SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ASHOKA BUSINESS SCHOOL

ASHOKA BUSINESS SCHOOL 3, MUMBAI AGRA ROAD,YOGKSHEM COLONY
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ashoka Business School (ABS), established in 2012 by the Ashoka Education Foundation in Nashik, Maharashtra, has rapidly ascended to prominence as a premier institution for business education in the region. Offering a two-year full-time MBA program and serving as a research center, ABS is dedicated to fostering academic excellence and practical skills in the field of management. Over the past twelve years, ABS has garnered a stellar reputation for its comprehensive and holistic approach to business education.

The institute is duly approved by the All India Council for Technical Education (AICTE), recognized by the University Grants Commission (UGC), and affiliated with Savitribai Phule Pune University, Pune. These accreditations underscore the quality and credibility of the programs offered at ABS. Reflecting its commitment to academic excellence, ABS was ranked 51st among the best business schools in India in the Education World Institute Ranking Survey 2024. Furthermore, it holds the 17th position in Maharashtra and is ranked first in Nashik among private business schools.

ABS offers a robust curriculum designed to meet the evolving demands of the business world. The MBA program includes specializations in Human Resource Management (HRM), Marketing (MKT), Finance (FIN), Operations Management (OPM), and Business Analytics (BA). Additionally, the institute offers Ph.D. programs in HRM, Marketing, and Organizational Management, catering to those aspiring to contribute to academia and research.

At ABS, education extends beyond traditional classroom teaching. The faculty members act as mentors, guiding students through experiential learning methods that include creative case studies and innovative simulation exercises. This approach ensures that students are well-prepared to tackle real-world business challenges.

The vibrant ABS campus is a hub of activity, blending fun-filled co-curricular events with rigorous academic pursuits. Students are actively involved in organizing and participating in various events under the guidance of a dedicated and qualified faculty. This dynamic environment fosters not only academic growth but also the development of essential soft skills and leadership qualities.

Ashoka Business School stands out as a beacon of quality business education in Maharashtra. Its commitment to academic excellence, innovative teaching methods, and a nurturing campus environment make it an ideal choice for aspiring business leaders.

Vision

VISION :

To be a premiere educational center of excellence fostering managerial competencies of global standards for holistic advancement of students and create professional leaders contributing to the socio-economic development of the nation.

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Ashoka Business School aspires to establish itself as a leading institution recognized for its exceptional educational standards and commitment to developing world-class managerial skills. The vision is multifaceted, focusing on several key areas:

1. **Premier Educational Center of Excellence:**

   - ABS aims to be at the forefront of business education, setting benchmarks for quality and innovation. This includes maintaining high academic standards, employing cutting-edge teaching methodologies, and continuously updating the curriculum to reflect the latest industry trends and research.

2. **Fostering Managerial Competencies of Global Standards:**

   - The school is dedicated to equipping students with the skills and knowledge required to excel in the global business environment. This involves a strong emphasis on developing strategic thinking, leadership abilities, and technical expertise that meet international standards.

3. **Holistic Advancement of Students:**

   - This holistic approach includes nurturing emotional intelligence, ethical values, and interpersonal skills. The goal is to produce well-rounded individuals who are not only proficient in their professional roles but also capable of contributing positively to society.

4. **Creating Professional Leaders:**

   - ABS strives to develop leaders who are visionary, innovative, and effective in their fields. The school emphasizes leadership training, encouraging students to take on challenging roles and responsibilities. Through experiential learning opportunities, such as internships, live projects, and case studies, students gain practical insights and leadership experience.

5. **Contributing to the Socio-Economic Development of the Nation:**

   - ABS is committed to making a positive impact on the broader community and the nation as a whole. By producing skilled and ethical business leaders, the school contributes to the economic growth and social progress of the country. Graduates are encouraged to engage in initiatives that promote sustainability, social responsibility, and inclusive development.

In essence, Ashoka Business School's vision is to cultivate a new generation of business professionals who are not only adept at navigating the complexities of the global market but are also committed to driving positive change and fostering the socio-economic well-being of society.

Mission

MISSION:

To provide a platform for learners to hone their competencies through experiential learning by imparting professional leadership skills driven by committed educators.

Ashoka Business School (ABS) is dedicated to creating an environment where students can develop their skills and knowledge through practical, hands-on experiences.

1. **Platform for Learners:**

   - ABS aims to be a supportive and dynamic space where students are encouraged to explore and enhance their abilities. This platform provides various resources, opportunities, and guidance necessary for personal and professional growth.

2. **Honing Competencies through Experiential Learning:**

   - ABS prioritizes experiential learning, recognizing that practical experience is crucial for understanding and mastering business concepts. Activities like internships, live projects, case studies, that allow students to apply theoretical knowledge in real-world scenarios.

3. **Imparting Professional Leadership Skills:**

   - Institute focuses on nurturing qualities such as strategic thinking, decision-making, teamwork, and ethical leadership.

4. **Driven by Committed Educators:**

   - The mission highlights the importance of dedicated and passionate educators who are committed to student success. Educators act as mentors, guide to inspire the students to achieve their full potential.

Core Institutional Values

We shall strive to develop and sustain the following values to provide the context for all our programs and activities:

1. **Excellence:**

   - ABS is committed to pursuing the highest standards in teaching, research, and student outcomes. Excellence involves continuous improvement and a commitment to quality in every aspect of the institution.

2. **Commitment:**

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- Demonstrating dedication to the mission and vision of the school, ensuring that every effort is made to support students, staff, and the broader community.

3. **Responsiveness to Societal Needs:**

- ABS is attuned to the changing needs of society and adapts its programs and activities accordingly.

4. **Creativity:**

- Encouraging innovation and original thinking. Creativity is vital for problem-solving and developing new ideas and approaches in business and management.

5. **Openness:**

- Fostering a culture of transparency, inclusivity, and open-mindedness. Openness involves being receptive to new ideas, diverse perspectives, and constructive feedback.

6. **Diversity with Synergy:**

- Valuing and leveraging the diverse backgrounds, experiences, and talents of students, staff, and faculty.

7. **Application-Oriented Education:**

- Emphasizing the practical application of knowledge. We ensures that its educational programs ensure the students in preparing to meet industry demands .

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Ashoka Business School has grown into a self-sufficient institution owing to its **academic vigor and intellectual capital, Well-qualified, committed, and experienced staff,** driven by a visionary leader.

- **Innovative Teaching Methods**: ABS employs a variety of teaching methods, including case studies, simulations, and experiential learning projects. These methods ensure that students gain in practical insights & real-world business challenges.
- Ashoka Business School nurtures a **vibrant environment and active teamwork**. The institute has a **free flow of information** and a systematic decision-making process, resulting in participative management.
- **Academic Excellence**: ABS is committed to maintaining high academic standards, ensuring the **focus is**

on excellence which is reflected by getting our two students on the University Ranking list with Six Gold Medals grabbed by the students (Ms. Sneha Awasthi & Ms. Muzain Kokani) at Savitribai Phule Pune University, Pune(SPPU).

- **Deployment of ICT-driven Teaching - Learning Processes** through interactive panel boards in the classrooms.
- **E-Governance through ERP system** for admission, administration, and financial management.
- **Faculty as, mentors**: The institute boasts a team of highly qualified and experienced faculty members who are not only experts in their fields but also dedicated mentors. Their guidance and support play a crucial role in the student's academic and professional development.
- **Strong Industry Connections**: The institute has established strong ties with various industries, facilitating expert industry sessions, summer internships, live projects, and placement opportunities for students. These connections help bridge the gap between academia and industry, providing students with valuable exposure.
- **State-of-the-Art Infrastructure**: A modern and well-equipped campus with smart board classrooms, a well-enriched Library with a range of reference books, journals, magazines, and digital and e-resources such as Proquest, delnet, etc.
- **Holistic Development**: Strong emphasis on the holistic development of students, encouraging participation in co-curricular and extracurricular activities.
- **Research and Innovation**: Promotes a research culture and research cell provides opportunities for scholarly activities in the field of research through SRPS (Student Research Project Scheme), National Level competitions, Seminars,Conferences.
- **Recognition and Rankings in Higher Education Awards:** The Institute **ranked 51st among the best B-Schools in India by (EW)Education World Ranking Survey 2024. It is also ranked 17th in Maharashtra, and 2nd in Nashik among private business schools.**
- **Institute Social Responsibility Cell**: Committed to society and encourage students to engage in community service.
- **Alumni Network: A**n active alumni network that provides support, peer-to-peer mentorship, and support. More than 300 Alumni registered under the Alumni Association named – **"Kshitij"** .
- **Total 26 MOUs signed with various Academic institutes, Industries, and International Universities** for Students and faculty tie-ups etc.
- More than 70% of students get the govt scholarships through various departments like DTE, Samaj Kalyan and EBC, etc.

Institutional Weakness

Weakness:

1. **Relatively Young Institution:**
   - Established in 2012, ABS is relatively young compared to other long-established business schools.
2. **Limited Alumni Network:**
   - Due to its relatively 12 years of inception, ABS has a smaller alumni network compared to older institutions.
3. **Resource Constraints:**
   - **Shortage of funded projects by industry** or other agencies being in the two-tier city. Face resource constraints in terms of funding for research projects, consultancy, research grants, etc.
4. **Geographical Limitation:**

- Located in Nashik, Maharashtra, ABS may have a geographic limitation in attracting students from other states or countries who might prefer metropolitan cities with greater opportunities for internships and industry exposure.

5. **Placement Opportunities:**
    - While ABS has strong industry connections, its placement opportunities might not be as extensive, particularly in attracting top-tier companies for campus recruitment, being a tier three city.

6. **Diversity in Student Population:**
    - The school might face challenges in attracting a diverse student population, both in terms of geographic and cultural diversity.

Addressing these weaknesses through strategic initiatives, continuous improvement, and investment in key areas can help Ashoka Business School strengthen its position and continue to grow as a leading institution for business education.

Institutional Opportunity

Institutional Opportunity

- Extending the collaborations with industry and other premier foreign institutes to collaborate for knowledge exchange.
- Promote pan India presence of the Institute to provide better opportunities for students to find more attractive employment opportunities
- Opportunity for developing professional consultancy through faculty empowerment.
- Initiating faculty and student exchange programs by establishing linkages with professional institutes.
- Enrichment in placements like packages, esteemed and premier employers, etc.
- Enormous advantage of proximity to Mumbai, the commercial capital, and Pune, the educational hub of the country as being the part of the Golden Triangle (Mumbai-Pune-Nashik).

Institutional Challenge

Institutional Challenge

- To improve upon the quality of service being provided by the institute and benchmark them continuously against the best practices with the ever-changing demands of the industry.
- Attracting & retaining a good talent pool in the institute being in the Tier Three City is more challenging.
- Indifferent attitude of the corporate sector to lend a helping hand in training the students on the jobs.
- Maintaining the balance between research, academics, and administration without compromising on the quality of teaching.
- Due to the stagnant industrial growth of the Nashik region, attractive placements for the students become more challenging.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ashoka Business School follows the curriculum prescribed by Savitribai Phule Pune University, ensuring adherence to academic standards through a structured process involving various committees. The university designs and publishes the curriculum and academic calendar, which is further customized by the Academic Committee to include activities like industrial visits, guest lectures, workshops, seminars, and examinations. Faculty are allocated subjects based on their specialization and preferences, with detailed planning and documentation through master and individual timetables, micro-teaching plans, and course files containing essential academic information.

The institution employs diverse assessment methods, including academic monitoring, mentoring, and audits, to review the teaching-learning process. Regular updates on syllabus completion and attendance are communicated to students and parents. Faculty development programs (FDPs) are conducted for faculty enrichment, and students are encouraged to participate in industrial visits, internships, and industry-sponsored projects for experiential learning. Feedback from stakeholders is collected to enhance curriculum delivery.

Faculty members participate in various university committees to identify curriculum delivery shortcomings and suggest corrective actions based on result analysis and attainment of Course Outcomes (CO), Program Outcomes (PO), and Program Specific Outcomes (PSO). The institute's library is well-equipped with reference books, e-books, e-journals, and e-learning facilities to support effective teaching.

The integration of platforms like SWAYAM and NPTEL, along with value-added certification courses, enriches the learning experience, ensuring students acquire skills necessary for their professional careers. Crosscutting issues related to professional ethics, gender, human values, and environmental sustainability are embedded in the curriculum through various courses. Activities such as tree plantation, expert lectures, cleanliness drives, and research projects on social issues further promote these values.

Courses like Entrepreneurship Development, Strategic Management, and Corporate Social Responsibility & Sustainability incorporate sustainability and ethical issues. Co-curricular activities include environmental conservation efforts and workshops on topics like menstrual hygiene. The institution also fosters ethical conduct through awareness programs and workshops on professional ethics, and it promotes gender equity through comprehensive gender audit initiatives. This holistic approach ensures students are equipped to address societal and environmental challenges with ethical integrity and sustainability consciousness.

Teaching-learning and Evaluation

Ashoka Business School adopts student-centric methods like experiential learning, participative learning, and problem-solving methodologies to enhance the learning experience. Experiential learning activities include annual board review meetings where students role-play as corporate executives, participation in the Equity Club for financial market engagement, the Readers Club for book reviews, and regular industrial visits for practical exposure.

Participative learning is fostered through the Management Guru program, where students present on

management gurus' contributions, and case studies that encourage collaborative analysis. Industry Analysis & Desk Research involves students conducting SWOT analyses on given industries and top companies, enhancing their understanding of the business environment.

Problem-solving methodologies are emphasized through the Students Research Programme Scheme (SRPS), where students undertake research projects under faculty guidance, and Summer Internship Projects (SIPs), which include a two-month internship followed by a viva-voce evaluation. These activities provide research-oriented and real-world problem-solving experiences.

ICT-enabled tools ensure uninterrupted learning experiences. Licensed platforms like Zoom are used for special sessions, while advanced computer labs with 71 computers facilitate practical learning. Classrooms, seminar halls, and boardrooms are equipped with computers, projectors, and interactive panels to optimize the teaching-learning process. Faculty members are provided with personal computers and other ICT tools, and an ERP software system streamlines administrative processes.

Internal assessment follows guidelines from Savitribai Phule Pune University, involving Concurrent Comprehensive Evaluation (CCE) and end-term exams. Grievances regarding marks are addressed by subject teachers or escalated to the Director if necessary.

