment to their studies.

Investment in Future Leaders: Awards and scholarships are given to students exhibiting potential for future leadership in various fields, fostering a skilled professional pipeline for positive societal contributions.

Diversity and Inclusion: Awards and scholarships aim to foster diversity and inclusion by supporting students from underrepresented or marginalized backgrounds, thereby promoting innovation and understanding in various fields.

Awards and scholarships play a crucial role in nurturing talent, promoting educational equity, and empowering students to achieve their academic and career aspirations.

The Context

Shri. Ashok Sojatia, Chairman of BOG at Acropolis Group of Institution, aims to build resilience and strengthen financial support for students by introducing scholarships and awards in academics, attendance, and sports, focusing on societal needs.

Our goal is to create educational institutions that cater to societal needs, providing beyond-schedule education and supporting stakeholders for a successful and abundant life.

Awards and scholarships, several key considerations and aspects contribute to their significance and impact:

Educational Access and Affordability: Scholarships provide financial assistance to students from diverse socio-economic backgrounds, enabling them to pursue their academic goals without the burden of tuition fees and related expenses.

Merit and Achievement Recognition: Awards and scholarships acknowledge and celebrate students' exceptional academic achievements, talents, and contributions, boosting their confidence, validating their hard work, and encouraging them to continue striving for excellence.

Motivation and Incentive: Scholarships motivate students to excel academically and pursue personal development, as financial support or recognition incentivizes them to push themselves further in their studies and extracurricular activities.

Retention and Graduation Rates: Scholarships provide financial aid, reducing stress and promoting higher graduation rates, thereby enhancing student retention and facilitating successful transition into the workforce or further studies.

Investment in Talent and Future Leaders: Awards and scholarships invest in human capital, nurturing talent and potential leaders, contributing to the development of a skilled workforce and future innovators.

Community and Alumni Engagement: Scholarships foster a sense of community among recipients, alumni, and donors, offering mentorship, networking, and career support, enhancing their educational experience and professional development.

Philanthropy and Social Responsibility: Scholarships are initiatives by organizations, foundations, universities, and individuals to invest in education and empower deserving individuals to reach their full potential.

Awards and scholarships promote educational equity, academic excellence, talent development, and societal progress by investing in human capital and empowering students to achieve their educational and career aspirations.

The Practice

The Chairman Governing Body, seeded the thought of recognition of talent in academics and sports amongst students is an essential part of developmental process.

Scholarships for academic and sports excellence are provided to economically and socially weaker students to boost motivation, self-confidence, responsibility, and competitiveness.

Awards for regular class attendance have enhanced learning and discouraged students from seeking private tuition.

Scholarship awarding requires careful planning, adherence to criteria, resource stewardship, and equity for students. Providers maximize positive impact by continuously assessing outcomes.

File Description	Document
Best practices as hosted on the Institutional website	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:

Acropolis Institute of Management Studies and Research (AIMSR) is deeply committed for preparing students for a well-rounded future by focusing on academic success, skill development, and personal growth. The institute not only prioritizes academic excellence but also fosters the development of essential soft skills such as teamwork, leadership, and communication. Recognizing the importance of students' overall well-being, AIMSIR offers various opportunities and resources that ensure their holistic development. Through sports facilities, life skills sessions, and extracurricular activities, the institute ensures students lead balanced and healthy lives.

Comprehensive Career Preparation

AIMSR has implemented several key initiatives to prepare students for professional success. The Career Development Cell (CDC), Entrepreneurship Development Cell (EDC), and Industry Interaction Cell (IIC) are devoted to providing the right environment for students to explore entrepreneurship or thrive in the professional world. Each unit plays a crucial role in guiding students along their academic and career paths.

