YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	ASHOKA BUSINESS SCHOOL
• Name of the Head of the institution	DR. D.M.GUJARATHI
• Designation	Director
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	0253-6649502
• Mobile no	9822036131
• Registered e-mail	director.abs@aef.edu.in
• Alternate e-mail	iqacabs@aef.edu.in
• Address	Ashoka Business School, Mumbai-Agra Highway, Rane Nagar,Nashik
• City/Town	Nashik
• State/UT	Maharshtra
• Pin Code	422009
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**Self-financing**
• Name of the Affiliating University	**SavitriBai Phule Pune University,Pune.**
• Name of the IQAC Coordinator	**DR.MRS SARITA A.DHAWALE**
• Phone No.	**7774032686**
• Alternate phone No.	**9420890567**
• Mobile	**7774032686**
• IQAC e-mail address	**iqacabs@aef.edu.in**
• Alternate Email address	**saritad.abs@aef.edu.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://ashokabschool.org/pdf/AQAR-2019-20-Report-9August-21.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://ashokabschool.org/pdf/Academic-Calendar-Sem-I&III-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**2.55**	**2019**	**18/10/2019**	**24/10/2024**

6.Date of Establishment of IQAC	**02/01/2017**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Institutional	**DBT**	**MAHA-DBT**	**2020-21**	**30,94,168**
Institutional	**AEF Schlorship**	**AEF-HE**	**2020-21**	**100000**

8.Whether composition of IQAC as per latest	**Yes**

NAAC guidelines		
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	3	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. IQAC contributed towards effective and efficient online teaching-Learning process due to Covid 19 and completed 100% syllabus . 2. Renewal of Research Center is initiated and process completed to motivate students & faculties for Ph.D registration and pursue Ph.D./Higher studies. 3. IQAC took initiative for developing leadership skills in management students by conducting the "CEO Talk" Series . 4. IQAC designed innovative ecosystem to foster professional leadership and entrepreneurship skills amongst students through AISC.(Ashoka Innovation Start up Cell) and and Management Guru Competition. 5. IQAC is in process to built strong industry connect through "Vyaktitva Council" wherein an eminent industry experts are associated with the council and guiding effectively to students to make them industry ready. 6. IQAC facilitates to conducts Vyaktiva Council, Academic Council(Semester wise) and IQAC,CDC,Research Cell meetings timely.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Student Satisfaction Survey	The SSS was conducted and the

	report was submitted to the IQAC and the Director.
Preparation of Academic Calendar	Academic Calendar was prepared and given to all students and displayed in the college website.
Introduction of New Certificate Course	Review of new courses to offer for Students benefit,
Bridge course	In order to bridging the gap between the UG level understanding and the PG level the bridge course was conducted for first year students
Preparation of an action plan for gading up the NAAC in the second Cycle.	To plan strategically -
Orientation for First year students	Orientation Session for all the students were conducted by IQAC and syllabus orientation and faculty,subject credits were explain in detailed.
Plan for Internal Examinations	Concurrent exam pattern is freezed by each subject faculty along with the approval of Director
Website updation	Official website of ashoka Business School has been upgraded for better information processing and retrieval of Data for all the stakeholders.
Programme Mapping and Outcomes for all programmes	ll the programmes learning Outcomes have been assessed through CO- PO mapping and assessment. The identified gaps have been ratified with the action taken strategies.Conduct workshop for faculty to develop
Conducted workshop for faculty to develope in case study writing & teaching method in	Workshop conducted and faculty incorporated course learning objectives and analysis in their

Classroom.	programmes
Online Feedback system is to be developed because of online working by the initiative of IQAC.	Online Feedback system developed thjrough G Form and effectively implemented.
Result Analysis for Odd & Even Semester planned and complied to management to check online efficasy of the education.	The results analysis was conducted after publishing the university results
Coaching for Advanced Learners	Elite name given to this group of adv learnners and extra sessions,meetings were conduted sor these elit student to think beyond the curriculum.
Organising Seminars or Workshops by Departments (ADP's,SDP's & FDP's)s	As per IQAC suggestions all the departments conducted workshops/seminars at national/ international level.
Participation in NIRF	IQAC initiated NIRF Registration for this year in the Month of Dec 2021.
Celebration of National & Religious Festivals	IQAC conducted all the programs through Lietracy Club of the College which is run by Library Dept..
ISO Yearly Audits conducted and monitored.	ISO Audit Compliance for ISO 9001-2015 Certification Complaince.
AQAR 2019-20 & 2020-21 Preparation & timely submission to NAAC Potal	Preparation & timely submission of AQAR on NAAC Potal by IQAC.
Conducting Extension Activities	In order to conduct the extension activities to for betterment of the society students and staff visited orphanage, old age home and also cwelebrated festivals like Diwali,Holi with them. Tree plantation is done within the campus because of Pandamic.

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name	Date of meeting(s)
College Development Commiittee	**21/09/2021**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	**08/01/2022**

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**203**

File Description	Documents
Data Template	[View File](#)

2.Student

2.1 Number of students during the year	**213**

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

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**0**

File Description	Documents
Data Template	[View File](#)

2.3 Number of outgoing/ final year students during the year	**221**

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	**12**

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	**12**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	**09**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**155.02**
4.3 Total number of computers on campus for academic purposes	**95**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The Institute follows the revised curriculum of University. MBA

programme comprises of 4 semesters and follows Choice Based Credit System. The institute attempts to align the course contents with the programme structure for effective delivery.

The implementation is done through following elements-

1. The student's data is uploaded in ERP after Admission.
2. Academic calendar- Academic calendar in line to the university's academic calendar is prepared.
3. Time table- Faculties are allocated the subjects as per their specialization and expertise.
4. Micro plans - Based on the subject allocation micro plans for each subject is prepared with CO-PO Mapping.
5. Grading System- Students are categorized according to their academic performance. Special remedial actions are taken for slow learners.
6. Teaching Pedagogy- Traditional classroom teaching/learning is supplemented with group activity, field work, experiential learning, self-study, projects, Industry Exposure Programmes etc.
7. Class observations – Class observation of every faculty is done and evaluation is based on the teaching methodology.
8. Feedback system – Feedback on teaching and learning process is taken twice in a semester.
9. Evaluation – Concurrent evaluation for each subject is a simultaneous activity.
10. Enrichment – Besides syllabus value added sessions/courses are conducted domain wise.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://ashokabschool.org/program-syllabus.html

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The institute has a well-established practice of preparing the Academic Calendar. The Academic Calendar is designed in consultation with the various committee heads and Internal Quality Assurance Cell. Being a University affiliated institute, it follows the directions and norms prescribed. The Academic Calendar is prepared on the lines of the University Academic Calendar and then forworded

to all staff to follow the timeline.

The University introduced the Choice Based Credit System which means that the evaluation process needs to be continuous and comprehensive. Keeping the pandemic situation in mind the CIE criteria were decided by the respective faculties for their allocated subjects. The CIE follows total 47 different criteria categorized in 6 groups. It goes as per the microplans prepared by the faculties and they had liberty to change the decided criteria or way of evaluation in consultation with CIE coordinator. Further, due care is taken so that the Academic Calendar is followed without any deviation.

The Concurrent Internal Evaluation(CIE) is an integral part of the Academic Calendar

(Link :https://ashokabschool.org/pdf/Academic-Calendar-Sem-I&III-2020-21.pdf ,https://ashokabschool.org/pdf/ABS-Academic%20Plan-MBA-Sem%20I-and-IV.pdf)

and the conduction of it is closely monitored by the CIE coordinator and the IQAC coordinator.

Regular audits are conducted to keep a check and adherence to the execution of the Academic Calendar in order to minimise any deviations in the same.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://ashokabschool.org/academic-calendar.html

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma	A. All of the above

Courses Assessment /evaluation process of the affiliating University	

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

5

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

03

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

239

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

1.3 - Curriculum Enrichment

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

The Institute is affiliated with Savitribai Phule Pune University and follows the syllabus provided. The Institute inculcates values in the students through the curriculum.

A separate course on Human Values has been introduced by the University where students become aware not only of their own rights but also of others.

Courses like 'Organizational Behaviour' & 'Human Rights' help them to understand the need for human values, perceptions, and causes of their behavior in professional lives. Students can enhance their self-behavior to improve professional effectiveness & follow ethics. Basic etiquettes of business communication are being taught to inculcate professional values. Statutory Ethics are being covered under "Labour Laws" that address issues like gender equity. Awareness about social responsibilities and good governance are covered under "Managing for Sustainability". A course on Legal Aspects of Businesscovers all aspects necessary for running a business ethically and effectively.

"Emotional Intelligence and Managerial Effectiveness"helps to understand their own emotions and cope-up with others in becoming professional leaders."Start-up and New Venture Management" develops not only managers but professional entrepreneurs. "Employment Relations" helps to understand thephilosophy of treating employees as human beings and maintaining good relations in the organizations.