External assessment is conducted through the Central Assessment Programme (CAP) by the University. External exams are evaluated for 50 marks, combined with internal marks for a total of 100. Students can request rechecking and revaluation of exam papers through an online portal, ensuring transparency.

The institute adheres to the university-prescribed syllabus, including specified POs and COs. These outcomes are discussed with students at the beginning of each semester. Evaluation of POs and COs involves concurrent evaluation through assignments, tests, presentations, and other criteria. This approach ensures students are well-equipped with necessary skills and knowledge to excel in the business landscape.

Research, Innovations and Extension

Ashoka Business School (ABS) is committed to fostering a robust ecosystem that promotes innovation and the Indian Knowledge System (IKS). Significant strides have been made to cultivate an environment where creativity and technological advancements can flourish. This includes raising awareness about Intellectual Property Rights (IPR), establishing a dedicated IPR cell, and creating an AISC Cell. ABS has also established an Innovation and Start-Up cell to support students in realizing their business ideas. Students are encouraged to participate in the 'Avishkar Competition' organized by Savitribai Phule Pune University, which showcases their research and innovation skills. Additionally, the Student Research Project Scheme (SRPS) fosters collaborative research between faculty and students. ABS also organizes various competitions and activities such as quizzes, poster making, and essay writing to engage students on a social front.

The institution integrates IKS with modern innovation practices through activities like yoga and meditation sessions, research workshops, certification courses, cultural fests, IPR and cyber security sessions, and community engagement programs. ABS's activity-based learning approach enriches students' minds with research and innovative ideas. Various clubs, such as the Literary Club, Equity Club, and Research Club, help

students develop critical and creative thinking skills. Initiatives like "Management Guru" and the "Elite and Slow Learners Club" further enhance student learning and development.

ABS also actively engages in community service through its Institute Social Responsibility (ISR) cell. Over the past five years, the institution's extension activities have made significant impacts on the neighborhood community and sensitized students to social issues. Activities include health camps, literacy programs, environmental conservation efforts, blood donations, and social awareness campaigns. These initiatives have fostered social responsibility, empathy, and civic engagement among students, preparing them to be conscientious citizens and effective leaders. Notable activities include celebrations with Dilasa Old Age Home and Balsadan Orphanage, blood donation camps, and the "Aai Mazya Mahavidyalayat" event, which honored influential women from Nashik. ABS's dedication to social responsibility and holistic student development is further demonstrated through skill development workshops, environmental initiatives, and digital literacy programs.

Infrastructure and Learning Resources

Ashoka Business School (ABS) offers a comprehensive infrastructure that supports both academic and extracurricular activities, fostering a holistic educational experience. The institution features well-designed, spacious classrooms equipped with modern audio-visual aids, a two-storey library with extensive resources and quiet study areas, a state-of-the-art language lab, and cutting-edge computer labs with high-speed internet connectivity. The Innovation and Startup Cell and Research Cell provide resources and mentorship for entrepreneurial activities and academic research. The Career Guidance and Employability Cell assists students with internships and job placements, while various clubs and initiatives support critical and creative thinking skills.

ABS incorporates ICT-enabled facilities, including smart classrooms with interactive panels, projectors, and audio-visual systems to enhance teaching effectiveness and student engagement. The digital library offers a vast collection of books, journals, e-books, and e-journals, supported by online databases like Proquest and Delnet. E-content equipment enables the creation of high-quality digital learning materials, ensuring an engaging and interactive educational experience. Cultural and sports facilities, such as dedicated activity rooms and well-maintained sports areas, promote physical fitness, teamwork, leadership skills, and a healthy lifestyle. The auditorium, equipped with modern audio-visual facilities, supports a wide range of academic and extracurricular activities.

The automated library, managed with the Koha Integrated Library Management System (ILMS), streamlines library operations, ensuring quick and easy access to over 6000 books and numerous periodicals. Digital facilities include an OPAC, self-checkout stations, Wi-Fi accessibility, and remote access to e-resources and journals. Regular training sessions and workshops familiarize users with the library's functionalities, enhancing their overall experience. ABS also conducts promotional campaigns, orientations, and outreach activities to raise awareness about library resources, services, and facilities.

ABS frequently updates its IT facilities, ensuring sufficient bandwidth for internet connection. Regular hardware and software upgrades, technology refresh cycles, and maintenance systems keep IT infrastructure up-to-date and efficient. User satisfaction surveys and feedback help identify areas for improvement, ensuring the IT services meet the needs of students, faculty, and staff. Rules and conduct guidelines are prominently displayed to maintain a secure and efficient IT environment. Through these efforts, ABS ensures a well-rounded and enriching environment that contributes significantly to the physical, mental, and emotional well-

being of its students.

Student Support and Progression

Ashoka Business School (ABS) is dedicated to enhancing student support and progression through a comprehensive range of initiatives. Over the past five years, 88.41% of students have benefited from scholarships and freeships provided by various entities, including the institution itself, government and non-government bodies, industries, individuals, and philanthropists. Specifically, in the 2022-23 academic year, 318 students received financial support, reflecting ABS's commitment to making education accessible. The institution also prioritizes capacity development and skills enhancement activities, offering programs to improve soft skills, language and communication skills, life skills such as yoga and physical fitness, and ICT/computing skills.

ABS provides robust guidance for competitive examinations and career counseling, with a 100% participation rate among students over the last five years. This guidance has helped students prepare for state, national, and international level examinations, with a notable success rate. The institution has implemented effective grievance redressal mechanisms, ensuring timely resolution of student complaints, including issues related to sexual harassment and ragging.

Student progression is also a key focus, with 39.76% of outgoing students securing placements or progressing to higher education. ABS supports this through a range of initiatives, including career counseling and skill development programs.

The engagement of the alumni association, 'KSHITIJ,' further enhances student support. Registered in 2019, KSHITIJ comprises over 300 active members who contribute to the institution's growth through mentoring, training, and financial support. Alumni serve as mentors, offer career guidance, and facilitate internships and placements, bridging the gap between academic learning and professional requirements. Their involvement extends to organizing and judging competitions, conducting mock interviews, and participating in conferences and seminars.

In summary, ABS's multifaceted approach to student support and progression, encompassing financial aid, skills development, career guidance, and active alumni engagement, ensures a holistic and enriching educational experience for its students.

Governance, Leadership and Management

Ashoka Business School (ABS) embodies its vision of fostering global managerial competencies and professional leadership through a robust governance framework aligned with the National Education Policy (NEP). The institution's mission is to offer experiential learning, driven by committed educators, aiming to contribute to the socio-economic development of the nation. ABS's decentralized governance involves the Governing Council (GC), College Development Committee (CDC), and the Academic Committee, ensuring participatory decision-making and policy development. The institution's alignment with NEP emphasizes holistic, multidisciplinary education and skill development through Outcome-Based Education (OBE).

The institutional perspective plan, which includes short-term and long-term goals such as the "Mission 2025" program, drives ABS's strategic initiatives. This plan, supported by stakeholder feedback, ensures adaptability

and responsiveness to educational and industry changes. The effectiveness of ABS's administrative setup, including rigorous, merit-based appointment procedures and comprehensive service rules, fosters professionalism and accountability.

Ashoka Business School's staff welfare measures include comprehensive benefits, work-life balance initiatives, and employee recognition programs. The performance appraisal system emphasizes transparency, incorporating 360-degree feedback for faculty and regular assessments for non-teaching staff. Career development opportunities are abundant, with support for advanced degrees, participation in Faculty Development Programs (FDPs), and leadership roles in institutional governance.

Resource mobilization and optimal utilization at ABS are managed through strategic budgeting and centralized systems, ensuring transparency and efficiency. Regular internal and external financial audits maintain accountability and support continuous improvement. The institution's Internal Quality Assurance Cell (IQAC) plays a crucial role in institutionalizing quality assurance strategies, focusing on enhancing education quality and fostering a culture of excellence. The IQAC's initiatives, including faculty development programs and industry-academia collaborations, strengthen academic and administrative processes.

Ashoka Business School's governance and leadership practices are deeply aligned with its vision and mission, ensuring continuous improvement, stakeholder engagement, and adherence to NEP guidelines. This approach positions ABS for sustained growth, innovation, and success in nurturing global managerial competencies and contributing to socio-economic development.

Institutional Values and Best Practices

Ashoka Business School in Nashik places a strong emphasis on gender equity and creating an inclusive environment. The institution has implemented several measures to promote gender sensitivity and equity over the last five years. Regular seminars featuring women leaders, courses on ethics and human rights, and workshops on gender-related issues are integral parts of the curriculum. The campus is equipped with comprehensive security measures, including well-lit areas, CCTV surveillance, and dedicated women security guards, ensuring the safety of women. A grievance cell and an Anti-Ragging Committee address issues related to women, providing platforms for redressal and support.

Health and wellness services, such as a sick room, counseling sessions, and the "Pink Hygiene" initiative, promote menstruation awareness and hygiene with sanitary napkin vending machines and educational sessions. Separate restrooms, and common rooms cater specifically to the needs of female students and staff, ensuring a comfortable and secure campus environment. The institution's commitment to gender equity is evident in the increasing ratio of female students over the years.

In promoting an inclusive environment, Ashoka Business School celebrates cultural, regional, and linguistic diversity through events like Ganeshotsav, Diwali, Holi, Christmas, Shiv-Jayanti, Ambedkar Jayanti, and annual gatherings themed "unity in diversity." Support services, counseling, and mentorship programs address the needs of students and staff from diverse backgrounds. The institution integrates constitutional obligations into its curriculum, with courses on human rights, gender equality, and civic responsibilities. Awareness campaigns and activities on national days like Constitution Day, Independence Day, and Republic Day further instill constitutional values and civic duties among students.

Ashoka Business School's holistic approach to education, emphasizing character and leadership development alongside academic knowledge, reflects its commitment to nurturing well-rounded, responsible global citizens. The institution's focus on gender equity, inclusivity, and constitutional awareness fosters a supportive, equitable, and inclusive environment for all its stakeholders.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASHOKA BUSINESS SCHOOL
Address	Ashoka Business School 3, Mumbai agra Road,Yogkshem Colony Rane Nagar, Near Suman Petrol Pump Nashik 422009 Maharashtra.
City	NASHIK
State	Maharashtra
Pin	422009
Website	www.ashokabschool.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Sarita Abhay Dhawale	0253-6649502	7774032686	-	director.abs@aef.edu.in
IQAC / CIQA coordinator	Pooja Gholap	0253-6649524	9881722008	-	iqacabs@aef.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes [English Registration certificate and minority-1 MB.pdf](#)
If Yes, Specify minority status	
Religious	
Linguistic	Hindi Linguistic
Any Other	

Establishment Details		

State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	30-04-2024	12	Yearly Approval
AICTE	[View Document](#)	30-04-2024	12	Yearly Approval

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?	Yes
If yes, name of the agency	Institution's Innovation Council (IIC)
Date of recognition	11-11-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ashoka Business School 3, Mumbai agra Road,Yogkshem Colony Rane Nagar, Near Suman Petrol Pump Nashik 422009 Maharashtra.	Urban	0.59	3632

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,M B A,HRM MKT FIN BA OPM	24	Graduation	English	120	120
Doctoral (Ph.D)	PhD or DPhil,M B A,MKT HRM OM	60	Post Graduate	English	16	14

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				9			
Recruited	1	0	0	1	2	1	0	3	2	7	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				3				9			
Recruited	1	0	0	1	2	1	0	3	2	7	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				36
Recruited	12	11	0	23
Yet to Recruit				13
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	12	11	0	23
Yet to Recruit				1

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	2	2	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	1	0	2	4	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	0	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**	**Others**	**Total**
	2	0	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	46	0	0	0	46
	Female	80	0	0	0	80
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	9	0	0	0	9
	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	4	8	4	4
	Female	3	4	7	8
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	7	13	12	5
	Female	30	13	14	24
	Others	0	0	0	0
General	Male	28	33	30	23
	Female	38	40	43	36
	Others	0	0	0	0
Others	Male	6	4	8	2
	Female	3	5	2	4
	Others	0	0	0	0
Total		120	120	120	106