The **Career Development Cell (CDC)** supports students in achieving their career goals by offering a range of services:

- **Career Counseling:** Students receive personalized counseling sessions to discuss career goals, interests, and skills. Counselors help students identify suitable career paths, craft resumes, and prepare for interviews.
- **Personal Grooming Programs:** These workshops focus on developing professional communication skills, business etiquette, and overall professional image, helping students build confidence for workplace interactions.
- **Expert Sessions:** Industry professionals and academic experts provide insights into different career fields. These sessions allow students to network with professionals and stay informed about industry trends.
- **Live Industrial Projects:** AIMSIR connects students with companies, offering real-world projects that provide valuable hands-on experience.
- **Placements:** CDC organizes career fairs, connects students with employers, and helps them prepare for interviews, streamlining the placement process to ensure ample job opportunities.
- **Infrastructure and Facilities:** AIMSIR offers dedicated career counseling centers, computer labs, and online resources like job portals and career development websites, providing students with all the necessary tools to succeed.

Holistic Student Development

AIMSR ensures that students are well-rounded individuals prepared for all life challenges. Initiatives to support holistic development include:

- **Free Transport and Educational Support:** AIMSIR offers free transport, uniforms, and bags to all students, removing financial barriers and allowing students to focus on academics. Scholarships are provided to meritorious students, encouraging academic excellence. To promote attendance, the institute awards cash prizes to students with attendance rates of 85% or higher.
- **Internships and Dissertations:** The Department of Biosciences provides various internship

opportunities for students from other colleges, as well as dissertation opportunities for M.Sc. students. These hands-on experiences help students gain practical knowledge and prepare them for future academic or professional pursuits.

- **E-Yuva Scheme:** Under the BIRAC E-Yuva scheme, first-year B.Sc. students are encouraged to present innovative ideas. This program provides real-time experience and fosters all-around development by challenging students to think creatively.
- **Skill Development Activities:** AIMSIR offers a variety of certification courses and value-added programs that ensure students acquire industry-relevant skills alongside academic learning. These activities make students more competitive in the job market and equip them with essential practical abilities.
- **Science Magazine "VIGYANAM":** Students showcase their research, writing, and editing skills through this publication. Under faculty guidance, students contribute articles to "VIGYANAM," helping them grow academically and develop a sense of collaboration and intellectual curiosity.

Club Activities and Extracurricular Engagement

AIMSR believes that learning extends beyond the classroom and offers vibrant club activities that complement academic pursuits. The institute encourages students to explore their interests, develop new skills, and foster peer relationships through various clubs:

- **Yavnika & Funorbit:** These non-technical clubs allow students to engage in creative expression through theater productions, dance performances, cultural events, and literary activities. They promote creativity and community-building among students.
- **Sports Club:** AIMSIR's sports club provides opportunities for students to engage in physical activities such as basketball, football, cricket, and badminton, fostering teamwork and a healthy lifestyle.
- **Literary Club:** This club caters to bibliophiles and budding writers by hosting book discussions, creative writing workshops, and debates, helping students enhance their communication skills and develop a love for literature.
- **Women's Cell:** AIMSIR's women's cell offers a platform for open discussions, workshops, and events focused on women's issues, gender equality, and female empowerment, encouraging inclusivity and celebrating women's achievements.

On the technical side, AIMSIR also hosts:

- **Solaris Club:** This club is dedicated to tech enthusiasts interested in activities related to robotics, coding, and app development. By encouraging students to push the boundaries of their technical expertise, Solaris helps them stay updated with the latest advancements in technology.

Entrepreneurship and Industry Engagement

AIMSR fosters an entrepreneurial mindset among students by providing the resources and mentorship they need to transform their ideas into viable businesses. The **Entrepreneurship Cell** organizes workshops, guest lectures, and other events that inspire and equip students to pursue entrepreneurial ventures.

The **Industry Interaction Cell (IIC)** bridges the gap between academia and industry by offering guest lectures, industrial visits, and workshops. These initiatives provide students with valuable insights into

the professional world and help them develop the skills they need for a successful career.

Cultural Integration and Ethical Values

AIMSR emphasizes the importance of moral and ethical values, which are deeply integrated throughout its curriculum. Indian culture and traditions are also incorporated into the institute’s teachings, ensuring that students remain culturally aware and ethically grounded. AIMSRS promotes recent scientific interest in Yoga, encouraging students to adopt these practices as part of a healthy and balanced lifestyle.