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

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

02

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

208

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students	A. All of the above

Teachers Employers Alumni

File Description	Documents
URL for stakeholder feedback report	https://ashokabschool.org/feedback.html
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://ashokabschool.org/feedback.html

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

210

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

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

98

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

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

Ashoka Business School is concerned about the learning needs of the students and is aware of their different backgrounds. After the induction process of MBA I students, a psychometric test based on MBTI (Myre-Brigg's Trait Indicator Theory) is conducted for the students which give idea about their interest area and accordingly the students were counselled about their future subject selection and career path. MBA I year students were administered a self assessment test which addresses their learning needs. Students not comfortable with English language were given 30 English communication sessions by an external expert so as to increase their confidence in the language. Similarly, 25 advanced excel training sessions were also conducted by external experts after considering the students excel skills and its industry requirement. Similarly, a course of 10 days on enhancing the employability skills is provided by Nandi Foundation (Mahindra & Mahindra initiative). SPRUCE (English language communication modules) for MBA II was also provided for enhancing the English communication and aptitude skills. Bridge courses were conducted by faculties for MBA I students to create familiarity towards basic concepts in commerce and arithmetic. For slow learners, extra revision sessions are conducted for every subject with special emphasis on solving multiple choice questions. Similarly, a special initiative for fast learners is taken up by identifying students with potential called as 'Elite Group'. Under this initiative, faculties informally interact with students and discuss variety of topics which would boost their holistic development.

File Description	Documents
Paste link for additional information	https://ashokabschool.org/pdf/Elite_club_SOP_7aug.pdf
Upload any additional information	[View File](#)

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

Number of Students	Number of Teachers
210	12

File Description	Documents
Any additional information	View File

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

Ashoka Business School believes in student centricity as this puts the student in the driver's seat. As a part of experiential learning, the institute has conducted variety of sessions that helps students in understanding the concepts by close angels. 'Management Guru' was a competition in which different teams were formed having 3 to 4 students each and the teams were expected to present on the contributions of different management gurus in the field of management. The teams were evaluated by internal and external experts in different rounds and were rewarded on the basis of their understanding, quality of presentations and answering techniques. Apart from this, Case Studies are also given to students for solving during regular classes which help in participative learning. As a part of experiential learning 'Equity Club' activities are organised wherein students study and identify the individual company profile for investment by them for profit earning. Under Flipped classroom, students are also expected to conduct session for other fellow students on a topic of their interest which helps them in learning for the next level. Such sessions were conducted by students of Business Analytics. The institute has also formed 'Readers' Club' in which students are provided with a list of readable books from the library and students give presentation on book review. From the AY 2021, the Institute has kicked off a SRPS (Students Research Project Scheme) initiative under which a group of students under the guidance of each faculty will research upon a socially relevant project and the best project would be awarded.

File Description	Documents
Upload any additional information	<u>View File</u>
Link for additional information	<u>https://ashokabschool.org/ABS-clubs-for-students.html</u>

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Ashoka Business School ensured that the process of teaching and learning is not affected during the pandemic when the faculties and the students were arrested at their homes. The Institute immediately focused on online classes by taking help of the information and communication tools. The Institute purchased license copies of Zoom through which sessions were regularly conducted thereby ensuring the continuity of teaching and learning process. The Institute created a setup of webcams, headphones and other related equipments required to enable seamless education to the students. The Institute also has a setup of 71 computers in the computer lab which is made available to the students for learning and practicing advanced excel and other related work. The students also make use of the computer lab during their project work and presentations. Every classroom, seminar hall and the boardroom are also equipped with separate computer and a projector to be used for effective teaching-learning process and presentations. Every faculty is also provided with a personal computer at his working place along with webcam and headphone. The Institute also has installed ERP software and MS-Teams for effective conduction of online classes and the overall administration. Apart from above mentioned ICT tools, the Institute also has one laptop, server, broadband internet connectivity for all computers, scanner, printers, photocopying machine, intercom, UPS and a generator for power backup.

Link describing ICT tools

https://ashokabschool.org/it-infrastructure.html

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

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

2.3.3.1 - Number of mentors

12

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

12

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

6

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

3

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Institute is affiliated to Savitribai Phule Pune University, Pune and follows the guidelines regarding internal assessment as prescribed by the University. The Institute follows the evaluation system as per the revised syllabus for all courses. As per the guidelines under the CBCS which is outcome based, for a 3 credit course there shall be a minimum of three CCE (comprehensive concurrent evaluation) items. The final scores are converted to 50 using an average or best two out of the three formulae. Similarly, for 2 Credit courses there are a minimum of two CCE items, the final scores are then converted to 50. The CCE items have been categorized into 6 groups and a course teacher opts for a combination of CCE methods.

The CCE spreads throughout the duration of the semester. Keeping in mind the objectives and guidelines of the CBCS System, the institute has adopted the evaluation based on Concurrent Evaluation pattern and emphasizes on Experiential Learning aspect.

During the pandemic students were not physically present in the campus, keeping in mind the convenience of students and the CCE guidelines of SPPU, online mode of internal assessment were administered by the Institute through Google classroom.

File Description	Documents
Any additional information	View File
Link for additional information	https://ashokabschool.org/examination-procedure.html

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

The Institute 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 comprehensive concurrent evaluation (CCE) criteria as per the norms, and the same is communicated to students, well in advance. Detailed instructions of adherence and submission are shared with the students.

Subject teachers are free to choose internal evaluation criteria as per the norms of the Savitribai Phule Pune University, Pune. Internal marks are allocated on the basis of quality and timely submission by students.

During the pandemic, online MCQ test was one of the CCE criteria selected by most of the subject teachers and the marks of the online test were visible to respective students on a real time basis. Google Classroom is used for digitally submission of assignments. The use of technology ensures transparency, however if any student has any grievance regarding questions or marks he/she 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.

File Description	Documents
Any additional information	*View File*
Link for additional information	https://ashokabschool.org/examination-procedure.html

2.6 - Student Performance and Learning Outcomes

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

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 programme and the course outcomes for MBA programme are specified by the university in the 2019 pattern syllabus copy.

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 Program Outcomes are there

1. Generic and Domain Knowledge

2. Problem Solving & Innovation 3. Critical Thinking 4. Effective Communication 5. Leadership and Team Work 6. Global Orientation and Cross 7. Entrepreneurship 8. Environment and Sustainability 9. Social Responsiveness and Ethics 10.LifeLong Learning

At the beginning of the semester, orientation is given to students about PO and CO.

https://ashokabschool.org/program-achievements.html

File Description	Documents
Upload any additional information	*View File*
Paste link for Additional information	https://ashokabschool.org/pdf/course-outcomes-mba-2019.pdf
Upload COs for all Programmes (exemplars from Glossary)	*View File*

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

Program outcomes(PO) and course outcomes(CO) were evaluated by the individual faculties according to the evaluation criteria prescribed by the University. Concurrent evaluation was 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 would facilitate 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 he/she earns for every respective criterion. The course outcomes were then mapped with programme outcomes which were 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	Documents
Upload any additional information	View File
Paste link for Additional information	https://ashokabschool.org/pdf/course-outcomes-mba-2019.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

97

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://ashokabschool.org/pdf/Academic-Report-Jan-May-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://ashokabschool.org/pdf/SSS_2020_21.pdf

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 year (INR in Lakhs)

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

4000

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

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

3.1.2.1 - Number of teachers recognized as research guides

02

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

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

01

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://dare2compete.com/competition/katastasi-international-case-conference-2021-fortune-institute-of-international-business-fiib-new-delhi-149823

3.2 - Innovation Ecosystem

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

Ashoka Business School (ABS) has always worked towards excellence in education by providing "Need-based Education". It provides a healthy learning atmosphere, with a pleasant environment and best-class infrastructure. Faculties are always supportive and stand strong with the students, not only for their intellectual or domain-wise growth but towards a holistic development. ABS is well known for activity-based learning. Hence, it plans the activities for the entire year by doing proper research and bringing in innovative ideas that nurture and nourish the minds of the students.

For the transfer of knowledge, ABS has different clubs through which they inculcate the learning in multiple areas. It has a "Literally club" for inculcating the reading habits in students, "Equity Club" that helps students to have insights about the financial markets and

trading in them, "Research Club" where the student is made well acquainted with the concepts of research that help them to develop critical and creative thinking. ABS took an initiative to conduct an activity named "Management Guru"- Learn from the Learned, one of its kind that was of great help to students.

Now ABS is coming up with a major milestone under its research cell, an initiative called "SRPS"(Student Research Project Scheme).

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ashokabschool.org/ABS-clubs-for-students.html

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

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

22

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

01

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

13

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

4

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

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

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. These activities are planned and conducted along with some external agencies/organizations.

The list of the activities conducted is as follow:

SR. NO.