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Ashoka Business School, Nashik, is affiliated with Savitribai Phule Pune University (SPPU), Pune. The MBA curriculum, designed by the University, was last revised in the academic year 2019-20, incorporating feedback from various stakeholders. Faculty members at the institute played a crucial role in this revision process, ensuring the curriculum remains relevant and comprehensive. The curriculum emphasizes building cross-functional and interdisciplinary orientation through its Program Educational Objectives (PEOs), Program Outcomes (POs), and Graduate Attributes (GAs). These elements ensure that students develop a broad skill set that transcends traditional business education boundaries. The focus on interdisciplinary learning is intended to prepare students for the complexities of modern business environments. To promote multidisciplinary education, Ashoka Business School offers students the flexibility to choose from a combination of Major and Minor specializations. The MBA program provides five major specializations—Marketing, Finance, Human Resources Management, Operations & Supply Chain Management, and Business Analytics—and four minor specialization options. This structure allows students to tailor their education to their career goals and interests. Additionally, the 'Open Elective' option enables students to acquire specific skills from other specializations, enhancing their overall competency and versatility. The curriculum includes a diverse array of Foundation, Enrichment, Additional Credit, and Alternative Study Credit Courses, promoting an interdisciplinary approach to education. Students are encouraged to undertake Massive Open Online Courses (MOOCs), which offer additional learning opportunities and exposure to global perspectives. Moreover, the curriculum includes cross-functional 'Summer Internship Projects (SIPs)' that provide practical experience and enhance students' ability to apply theoretical knowledge in real-world settings. Faculty members at Ashoka Business School integrate multidisciplinary aspects into their courses through discussions and activities, further enriching the educational experience. The institute also actively engages students in a variety of co-curricular, extracurricular, and extension activities to foster holistic development and multidisciplinary education. These activities include seminars, workshops, and

	student research projects, which are often conducted in collaboration with industry partners. The vision and strategic plan of Ashoka Business School aim to transform the institution into a holistic, multidisciplinary education center. This vision is realized through a cafeteria-style approach, allowing students to select specializations and courses based on their interests and aptitudes. Strategic partnerships and MoUs with industries facilitate dynamic teaching-learning processes through seminars, workshops, and student research projects. Industry-oriented internships and major projects enable students to contribute to societal challenges identified during their research. The establishment of the Ashoka Innovation and Start-up Cell (AISC) further supports the institute's mission by enhancing research skills and fostering an entrepreneurial mindset among students. This initiative equips students with professional skills, preparing them to excel as distinguished professionals and researchers. The AISC collaborates with professionals and companies to offer students opportunities to develop their research capabilities and entrepreneurial acumen.
2. Academic bank of credits (ABC):	The Institute is affiliated with Savitribai Phule Pune University (SPPU), Pune. The University designs and revises the MBA curriculum every three years, with the latest revision in 2019-20. The curriculum includes facilities like 'Horizontal or Lateral Credit Transfer' and 'Block Credit Transfer.' These enable students to transfer credits between similar-level programs and from completed certificates or diplomas into degree programs. It also encourages the undertaking of MOOCs (Massive Open Online Courses) and professional certifications as part of Alternative Study Credit Courses. Horizontal or Lateral Credit Transfer: Allows students to transfer credits from completed courses in the MBA program to another same-level academic program with common courses. Permitted between the MBA and MCA programs of SPPU for equivalent credits, provided the courses relate to the MBA program's PEOs and POs. The BOS/Faculty will announce the list of eligible courses for transfer. The upper limit for credit transfer is six credits. Applicable only to Generic Elective (GE - IL) & Subject Elective (SE - IL) courses. Block Credit Transfer: Refers to transferring a group of courses, such as a completed

	certificate or diploma, into a degree program. Permitted for national and international professional certifications related to the MBA program's PEOs and POs, undertaken during MBA enrollment. The institute verifies the linkages between the CLOs and the MBA PEOs and POs. Applicable only to Generic Elective (GE - IL) & Subject Elective (SE - IL) courses. Credit Transfer for MOOCs: Students are encouraged to opt for MOOCs through platforms like SWAYAM, NPTEL, EdX, Coursera, and Udemy as part of ASCC. Priority is given to the SWAYAM platform. If a course is unavailable on SWAYAM, other platforms may be used. Professional Certification Programs: Students may opt for Professional Certification Programs as part of ASCC, offered by recognized national and international organizations, apex bodies, chambers of commerce, professional certifying bodies, and reputable e-learning companies. Curriculum Highlights: Foundation Course: Develops basic abilities supporting the understanding of other courses. Enrichment Course: Offered to bright learners for advanced inputs beyond the curriculum, typically a 1 Credit Course, designed for independent study with limited faculty interaction. Alternative Study Credit Courses: Prepares learners for a VUCA (Volatile, Uncertain, Complex, and Ambiguous) world, encouraging discussion, debate, and solution of real-world challenges. The curriculum aims to transform the delivery quality of teaching and learning activities, enhancing the academic program's effectiveness. The MBA curriculum at the Institute focuses on holistic development by integrating foundation courses, enrichment courses, and alternative study credit courses, encouraging students to go beyond campus boundaries and engage in real-world problem-solving. Faculty are encouraged to develop their approaches to curriculum and pedagogy, promoting innovation and adaptability in teaching methods.
3. Skill development:	At Ashoka Business School, Nashik, soft skills training is an integral part of the syllabus, offered through Common Courses and employability skills certificate courses under the Ashoka Innovation & Skill Cell (AISC). Additionally, certificate courses in MS Excel and value-based education are part of the curriculum. The institute celebrates International

Yoga Day with live demonstrations on the influence of yoga and physical activity on health. MoUs with academic and industry partners facilitate skill-based value-added certificate courses. The curriculum incorporates constitutional values, human rights, gender, and sustainability. Dedicated seminars, day celebrations, and events further support these values. Regular workshops for faculty and students, conducted by field experts, provide essential skill development. Collaboration with Coursera offers students free access to a wide range of online courses for skill enhancement. Maximizing the MBA experience at Ashoka Business School is crucial for a successful career. Our program emphasizes the development of a comprehensive and advanced soft skills portfolio, seen as vital for business success. The MBA program equips students with skills including: Strategic Thinking and Analysis: Developing the ability to analyze complex business situations strategically. Communication Skills: Enhancing effective communication, crucial in professional settings. Networking Skills: Building the capability to network and foster valuable business connections. Handling High-Pressure Situations: Cultivating resilience and the ability to excel under pressure. Professional Pragmatism: Developing a pragmatic approach to professional challenges and decision-making. Time Management: Mastering time management for efficiency and productivity. Decision-Making: Enhancing decision-making skills, critical for leadership and management. Leadership Skills: Fostering leadership qualities to inspire and guide teams effectively. Completing an MBA at Ashoka Business School signifies a commitment to continuous learning and skill application, contributing to company success. The benefits of our MBA program include: Greater Awareness of a Global Market: Exposure to diverse perspectives and global business dynamics. Improved Communication Skills: Emphasis on effective communication in the professional world. Expanded Professional Network: Opportunities to connect with industry professionals. Increased Job Opportunities: Access to a broader range of job opportunities. Better Time Management: Mastery of time management for increased efficiency. Our program's primary objective is to facilitate placements for MBA students. We provide insights into hiring techniques adopted by companies

seeking MBA graduates, emphasizing skill development through employability training programs. Key focus areas include: Professionalism Value-Based Behavior Public Speaking Performance Enhancement Skills Etiquette and Manners Live Projects Industry-Academic Interface Programs Ashoka Business School organizes sessions such as CEO Talks, guest lectures, and workshops to provide practical training and enhance students' capabilities in Business Administration. This comprehensive approach ensures our graduates are well-prepared, confident, and equipped with the skills demanded by the dynamic business landscape.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Ashoka Business School, Nashik, recognizes the diverse linguistic and cultural backgrounds of its students, with a commitment to fostering an inclusive learning environment. While the university syllabus is prescribed in English, the institution goes the extra mile to cater to the varied needs of its student body. Given that many students hail from local rural areas, the teaching of courses at Ashoka Business School is conducted not only in English but also in Hindi and the local Marathi language. This multilingual approach facilitates a comprehensive understanding of the subject matter, ensuring that students grasp concepts with ease. The institution takes pride in celebrating a variety of significant days that hold cultural importance in the Indian context. These celebrations are not merely observances but integral parts of the academic calendar at Ashoka Business School. The events include, but are not limited to: 1. Independence Day and Republic Day: o Commemorating the milestones in India's history, fostering a sense of patriotism among students. 2. Chatrapati Shivaji Maharaj Jayanti: o Honoring the legendary Maratha warrior king, promoting regional pride and historical awareness. 3. Matrubhasha Din: o Recognizing the importance of linguistic diversity and celebrating the richness of the native language. 4. International Yoga Day: o Embracing the holistic benefits of yoga, promoting physical and mental well-being. 5. Birth Anniversaries of National Leaders and Icons: o Paying tribute to revered figures such as Mahatma Gandhi, Bharat Ratna Dr. APJ Abdul Kalam, and Bharat Ratna Dr. B. R. Ambedkar, instilling values and inspiration among the student community. These celebrations at Ashoka Business

	School extend beyond routine observances; they are integral components of the institution's cultural fabric, fostering a sense of community and shared heritage. The inclusive use of local languages in teaching, combined with the commemoration of culturally significant events, creates an enriching educational experience that aligns with the diverse backgrounds of the student body at Ashoka Business School, Nashik.
5. Focus on Outcome based education (OBE):	Ashoka Business School, Nashik, places a strong emphasis on elevating cognitive levels throughout the teaching and learning process, recognizing that a clear understanding of learning objectives is paramount. The institution prioritizes the definition and understanding of Programme Outcomes (PO) and Course Outcomes (CO) as key components of its academic framework. Each program at Ashoka Business School has meticulously defined Programme Outcomes, and every course is equipped with its unique set of Course Outcomes. These outcomes are transparently communicated to students at the commencement of each course, serving as benchmarks to assess the course's effectiveness. Ashoka Business School values student feedback as an integral part of its commitment to continuous improvement in the teaching and learning process. Regular feedback from student's aids in refining the curriculum and instructional methods, ensuring an optimal learning experience. The formative internal assessment at Ashoka Business School aligns closely with course and program objectives. A prime example of successful program objectives' attainment is evident in metrics such as passing percentages, grades achieved, and the extent of student placements. The placement percentage, along with the diversity in placements and entrepreneurial growth, serves as a reflective measure of the successful realization of program objectives. By consistently incorporating feedback, adapting teaching methods, and evaluating tangible outcomes like placement records, Ashoka Business School ensures that its educational programs not only meet but exceed the defined objectives. This commitment to clarity, continuous improvement, and tangible outcomes contributes to the overall success and growth of students at Ashoka Business School, Nashik.

6. Distance education/online education:	The School of Open Learning (SOL) was established in 2018 under Savitribai Phule Pune University, Pune, making significant strides in the realm of Open and Distance Education in India. Open and Distance Learning (ODL) is a flexible system allowing teachers and learners to engage in education without the constraints of being present at the same place or time. The School of Open Learning (SOL) plays a pivotal role in this system, providing Undergraduate and Postgraduate Degree courses in various subjects under the Arts and Commerce faculty. The medium of instruction for all courses is in Marathi and English. SoL is committed to distributing all printed materials to enrolled students at designated centres, including responsible study centres such as Ashoka Business School, Nashik. These centres are equipped with appropriate infrastructure and operate as caretakers, offering essential personal contact under school guidelines. The administrative and academic staff at Ashoka Business School are dedicated to providing necessary information to learners, ensuring a supportive learning environment. Ashoka Business School, affiliated with the SOL Distance MBA Program, offers necessary services to learners. The MBA program, following the revised 2021 structure, includes major specializations in Human Resource Management (HRM), Marketing Management (MKTG), Financial Management (FIN), Entrepreneurship (ENR), Project Management (PRJ), International Business Management (IB), Operation & Supply Chain Management (OSCM), and Business Analytics (BA). Additionally, minor specializations in Pharma & Healthcare Management (PHM), Tourism and Hospitality Management (THM), Digital Marketing (DMKG), and Banking Management (BNKM) are available. The SOL-MBA Coordinator, an experienced faculty member, is responsible for coordinating with the University Campus and all learners of the distance MBA course. The program places a simultaneous focus on providing quality education relevant to the learners. Ashoka Business School is proud to be affiliated with the SOL Distance MBA Program, and details of the MBA Distance Course syllabus are available for review. The first batch is currently undertaking the final semester examination, and feedback from this inaugural cohort is highly appreciated.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the College. Electoral Literacy Club (ELC) has been setup in the College in 2022 and is functioning along with Institute Social Responsibility Cell (ISR). The Director is the Chair Person of the ELC with the Admin Officer and ISR Cell Officer as the faculty coordinator along with One Senior Faculty member. Two students are also appointed as Student Coordinators. 240 students are members in the club. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.
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?	Yes, the students' coordinator and coordinating faculty members were appointed by the College: Sr. No Name Designation Responsibility 1 Dr Sarita Dhawale Director Chairperson 2 Mr. Vishal Sonkamble Administrative Officer Coordinator 3 Dr Vaibhav Bhalerao Associate Professor Member 4 Dr Leena Gorhe Asst. Professor Member (ISR) 5 Mr. Mehul Pawar Student Student Coordinator 6 Mr Abhainav Kalantri Student Student Member The ELC is functioning with the following objectives: 1. Empowering its academic community with the knowledge and motivation needed to participate meaningfully in the electoral process. 2. Educating the students about the importance of voting in a democracy, their rights and responsibilities as voters. 3. Guiding on how to register to vote and help individuals understand the requirements and procedures involved. 4. Encouraging citizens to vote ethically, which includes voting without being influenced by money, gifts, or any other undue influence. 5. Empowering young people to become active participants in elections and civic activities. And to motivate the students to participate in the ELC activities.
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	. 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,

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. The following are the Initiatives undertaken by the ELC of the SICET Right to Vote -- Pledge Right to Vote -- Awareness in the Institution and in nearby villages Right to Vote -- Poster Competition to College Students Right to Vote -- Participation in Assembly Election duty Right to Vote -- Promotion on ethical voting Right to Vote -- Promotion of voting among senior citizens Right to Vote -- Special camp for Training and integrity of the Electoral process. • Any socially relevant projects/initiatives taken by the College in electoral-related issues especially research projects, surveys, awareness drives, creating content, and publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. • The ABS has sent faculties for the training programs by the District Election Officer. • Students of the ABS actively participate in the Govt. programs in the electoral process. • District Election Officer for Voters Day Awareness Program conducted by the institute to increase awareness and to maximize participation. • Digital promotion through social media and the all which, the institute is increasing the awareness to all the stakeholders. Awareness Programs: These programs demystify the electoral process, covering voter registration and the electoral system to equip students with the knowledge they need to be active citizens. Guest Lectures and Expert Speakers: The club invites experts, including election officers, to provide valuable insights and facilitate direct student engagement with key figures in the field. Voter Registration Drive: The club conducts in-class voter registration drives, making it easy and convenient for students to register, ensuring their voices are heard in the democratic process. Panel Discussions: The club hosts panel discussions on political and social issues to encourage critical thinking, diverse perspective exploration, and constructive dialogue. Inclusive Participation: The club actively works to enhance participation among underprivileged sections of society by removing voting barriers. Increased Voter Registration and Turnout: By conducting these initiatives, the club aims to boost voter registration and turnout among students, recognizing that an

informed and engaged youth is vital for a resilient democracy. In conclusion, the Electoral Literacy Club at Ashoka Business School is committed to shaping informed, responsible, and active citizens through innovative programs. Their goal is to empower students to participate in the democratic process, promoting ethical voting, inclusivity, and the responsible exercise of their franchise, ensuring a brighter, more participative future for the society and nation.

| 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. | The commitment of Ashoka Business School to democratic participation goes beyond mere theoretical knowledge. The Electoral Literacy Club, a driving force on campus, is committed to transforming awareness into tangible action. One of the pivotal initiatives undertaken by the club is organizing voter registration drives on campus. These drives are strategically designed to simplify the often-complex voter registration process, ensuring that eligible members of the institute community can exercise their fundamental right to vote. Under the able guidance of the club coordinators and in collaboration with election officials, eligible students are empowered to complete the voter registration process using a convenient mobile app. This proactive approach has streamlined the registration process, eliminating many of the hurdles that often deter individuals from participating in the democratic process. The Voter Registration Campaign spearheaded by the Electoral Literacy Club is a testament to their commitment to raising awareness about the significance of voting. This campaign has illuminated the crucial role of civic duty and highlighted the profound impact of individual participation in the democratic process. The campaign's innovative and informative strategies have engaged students and faculty alike, fostering a deeper understanding of the importance of active citizenship. By conducting these activities, the Electoral Literacy Club not only instills a sense of civic responsibility in its students but also actively contributes to nurturing responsible and engaged citizens. The club's commitment to enhancing the democratic spirit within the institute community is evident in its comprehensive approach to promoting awareness, facilitating the registration process, and inspiring active participation in the democratic |

	process. In a world where democratic values are cherished and safeguarded, the initiatives of the Electoral Literacy Club serve as a shining example of how educational institutions can go beyond classroom instruction to empower the future leaders of the nation. These initiatives underscore the institute's vision, which goes far beyond producing educated individuals; it is about fostering individuals who are not only well-informed but also responsible, engaged, and committed citizens who actively contribute to the democratic fabric of our society.
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.	As our is PG college, all the students are eligible as above 18 years of age have been already registered as Voters in the Electoral Roll. The College has initiated a process to increase registration in electoral roll at the time of admission itself.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
242	232	210	210	236

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: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	11	13	12

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
66.309	144.587	219.062	140.302	107.797

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 institution adheres to the curriculum prescribed by Savitribai Phule Pune University to uphold academic standards and guidelines, with well-planned and documented process through structured committees.