By combining academic rigor with cultural education and ethical grounding, AIMSRS ensures that its students are not only well-prepared for their careers but also responsible and ethical individuals. The institute’s holistic approach to education helps shape well-rounded graduates who make meaningful contributions to society both professionally and personally.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Acropolis Institute of Management Studies and Research (AIMSR) made significant strides by organizing the ICC Regional Meet-2023, a prominent event that facilitated collaboration between academia and industry. This meet fostered discussions on innovations, educational advancements, and industry trends, contributing to both student and faculty development.

AIMSR further showcased its problem-solving capabilities by participating in the Onion Challenge, a national initiative. Their innovative approach earned them a grant prize of ₹5.75 lakhs from the Ministry of Finance, Government of India, reflecting the institute's commitment to national-level problem-solving and innovation.

The institute places a strong focus on providing quality education through a comprehensive and modern curriculum. AIMSRS enhances student learning by regularly organizing guest lectures, workshops, and internships. These initiatives offer students valuable exposure to industry experts and help bridge the gap between classroom learning and real-world application, making them industry-ready.

To support the professional growth of its faculty and staff, AIMSRS conducts various development programs such as Management Development Programs (MDPs) and Faculty Development Programs (FDPs). These programs are designed to keep the teaching and non-teaching staff updated with the latest industry trends and educational methodologies, fostering continuous improvement.

AIMSR also offers financial support to its students in the form of scholarships, which are awarded based on academic performance. This financial assistance motivates students to maintain high academic standards while alleviating the burden of educational expenses.

In addition to academic support, AIMSRS encourages students to actively engage in various university-level sports activities by providing financial assistance and necessary resources to excel in their chosen fields. The institute recognizes the importance of extracurricular activities in overall personality development and ensures students have the opportunities to participate in competitive sports events, fostering a spirit of teamwork.

The institute provides free transportation services to students and staff within a 50-kilometer radius, ensuring accessibility to the campus. This service eases the logistical challenges of commuting, especially for students from distant areas.

Furthermore, AIMSRS extends support to students from rural areas, ensuring that higher education is accessible to underprivileged sections. This holistic approach reflects the institute's commitment to nurturing both academic excellence and overall student well-being.

Concluding Remarks :

Acropolis Institute of Management Studies & Research (AIMSR) has established itself as a premier educational institution in Madhya Pradesh, driven by visionary leadership committed to fostering innovation, employability, and social responsibility. Over its 16 years, AIMSRS has built a strong brand reputation through quality education, value-added courses, and a focus on career development. The Institute's strengths include highly

qualified faculty, effective use of ICT in teaching, and a robust certification program that enhances student employability. Additionally, AIMSRS is deeply involved in community service, preparing students to contribute positively to society.

AIMSR's Career Development Cell (CDC) is central to its success, providing training, placements, internships, and promoting entrepreneurship. The Institute's support for start-ups, scholarships for meritorious students, and the "Earn while you learn" initiative reflect its commitment to student success. AIMSRS's infrastructure, including modern classrooms, labs, sports facilities, and an extensive transportation network, further enhances the learning environment. Health, safety, and mental wellness are also prioritized, with dedicated support systems in place, including the Acrocare cell and a zero-tolerance policy against misconduct.

However, AIMSRS faces challenges as an affiliated college, bound by a rigid curriculum and university-imposed restrictions on course offerings and examinations. Its location on the outskirts of Indore limits access to public transportation and hostel facilities, which can deter prospective students and faculty. Additionally, improving the communication skills of students from rural backgrounds remains an ongoing challenge.

Despite these obstacles, AIMSRS has significant opportunities for growth. The expanding educational hub in Indore presents potential for attracting more students. Plans to upgrade ICT facilities and forge new collaborations with industry leaders will further enhance the Institute's offerings. While competition from new institutions and the uncertainty of university exam schedules pose challenges, AIMSRS's commitment to continuous improvement in teaching quality and student support positions it well for sustained success in the future. The Institute's focus on academic excellence, skill development, and entrepreneurship ensures that it will continue to produce graduates who are well-prepared to make significant contributions to society and the economy. AIMSRS is well-positioned to overcome these challenges and maintain its reputation as a premier institution for the higher education.