ACTIVITY

IN COLLABORATION WITH

1

Advance MS Excel Training

Metamorphosis

2

Holi celebration (Old Age Home)

Dilasa

3

Session on Cancer Awareness

Dr. Gauree Pimpralekar

4

Diwali Sweets Distribution

Swami Vivekanand Ashram, Trambakeshwar.

5

State- Level Online Program on „Basics of Self Defense'

Ms. Anjusha Chaughule,

6

Wellness Program for Girls-Health Hygiene on International Women's Day

Dr.Pranita Sanghvi, Gynecologist, Ashoka Medicover Hospital, Nashik

7

A session on "Basic Life Support Training"

Dr. Chandrakant Chavan, Ashoka Medicover Hospital, Nashik

8

Cleanliness Drive under Swatch Bharat Abhiyan.

-

9

Blood Donation Camp

Arpan Blood Bank

10

Employability Skills

Mahendra Pride Classroom, Naandi Foundation.

File Description	Documents
Paste link for additional information	https://ashokabschool.org/e-bulletins.html
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

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

5

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

13

File Description	Documents
Reports of the event organized	View File
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

870

File Description	Documents
Report of the event	View File
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

22

File Description	Documents
e-copies of related Document	View File
Any additional information	**No File Uploaded**
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

17

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

?As per the guidelines of AICTE, the Institution has adequate infrastructure and physical facilities for teaching- learning. i.e. classrooms, laboratories, computing equipment etc.?

Ashoka Business School has a well-developed high-tech campus. It is equipped with modern facilities and learning resources to achieve

academic excellence according to its vision and mission.

Ashoka Business School Land Details

Sr. No.

Name of the Deed Holder

Document No.

Date of

Registration

Plot No

Address (Village)

District

Area in Acre

1

Ashoka Education Foundation,

Nashik

1881/2014

25/02/2014

883/1/2/7 Plot No-06

Nashik

0.32

2

1881/2014

25/02/2014

883/1/2/8 Plot No-07

Nashik

0.15

3

1881/2014

25/02/2014

883/1/2/9 Plot No-08

Nashik

0.12

Total area in acres

0.59

The Institute has following infrastructure facilities such as Computer Lab with 80- i3 PC's , Cubical for staff/Office equipments/Xerox Machine / Scanners, RO Drinking Water, Separate Toilet for Gents/Ladies and PWD, Power Backup-D G Set available, 24 Hrs CCTV Camera Surveillance, Cafeteria, Sanitary Pad Vending Machine, Counseling for Students, Advance Library, Girls Common Room, Facilities for Physical Disabled Person, Seminar Hall, AC Classrooms with ICT Facilities, MBA Specialization Classrooms 24 x7 Security Services, Use of Solar system, FireFighter water Plant, 24 Hrs Electricity and Water supply, and Rain water harvesting system

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ashokabschool.org/lecture-capturing-room.html

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

Ashoka Business School has facilities for indoor and outdoor games. The indoor sports room measures 82 sq.mtr. located on the first floor having table tennis, pool table, carom, chessboard which is utilized bythe students on a regular basis. In addition, games like badminton can be enjoyed by the students oncampus. Besides, that Institute organizes the Ashoka PremierLeagueeveryyear where all the students, faculties take part in Outdoor Cricket Championship. . Kickboxing instruments are available at the campus. Also, the Rifle Shooting Range, Basketball court, and cricket ground are available at the central campus of the Foundation on demand and as and when required by the students. Yoga, Meditation is the regular practice for students and staff for mental health in this pandemic situation. Additional information is attached herewith.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ashokabschool.org/sports.html, https://www.ashokabschool.org/Indradhanusha-ashokabschool.html

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

9

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ashokabschool.org/lecture-capturing-room.html
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

118.77

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template	View File

4.2 - Library as a Learning Resource

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

The Library of the institute is partially automated using ERP system developed by Serosoft Solutions Pvt Ltd. The process of accession of books, like purchase of books, acquisition, classification, generation of barcode, Issue and return of books, etc are carried out through the ERP system. The library provides access to teaching resources to students and faculties on and off campus. The Library also provides access to (OPAC) an Online Public Access Catalogue an open access to all reading resources .The User can search the library resources using the following criteria: General Search: Title Author Publisher and Accession No. OPAC eases the process and reduces the time involved in of searching for learning resources. The institute has subscription to DELNET and an Institutional membership of National Digital Library of India. The library

provides remote access to all the faculty members and students so they can use the system on campus. Thousands of e-books, e-journals can be accessed by the students and faculty members for academic and research purpose. The Library has a huge collection of CDs and DVDs on various subjects for holistic development of students. The library is well equipped with Computers, Internet facilities, to facilitate the access of various e-journals and periodicals.

ICT deployed in the library .

Sr no Particulars Details 1 Library Automation Partial 2 Total number of computers 10 3 Total number printers 1 4 Internet band width 10 MBPS 5 Participation in Resource sharing network Like DELNET, OPAC & National Digital Library of India- Yes

Name of the ILMS

software

Nature of automation (fully or partiall

Version

Year of automation

KOHA

Partially

V2

2020

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://ashokabschool.org/advanced-library.html

4.2.2 - The institution has subscription for the | B. Any 3 of the above

following e-resources e-journals e-
ShodhSindhu Shodhganga Membership e-
books Databases Remote access toe-resources

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

1 Lakh

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

222

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The Institute is well equipped with the IT facilities since

inception. Institute wishes to facilitate teaching-learning process through advanced ICT enabled infrastructure. Institute provides Wi-Fi access to the students. Institute has updated facilities as per new advancements and needs. During inception in the year 2012-13 Institute had 50 computer systems for students and faculties. Addition of 11 computer systems was done for Language Lab in the year 2013-14 and in the new campus from 2014-15 the language lab was made fully functional with necessary software Orell. As the intake of Institute doubled in 2014-15, 60 new computer systems were added to the Institute's IT infrastructure. Presently the Institute has 2 Computer Labs with 100PCs for students' use. In addition adequate number of Computer Systems is available for Classrooms, Administration uses and for the faculties. 1 Laptop is available for the use wherever required. All the computer systems are equipped with Windows 10 operating system and Ubuntu with genuine version and works with MS Office 2013. All classrooms are equipped with the computer systems having LAN connectivity along with LCD Projectors since 2014-15 for making Teaching-Learning process effective. Every faculty has been provided with a separate computer system with LAN connectivity for knowledge sources and sharing. The Internet connectivity of 6 MBPS was initially provided by TATA telecom services with a Leased Line connection having being upgraded to 10 MBPS in 2014-15. The Institute is under CCTV surveillance for security purpose. As on date the Institute has purchased 10 Web Camera and Table Top Mic which can be utilized for video-conferencing to conduct the lectures through online mode.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ashokabschool.org/it-infrastructure.html

4.3.2 - Number of Computers

80

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the	A. ? 50MBPS

Institution	

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

7

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The Policy of the college is to fulfil and upgrade the infrastructural requirements as and when the need arises. Various committees of the college are constituted to plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilised. The Committees are Admission Committee, Time Table Committee, Test Examination Committee, IQAC, QMS, Cultural, Student Welfare and Anti Sexual Harassment Cell, Alumni Association, Library Cell, Research Cell, AISC etc. Each Committee consists of Faculty members and they perform their duties efficiently in the interest of the college conducts meeting on regular intervals to discuss the matters which are relating to the improvement of the college.

The infrastructure pertaining to physical, academic and support

facilities in college are regularly maintained to ensure that they are of maximum benefit to the students, teaching and non-teaching staff. The various committees meet regularly to monitor the optimum use of infrastructure which is accessible to the students and staff of the college. Most of the lectures take place in classrooms with projector, microphone and speakers. This is to ensure usage of new audio-visual pedagogical techniques during the teaching process .

A Computer Lab has been set up to be used by Students and Staff for all technical tools. The campus also offers facilities such as Cafeteria, Common Room and sports room. Both the Library and administration section of the college have undergone computerization. The library is fully digitized and is open even after class hours. It has computer terminals with internet facility and large reading spaces. Sports and Games is an internal part of the college and coaches are available for the students -Table Tennis court, Carom, Chess facilities are there in the college. There are few of the highlights Solar panels and garbage segregation in the college. The rain water harvesting system is in place to save water. The Library IT laboratories in operate from Monday to Saturday. The IT Lab is centrally air-conditioned. In order to ensure smooth functioning of the lab. The entire lab facilities be under CCTV surveillance to monitor movement of people and goods etc.

The campus is well equipped with fire management (detection, alarm, evacuation and control) system to save people and property of the ABS College in case of any unforeseen event. The facilities be designed and constructed in a manner which is conveniently accessible by differently-able users. It must have ramps, escalators and lifts for easy movement of such users.