- Curriculum and academic calendar are designed and published by the Savitribai Phule Pune University. Before commencement of each semester, Academic Committee meeting with faculty is conducted to finalize the academic calendar considering the institute events. It includes all activities such as industrial visits, Guest lectures, Value addition courses, workshops, seminar, conferences, end sem examination, mentor meetings etc.
- Subject allocation of faculty is done as per specialization and their competencies. Subject distribution is planned well in advance for proper academic implementation. Master & individual faculty time tables are prepared, preserved and displayed with prior approval. Micro/Teaching plans are prepared by faculty of the respective subject allotted before commencement of semester considering academic calendar and time table.
- Faculty maintain course file(Hard/Soft Copy) which majorly contain following information: Academic calendar, individual time table, syllabus, teaching notes, CO-PO-PSO Mapping, assignment, PPT / handouts, class test and university question papers, e - contents for delivering online session.
- The institution employs a diverse array of assessment methods like academic monitoring mentoring, Audits takes a review of teaching learning process through report of syllabus coverage, consolidated attendance, Concurrent Evaluation etc. Syllabus completion, monthly class attendance is conveyed to students through mentor and communicated to parents by post and through SMS.
- FDP's are conducted for faculty at institute level for higher learning enrichment. Students are motivated for industrial visit, internship, hands on practice and sponsor industry project to gain experiential learning. Academic progress, grievances, feedback from stakeholders are taken and conveyed to Director for strengthening curriculum delivery and overall improvement.
- Faculty members participate at various committees of the university such as Board of Studies, subject chairmen, paper setter, LIC committee who identify in the shortcoming of the curriculum delivery and covey to the concern authorities. Based on result analysis and attainment of CO, PO and PSO corrective action are suggested and implement in subsequent academic year.
- Institute library is having ample number of reference books, text books, e- books, e-journals to cope up with recent trends and demand of industry. E-learning facilities are provided to all the faculty members of the institute which help them in effective teaching.
- The integration of platforms such as SWAYAM and NPTEL and value added certification

courses enriches the learning experience, offering additional resources and courses that complement the curriculum. By incorporating these platforms, the institution ensures that the students have skills required to commence their career in the professional world.

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: 17

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](#)

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: 93.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	232	210	210	165

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:

The institute offers MBA program as per curriculum designed by Savitribai Phule Pune University. Crosscutting issues related to Gender, Human Values, and Professional Ethics are embedded within prescribed syllabi of the University across different courses. Which ensure a comprehensive approach to education that fosters awareness and understanding of important societal issues, such as management ethics, gender diversity, environmental conservation, and sustainable practices. By infusing these crosscutting issues the institution aims to equip students with the necessary knowledge and skills to confront intricate societal and environmental challenges with ethical integrity and sustainability consciousness.

Professional Ethics in Curriculum

The institution's awareness program on **Ethics** is geared towards fostering a culture of ethical conduct and integrity among students. Through interactive sessions and workshops, students are sensitized to ethical dilemmas and equipped with the necessary knowledge and skills to make ethical decisions personal and professional contexts. The institute conducts several guest lectures on the topic of Ethics and morals for corporate journey.

Gender Issues & Human Values in Curriculum

The Institute provides a course on Human Values as per the curriculum of the University. Apart from this, Ashoka Premier League, an annual cricket tournament hosted by the institute, mandates the presence of at-least 4 female members in each team and also the opening bowler and one batsmen has to be a lady. In its endeavour to promote gender equity and inclusivity, the institution undertakes a comprehensive **gende**r audit initiative.

Environment and Sustainability in Curriculum:

- The college takes care to inculcate values related to environment and sustainability through practices and programs like Tree Plantation, Expert Lectures on environment issues, Swaccha Bharat Abhiyan, Godavari river bank cleaning activity, Industry visits and field excursions etc.
- The **Student Research Project Scheme** on Social Issues empower students to engage with pertinent societal concerns through rigorous primary and desk research, resulting in the formation of research papers, through hands-on investigation and analysis, students not only gain a deeper understanding of pressing social issues but also contribute valuable insights to the academic dialogue.
- Under the banner of ISR Cell the "Meri Maati, Mera Desh" initiative, students pledge to adopt sustainable practices, participation in environmental conservation efforts, Institute involving eminent guests as a symbolic gesture of **environmental stewardship b**y welcoming guests with saplings to emphasize the importance of afforestation, the institute conducted a workshop titled "Pink Hygiene" for girls to create awareness regarding menstrual hygiene and self-care.

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: 98.35

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

Response: 238

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	108	101	120

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

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: 74.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	40	39	36	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	54	54	54	54

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: 18.62

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:

Ashoka Business School aspires to be a premiere educational center of excellence fostering managerial competencies of global standards for holistic advancement of students and create professional leaders contributing to the socio-economic development of the nation. It strives to provide a platform for learners to hone their competencies through experiential and participative learning by following student centric methods.

1. **Experiential Learning**

Annual Board Review Meetings: A hypothetical organization is constituted and different roles like Chief Financial Officer, MD, Vice-President etc. are given to the students and are made to present the annual report of the organization to shareholders.

Equity Club: Here students participate in the financial markets and exchange their knowledge about trading thereby maximising returns on investment.

Readers Club: Here students volunteer themselves in giving a review about a book they have read through this club.

Industrial Visit: Industrial visits are regularly organised to blend the theory and practicality as a part of experiential learning. During the industrial visit, students interact with the company executives from various departments and understand the business process.

B: Participative Learning

Management Guru: Here students get a platform to showcase their knowledge of management gurus. The students give presentation on the contribution of various management gurus to the field of management. The best presentation is awarded.

Case Studies: Case Studies help students to learn in groups, discuss the merits and demerits of the case and present the findings about various issues in the case collectively.

Industry Analysis & Desk Research: Under this subject, a group of five students research on any industry given to them. They find out the top 2-3 companies in the industry and do SWOT analysis which helps them in understanding the industry scenario.

C. Problem-solving methodologies

SRPS: Students Research Programme Scheme is an initiative where students undertake a research under the guidance of a faculty of their choice. A research group of 2-3 students compete with other research groups and the best research project is awarded. Such research competitions expose students to **research-oriented and real-world problem-solving experiences.**

Summer Internship Projects: Students take SIPs under the supervision of the faculty and company guide for two months. At the end of the internship, the students face a Viva-voce by external experts and are evaluated. The internship helps students in understanding the problems and challenges faced by organizations and also helps them in articulating solutions for the organizational problems.

ICT enabled tools

By harnessing the power of information and communication technology (ICT), the institute ensures uninterrupted learning experiences. Through licensed platforms like Zoom, students benefit from special sessions conducted by external experts, enhancing the quality and depth of their education. Advanced facilities such as IT Lab equipped with internet connectivity and computers having latest configuration facilitate practical learning, allowing students to engage with tools like advanced excel and conduct project work efficiently.

Moreover, every classroom, seminar hall, and boardroom is equipped with computers and projectors with internet connectivity, optimizing the teaching-learning process and facilitating dynamic presentations. Interactive panels (Smart study boards/TV) further enhance engagement, enabling faculty members to provide online references seamlessly. Faculty members are equipped with personal computers, webcams, and headphones, ensuring smooth communication and accessibility to resources.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 101.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 47.54

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**

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	7	5	4

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Internal Assessment

Ashoka Business School follows the guidelines prescribed by Savitribai Phule Pune University, Pune for internal examination evaluation. At the beginning of the semester every subject teacher decides the concurrent comprehensive evaluation (CCE) criteria as per the norms, and the same is communicated to students, well in advance. Along with the Concurrent Comprehensive Evaluation, the Institute adopted the practice of conducting End Term Exams in a semester which gives students the feel of university exams and sensitizes them for final exam preparation.

Savitribai Phule Pune University has given detailed guidelines about the CCE and faculties are free to select the combination of CCE elements. After the conduction of End Term Exam the checked answer sheets are shown to the students and justification for low marks if any are discussed with them. The faculties also discuss the expected answers with the students in the classroom so as to make them perform better in final exams.

During Covid times when there were restrictions on individual movement, the Institute started using Google classroom extensively as it was possible for faculties to share the notes and assignments there. Students are asked to submit the assignments on google classroom as it helped in reducing the physical distance between the Institute and Student. There onwards Google Classroom has been used for the digital submission of assignments. The use of this technology ensures transparency. The marks scored by a candidate in various assignments are summated and then converted to out of 50 marks. These marks are also shown to the students. In case of any grievance regarding questions or marks, the student is free to communicate the same to the subject teacher. If the subject teacher does not address the grievance within 3 days, the student can communicate the same to the Director of the Institute who ensures that the grievance is addressed in time. The final marks are then fed on the examination portal for further calculation of grades.

External Exam

The External Exam is conducted at Ashoka Business School as per the guidelines laid down by Savitribai Phule Pune University. Before the exam, the students have to fill out the exam form and get the hall-tickets. Any issue related to the selection of subject by the candidate is raised to the Exam department which further in coordination with the University solves the student grievance. The Exam is conducted under the surveillance of CCTV cameras which helps in close monitoring the class and also discourage any kind of malpractice by the students. The Institute also constitutes an Internal Squad Team which randomly inspects the classrooms and students during the period of Exam. After assessment and result declaration, any student who is not satisfied with the assessment and has grievance can apply for rechecking and revaluation through his exam login by first demanding the soft copy of his paper. The soft copy of answer sheet is then referred to the subject teacher who further guides the candidate whether he/she should apply for rechecking or not. In case there exists any scope of getting increased marks the candidate applies for rechecking and revaluation.

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

Ashoka Business School is affiliated to Savitribai Phule Pune University and hence follows the rules and regulations laid down by the University from time to time. The syllabus is framed by the University committee and communicated to the Institute. The program and the course outcomes for MBA program are specified by the university in the syllabus copy of 2019 Revised pattern. During the induction of MBA I students, the incoming students are given a syllabus copy and the course outcomes per subject are discussed with them. Irrespective of the program year or semester the commencement of any particular subject within the classroom starts with discussion on the course outcomes for that particular subject with the students which enables them in proper orientation with the subject. The discussion of the course outcomes helps the students in understanding what they are expected to gain and reproduce after studying a particular subject.

For every course there are either 5 or 6 course outcomes. These outcomes are designed based on blooms taxonomy i.e. Remembering, Understanding, Applying, Analysing, Evaluating and Creating.

Following are the Program Outcomes for MBA course.

1. Generic and Domain Knowledge - Ability to articulate, illustrate, analyze, synthesize and apply the knowledge of principles and frameworks of management and allied domains to the solutions of real-world complex business issues

2. Problem Solving & Innovation - Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques.

3. Critical Thinking - Ability to conduct investigation of multidimensional business problems using research based knowledge and research methods to arrive at data driven decisions

4. Effective Communication - Ability to effectively communicate in cross-cultural settings, in technology mediated environments, especially in the business context and with society at large

5. Leadership and Team Work - Ability to collaborate in an organizational context and across organizational boundaries and lead themselves and others in the achievement of organizational goals and optimize outcomes for all stakeholders.

6. Global Orientation and Cross-Cultural Appreciation: Ability to approach any relevant business issues from a global perspective and exhibit an appreciation of Cross Cultural aspects of business and management.

7. Entrepreneurship - Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups as well as professionalizing and growing family businesses.

8. Environment and Sustainability - Ability to demonstrate knowledge of and need for sustainable development and assess the impact of managerial decisions and business priorities on the societal, economic and environmental aspects.

9. Social Responsiveness and Ethics - Ability to exhibit a broad appreciation of the ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment and distinguish between ethical and unethical behaviors & act with integrity.

10. LifeLong Learning – Ability to operate independently in new environment, acquire new knowledge and skills and assimilate them into the internalized knowledge and skills.