Regular maintenance of the computer labs must take care of proper lighting, ventilation, air-conditioning, necessary First aid kits and regular water supply apart from the basic cleanliness of the premises like• regular sweeping, cleaning and mopping of all floors, and washrooms, dusting of furniture, working stations and shelves etc. which are looked after by lab technicians and supervised by lab Manager/faculty in-charge from time to time.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://ashokabschool.org/lecture-capturing-room.html

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

159

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

19

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	A. All of the above

File Description	Documents
Link to Institutional website	https://ashokabschool.org/key-employability-skill-development.html
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

111

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

111

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

59

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

6

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

3

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

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

01

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at univer sity/state/national/international level (During the year) (Data Template)	View File

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

Introduction to Student Council

There is a Students' Council as specified in The Maharashtra

Universities Act, 1994 Section 40 2(b) for each conducted College or Institution of the University and each affiliated College, to look after the welfare of the students and to promote and co-ordinate the extra-curricular activities of different student's associations .

Aim of Student Council:

1. To improve academics, co-curricular, cultural and extracurricular activities. 2. To motivate the students for team work. 3. To acquire leadership qualities. 4. To learn event managements. 5. To interact with college management to resolve the difficulties of the students in day to day activities. Functions of student council 1. To organize state, national or university level events in each year to motivate students to participate events. 2. To organize the college level event annual social gathering each year which includes cultural and sports events 3. Celebration of Nationally important days like Independence day, Republic day etc., to develop the feeling and sense of nationalism 4. To celebrate Teacher day. 5. To organize blood donation camp, tree plantation, voter's awareness programs in association with institute level association/professional bodies, etc. Ashoka Business School Near Suman petrol pump, MumbaiAgra Higway, Nashik Ph.0253 6649517 Emailr abs@aef.edu.in

File Description	Documents
Paste link for additional information	ashokabschool.org/student-council-vyaktitv-with-committee.html
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

100

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

Alumni Association of Ashoka Business School: The Institute has registered its Alumni Association- 'KSHITIJ' (Nashik/0000159/2019) on 12 March 2019, contributing significantly to the development of the Institution, with a mail id abskshitij@aef.edu.in and a bank account.

The association contributes to the development of its alma mater through monetary and non-monetary means. ABS alumni hold good positions and contribute by guiding the students.

The Institute encourages the alumni to regularly interact with the students. They act as Mentors to the current students and help in providing them internships for SIPs and placements. The alumni share their work and the current trends with the students. Every year the Institution organizes Alumni meet to provide them a platform for sharing their experiences with the students. Some alumni have their start-ups and encourage entrepreneurial activities.

The alumni have suggested training programs in specific areas such as Advanced Excel, Digital Marketing, and Personality Development which has been positively taken up.

The fund contributed by alumni will be used on social and student development activities. They are encouraged to donate in cash or kind for the student and alumni welfare. The alumni participate in the conferences, seminars and workshops organized by the Institute.

File Description	Documents
Paste link for additional information	https://ashokabschool.org/alumni-association.html
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	**E. <1Lakhs**

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision- "To be a premiere educational centre 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"

Mission- "Provide a platform for learners to hone their competencies through experiential learning by imparting professional leadership skills driven by committed educators"

The following strategic characteristics and aspirations enable the College to realize its vision:

- Modern and precise educational experiences that develop the best mangers.
- An atmosphere that facilitates personal commitment to the educational success of students in an environment that values multiplicity and society.
- Education and Industry partnerships with Universities, colleges and industries.
- Highly successful alumni who contribute to the profession in the global society.
- PG Program which integrate global awareness,communication skills and team building across the curriculum.
- Practical and responsible resource management;

- Training that prepares students for interdisciplinary managers research and advanced problem solving Leadership and service to meet society needs

Nature of Governance- To attain a specific end goal, the Institute conducts different scholastic and student driven practices for the holistic development of the students.

? Endless endeavours are taken by Honourable Chairman and Secretory to guide the Director and employees to define different plans for the advancement of the Institute.

? Institute is symbolized through visionary and dynamic leadership of Honourable Chairman and Secretory of the Institute.

? Under his important guidance, the Director of the organization and other authorities design strategies and plans for the smooth functioning of academics and administration.

? These plans and strategies are executed in decentralized pattern to attain mission of the Institute which is in line to the vision statement. The dissemination of work is done through various bodies at different levels as follows-

- Local Managing Committee
- Director-Higher Education
- Administrator.
- Institute Director
- IQAC Coordinator
- Academic Coordinator

The Governing Council (GC) is the apex body constituted to oversee the various Institutional activities. The GC comprising the Hon. Chairman, founding members, eminent administrators from reputed organizations, industry representatives, and faculty members of the institute are steering the institute in a progressive path towards realizing the vision of the institute, since its inception. The perspective plan for the growth and expansion of the institution, review of the progress,approval of annual budget and expenditure is encompassed by the Governing Council.

Governing body designs and executes Short-term, Long-term plans integrating individual faculty plans, it also perculated to the students level .Initiating SWOT analysis of the Institute ,finding the gap to work out it is yearly excercise executed at the institute level and also if any other recommendations from the stake holders.

Every year gap is identfied and the institution present long term plan of VISION - 2025 is on under the prgram " Mission 2025". The policy and planning are carried out according to consultation with the management & stake holders. Top management with the help of the Director, IQAC & Acdemic Coordinator formulates quality policy and integrates the same in the strategic plan.

File Description	Documents
Paste link for additional information	https://ashokabschool.org/About-Us.html
Upload any additional information	View File

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

The Institute is working to deliver quality Management Education since its inception. Faculties are encouraged to participate and to take initiatives in organizing and conducting various co-curricular and extracurricular activities. Simultaneously faculties are motivated for participating in administrative decision making. Faculties are also involved in bridging the gap between Industry and Academia through industry meets, collaborations and various extension activities.

As the vision is to create professional leaders amongst the students, the Institute emphasises to create leaders amongst faculties too. By providing a platform to explore their organizing and decision making skills through various bodies, committees and activities, the Institute serves the aforesaid motive.

Administrative Decentralization: It includes AEF-Hon.Chairman, Secretary, Director, Administrator, Institute Director, IQAC & Academic Heads, Teaching Staff, Non-Teaching Staff, and Support Staff.

Academic Decentralization: Institute follow PDCA Plan, Do, Check and Act for all the academic activities. At the beginning of the academic committee work allocation followed by planning of each activity proposal, Budget, Resource allocation.

Equal opportunities and responsibilities are given to all the faculty members. Conduction of periodical meetings to monitor the activities. Periodical meetings take place under the guidance of Hon. Chairman Sir, Secretary, Director, and Administrator and give

the inputs, suggestions for the effective and smooth work culture.Each activity run by the institute constituted by commiittee members where student along with faculty plan and execute the activity in a team.Best examples are given in the additional file attached here in AQAR.

The effective leadership is visible in various institutional practices such as decentralization and participative management. Quality Policy is framed under the guidance of all Visionaries : https://ashokabschool.org/institute-visionaries.html.

QUALITY POLICY

"We are at Ashoka Education Foundation, are committed to impart need based, practical education to the students. We are determined for holistic development of students with the help of highly qualified and proficient faculties fully dedicated to empower learners for self-exploration. We endeavor to keep our students abreast with Technical and Skill-Specific knowledge to provide opportunities to develop abilities so as to contribute to global development in the knowledge-based technological era. We will achieve students' satisfaction with our high ethical standards, professional integrity and shall strive for excellence to create responsible global citizens with a deep-rooted ethos of Indian culture and tradition."

We believe in Team buiding and Team Work ,hence each member of the Institute follow th Quality Policy to reach to the organisational goal. The College promotes participative management. Ideas pertaining to academic goals, organizational progression and better campus life are collected from all stakeholders to promote efficient functioning of the College. The staff and other stakeholders help in infusing a positive attitude that leads to increased efficiency, improved communication, heightened morale, motivation and job satisfaction.

Believing in decentralization, the Management takes policy decisions, finance, infrastructure etc. with the help of members of the College Development Committee. CDC discusses matters related to teaching and administrative staff and decisions are taken at these levels are implemented e.g. the planning of National Level Case Study Competition in 2020-21 and its implementation.Believing in democratic values, the institution has decentralized and participative management. College Development Committee(CDC) always suggest to improve,innovate and inculcate the new technology to implement is day to day working in the Institute.

College Development Committee(CDC) is Place on the Website , Link for CDC is : https://ashokabschool.org/pdf/ABS-COMMITTEE-CDC-2020.pdf

File Description	Documents
Paste link for additional information	https://ashokabschool.org/pdf/Yearly Commiittee.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institute has a quality strategy which is executed by different committees and councils. The purpose is to make students ethically strong in professional areas & make them employable and professional leaders.

Industry-Institute Partnership Cell (IIPC)/Ashoka Innovation & Start-up Cell (AISC)

A cell monitored and directed by the AISC Core Committee under which the Industry Mentors and faculty Mentors works together to identify the gaps of employability skills. AISC and the Placement cell functions under "IIPC". Various Tie-ups proposed with industrial associations like the CII, NIMA, and ISTD etc. to collaborate in student's practical education. Training Centre under IIPC to address the training needs of the students and helps in bridging the gap between the industry expectations and students performances.

Objectives of IIPC is to provide accelerated, need based and practical oriented education to the students to get either well placed and/or to become entrepreneur through AISC also to foster the skills to empower students to become entrepreneurs or industry workforce relevant to the demands of the consistent growth happening in our environment. IIPC aims to bring together industry and academia to mentor, guide, teach students to facilitate experiential learning in line with the trends of the industry.

File Description	Documents
Strategic Plan and deployment documents on the website	<u>View File</u>
Paste link for additional information	<u>https://ashokabschool.org/pdf/IQAC-Sratigic-Plan.pdf</u>
Upload any additional information	<u>View File</u>

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

Institute follow the process given in the policy for effective and efficient procedures of administrative set up, appointment, service rules and procedures. Institute publish advertisement in newspaper for any recruitmen. Applications are invited for the posts, interview letters are issued, after successful interviews demos are observed, if final selection is done then joining letters are issued to the candidates, appointment letters are issued to the new joined candidates. Induction program is implemented for the new joined candidates by the experienced faculty members. In the induction program: Quality Policy, Vision, Mission, work culture, leave policy and other details of the institute are explained to the new joined candidates. Induction program is organized for new joinee where orientation of HR policies, Institutes details, ISO process are explained.

The functioning of the institutional bodies is effective and efficient which is reflecting through policy implementation, administrative setup, appointment and service rules. Effective and efficient functioning of the college is governed through different administrative section as specified in HR Policy of AEF-HE . Through the practical experience of management, corporate management has been designed in a scientific and transparent manner to obtain the best results from it. A hierarchical clusters were created from top management down level to clearly delineate duties, responsibilities, accountability, and powers at each stage. College Organogram is provided here for demonstrating effective and efficient functioning of the institutional bodies.

Governing Council, this body is the highest authority headed by Chairman/Secretory who is responsible for finalizing all the policies & provides guidelines for the framing of strategies and policies and ensures smooth working and overall development of the

Institute. College Development Committee, Works as an interface between Management and the Institute. It provides recommendations regarding financial aspects, improvements in academic and extracurricular activities if required. Director Higher Education looks after all the academic activities in the various units under parent organization

File Description	Documents
Paste link for additional information	https://ashokabschool.org/About-Us.html
Link to Organogram of the institution webpage	https://ashokabschool.org/organizational-structure.html
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	**A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The Institute believes that satisfied staff is more productive. The welfare measures adopted by the Institute to provide benefits to the staff towards their satisfaction. Following measures are followed by the Institute-

A. Statutory-

i. Institute provides Provident fund to all the staff including Non-

teaching Staff

ii. Maternity benefits are provided to the eligible female staff

iii. Benefit of Gratuity is provided as per the norms

iv. Group Mediclaim Policy and Personal Accidental Insurance Policy is provided to all the staff.

B. Others-

i. AEF School Fee Wave off whose wards are in Ashoka group of School.

ii. Staff are gifted on their birthday and feel their existence in

iii. Special Study leave for Exam, Ph.D. work.

iv. Special leave - 5 days to the staff in case of death of person in blood relation.

v. Marriage Leave -07 days to the respective staff member.

Gift (Teaching Staff Rs. 2000 and Non-teaching Rs.1500)

vi. Diwali Gift is given to all the staff.

vii. Financial assistance is provided to the staff in case of emergency.

viii. Separate area for Canteen and cafeteria is provided to the staff.

ix. Rest room and sick room for the staff.

x. Indoor sport facility.

Link of HR Manual where Page No: 19 shows all thwe Statutory complaince for Employee.

https://ashokabschool.org/pdf/AEF-HR-Manual26020.pdf

File Description	Documents
Paste link for additional information	https://ashokabschool.org/pdf/Employee_Welfare_Policy.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

6

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

21

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

109

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	**No File Uploaded**
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

- **For Teaching Staff-**

The performance of teaching staff is appraised through various points. The teacher's performance is rated by Self-rating, Supervisor's rating, Student Feedback and Peer Rating. In short it is like a 360degree appraisal system.

For Self-rating and Supervisor's Rating following points are considered-

1. Academic Performance- Subject Result is the main basis for this point. The Subject result of the respective faculty for both the semesters is considered.
2. Teaching Performance- Here the teaching effectiveness and teaching innovation are considered for the evaluation.
3. Student Support- The rating for student support activities like-Mentorship, AEEP, Efforts taken for Student's Grade Up-gradation etc. are evaluated.
4. Research and Participation- The research work done by the faculties is evaluated. Participation in university bodies, committees, participation in conferences, workshops, FDPs etc. is also considered for appraisal.
5. Faculty Contribution in Administrative Work- Lastly the contribution of Faculty under Administrative Part is also evaluated. The manner in which faculty contributes to the internal activities, committees and other statutory administration related tasks of the Institutes is considered under this part.

Student Feedback for teaching and student support about the individual subject and faculty is taken at the level of unit head/academic coordinator and related rating is given to the faculty. Also the Peer Rating for supportive and team spirit shown by the respective faculty is considered for appraisal.

*   For Non-Teaching Staff-

For the non-teaching staff the evaluation by the HR/Admin Head and Unit Head is considered. The HR/Admin appraises the behavior of respective staff with students, teaching staff and others, task completion rate, promptness in the service etc. The comprehensive report is provided to the Director for final remarks and then necessary decision is taken.

Link : https://ashokabschool.org/pdf/AEF-HR-Manual26020.pdf

Page no: 21 Performance Appraisal Process in the HR Manual is refered

File Description	Documents
Paste link for additional information	https://ashokabschool.org/pdf/AEF-HR-Manual26020.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Audits in Ashoka are conducted with the objective of fact findings and not fault findings. Transparency is the heart of audit process. The accounts of the college are maintained and audited regularly by the Chartered Accountant. The institution has computerised its financial management system and all the accounts are managed by the tally software. All the details of income and expenditure are stored with the help of tally software. All the financial statements and pay sheets are prepared using the computer. The C.A. of the institute undertakes internal audit. All heads are checked and verified by the firm. The financial documents and receipts are produced for scrutiny and all that is needful regarding the maintenance of accounts is completed within stipulated period of time.

Institute has a separate accounts department headed by a Chartered Accountant. In every financial year the college conducts internal verification through departmental staff as well as external audit by the Auditor. Main objective of Internal verification is to detect errors and omissions in record keeping. After completion of the monthly accounts the same accounts are verified by the internal accounts head. Under the internal verification, vouchers (Cash Expenses Voucher, Cash Received Receipt, Bank Receipts, and Purchase Voucher) bank account statements and all financial records are verified. While verifying entries, if any mistakes/ short comings are identified the same is rectified in the same month by the concerned departments. Following process of accounting system is followed:

- In every financial year the college conducts external audit by the statutory Auditors. After completion, the final statutory audit report is submitted to the Governing body for approval every year. External audit is conducted on a yearly basis. It

is conducted by a Chartered Accountant.

- The team of Auditors verifies the financial transactions during the year. Generally the team conducts audits of payment vouchers, bank statements, accounting records, books of accounts. After the audit, yearly financial statements are certified by the Auditor.

- Internal audit is a continuous process of the Institute which covers projection, requirement, and procurement of resources.
- Yearly budget is prepared for the requirements of forth coming year.It is initiated by unit heads, with the involvement of respective process owners (ISO).
- Requirements verified, scrutinised by finance department, and a final budget is prepared. Budgets are discussed with management and approved by them.
- Once the budget is approved, all requirements are monitored based on approved budget.
- Material requisitions (MR) are raised for the purpose of requirement of any material / services.
- MR are approved by budget department and then forwarded to purchase dept.
- Purchase department accordingly finalize the suppliers and does the needful for procurement of the material.
- Material once received, is cross verified by stores department as well as by concerned department.
- Then Goods Received Note is prepared.
- Bills and Goods Received Note are forwarded to accounts department.
- Accounts department verifies the same and make payment to the supplier.
- Internal checking of vouchers and the supporting documents is done by a senior account person.
- Thus the whole system and the department have internal checking /audit system

After completion, the final statutory audit report is submitted to the Governing body for approval every year.

File Description	Documents
Paste link for additional information	https://ashokabschool.org/administrative-procedures&flowline.html
Upload any additional information	View File

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

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

68.54419

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Ashoka Business School is governed by Ashoka Education Foundation. The foundation has provided a spacious campus to Ashoka Business School, along with a set-up of computer labs, language lab, cafeteria, seminar hall, class rooms, etc. The Institute is a "Self-Financed", non- aided private MBA Institute. The major source of receipts is in the form of fees from the students. The fee (Tuition Fee and Development Fee) is decided by the Shikshan Shulk Samiti (Fee Regulating Authority), Government of Maharashtra. Funds for the regular academic working is expected to be provided from the fees collected. For efficient use of the financial resources, the budget is prepared every year at the start of the academic year. The distribution of funds is decided through a resolution passed by Ashoka Education foundation's Management and the utilization of funds is monitored by a committee headed by the Management and the Director. Resources are acquired as per actual need and the emphasis is to optimally utilize the same. Weekly payment schedule is decided and accordingly fund requirement is forwarded to the trust manager and funds are mobilized as per the actual requirement.