At the beginning of the semester, orientation is given to students about Program Outcomes and Course Outcomes.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Ashoka Business School is affiliated to Savitribai Phule Pune University and hence follows the rules and regulations laid down by the University from time to time. The Savitribai Phule Pune University communicates the course outcomes and the program outcomes through it latest syllabus. Program outcomes(PO) and course outcomes(CO) were evaluated by the individual faculties according to the evaluation criteria prescribed by the University. Concurrent evaluation for every subject is on the basis of criteria such as assignments, class test, open book test, role play, group discussion, group presentation etc. The individual faculties decide on the criteria for concurrent evaluation which facilitates measurement of course outcomes. Every subject has 5-6 course outcomes and MBA as a program has 10 program outcomes. For example, if a test, as criteria for concurrent evaluation is conducted for 25 marks and carries five questions with equal weightage, every question meets certain course outcome in percentage. The percentage figures are further converted to points up to maximum three. Thus the marks earned by an individual student for that question decides the extent of meeting course outcome (out of 3). Similarly, each criterion set has certain course outcomes which are met by individual student on the basis of marks a candidate earns for every respective criterion. The course outcomes are then mapped with programme outcomes which are subjective in nature and decided by individual faculty. Every CO is mapped with every PO on the basis of relevance to more or less extent on a scale of 3. The programme outcome for an individual subject is calculated on the basis of cumulative contribution of the course outcomes. The average program outcome for all the subjects for a particular semester is then calculated which decides the final attainment of PO for a semester.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 91.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	95	94	109	99

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	110	95	112	111

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: 3.55

File Description	Document
Upload database of all students on roll as per data template	

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: 0.96

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.364	0	0.04	0	0.556

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:

Ashoka Business School (ABS) has established a dynamic ecosystem that fosters innovation, integrates the Indian Knowledge System (IKS), and aware the students and staff about intellectual property rights (IPR) through expert sessions. The institution's ecosystem is aligned with traditional culture and values, contemporary trends, facilitating knowledge transfer, students and faculty collaborations for research, and knowledge transfer by guest sessions, seminars and workshops by contributing to an environment where innovation thrives.

Ecosystem for Innovations

A significant milestone in this journey is the establishment of the Ashoka Innovation and Start-Up Cell. This cell supports students aspiring to transform their innovative ideas into viable start-ups, providing comprehensive guidance from ideation to execution. Participation in competitions like the 'Avishkar

Competition,' organized by Savitribai Phule Pune University, further enhances students' research and innovation skills. Additionally, the Student Research Project Scheme (SRPS) promotes collaborative research among faculty and students, fostering a culture of inquiry and experimentation. ABS also organizes various competitions such as battle field , B-Plan, poster making, and essay writing competitions to stimulate intellectual curiosity and encourage students to engage creatively with societal issues.

Ashoka Business School (ABS) integrates the Indian Knowledge System (IKS) to preserve and promote traditional wisdom, combining physical, theoretical, and spiritual learning for a holistic educational approach. Activities include workshops, seminars, and guest lectures featuring experts from diverse fields, enriching students' perspectives. ABS employs an activity-based learning approach with year-round events infused with research and innovation, embedding IKS principles to highlight the relevance of traditional knowledge in modern contexts.

ABS ensures that students appreciate the relevance of traditional knowledge in modern contexts. Several clubs at ABS focus on different aspects of learning, each integrating IKS elements:

• Literary Cell: Encourages reading habits and explores classical Indian literature alongside modern works, fostering a deep appreciation for India's literary heritage.

 • Equity Club: Provides insights into financial markets, incorporating traditional Indian economic practices and ethical considerations.

 • Research Cell: Eestablishing a dedicated research Cell to oversee the IPR Cell activities which develops critical and creative thinking, often exploring traditional Indian scientific and philosophical concepts amongst the students.

The "Management Guru" initiative teaches students management principles from ancient Indian texts. ABS also provides additional resources for elite students and extra guidance for slow learners, ensuring holistic development aligned with IKS principles. Through these initiatives, ABS enriches students' knowledge and appreciation of traditional Indian wisdom.

- **Guest Lectures and Seminars:** Experts well-versed in traditional Indian knowledge systems share insights.
- **Industrial Visits:** Students visit industries where traditional practices are incorporated into contemporary business models, providing practical examples of IKS in action.
- **Project work promotes through the CBCS** curriculum promotes the independent thinking and research aptitude, incorporating IKS topics to deepen students' understanding of traditional knowledge.

ABS fosters participative learning through peer teaching and an activity-based approach, with clubs, guest lectures, and industrial visits enhancing real-world exposure. Workshops, seminars, and a Research Cell promote ICT skills and intellectual property protection. Faculty publish research in top journals, supported by N-LIST access.

Ashoka Business School nurtures innovation, integrates the Indian Knowledge System, and emphasizes intellectual property rights. Through various initiatives, ABS ensures continuous knowledge creation and transfer, preparing students to contribute meaningfully to society and the world.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 118

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**

2022-23	2021-22	2020-21	2019-20	2018-19
37	23	18	22	18

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: 1.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	5	7	7

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 0.74

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**

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	05	03	02

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Ashoka Business School (ABS) has been organizing and participating in various extension activities with a combined objective of sensitizing the students as well as contributing to the community for strengthening society and their holistic development. The Institute has had talks with various associations, trusts, and NGOs that have facilitated the conduct of various visits to Orphanage Homes, organizing Blood Donation Camps, and spreading Road Safety Awareness.

Ashoka Business School (ABS) has always been very keen towards working for the benefit of the society along with its faculties, students, staff and the management. It has a separate ISR (Institute Social responsibility) cell which regularly conducts the various activities that help the different sections of the society. Institute believes in the holistic development of students and hence, plans diverse activities that could help learn values that benefit the society. Institute works to develop the overall personality of students through a series of regular activities which are undertaken both within the Campus and outside it in the form of special camps.

Over the past five years, the institution's extension activities in the neighbourhood community have yielded significant outcomes, both in terms of tangible impact and in sensitizing students to critical social issues. Institute also invites volunteers for all-around personality development through community service, group interactions, awareness generation programs, group training, and leadership training programs. The Institute organized the Road Safety Awareness campaign, wherein the staff, faculty and students move to the nearby areas and spread awareness in the community to follow the basic driving necessity of wearing helmets and thus encourage self-protection too. By organizing Blood Donation Camps in association with hospitals, the students, staff and faculties voluntarily undergo a small fitness test and thereafter donate blood for their welfare These initiatives have not only addressed pressing community needs but also provided students with invaluable experiences that contribute to their holistic development. The Institute has also rigorously pursued the Tree Plantation in the nearby communities to

nurture the environment on various occasions, which has made the students realise of the importance of environment conservation and curb the effects of deforestation, rapid urbanization and decreased water levels in their communities.

By engaging in projects such as health camps, literacy programs, environmental conservation efforts, blood donations and social awareness campaigns, students have developed a deeper understanding of societal challenges and their roles in addressing them. This active participation has fostered a sense of social responsibility, empathy, and civic engagement among students, preparing them to be conscientious citizens and effective leaders in their future endeavours.

The institution has further fortified its commitment to community empowerment through active engagement in skill development workshops, environmental initiatives, and social awareness campaigns. Cultural exchanges, festivals, and digital literacy programs organized during this period have not only contributed to fostering a strong sense of community but have also played a pivotal role in enhancing diversity appreciation and digital inclusivity. These extension activities collectively underscore the institution's dedication to social responsibility and the cultivation of well-rounded individuals.

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

3.4.2

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

Response:

Ashoka Business School (ABS) has garnered numerous awards and recognitions for its outstanding extension activities. These accolades, granted by government and government-recognized bodies, highlight the institution's unwavering commitment to societal, environmental, and educational excellence. The outline of the key achievements from 2018 to 2023, showcasing the sustained efforts and impactful initiatives undertaken by the institute are:

2018-19: Laying the Foundation for Excellence

The significant contribution by the institute towards community-focused initiatives started with, the Blood Donation Camp organized by the institution and received a great appreciation from the Nashik Blood Bank and Transfusion Research Institute. This event demonstrated the institution's dedication to health and social welfare. Additionally, the Maharashtra Government acknowledged the ABS efforts in the Forest Department for emphasizing environmental consciousness. The year also saw recognition by Skillhub Infotech Pvt. Ltd., highlighting the institution's involvement in skill development programs.

2019-20: Innovations in Societal and Environmental Spheres

ABS continued to excel with innovative approaches to societal and environmental challenges. The Maharashtra Anti-Tobacco Mass Pledge Activity, recognized by the Sambandh Health Foundation, showcased the institution's commitment to public health. The Jamunna Hills Half Marathon and Lokmat Maha Marathon, awarded by Giri's Development Company and Lokmat respectively, were significant in promoting fitness and community spirit. Additionally, the Responsive Recycling initiative, acknowledged by E-Inclination Recycling Pvt. Ltd., and the Green College Clean College competition, recognized by Kirloskar Vasundhara, underscored the institution's leadership in environmental sustainability.

2020-21: National Recognition for Comprehensive Efforts

A notable national recognition of ABS's extensive extension activities. The institution was honored as a Recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell Institution by the Mahatma Gandhi National Council of Rural Education, under the Ministry of Education, Government of India, in 2020. This accolade underscored the institution's holistic approach to rural and social development. Furthermore, the Majhi Vasundhara Mitra Award by the Environment & Climate Change Department, Government of Maharashtra, in 2021, recognized the institution's environmental initiatives. These awards, alongside acknowledgments for blood donation and educational rankings, reflected the institution's multifaceted contributions to society.

2021-22: Sustained Excellence and Diverse Impact

In 2021-22, ABS sustained excellence was affirmed through multiple recognitions. The institution's participation in blood donation drives continued to be acknowledged by both governmental and non-governmental bodies, including Arpan Blood Bank and Nashik Blood Bank. The NSE FINMAHOTSAV award by the government in 2022 highlighted the institution's efforts in financial literacy and awareness. Additionally, the Kirloskar Eco Rangers Green Campus recognition emphasized the school's ongoing commitment to environmental stewardship.

2022-23: Expanding Horizons and New Achievements

Recently, ABS expanded its horizons with new and diverse achievements. The institution's selfless contribution to the e-magazine of ISTD was recognized by the Indian Society for Training & Development in 2023. The Green College Clean College competition continued to garner recognition from Kirloskar Oil Engine Group Nasik. Other notable awards included appreciation from SBI Life for the Back to Basics Workshop and the Nasik Leadership Awards by the World Women Leadership Congress in 2023, reflecting the institution's contribution and leadership in various domains.

The institute's dedication to excellence in extension activities enhances its reputation and contributes significantly to the broader community and environment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 71

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**

2022-23	2021-22	2020-21	2019-20	2018-19
20	16	12	17	06

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 26

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Teaching-Learning Infrastructure

- **Classrooms:** Ashoka Business School offers a conducive learning environment with well-designed, spacious classrooms and tutorial rooms for each specialization. These are equipped with comfortable seating, modern audio-visual aids such as smart screens and projectors, enhancing the interactive teaching and learning process.
- **Library:** The two-storeyed library is a focal point of academic life, offering extensive resources and quiet study areas for students.
- **Language Lab:** A state-of-the-art language lab enhances students' communication skills with modern audio-visual equipment and software.
- **Computing Equipment:** The cutting-edge computer lab features the latest hardware and software, with high-speed internet connectivity, supporting online resource access, research, and assignments, thereby enhancing the overall educational experience.
- **Innovation and Startup Cell:** This cell supports entrepreneurial activities, providing resources and mentorship for students interested in innovation and startups.
- **Research Cell:** The research cell facilitates academic research, providing support and resources for faculty and student projects.
- **Career Guidance and Employability Cell:** This cell assists students with internships and job placements, offering career guidance and organizing recruitment drives.

ICT-Enabled Facilities

- **Smart Classrooms:** The institution incorporates smart classroom technology with interactive panels, projectors, white boards and audio-visual systems to improve teaching effectiveness and student engagement.
- **Digital Library:** The library is stocked with a vast collection of books, journals, and research papers and equipped with online databases, e-books, and e-journals, providing extensive academic and research resources.
- **E-Content Equipment:** Ashoka Business School is equipped with advanced tools and technologies to create high-quality e-content for our students. The institution has invested in modern audio-visual equipment, including high-definition cameras, microphones, and multimedia production facilities. These resources enable the faculty to develop engaging and interactive

digital learning materials, such as video lectures, tutorials, and online courses.

Cultural and Sports Facilities

- **Activity Room:** Dedicated spaces for cultural events, performances, exhibitions, and artistic activities allow students to explore different cultures, express creativity, and develop social skills, fostering a vibrant campus life and well-rounded personalities.
- **Sports, Yoga and Recreation:** Well-maintained sports rooms offer facilities for indoor games like Snooker, Table Tennis, Chess, Carrom, and Boxing. Specialized facilities for yoga, meditation, and physical fitness training promote holistic well-being and stress management. These encourage physical fitness, teamwork, leadership skills, and a healthy lifestyle.
- **Auditorium:** A spacious seminar hall with modern audio-visual facilities is ideal for seminars, workshops, conferences, and cultural events, supporting a wide range of academic and extracurricular activities.

Ashoka Business School ensures a well-rounded and enriching environment for its students. The institution's infrastructure supports both academic and extracurricular activities, fostering a holistic approach to education that contributes significantly to the physical, mental, and emotional well-being of its students.

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

4.1.2

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

Response: 45.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
61.42	62.40	63.3	50.62	67.91

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

ILMS Implementation: Ashoka Business School, Nashik, has embraced the Koha Integrated Library Management System (ILMS) to revolutionize our library services. The implementation of Koha facilitates automated library operations, including cataloging, circulation, acquisitions, and inventory management. This system ensures quick and easy access to over 6000 books and 11 National and 5 International periodicals, streamlining all aspects of library management in compliance with Savitribai Phule University norms.

Digital Facilities: Our library offers extensive digital facilities, including an OPAC (Online Public Access Catalog) and self-checkout stations. The multilingual support in Koha enables seamless access to diverse academic resources for all users. With Wi-Fi accessibility and ten computers available for remote users, the library premises further facilitate efficient information retrieval and research capabilities.

User Training: To ensure the effective utilization of Library and digital library resources, Ashoka Business School conducts regular training sessions and workshops for faculty and students. These sessions are designed to familiarize users with the functionalities and promote efficient navigation and usage of the digital library resources, enhancing the overall library experience.

Subscriptions to E-Resources and Journals

Adequate Subscriptions: Ashoka Business School ensures access to a comprehensive collection of e-resources, including e-journals, databases, e-books, and multimedia content, including **Proquest, Delnet** etc. Our subscriptions cover diverse subject areas and research interests, providing our academic community with a wide range of scholarly materials essential for teaching, learning, and research.

License Agreements: The institution has established licensing agreements and subscriptions with

reputable publishers. These agreements provide authorized access to scholarly content and databases, ensuring that students and faculty can access high-quality academic resources.

Remote Access: To facilitate continuous learning and research, Ashoka Business School provides remote access to e-resources and journals which is shared through google drive. This enables off-campus users to access scholarly information and research materials anytime and anywhere, ensuring uninterrupted academic activities.