Main process/systems are provided at centralized level, like budget & finance, banking, accounts, internal checking, statutory compliance, purchasing, human resource, recruitment cell, QAG, etc.

Optimal utilization of funds is ensured through the following:

1. Adequate funds are allocated for effective teaching-learning

practices for the students and faculties, that include conduct of orientation programs, workshops, inter-disciplinary activities, training programs that ensure quality education.

2. Adequate remuneration based on the performance of the faculties is provided.

3. The budget is utilized to meet day-to-day operational and administrative expenses and maintenance of the fixed assets.

4. Enrichment of library facility is also a major part of budget.

5. The funds are distributed as per the needs, such as renovation of departments and for catering to the infrastructural and other administrative needs of the Institute.

6. The Institute is in the process to renew the research centre's approval.

7. In the budget, provision for unforeseen expenses is also considered

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	[View File](View%20File)

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

Internal Quality Assurance Cell (IQAC) The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions. The IQAC made a significant and meaningful contribution in the post-accreditation phase of the Institution. During the post-accreditation period, the IQAC channelized all efforts and measures of the Institution towards promoting its academic excellence.The IQAC at ABS was constituted on 2017. Since then, it has been performing the following tasks on a regular basis:

1. Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students. 2. Providing inputs for best practices in administration for efficient resource

utilization and better services to students and staff. 3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every three months. The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt. statutory authorities: (a) Annual Quality Assurance Report (AQAR) (b) Self-Study Reports of various accreditation bodies (ISO 9001-2015, NAAC, NIRF, SPPU,AISHE) (c) Stakeholder's feedback (d) Process Performance & Conformity (e) Action Taken Reports (f) New Programmes as per Missions 2025 by ABS .

The objectives of the IQAC are:

- To ensure continuous improvement in the entire operations of the Institution.
- To ensure stakeholders connected with Education, namely parents, teachers, staff,employers, society .
- To develop a quality system for conscious, consistent and programmed action to improve the academic and administrative performance of the institution.
- To promote measures for driving institutional functioning towards quality enhancement and institutionalization of best practices.

Benefits: IQAC will facilitate / contribute:

- To ensure a heightened level of clarity and focus in institutional functioning towards quality enhancement and internalization of the quality culture.
- To promote measures for the functioning of the Institution towards quality enhancement through initialization of quality culture and Institutionalization of best practices.
- To provide a sound basis for decision making to improve Institutional functioning.
- To act as a dynamic system for quality changes in the Institution.
- To build a better internal communication among staff and management to reach to the organisational goals.

Functions :

- Development and application of quality benchmarks/ parameters

- for the various academic and administrative activities of the Institution.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related processes of the institution.
- Dissemination of information on the various quality parameters.
- Documentation of the various programs/activities leading to quality improvement.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

Strategies of IQAC 1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks. 2. The relevance and quality of academic and research programmes. 3. Optimization and integration of modern methods(Online Teaching) of teaching and learning. 5. The credibility of evaluation procedures (Concurrent Mechanism) CO-PO Methods. 6. Ensuring the adequacy, maintenance and functioning of the support structure and services. 7.Research Awareness and development of stfaa and students through (Research Cell & SRPS Prgram.

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes, the following few practices are the results of IQAC initiatives:

1. Case Study Method in the Classroom

2. Student Research Project Scheme

3. Management Guru Competition

4. National Level Multi Talent Program" Frolic"

5. Annual General Meeting (AGM) Mock Process execution for Students

6.Literacy & ISR Club Activities

7.Enterpreneourship Cell (AISC)

8.CO-PO Mapping & Implementation

9.Mock Interview Process for Students

10. NIRF Registration

For more detail , IQAC Calendar can be seen which is prepared semester wise scheduling for development and implementation of strategic plan designed by IQAC. https://ashokabschool.org/pdf/IQAC-CALENDAR-2020-21.pdf and the Minutes of the meetings ae regularly uploaded on website:

Link: https://ashokabschool.org/pdf/IQAC_Meets-5%20years-MOM.pdf

File Description	Documents
Paste link for additional information	https://ashokabschool.org/pdf/IQAC-CALENDAR-2020-21.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

After establishing the IQAC in the college, started working towards quality education and inculcating quality culture among the students and staff. The IQAC has also contributed towards institutionalizing the quality assurance strategies and developed various processes as follows:

1. Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc. 2. Implementation of Outcome-based learning education in each program. 3. Each session is well planned through the microplan and Head of the institute along with Coordinator attend the sessions delivered by faculties ,observes keenly and suggestions if any discussed with the faculty to improve the teaching learning process.

4.Introduces the aptitude classes and soft skill classes for students to enhance personality and employability. 5.Participation of college in NIRF, ISO, AISHE, and various other quality audits recognized by the state, national and international agencies. 6. Establishing Research and Development cell to promote Research and Development activities. 7. Conducting quality programs i.e., seminars, webinars, guest lectures, panel discussions etc. 8. Establishment of various processes to take feedback/surveys from various stakeholders. 9. To implement and enhance the use of ICT

tools to strengthen the teaching-learning process. 10. Establishment of the Mentor-mentee process and its effective implementation. 11. To submit the Annual Quality Assurance Report (AQAR) annually to the NAAC. 12. To institutionalize the best efforts to make the campus ragging-free and develop the discipline in the students along with the establishment of grievance redressal cell.

IQAC being the central body within the college monitors and review the teaching-learning process regularly. Based on feedback various innovative activities and reforms were introduced. Other than these initiatives IQAC works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in MBA programs gradually. The Program outcomes are adapted from 2019 pattern of SPPU, program-specific outcomes, and course outcomes prepared by each program considering Bloom's taxonomy from (NEP 2020) in collaboration with faculty, industry experts, and other stakeholders.

A result-oriented, performance-based model is adopted at ABS that emphasizes accountability based on student learning. Outcome-based education aims to create a student-centric learning environment at the course level including curriculum and training. The POs, PSOs, and COs attainment is measured every session, for low attained courses, proper action is planned and efforts are made to improve the attainments if required beyond curriculum content and activities planned and implemented, this helps in improving the employability of students.

IQAC periodically reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes:

The IQAC improve the teaching-learning process through standard academic practices, these academic practices include:

1. Preparation and adherence of Academic and IQAC Calendar

2. Preparation of Nominal roll, Attendance Sheets, and formation of two division of class.

3. Choice of Electives (Open/Departmental/Science based)

4. Course allocation /Work Load allocation and Timetable preparation

5. Mentor-Mentee distribution

6. Course Delivery (Online / Offline class)

7. Preparation of Course file (Online / Offline class)

8. Conduction of Seminar, Projects, Quiz, Test, Industrial Training

9. Monitoring of class delivery by observation.

10. Attendance Monitoring of students & follow-up for regular classes by Mentors.

11. Preparing Detained List before exam Form.

12. Syllabus coverage (100 %)

13. Setting up the question paper (MCQ/ Subjective)

14. Concurrent evaluation comprising of internal tests, assignments, group discussions, and presentations.

15. Evaluation of answer papers

16. Slow and advanced learners' preparations

17. Industrial Visits & Guest Lectures

18. Competitive Exam Preparations for aptitude knowledge.

19. Spoken English Course for professional development.

20. Soft Skill Training by Industry connect.

21. Timely Redressal of students' grievances.

22. Providing Lecture notes through an online portal/ Google Classroom.

Effective internal examination and evaluation systems: Institute maintains an effective internal examination and evaluation system. Students' result analysis: Institute has the provision of analysis of students' performance after the announcement of their semester results. If the result of the students, in a subject, is not found up to the mark, necessary steps are taken to find out the reasons and the concerned faculty members are counselled and motivated to work towards improvement.

Website Link:

https://ashokabschool.org/policies-for-teaching-and-learning.html

File Description	Documents
Paste link for additional information	https://ashokabschool.org/program-achievements.html
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	**A. All of the above**

File Description	Documents
Paste web link of Annual reports of Institution	https://ashokabschool.org/pdf/Academic-Report-Jan-May-2021.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Ashoka Business School has initiated several measures ingender equity & sensitizationwhich are seen in the activities conducted by

the Institution. ABS promotes gender sensitization through co-curricular activities like seminars, guest lectures, counseling, etc. The Institution had organized 'Self-defense training' for the girl students, conducted by the executor of the Nirbhaya safety Drive Campaign.