Optimal Utilization by Faculty and Students

Promotion and Awareness: Ashoka Business School actively conducts promotional campaigns, orientations, and outreach activities to raise awareness about the library's resources, services, and facilities. These efforts ensure that faculty and students are well-informed about the available academic resources and how to access them effectively.

User Support Services: Our library offers comprehensive user support services, including reference assistance and information literacy programs, citation management support. These services are designed to help faculty and students effectively utilize library resources for their academic and research needs.

Usage Statistics: The library monitors and analyzes usage statistics. By evaluating these metrics, we can identify areas for improvement and develop our collection to better meet the needs of our academic community.

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

1. **Hardware and Software Upgrades:**

    - We conduct regular updates and upgrades of hardware components such as computers, servers, networking equipment, projectors, and audio-visual systems to ensure compatibility, performance, and reliability in our IT infrastructure. At Ashoka Business School, Nashik, we prioritize timely installation

of software updates, patches, security fixes, and new releases to address vulnerabilities, enhance functionality, and optimize performance of our IT systems and applications.

2.   Technology Refresh Cycle:

   - We implement technology refresh cycles or replacement plans at Ashoka Business School, Nashik, to systematically retire outdated equipment and replace it with newer, more efficient models, thereby reducing downtime and maintenance costs.

3.   Sufficient Bandwidth for Internet Connection:

   -     Bandwidth Provisioning: Adequate bandwidth capacity is provisioned from internet service providers (ISPs) or network providers at Ashoka Business School, Nashik, to meet the demands of concurrent users, multimedia content streaming, online learning activities, and research data transfer.

4. IT Facilities Maintenance and Utilization

Maintenance Systems and Procedures: Through well-established systems and procedures, Ashoka Business School ensures systematic facility maintenance and optimal utilization. Regular assessments identify areas for improvement, and maintenance schedules are rigorously followed to keep all equipment in excellent working condition.

5. Rules and Conduct:

To guide student conduct and ensure the proper use of IT facilities, rules are prominently displayed across the institution. For example, computer lab rules include logging out after use and refraining from unauthorized software installation. These guidelines help maintain a secure and efficient IT environment.

6. User Satisfaction Surveys and Feedback:

We regularly collect and analyze results from user satisfaction surveys and feedback forms. These inputs from students, faculty, and staff regarding their experiences with IT facilities, internet connectivity, and technology support services help us identify areas for improvement and enhance IT services.

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

4.3.2

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

Response: 2.69

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

year:

Response: 90

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 6.96

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
12.98	12.86	7.00	8.34	6.02

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: 88.41

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**

2022-23	2021-22	2020-21	2019-20	2018-19
318	168	178	180	155

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 100

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**

2022-23	2021-22	2020-21	2019-20	2018-19
242	232	210	210	236

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 47.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	40	62	37	42

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	95	94	109	99

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 6.92

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.)**

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	6	1	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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 19

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*

2022-23	2021-22	2020-21	2019-20	2018-19
12	1	0	3	3

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 7.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	7	9	6

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:

Ashoka Business School (ABS) proudly announced the registration of its Alumni Association, named 'KSHITIJ' (Nashik/0000159/2019), on March 12, 2019. This association plays a pivotal role in the institution's growth and development and can be reached via its official email, abskshitij@aef.edu.in. KSHITIJ maintains a dedicated bank account for its operations.

KSHITIJ's Contributions

KSHITIJ contributes to the institution's development through both monetary and non-monetary means. Alumni of ABS, holding prestigious positions in various industries, provide valuable guidance to current students. The association boasts over 300 active members participating in various initiatives.

Fostering Alumni-Student Interactions

The Institute emphasizes fostering interactions between alumni and current students. Alumni serve as mentors, offering career guidance and sharing professional experiences and industry insights. An annual Alumni Meet provides a platform for alumni to share their experiences and wisdom, strengthening the bond between alumni and the institution.

Alumni as Trainers and Mentors

Alumni engage current students in training programs covering specialized areas such as Advanced Excel, HR Analytics, Business Analytics, Digital Marketing, Workplace Etiquette, Communication Skills, Business Valuation, and Project Financing. These sessions help align students' skills with industry expectations.

Judging Student Activities and Mock Interviews

In addition to training, alumni contribute by serving on judging panels for competitions like the Management Guru contest, acting as external evaluators for Summer Internship Project viva, conducting mock interviews, and chairing sessions at national conferences. They also organize and participate in conferences, seminars, and workshops hosted by the Institute.

Financial Contributions and Utilization

The funds contributed by alumni are used for social initiatives and student development activities. The Institute encourages alumni to donate either in cash or kind, aiming to enhance the welfare of both students and alumni. This financial support is crucial for organizing various events and programs that benefit the student community.

Social Initiatives and Student Development

Alumni contributions extend beyond financial support. They are actively involved in social initiatives and student development activities. This includes organizing events and programs that benefit the student community. Their efforts ensure that current students receive the guidance and resources needed to excel in their professional journeys, thereby perpetuating a cycle of continuous improvement and success for the Institute and its graduates.

Internship and Placement Opportunities

A notable contribution of the alumni is in providing internship and placement opportunities. Many alumni, holding key positions in reputed organizations, actively facilitate internships and final placements for current students. This enhances the employability of students and provides them with practical industry experience and networking opportunities. Alumni involvement is crucial in bridging the gap between academic learning and professional requirements.

KSHITIJ Alumni Association has become an integral part of the Institute, significantly contributing to its development and the welfare of its students. The active involvement of alumni in mentoring, training, providing financial support, and facilitating internships and placements underscores the association's commitment to giving back to their alma mater. Their efforts ensure that current students receive the guidance and resources needed to excel in their professional journeys, fostering continuous improvement and success for the Institute and its graduates.

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

Ashoka Business School has established itself as a premiere educational center, consistently aligning its governance and leadership practices with its vision and mission. The institution's vision—to foster managerial competencies of global standards for holistic advancement of students and create professional leaders contributing to the socio-economic development of the nation—is reflected in every aspect of its operation. Alignment with the vision and mission is evident in its adoption of the National Education Policy (NEP), sustained institutional growth, decentralization, participatory governance, and robust short-term and long-term institutional perspective plans.

Vision and Mission

The school's mission to provide a platform for learners to hone their competencies through experiential learning and impart professional leadership skills, driven by committed educators, serves as the guiding principle for its governance structure. The democratic and participatory governance model is designed to engage all stakeholders, ensuring the institution stays focused on delivering value-based practical education that brings significant benefits to society.

Decentralization and Governance Structure

Ashoka Business School follows a decentralized approach to governance. The Governing Council (GC), composed of founders, trustees, the Secretary, Administrator, and senior academicians, delegates authority to the Director, who, in turn, involves various functionaries at different levels of the institution. This structure ensures that strategic decisions are not solely top-down but also incorporate feedback from faculty, staff, and other stakeholders.

The CDC (College Development Committee) plays a pivotal role in policy development, with members drawn from the institution, SPPU, industry, external/internal faculty, and alumni. This committee's inclusive nature promotes a broader perspective on institutional policies and strategies. The CDC's recommendations are then communicated to the Academic Committee, which oversees the implementation of policies in line with AICTE, DTE, and SPPU guidelines.

NEP Implementation and Continuous Improvement

The institution's commitment to continuous improvement is demonstrated through its alignment with the NEP, NAAC, and NIRF participation. The focus on sustained institutional growth is evident in its implementation of NEP guidelines, emphasizing holistic education, multidisciplinary learning, and skill

development. The introduction of Outcome-Based Education (OBE) has been instrumental in aligning curriculum with clear Course Outcomes (CO) and Program Outcomes (PO), which are regularly assessed and monitored.

Short-Term and Long-Term Perspective Plans

Ashoka Business School's strategic planning incorporates both short-term and long-term goals. The process includes a yearly SWOT analysis, identifying gaps, and integrating faculty and student feedback. These practices ensure that the institution remains adaptable and responsive to evolving educational and industry landscapes.

The "Mission 2025" program reflects a five year plan that shows the institution's commitment to a longer-term vision, with a focus on achieving significant milestones by 2025.

Ashoka Business School's governance and leadership practices reflect a deep alignment with its vision and mission. The institution's commitment to participatory governance, continuous improvement, and adherence to NEP guidelines ensures that it stays on a path of sustained growth and innovation. By engaging stakeholders at all levels and maintaining a focus on holistic student development, Ashoka Business School is poised to continue its success in fostering managerial competencies of global standards and contributing to the socio-economic development of the nation.

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

Ashoka Business School, Nashik, stands as a testament to effective institutional planning and robust governance mechanisms. Our institution's perspective plan is not just a document but a dynamic roadmap guiding our strategic initiatives and operational frameworks. This plan serves as a compass, ensuring that our efforts are directed towards holistic development and continuous improvement.

Our institutional bodies function with utmost effectiveness and efficiency, evident in our meticulously crafted policies, transparent administrative setup, stringent appointment procedures, and well-defined

service rules and procedures. These elements collectively contribute to the smooth functioning and success of our institution.

Our institution's policies are comprehensive and cover various aspects, including governance, academic affairs, finance, infrastructure, and human resources. These policies are regularly reviewed, updated, and communicated to all stakeholders, ensuring clarity and consistency in decision-making processes.

The administrative setup is designed to foster accountability, transparency, and collaboration. Organizational charts clearly delineate roles, responsibilities, and reporting structures, enabling smooth coordination and communication across different administrative units and hierarchical levels.

Appointment procedures at our institution are rigorous and merit-based, ensuring the recruitment of qualified and competent faculty (Ph.D Preferred), staff, and administrative personnel. Adherence to established norms laid down by SPPU, AICTE and UGC promotes fairness, impartiality, and integrity in the selection process.

Service rules and procedures govern the conduct, performance, and responsibilities of employees, fostering a culture of professionalism, discipline, and commitment. These rules are enforced consistently, promoting accountability and ensuring adherence to ethical standards and institutional values.

Additionally, our institution has implemented robust mechanisms for monitoring, evaluation, and feedback, facilitating continuous improvement and organizational learning. Regular assessments, reviews, and audits help identify areas for enhancement and address any gaps or shortcomings in institutional functioning.

Ashoka Business School emphasizes the importance of stakeholder engagement and participation in decision-making processes. Various forums, committees, and councils provide opportunities for faculty, staff, students, alumni, parents and other stakeholders to contribute their perspectives, ideas, and feedback for the development of the institution.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Ashoka Business School's approach to staff welfare, performance appraisal, and career development has been central to its success in fostering a supportive and productive work environment. The institution built on its strong foundations, introducing welfare measures, refining its performance appraisal system, and offering new avenues for career growth to ensure employee satisfaction and professional development.

Effective Welfare Measures

The welfare of teaching and non-teaching staff is a priority at Ashoka Business School. The institution expanded its welfare initiatives to create a positive and inclusive environment. Key measures included:

1. Comprehensive Benefits: Staff members received a range of benefits, including Provident Fund, maternity benefits for eligible female staff, gratuity, and group Mediclaim and Personal Accidental Insurance Policies.

2. Work-Life Balance and Flexibility: The school supported work-life balance by providing special study leaves for exams and Ph.D. work, marriage leaves with gifts (Rs. 2,000 for teaching staff and Rs. 1,500 for non-teaching), and special leaves in case of a family member's death.

3. Employee Recognition and Support: Staff members' birthdays were celebrated with gifts, and Diwali gifts were distributed to all staff. The institution also offered financial assistance in case of emergencies.

4. Facilities and Amenities: A separate canteen and cafeteria area was provided for staff, along with a rest room and sick room to ensure a comfortable working environment.

5. AEF School Fee Waive off whose wards are in Ashoka group of School.

Performance Appraisal System

The performance appraisal system at Ashoka Business School emphasized on transparency, fairness, and continuous feedback. The Institutional Quality Assurance Cell (IQAC) played a key role in overseeing the appraisal process, ensuring it was consistent with the institution's goals and regulatory requirements.

1. 360-Degree Feedback: Faculty performance was evaluated through a 360-degree system, considering self-rating, supervisor's rating, student feedback, and peer rating. This comprehensive approach ensured a holistic assessment of teaching staff.

2. Evaluation Criteria: For teaching staff, performance metrics included academic results, teaching innovation, student support, research contributions, and administrative involvement. Non-teaching staff were assessed based on behavior, task completion, and promptness in service delivery.

3. Continuous Assessment and Feedback: The monthly review system provided regular feedback to staff, allowing them to identify areas for improvement and make necessary adjustments. This continuous loop fostered a culture of self-improvement and collaborative growth.

Career Development and Progression

Ashoka Business School prioritized career development for its staff, offering various avenues for professional growth. The institution encouraged faculty to pursue advanced degrees, supported by special study leaves and financial assistance for attending conferences and workshops. The school also promoted participation in Faculty Development Programs (FDPs), NPTEL, and Swayam courses, enhancing teaching skills and academic knowledge.

Furthermore, the institution's robust governance structure, with decentralized decision-making, allowed faculty and staff to contribute to policy development and institutional planning. This inclusive approach empowered staff to take on leadership roles and be actively involved in the institution's strategic direction.

Ashoka Business School's focus on effective welfare measures, a transparent performance appraisal system, and comprehensive career development opportunities underscored its commitment to fostering a supportive and engaging work environment. These initiatives contributed to enhanced employee satisfaction, productivity, and ultimately, the institution's success in delivering high-quality education and achieving its vision of creating professional leaders who contribute to the socio-economic development of the nation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 11.48

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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	3	0	0

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 / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 86.15

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**

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	6	13	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	1

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Ashoka Business School has a robust approach to resource mobilization and optimal utilization, ensuring that its financial practices support its educational mission and contribute to institutional growth. The institution follows a detailed strategy for mobilizing funds from various sources, maintaining transparency through regular internal and external financial audits. The Institute continued to refine its

financial processes to ensure stability, compliance, and efficient resource management.

Mobilization of Funds

Ashoka Business School's primary source of revenue comes from tuition and development fees, regulated by the Shikshan Shulk Samiti of the Government of Maharashtra. The institution also seeks funds from other sources, including collaboration with SPPU, Student Scholarships from Government.