Awareness programs like the importance of human rights, Cyber security awareness programs are conducted periodically.ABS tries its best to work towards being a gender-neutral educational institute.

The following committees are constituted at ABS as per norms laid by University/UGC:

Institution Grievance Redressal Committee, Anti-Ragging, Sexual Harassment Prevention Cell etc. ABS boasts of a friendly workculture having 70% female students and 60% female staff.

ABS provides safety and security facilities for its students and staff such as CCTV surveillance throughout the campus and security arrangements. Students wear IDcards within the campus and outsiders are checked by security staff beforeentry. A Mentoring Program takes care of the students' academic, emotional, social and spiritual development. Personal counselling is provided to the students. There are separate common room facilities for girls and boys. There is a sanitary napkin vending machine for the safe and hygienic disposal of sanitary napkins.

File Description	Documents
Annual gender sensitization action plan	https://ashokabschool.org/pdf/POA_of_GS_activities.pdf
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://ashokabschool.org/Women_Safety_Security.html

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-	A. 4 or All of the above

based energy conservation Use of LED bulbs/ power efficient equipment

File Description	Documents
Geo tagged Photographs	[View File]()
Any other relevant information	[View File]()

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

1. Solid waste management

The waste is generated by all sorts of routine activities carried out in the College that includes paper, plastics, glass, foods, etc. There are two colored garbage bins (Green and Blue) in the canteen and within the premises to segregate and collect the wastes

2. Liquid waste management

Liquid waste in the form of sewage is generated, which has underground drains through which the liquid waste is transported to the Sewage Treatment Plants (STPs) and Effluent Treatment Plants (ETPs) of NMC

1. E-waste management

All types of E-wastes generated in the Institute are collected by a 3rd party agency [Rencent Technologies] which recycles them properly

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	[View File]()
Geo tagged photographs of the facilities	[View File]()

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**A. Any 4 or all of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**B. Any 3 of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**B. Any 3 of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	**A. Any 4 or all of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards

cultural, regional, linguistic, communal socio economic and other diversities. With great fervour the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi Sardar Vallabhbhai Patel, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri. On birth anniversary of Sardar Vallabhbhai Patel on October 31, institution celebrates Rashtriya Ekta Diwas (pledgeis taken by staff and students on National Integration Day) .

The Institute boasts of having a mixed crowd in its campus. The students and faculties hail from varied backgrounds, be it language, religion or culture making it a heterogeneous crowd . They are tolerant and accepting of one another's differences. The cultural diversity adds color to all the celebrations in the Institute. Different days and festivals are celebrated with enthusiasm by the students and faculties. The Hindi and Marathi Bhasha Divas are celebrated to make the students aware of their importance.

The 10 day Ganapati festival celebrations bring all the students together .The pandemic saw the celebration of E-Holi and E-Padwa. The 10 day Ganapati festival celebrations and Indradhanushya, the cultural festival of ABS is a true picture of unity in diversity.

Proximity to Ambad Industrial Area makes it easy for the students to visit the Industries for their SIP. A Bus stop outside the gate of the Institute lessens the use of vehicles. DILASA,a home for the aged opposite the Institute, makes it easy for students to visit it regularly and spend some time with the Old people there. This helps to inculcate human values in them which are the need of the hour. Many ISR activities are carried out by the students there.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The Institute takes pride in the fact that apart from preparing a sound academic foundation of the student community; the college constantly works upon to develop them as better citizens of the country.The Institute, apart from imparting professional management

education, inculcates a feeling of oneness among the students through various practices and programs. The Hindi and Marathi Bhasha Divas along with the Birth anniversaries of great leaders is observed . The College celebrates the Independence Day & Republic Day as well as the Yoga Day. The Constitution Day is celebrated on an annual basis, thus contributing to the spreading of Constitutional values and ideals. Expert talks have enriched the awareness about these aspects and it also has promoted their awareness about various aspects of Indian citizenship.

A lecture on Corporate Governance and a session on Human Rights were conducted to make the students aware of being good citizens of the country and abiding by the Constitution. A course on Human rights is also made available by SPPU and the Institute conducts lectures and exam for the same. The Human Rights day was celebrated to make then realize the importance of not only their but also other human rights. For the Holistic development a spiritual session (Online) for students and staff was scheduled at the Institute. A wellness and a self-defense program for the girls were also scheduled.

We have uploaded the syllabus on the website.

Link: https://ashokabschool.org/pdf/msf.pdf

Link :https://ashokabschool.org/pdf/Human-Rights.pdf

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://ashokabschool.org/human-values-and-ethics-course.html
Any other relevant information	https://ashokabschool.org/pdf/Human-Rights.pdf

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	A. All of the above

File Description	Documents
Code of ethics policy document	[View File]()
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View File]()
Any other relevant information	[View File]()

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The Institute believes in celebrating events and festivals as it is an integral part of learning. College organizes all these activities throughout the academic year to promote holistic development of students. Such celebrations promote moral values in the students and also help in spreading and maintaining communal harmony. In academic year 2020-21, the Institute celebrated days like World Environment Day, International Youth Day International Yoga Day, Independence Day, Republic Day, Teacher's Day , Human Rights Day , International Women's

Day ,International day of Family, International Peace Day, International day of Girl Child, Birth Anniversaries of Sardar Patel, Dr. Sarvapalli Radhakhishnan, Lokmanya Tilak,Mahatma Gandhi and Shashtriji,APJ Abdul Kalam , Swami Vivekananda etc.

All these activities of celebrations of commemorative days, events and festivals have become instrumental in building today's youth. Importance of National festivals and events preach them and remind them about our country's cultural heritage and history. Making people aware of physical and mental illnesses and providing solutions through yoga is the aim of yoga day. It also aims to develop a habit of meditation for peace of mind, self-awareness which is necessary to survive in a stress-free environment. Celebrating International day of Family makes them realize the importance of families and values

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	[View File](#)
Geo tagged photographs of some of the events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

1. Title - "Holistic Growth Education"

[Meditation and Life skill teachings]

Objectives of the Practice

The goal of holistic education is to cultivate a student's physical, emotional, moral, psychological, and spiritual attributes. Holistic education is a comprehensive approach to teaching where educators seek to address the emotional, social, ethical, and academic needs of students.

- **To enhance academic excellence among the students thereby providing them adequate exposure.**
- **To develop empathy and team work among students and to arouse spirit of common interest to participate collectively for social causes.**
- **To motivate students to make a difference in the Society.**
- **To culminate the entrepreneurial expertise among students and help them in their**

future endeavors.

3. The Context

Any institution can attain excellence only if and when it works at an all-round development of students. Ashoka Business Schools believes in working relentlessly to achieve its

excellence not in terms of academics only, but also through its involvement in making its students educated empathetic entrepreneurs of the future.

The students come from various sections of society with different cultural and social backgrounds. They have differential capabilities and talents.

With the idea to ascertain a holistic experience focused on understanding values, nurturing skills, and moving towards knowledge, the college strives its best to infuse these values with practices and skills with knowledge.

Holistic educational practices help to improve the academic achievements of students'. It is said that the brain capacities are increased when the students feel physically and emotionally safe and connected to others. In a supportive environment, where social and emotional learning is emphasized along with academics, students have a better chance of emerging with self-awareness, confidence, and a sense of social responsibility.

4. The Practice

To ensure an overall development of students, the institution took up three bases for student's

development:

1. Academic Development/ Curricular activities for development of students

The day begins with a 20 min meditation session. A calm mind works wonders and it is vital for students to have a peaceful mind before beginning their classes in the mornings. Meditation calms the mind and relaxes the body. It refreshes the minds and gears up the students to face the day.A laughing therapy session is also taken.

Guest/expert lectures that ensure an excellent academic understanding and proper exposure to the students are organized by the Institute. Group discussions and mock interview sessions help enhance the employability skills of the students. Remedial classes are taken up to back up low merit students and students are also prepared for the competitive world by guiding them about the with competitive exams. Students with high merit are given expert guidance under the Super 19 initiative. Grooming sessions like mock interviews and group discussions are taken on a regular basis. English speaking sessions are taken to improve the English communication of the students. CEO talks are organized for the benefit of the students. The equity club run by the students for the students adds to their knowledge when they actually work in it.

1. Social Development:

To have a sound and conscious future generation, Ashoka Business School focuses not only on learning, but also towards social responsibility. Various social activities aim towards making students socially responsible citizens.

Each year there is atree plantation drive to ensure a green campus and cleanliness drives ensures cleanliness in the campus and surrounding locality. The plastic free campaign was also taken up as an environmental initiative. Besides such environmental initiatives, visits to BalSadan, a home for orphans and celebrating Holi with the inmates of DILASA-Care Centre for the aged brings out the compassion and sensitizes the students to the harsh realities. Every year on 1st May, the students under the Institute Social responsibility (ISR) cell go to villages to dig trenches and understand the importance of conserving water, which is an initiative of the PAANI foundation.

ABS also works with the Robinhood Army, which works for serving the hungry citizens and caring for their basic needs. Various festivals and important days are celebrated in the college by the students. Every Saturday is devoted to enjoy differently themed activities which provide pure entertainment for the students.

1. Innovation and Entrepreneurial Development: ABS has taken up the motto to go beyond the traditional teaching- learning process to pave way towards making its students entrepreneurs. To attain that, the college took up several innovation practices that encourage in future entrepreneurial endeavors among its students. The college established the AISC and has regular sessions by experts to imbibe the startup culture. Interested students make presentations by presenting their ideas before a panel of experts and few are also given monetary aid as an initial push. Student research is also encouraged wherein the students take up some socially relevant issues and work on finding solutions to it.

Limitation/Constraints: Time proves to be a constraint when it comes to carry on all the aforesaid mentioned activities.

1. Evidence of Success

All the students are exposed to different social values through these activities.

A very effective Team work amongst the students was seen which lead to quick work and congenial atmosphere within the premises.

It sets a good example of participative management.

The team spirit was high and group dynamics strong.

Students realized that all the activities are for their benefit only and thus stay motivated.

6. Problems Encountered and Resources Required

Even though this practice proved to be very effective, it had its own teething problems which had to be faced by all in the beginning. To get the students to sit for meditation was not easy. For social activities the time and busy schedule of all involved had to be taken into consideration.

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions.

Education without social commitment is incomplete. This practice aims to foster the spirit of social service in our students so that they learn to recognize it as a larger framework of their education. While educating the students, the Colleges should try to cover as many aspects as are possible of the social service in order to contribute for the welfare of the community in which it is located. Encouraging students for starting their own startups also helps in lending a helping hand to the government in its Make in India campaign. All the practices are very healthy and helps in changing the overall personalities of the students thus evolving them into better individuals.

2. Title –'Case Study-Designing & Presentation by the Faculties'.

2. Objectives of the Practice

Case Studies are used as a teaching tool used to make students well acquainted with the real life situations. It prepares the students as well as the faculties to think over a problem in a right direction and come to multiple solutions adopting the best one that benefit in long term. The objectives are as follows-

1. To improve the creative and critical thinking of faculties
2. To create in-house case study bank of the Institute by understanding the students' learning abilities and addressing the local real life issues.
3. To create students' engagement and involvement for better learning with in-house developed cases.

3. The Context

The compelling feature for a case study research starts from the desire to derive an in-depth understanding of a single or small number of "cases," set in their real-world contexts. The closeness aims to produce an invaluable insightful appreciation of the case , hopefully resulting in new learning.

The cases available from external sources were found to be lengthy and time consuming to be completely discussed during regular classes. Further the students' learning abilities to grasp the content of those cases was a huge challenge. Helping to connect the students with local and real life situation where they can effectively relate their experiences, it was unanimously decided to develop an in-house case bank.

To foster creative and critical thinking among the faculties, in-house case study development was considered as an effective tool, reducing dependency on external sources, be an add on to research publications and contributing to the faculty development.

4. The Practice

Education has become competitive and so too the Educational Institutions. In order to survive the

competition, institutions have to improve the quality of their services . Innovations and best practices serve to enhance quality and add value. Higher education prepares students before they enter a challenging, unpredictable world. Universities and colleges can provide students with educational resources that will help them become better analytical thinkers and problem solvers outside of the classroom. Many leading educators see case studies as an effective way for students to practice their critical-thinking skills. In the academic sense, a case study is a thorough examination of a specific subject or problem. A case study can help students put theories into practice and is often useful in identifying problems not revealed through a more standard educational approach.They are a way of examining a specific example with the goal of stating what might be

learned from the success or failure of that case. Case studies are effective ways to get students to practically apply their skills, and their understanding of learned facts, to a real-world situation. They are particularly useful where situations are complex and solutions are uncertain.Case Studies act as instructive examples to people who might encounter similar problems. The faculties thus created and developed the case studies for the classrooms.

Case studies are unique because they capture a range of perspectives, as opposed to the single view of an individual got through a survey response or interview. This gives the opportunity to gain a greater understanding of the subject in hand and reduces the potential for any bias, by diluting the agenda of a particular individual. It plays a vital role in putting theories into regular practice.They develop skills likeproblem-solving, coping with ambiguities, analytical skills and decision making in complex situations.

So, to strengthen the learning of the faculties as well as the students', this practice of designing & presenting of case studies was carried out, with the objective to illustrate a unique situation/ Problem, the key issues associated with the problems, defining the scope and give the theoretical concept attached to it and to have a quality discussion in finding the most appropriate solution.

Limitations, if any: Time was the biggest constraint as faculties were busy with many other important routine college works. Making a case study and presenting it requires a thorough study and devoted time. Coordination with everyone for the presentation was also a big task. To find the right type of case involving the theoretical concepts to be taught to the students also needed lot work to be done.

5. Evidence of Success

Despite all the constraints, each faculty developed and presented cases well within the given schedule. It was a learning process for them but they gained enough confidence in the bargain. Though the process was tedious, it was an experience to be remembered and continued. This experience boosted the confidence among the faculties.

Three faculties took part in an International case study competition in which one faculty secured a 3rd position. This shows the positive outcome and learnings due to the above mentioned practice. Another

faculty had presented her own-developed case in National Level competition and secured 1st position. Few of the cases were sent for the publication too. It has resulted to be a continual practice in the Institute. Institute organized a National level Case Analysis Competition where few of our students participated for the first time along with the faculties. Now it is planned to have the case analysis competition solely for the students.

It clearly shows that the practice of developing cases and presenting them by the faculties was a good and encouraging one. This method if used in the classrooms will not only make learnings easy to understand but also it would develop a lot many skills of the students, which would make them ready to face real life situations and prove to be assets for their organizations.

6. Problems Encountered and Resources Required

Time, though not a problem but it was the biggest constraint in following this practice. To study and develop a case study requires a lot of time and faculties had to juggle between their daily work load to make their own case studies. Finding time among the busy schedule was also a difficult task which the faculties overcame to present their case studies. This practice was a good exercise as it not only helped the faculties to understand the nuances of how to prepare and present a case study but also the students benefitted when they were explained it in the class rooms too. Resources were not a problem as the infrastructure with a well-equipped library and its resources were a great help to the faculties.

7. Notes (Optional)

Teaching by case studies is the demand of the time and it has to be adopted by everyone. It makes students use their imaginations and creative thinking and the understanding of a particular concept becomes very easy. A lot of thinking and discussions go in this method of teaching which proves to be very healthy for the students. Lectures become interesting and different perspectives can be understood. Faculties and students alike, get confident to take part in competitions which exposes them to a different world. This practice is one of the best way to teach and create an interesting class and make students thinkers.

File Description	Documents
Best practices in the Institutional website	https://ashokabschool.org/best-practices.html
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Ashoka Business School has as its distinctive practice the concept of Management Gurus, aptly known as 'Learn from the learned: a talk on the Management Gurus'. The area of thrust was fostering managerial competencies. Skills like communication, team coordination, presentations, ICT and understanding the managerial concepts were enhanced.

Life stories of the 21st century Management Gurus, who have achieved fame with their management theories and practices, in the domain of finance, marketing, human resource, advertising, retail or other specialization were studied by students. Leading by example, ABS conducted this activity for its students to add value and knowledge so that they acquire managerial skills for a bright career. In the "Learn from the Learned" activity, groups of students shared the real life stories and learnings of Management Gurus through their presentations. The intention was to find the personalities who had contributed to the field of management, to know the challenges faced by them and how they overcame them and understand their contributions in the field of management. It was a 3 step process where groups (each group had 3 participants) were made and through elimination, the best 3 groups were selected for the final round. The winners were immediately declared and were given books as prizes authored by the Mgmt. guru they represented.

The valuable lessons learnt during this activity helped broaden the students' perception to think the unthinkable.

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

7.3.2 - Plan of action for the next academic year

Ashoka Business School had as its distinctive practice the concept of Management Gurus, aptly known as 'Learn from the learned: a talk on the Management Gurus'. The area of thrust was fostering managerial competencies. The school will now be taking this a step forward by introducing the concept of Understanding the Economists wherein the students will have to read about the renowned Economists and make a presentation on it. The idea behind this concept is not only to make the students into the reading habit but also to make them aware of what and how the great economists have contributed to the field management. This will add to their perspectives and made them think on a broad level.

Conducting Annual General Meetings is also planned to be made as a distinctive practice at ABS. Students prepare themselves by observing real AGMs and studying the nuances of everything in such meetings. Once they are confident, they then prepare for an AGM of a pseudo company. They then hold it in the seminar hall of ABS with all other students and the Management authorities as audience. They answer questions asked by the shareholders(audience) and try to create an atmosphere of real AGM. This boosts their confidence level and also learn from their mistakes.