To ensure effective mobilization of funds, the Institute adopts a strategic approach:

Budgeting Process: At the beginning of the academic year, the institution prepares an annual budget, involving stakeholders at various levels. This budget accounts for operational costs, faculty salaries, infrastructure maintenance, library resources, events and activities for students, Placements, and other essential expenses like remuneration of experts, Industry Personnel, etc.

Centralized Systems: The Institute employs centralized processes for budgeting, finance, banking, accounts, and purchasing. These systems ensure a streamlined approach to resource mobilization and utilization.

Optimal Utilization of Resources

To ensure optimal utilization of resources, Ashoka Business School implements strategies that promote efficiency and cost-effectiveness:

Resource Allocation: Funds are allocated based on the needs outlined in the annual budget. The institution ensures that teaching-learning practices, faculty remuneration, operational expenses, and asset maintenance are adequately covered.

Continuous Monitoring: A committee led by the Director monitors the utilization of resources throughout the year, ensuring compliance with the budget and making adjustments as needed.

Financial Audit

Ashoka Business School's financial management system prioritizes transparency and accountability through regular internal and external financial audits:

Internal Audit: The internal audit process is ongoing, with regular checks to identify and correct errors or omissions in recordkeeping. This audit involves departmental staff and is overseen by the accounts department to ensure accuracy.

External Audit: Conducted annually by a Chartered Accountant, the external audit validates the institution's financial statements and ensures compliance with statutory requirements. The external audit process is thorough, reviewing payment vouchers, bank statements, accounting records, and other financial documents.

Transparency and Fact-Finding: The audit process emphasizes transparency, focusing on fact-finding rather than fault-finding. This approach fosters a culture of accountability and continuous improvement.

Ashoka Business School demonstrates a strong commitment to effective resource mobilization and optimal utilization. The institution's strategic approach to budgeting, centralized systems, and regular financial audits ensures a stable and transparent financial framework. The Institute maintains its focus on delivering high-quality education while fostering a supportive and accountable institutional environment.

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

The Internal Quality Assurance Cell (IQAC) at Ashoka Business School continued its commitment to quality assurance, playing a vital role in institutionalizing robust strategies and processes. The IQAC's mission is to ensure continuous improvement across academic, administrative, and operational activities, with a strong focus on enhancing the quality of education and promoting a culture of excellence.

Action Plans and Quality Indicators

The IQAC's strategic approach involves developing comprehensive action plans and quality indicators to measure progress. The IQAC coordinated the preparation of the academic calendar, ensuring it aligned with the University's schedule. It also oversaw the creation of the Action Taken Report, documenting all events organized by different committees and departments throughout the academic year. This report, available on the institution's website, provided transparency and accountability, reflecting the institution's commitment to quality assurance.

Initiatives and Innovation

The IQAC introduced several initiatives to enhance the teaching-learning experience and foster a research-oriented atmosphere. Notable among these was the National Level Case Study Writing & Case Analysis Competition, National Conference, which encouraged critical thinking and problem-solving among students. Additionally, faculty induction programs, faculty development programs, and awareness programs for the National Education Policy (NEP) were conducted to keep faculty updated with the latest educational trends and methodologies. We have also conducted Student Development Programmes such as Student Research and Project Scheme for inculcating a research culture among the students.

Strengthening Industry-Academia Collaborations

The IQAC played a crucial role in strengthening industry-academia collaborations. Through seminars, workshops, and industry visits, the IQAC fostered meaningful partnerships between the academic community and industry stakeholders. The institution has conducted CEO, CFO, CMO and CHRO Conclaves to provide an insight of the top management practices. These collaborations provided students with practical experiences and insights into industry practices, enhancing their employability and career prospects.

Administrative Development and Staff Motivation

Beyond academic activities, the IQAC also focused on administrative development and staff motivation. The institute conducted admin development programs (ADP), Faculty Development Program (FDP) and family day celebrations to foster a positive work culture and enhance staff morale.

Periodic Reviews and Continuous Improvement

One of the IQAC's primary responsibilities is to review the teaching-learning process, structures, methodologies, and learning outcomes at regular intervals. The IQAC works closely with academic committees, coordinators of different committees and faculty members to ensure that the educational programs align with the institution's vision and mission. This periodic review process allows the IQAC to identify areas for improvement and recommend corrective actions, leading to incremental enhancements in various institutional activities.

Compliance and Accreditation

The IQAC's focus on compliance and accreditation is evident in its meticulous preparation of the Annual Quality Assurance Report (AQAR).

The IQAC ensured that the evaluation process was supervised effectively, including the timely completion of assignments, internal tests, and grievance redressal procedures.

The Internal Quality Assurance Cell (IQAC) at Ashoka Business School made significant contributions to institutionalizing quality assurance strategies and processes. Through its periodic reviews, meticulous planning, compliance with accreditation requirements, and innovative initiatives, the IQAC ensured continuous improvement across the institution. These efforts contributed to the enhancement of teaching-learning processes, strengthened industry-academia collaborations, and fostered a supportive environment for both students and staff. As a result, Ashoka Business School maintained its commitment to providing high-quality education and promoting a culture of excellence.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Inclusive Environment:

At Ashoka Business School, Nashik, gender equity is deeply embedded in the institute's culture. Regular seminars are conducted where Women Leaders from various organizations are called to discuss the challenges faced during their journey in the corporate world and Motivate students to take positive steps. Courses on Ethics and Human Rights also provide a guideline on fair treatment and combating gender stereotypes. This inclusive approach ensures that all students gain a comprehensive understanding of gender issues, fostering a culture of respect and equality.

The institution regularly organizes workshops, seminars, and guest lectures on gender sensitization and equity. These events aim to create awareness among students and staff, highlighting the importance of understanding and addressing gender-related issues. Topics range from Drop the Mask of Gender, Nirbhay Kanya ensuring a well-rounded education.

Facilities for Women on Campus

The safety of women on campus is a top priority. Ashoka Business School has implemented comprehensive security measures, including well-lit areas and extensive CCTV surveillance at critical locations such as the entrance, IT lab, library, language lab, corridors, exam control room, classrooms, and parking areas. A dedicated women security guard is also present on the premises to ensure a secure environment.

A specialized grievance cell addresses issues related to women, providing a platform for them to voice their concerns and seek redressal. Additionally, the Anti-Ragging Committee handles complaints related to sexual harassment, ensuring a safe and supportive campus environment for all female students and staff.

The institute offers comprehensive health and wellness services, including sick room access, regular motivational talks, and counseling sessions.

For girls their separate restrooms, common rooms, and hostels, ensuring that female students and staff have comfortable and secure spaces on campus.

To promote menstruation awareness and hygiene, the institute has launched the **"Pink Hygiene"**

initiative that includes the installation of sanitary napkin vending machines and educational sessions on menstrual health, ensuring that female students have access to necessary hygiene products and information.

Promotion of Gender Equity

Ashoka Business School is committed to ensuring equal opportunities for women across all academic, administrative, and extracurricular activities. Women hold key positions within the institution, such as Director I/c and faculty members, and serve as coordinators for various cells, ensuring active female participation in all aspects of institutional life.

The institution provides mentoring programs specifically aimed at supporting female students and staff. The institute actively encourages female representation in leadership positions, committees, and student bodies. By promoting women's participation in decision-making processes, we ensures that female perspectives and voices are integral to the institution's governance. We have gone ahead and organized POSH Workshop for Students. We have also ensured that one of the faculty has taken Train the Trainer Program for POSH.

Additional Measures and Activities

Regular gender audits ensure that the institution's initiatives aim to advance women's status in society. These audits assess how well gender balance is maintained and integrated into institutional policies, guiding efforts to promote gender equity.

The institution celebrates National and International Commemorative Days, such as International Women's Day, hosting workshops to raise awareness about women's rights, safety, security, and health issues. Cultural and religious festivals are also celebrated annually, fostering feelings of joy, harmony, and togetherness, while developing leadership and managerial skills among students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Provide Links for any other relevant document to support the claim (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:

Inclusive Environment and Promotion of Diversity

At Ashoka Business School, we organize a variety of cultural festivals, regional celebrations, and language days to celebrate and promote cultural, regional, and linguistic diversity. Events such as Ganeshotsav, Diwali, Holi, Christmas, Shiv-Jayanti, Ambedkar Jayanti, and our annual gathering with the theme of "unity in diversity" provide opportunities for our students to interact and learn from one another, fostering a sense of unity in diversity. Our notable events, such as the annual social gathering "Indradhanush" and the sports event "Ashoka Premier League" (APL), encourage students to work together as a team, promoting tolerance and celebrating the beauty of our differences.

We provide comprehensive support services to address the needs of students and staff from diverse backgrounds. Counseling and mentorship programs are in place to ensure that everyone feels included and supported, helping them to thrive academically and personally. Our faculty members actively participate in all events, further reinforcing a culture of inclusivity.

To foster inclusivity and address issues related to diversity, we have established committees and cells dedicated to these goals. These bodies work tirelessly to create a harmonious environment where everyone, regardless of their background, can feel valued and respected.

Sensitization to Constitutional Obligations

We conduct regular workshops, seminars, and lectures on constitutional values, rights, duties, and responsibilities to educate students and staff. These sessions cover a wide range of topics, including human rights, gender equality, and the social status of women, children, and economically disadvantaged people.

The University Curriculum includes topics related to constitutional obligations and civic responsibilities into our curriculum. Courses such as Human Rights I, Human Rights II, Indian Ethos & Business Ethics, and the Indian Constitution empower our students with the knowledge needed to actively participate in the democratic process and contribute positively to society. These courses instill a deep understanding of human rights and their importance in our society.This also aligns with our vision statement which focuses on "Achieving excellence through value-based quality education in the continual learning environment."

In addition to this, we run awareness campaigns on important national days like Constitution Day, Independence Day, and Republic Day. These campaigns highlight constitutional values and civic duties, helping to cultivate responsible and informed citizens. To make learning enjoyable, we organize activities such as poster-making competitions on the Indian Constitution.

Institutional Efforts to Promote Tolerance and Harmony

Ashoka Business School has a homogeneous policy for all members, and there has been no single

instance of discrimination or inequality among our staff and students.

We have established robust mechanisms for resolving conflicts and addressing grievances related to cultural, regional, linguistic, and communal issues. Our grievance cell is equipped to handle all types of complaints, ensuring that all stakeholders feel heard and supported.

Additional Efforts

Our commitment to gender equity includes the "Pink Hygiene" initiative, which promotes menstruation awareness and hygiene through educational sessions and the installation of sanitary napkin vending machines.

As part of our social responsibility and inclusivity efforts, we regularly organize tree plantation drives, road safety and self-defense awareness campaigns, Swachch Bharat initiatives, and cleanliness drives like Goda (Godavari River) cleaning. Visits to orphanages and old age homes provide our students with opportunities to support and interact with orphaned children and elderly individuals, imparting values of empathy and compassion.

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

1. Title of the practice - SRPS- Students Research Project Scheme.

Introduction:

Institute initiated a constructive step towards designing "STUDENT RESEARCH PROJECT SCHEME (SRPS)". Through this initiative, students would be encouraged and promoted to take a lead for innovative research project. This step will not only help to develop research culture among the students but will also be surely known as a distinct feature of the institutes under the umbrella of AEF-HE.

Research creates new knowledge, insights, and imparts excitement, vibrancy, and dynamism in educational process. Research culture and academic integrity need to be promoted amongst students. As a part of the quality mandate, Ashoka Education Foundation is proposing this scheme to instill research culture amongst the students under the guidance of faculties.

SRPS will focus on solution-driven research by addressing the needs of local/ regional communities and possibly the national as well as international priorities.

Ashoka Business School, Nashik, has implemented the Students Research Project Scheme (SRPS) to foster research among students. The scheme aims to familiarize students with the importance of research in academia and society and equip them with the skills to effectively present their findings.

SRPS with a multi - disciplinary approach would bring the students from different areas together with the common purpose of evolving new theories, methodologies and frameworks. It would definitely create an appropriate research environment for the institutes , its students and so for the faculties to equip and undertake the quality research and attain excellence.

Objectives:
1. To create awareness of research among the students
2. To make students well acquainted with importance and opportunities involved in the research work
3. To inculcate the research culture in institutes and among the students
4. To identify young talent, build capacity, promote innovation and support inter- disciplinary research in collaboration with faculties

Ashoka Business School's SRPS cultivates a research-driven culture, acquainting students with research's academic and societal significance. The scheme guides students in presenting unbiased conclusions and fosters collaboration with experienced mentors. The success is evident with 10 papers published in UGC-Care listed journals, and 2 projects reaching state-level Project Competition. SRPS enhances students' skills, and faculty mentorship plays a pivotal role, ensuring its continuation for a research-oriented environment.

Context:

Research is becoming increasingly crucial in today's world, serving as an integral part of organizations, institutes, society and firms. It informs decision-making, provides evidence for theories, and contributes to knowledge development. Engaging in research allows students and faculty members to explore their interests, enhance problem-solving skills, and seek new challenges. Collaborative research projects with mentors, such as experienced researchers or faculty members, provide valuable learning opportunities.

Practice:

To stay competitive in the modern world, research is essential. The SRPS at Ashoka Business School addresses this need by providing students with a platform to conduct research and stay updated and sensitize them regarding social problems. Expert sessions are planned to guide students at each step of their research journey, ensuring they receive proper guidance and support.

Evidence of Success:

The SRPS has yielded positive results, with more than 30 papers published in UGC-Care listed journals. 2 of the projects reached to the zonal level of state level Project Competition -Avishkar conducted SavitriBai Phule Pune University ,Pune. Students have benefited from the scheme by developing structured research timelines and frameworks, while faculty members have played a crucial role in mentoring and supporting the students. Due to its success, the SRPS is continued for three consecutive

academic years sinec 2021-22,2022-23,2023-24, creating a research-oriented environment within the institution.

By recognizing the Students Research Project Scheme as a best practice of the institute showcases its commitment to nurturing a research-driven culture, fostering academic growth, and contributing to the overall development of the institution. These Research projects are in colloboration of students and faculties both and hence experience of all Ph.D Faculty and the naive students work together on innovative ideas and participate in this competition.

2. Title of the practice:- Management Guru

"Management Guru" is a dynamic initiative focusing on leadership and management insights. Through keynote sessions and interactive workshops, it empowers participants with practical knowledge. and also it bridges the gap between theory and application in management education. Success is measured through participant feedback, post-event surveys, and tangible improvements in managerial abilities. The event's impact on participants' long-term professional growth is tracked, showcasing its efficacy in preparing them for the dynamic business landscape.

Objective:

1. To learn management lessons through competitions.
2. To know the great management leaders and read the role they played for the progression of the management.
3. To enhance the effective communication skills, presentation skills and technical skills through Management Guru Presentation Competition.
4. To know the list of personalities who have contributed in the field of management.
5. To know the challenges faced by them and learn the ways to overcome them.
6. To learn about their contribution that has worked wonders for the overall development of the society and people.

The objective of the Management Guru competition is to provide a platform for participants to learn from seasoned professionals, industry leaders, and management experts. The goal is to enhance participants' understanding of contemporary management practices, fostering a proactive and strategic mind-set.

This event addresses the need for continuous learning and professional development. In the context of management education, it seeks to bridge the gap between theoretical knowledge and practical application, preparing participants for the challenges of the dynamic business landscape.

The event features keynote sessions, panel discussions, and interactive workshops led by prominent management figures. Participants have the opportunity to engage in real-world case studies, collaborative projects, and networking sessions, creating a holistic learning experience. Practical application of management theories is emphasized to ensure participants gain actionable insights.

Evidence of Success:

Success will be measured through participant feedback, post-event surveys, and the application of acquired skills in professional settings. Increased participation, positive testimonials, and tangible improvements in participants' managerial abilities will serve as evidence of the event's success.

Additionally, tracking the career advancements and accomplishments of participant's post-event will provide insights into the event's long-term impact on their professional growth.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[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:

ABS: Pioneering "Students Holistic Development Program"

Introduction

Ashoka Business School (ABS) in Nashik stands as a premier educational institution dedicated to redefining excellence in education through a holistic approach. Guided by our vision to foster managerial competencies of global standards and our mission to provide experiential learning platforms. Our core institutional values -excellence, commitment, responsiveness to societal needs, creativity, openness, diversity with synergy, and application-oriented education ,drive our distinctive focus on holistic development.

Context and Rationale

Selection of Distinctive Area: Holistic Development

Our "Students Holistic Development Program" ensures well-rounded individuals by focusing on emotional and mental well-being, intellectual growth, physical fitness, social connectivity, and values and ethics. This prepares students to face diverse challenges in a complex and competitive world.

Importance of Holistic Development

Holistic development at ABS nurtures students' well-being and growth, encompassing emotional intelligence, physical health, social responsibility, ethical values, and intellectual curiosity. This approach is crucial for producing leaders who positively impact society and the global community

Holistic development involves several key aspects:

- **Physical**: Promoting physical health and fitness.
- **Emotional & Mental**: Enhancing emotional intelligence and mental well-being.
- **Intellectual**: Fostering intellectual curiosity and cognitive abilities.
- **Spiritual**: Encouraging self-exploration and ethical values.
- **Social**: Building social skills and community engagement.

Some critical benefits of holistic development include:

- **Resilience**: This ability helps individuals face setbacks or tough situations in life. Students with well-rounded personalities tend to be more resilient.
- **Skill-Building**: In a digitally-driven world, most job opportunities are based on a skills-first talent strategy. Our students need to be future-ready to thrive in an increasingly complex world.
- **Intellectual Capability and Cognitive Ability Development**: This includes learning from information and experience, abstract thinking, comprehension skills, effective written and verbal information, logical and analytical thinking, critical and creative thinking.
- **Emotional Ability Development**: This involves intra-personal understanding, interpersonal skills, self-regulation, empathy, and social competencies.
- **Social Skill Development**: Learning through engaging sessions and diverse skills through interactive experiences .

Initiatives and Strategies :

We implement holistic strategies for social, emotional, physical, intellectual, and ethical growth, ensuring stage-wise learning for students' future success.

Social Activities: Students participate in community service projects like food/cloth/stationary distribution to the needy, Green India Drive,cleanliness drives, nurturing a sense of social responsibility and environmental stewardship.

Emotional & Mental Well-Being: Supported through seminars and workshops on stress management, feminine hygiene, and crisis management, helping students build resilience and emotional intelligence.

Physical Fitness: Promoted through various sports and wellness activities, including National Youth Day, Nashik Run, Ashoka Premier League cricket matches, and International Yoga Day, encouraging a healthy lifestyle and teamwork.

Intellectual Growth: Stimulated by a series of academic and professional development programs such as leadership workshops, guest lectures on career guidance, financial literacy sessions, and collaborations with various industries & institutions like IIM Indore for various trainings.

Values & Ethics: Reading Inspiration Day,Readers Club and sessions on Ethics and values fostering a culture of integrity.

Implementation and Impact:

Beneficiary Statistics:

- Significant student involvement in social initiatives enhances their sense of responsibility and

community service.

- Workshops and seminars attended by a majority of students improve their emotional resilience and stress management skills.
- High participation rates in sports and physical activities promote a healthy lifestyle.
- Numerous intellectual events and workshops with high student engagement foster academic and professional growth.
- Activities aimed at instilling ethical values promote a culture of integrity and respect.

Success Stories:

Physical Development: The Ashoka Premier League saw significant female participation, and **Ms. Durga Nandurdikar excelled in the State Level Fencing** Competition, showcasing our commitment to encouraging sports and physical fitness among female students.

Emotional and Mental Well-Being: The nurturing environment at Ashoka Business School supports emotional and mental well-being, crucial for personal development. This is reflected in students like **Sneha Awasth and Muzain Kokni,** who earned **multiple Gold Medals at Savitribai Phule Pune University,** highlighting the link between emotional stability and academic excellence.

Intellectual Growth: Our focus on intellectual growth is reflected in the research area also, students along with Faculties have written more than **30 research papers and published in UGC-listed journals.** This demonstrates the research capabilities and scholarly contributions.

Social Connect: **Mr. Veer Sanghvi** exemplified social responsibility by founding an NGO named "**Seva**", dedicated to serving the needy. This initiative reflects our emphasis on social connectivity and community engagement, fostering a sense of responsibility and empathy among our students through **ISR Cell.**

Values and Ethics: Our alumni continue to make us proud by upholding the values and ethics instilled during their time at Ashoka Business School. **Mr. Omkar Thorat and Ms. Rutuja Tidke, Ms Aneesha Gaikwad received Managerial Excellence Awards** at their workplaces, showcasing their integrity and professionalism. Many of our students have secured positions in esteemed organizations locally, nationally, and globally, reflecting the ethical foundation and leadership skills developed during their education.

To ensure holistic development, ABS employs various tools:

- **National Conferences and Workshops**: By organizing and participating in these events, students understand group dynamics, develop problem-solving attitudes, and think creatively.
- **Expert/Guest Lectures**: These provide students with industry insights and practical knowledge.
- **Industrial Visits**: These help students understand industrial processes and corporate practices.
- **Group Projects**: These foster teamwork and listening skills.
- **Class Presentations**: These help students overcome stage fright and improve communication skills.
- **Case Study Discussions**: These develop analytical and decision-making skills.
- **ISR Cell Activities**: These include blood donation camps, gender awareness sessions, cleanliness drives, in kind donations helping students develop empathy and social responsibility.
- **Mentoring and Counseling**: Faculty mentors provide personalized support to students,

addressing various personal and academic challenges.

Challenges Faced:

- **Limited Resource Constraints** for conducting extensive holistic development programs.
- **Ensuring Consistent Student Engagement**n and student participation in all activities.
- **Managing & Balancing Academic and Extracurricular Activities** alongwith regular curricular engagement.

Innovative Solutions:

- **Leveraging Technology to u**tilizing online platforms for workshops and seminars to reach a wider audience.
- **Collaborations &** Partnering with industry leaders, alumni, and various organizations to enhance program offerings.

Future Plans

- Introducing new focused programs and activities .
- Strengthening more partnerships with industry to provide more practical exposure and learning opportunities.
- Expanding mental health support services and career counseling to better support students' well-being and professional growth.

Conclusion

Ashoka Business School nurtures well-rounded individuals through activities emphasizing social responsibility, well-being, fitness, intellectual growth, and ethics, aligning with its mission and core values. This focus prepares students to excel in personal and professional lives, facing diverse challenges and contributing positively to society.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Name of Award	Organized by	Level of competitions	Prize
Kirloskar Award for "Green College -Clean College "	Kirloskar Engines Ltd	National	Second Prize
Maharashtra Chamber of Commerce Industry & Agriculture	MACCIA	State	Appriciation Award
National Intellectual Propery Awareness Mission by ABS	NIPAM	National	Appriciation Award
FinMahostav -2022	National Stock Exchange	National	Appriciation Award
Recognition & Appriciation For the Efforts taken for the students during Covid- by SPPU	SPPU,Pune	University	Appriciation Award
Sensitisation Program soil & food Management	Sustainable Academia ,Mumbai	National	Appriciation Award
Maximum Award Recognition by ABS - Sandeep Foundation	Sandeep Foundation	National	Runner up
In Appriciation of ABS kind Cooperation & Valuable Support-2023	Pannash Events-,Nashik	District	Kind Cooperation & support by ABS
YIN Kala Mahostav	Sakal & YIN Club	State	Multiple Competitions
Lokmat Excellance Award	Lokmat	State	Best Educational Institute
Six - Gold Medal & Two Cash Prizes by SPPU-Muzain Kokani	SPPU,Pune	University	Golden Girl-6 Gold Medals + 2 Cash Prize Awards by SPPU
Speak for India	Fedral bank and Times group	State	2nd Prize
27th National Youth Festival	Gov . of india	National	Represented Maharashtra in youth summit
State Youth Parlment	Unisef and Gov. of india	State level	Represented Nashik
YIN kala mahtshov	Sakal Media group	District	2nd Prize in Elocution
Yuva utsav 2023	Gov . of india	District	2nd Prize Poetry
Best Research Paper Award	I.M.R.T, National Conference	National	First Rank
Best Advertising Award	I.M.R.T, -Ahoy-2023	District	Second Rank
EW Ranking 51st Rank in National Level	Education World Ranking	National	51st in Top B Schools in India
EW Ranking in Best Industry Connect	Education World Ranking	National	Amongst Top B Schools in India
MOU -International	Academic MOU	International	International MOU

University -Swiss School of Management ,Barcelona, Spain			
MOU-DIC, state Govt of Maharashtra.for Paithani Project Consultancy	Industry MOU	State	Represented Nashik
Best B-School Award	Venture Wolf	National	Best B-School
Avishkar project competition twice University Representation	Avishkar Competition	University	Selected for University Level
Mazi vasundhara	Award by Govt of Maharashtra	State	1st Rank in Nashik
Yuva mahotsav	Elocution Competition	State	1st Rank
Yuva mahotsav	Best Photography Award	State	2nd Rank
Godavari clean	Appriciation Award	Nashik	Appriciated by Sakal Group
Green Army Award by Maha. Govt as a Member .	Maharashtra Green Army	State	Green Army Award by Maha. Govt as a Member .

Concluding Remarks :

The Report has been an enlightening and transformative process for our institution. This comprehensive self-evaluation has allowed us to critically assess our strengths and areas for improvement across various dimensions of higher education.

Through this rigorous exercise, we have identified several key strengths. Our institution prides itself on a robust curriculum that is regularly updated to meet the evolving needs of our students and industry. Our teaching-learning processes are student-centric, incorporating innovative pedagogical methods and technological advancements. We have made significant strides in research and development, with numerous publications and projects reflecting our commitment to academic excellence.

However, the self-study has also highlighted certain challenges that need to be addressed. We recognize the need to enhance our infrastructure to better support our academic and research activities. Additionally, there is a need for greater focus on faculty development programs and increased industry collaborations to bridge the gap between academia and practical applications.

In response to these findings, we have formulated detailed action plans aimed at addressing these challenges. These plans include infrastructure development projects, increased investment in faculty training, and the establishment of new partnerships with industry and other academic institutions. We are committed to implementing these plans diligently to foster an environment of continuous improvement and excellence.

The self-study process has reaffirmed our dedication to maintaining high standards of quality in all our endeavors. We are committed to regular assessments and feedback mechanisms to ensure that we remain on a path of continuous improvement.

We extend our heartfelt gratitude to all stakeholders, including our faculty, staff, students, alumni, and external partners, whose invaluable contributions have made this self-study a success. We also acknowledge the

guidance and support provided by NAAC, which has been instrumental in guiding our quality assurance journey.

With a clear roadmap for the future and a commitment to quality, we are confident that our institution will continue to excel and contribute significantly to the field of higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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)**
	
	      Answer before DVV Verification :
	      Answer After DVV Verification :17
	   Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate courses.

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**
	
	   1.3.2.1. **Number of students undertaking project work/field work / internships**
	      Answer before DVV Verification : 123
	      Answer after DVV Verification: 238
	
	      Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

2.1.1	**Enrolment percentage**
	
	   2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**
	      Answer before DVV Verification:
	
	see table below
	
	      Answer After DVV Verification :
	
	see table below
	
	   2.1.1.2. **Number of sanctioned seats year wise during last five years**
	      Answer before DVV Verification:
	
	see table below
	
	      Answer After DVV Verification :
	
	see table below

2.1.1.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	104	101	120

2.1.1.1 Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	108	101	120

2.1.1.2 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

2.1.1.2 Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

	Remark : DVV has rechecked and made necessary changes.
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*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	47	49	43	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	40	39	36	45

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	54	54	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
63	54	54	54	54

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.126	0.238	00	0.04	0.556

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.364	0	0.04	0	0.556

	Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	15	05	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	5	7	7

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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** 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** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	05	04	03	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	05	03	02

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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.* 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** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	16	14	19	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	16	12	17	06

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.202	63.124	50.626	54.395	68.454

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
61.42	62.40	63.3	50.62	67.91

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.701	18.413	80.899	11.358	8.679

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.98	12.86	7.00	8.34	6.02

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	6	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	6	1	0

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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**
	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*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	1	1	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	1	0	3	3

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	6	6	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	3	0	0

Remark : DVV has rechecked and made necessary changes.

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*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	36	37	41	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	6	13	11

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	24	26	29	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	1

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV had removed the duplicate names.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 25 Answer after DVV Verification : 23
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	11	13	12

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	11	13	12