YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	ASHOKA BUSINESS SCHOOL
• Name of the Head of the institution	DR. DATTATRAY MANOHAR GUJARATHI
• Designation	DIRECTOR
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	0253-6649502
• Mobile no	9130022849
• 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	Maharashtra
• 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. SARITA 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-2020-21.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/academic-calendar.html

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**	**2021-22**	**4818715**
INSTITUTIONAL	**ASHOKA SCHOLARSHIP**	**AEF**	**2021-22**	**157333**

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

• 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)

IQAC has attained a milestone through its strategic planning for the year 2021-2022. Here's a summary of the accomplishments mentioned: 1.Establishment of PhD Research Center: IQAC has successfully implemented a strategic plan to establish a PhD research center at the institute, in collaboration with SPPU (Savitribai Phule Pune University). This initiative demonstrates the institution's commitment to advancing research and knowledge creation. 2.Promotion of Research Culture: IQAC has played a crucial role in fostering a research culture among both students and faculty members. This has been achieved through the Student Research Project Scheme, which has led to the publication of 10 research papers in UGC Care Journals. This not only contributes to academic growth but also enhances the institution's reputation in the research community. 3.Case Study Analysis Competition: IQAC has organized a National Level Case Study Analysis Competition aimed at enhancing critical thinking and management skills among students. This initiative provides a platform for students to apply theoretical knowledge to real-world scenarios, thereby preparing them for practical challenges in their future careers. 4. Effective Implementation of CO-PO Attainment: IQAC has successfully implemented a system for Concurrent Evaluation of all subjects, focusing on Course Outcomes (CO) and Program Outcomes (PO). This approach ensures continuous improvement in the

quality of education and helps students achieve the intended learning outcomes. 5. Institutional Social Responsibility (ISR) Projects: IQAC has taken the lead in executing Institutional Social Responsibility projects, involving students in initiatives aimed at contributing to the well-being of the local community. This approach not only provides valuable learning experiences for students but also promotes social awareness and responsibility. These achievements highlight the positive impact of IQAC's efforts on various aspects of the institution, including research, education quality, student development, and community engagement. Such contributions contribute significantly to the overall growth and development of the institution.

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 of ASHOKA BUSINESS SCHOOL submitted to the IQAC and the Director.
Preparation of Academic /Admin/Lib /IQAC Calendar	Academic,Admin,Lib & IQAC Calendar was prepared and Academic Calendar circulated amongst all students and displayed in the college website.
Introduction of New Certificate Course	Review of new courses to offer to develop the employability skills amongst the students.
Preparation of an action plan for grading up the NAAC in the second Cycle.	To plan strategically for NAAC through Mission -2025 Program.
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 concurrent Assessment & CO-PO attainment.	Concurrent exam pattern is freezes by each subject faculty along with the approval of Director. CO-PO attainment for

	both the Semesters is complete for all subjects.
Participation in NIRF	IQAC initiated NIRF Registration for this year in the Month of Dec 2022.
Preparation & timely submission of AQAR on NAAC Potal by IQAC.	2020-21 AQAR submitted
ISO Yearly Audits conducted and monitored.	ISO Audit Compliance for ISO 9001-2015 Certification Complaince.
Organising Seminars or Workshops by Departments (ADP's,SDP's & FDP's)s	As per requirement of students, faculties IQAC suggested to conduct workshops/seminars at national/ international level.
Faculty empowerment.	IQAC motivates the faculties for research publications through SRPS program and financial assistance is offered to all deserving research work and also motivate for doctoral Award & Ph.D. Guides . Three Faculties became Ph.D Guides
Research Center for Ph.D Scholars	Research Centers execution with Ph.D students is in practice.
Social Awareness, Holistic development for Students	Social Projects allocation to group of students to spread social awareness and holistic development of the students through ISR Cell.
Collaborations communications to national and International Level.l	Communicated to various organizations for collaborations is in practices.
Organization of seminars on NEP 2020	One Day workshop Conducted for all the faculties to understand the NEP 2020.
Introduction of Short Term Certificate Courses and to make more Industry MOU	Two certificate Courses were conducted for Students and Three more MOU with industry connect.

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

- Name of the statutory body

Name	Date of meeting(s)
College Development Committee	28/03/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	08/01/2022

15.Multidisciplinary / interdisciplinary

Multidisciplinary Approach towords students teaching learning process:

Being s tand-alone and domain-specific institution and that too affiliated to the universities having the disciplinary boundaries are so rigid that the opportunities to learn and explore different disciplines are less explored,But from 2019 pattern of syllabus from SPPU university expanded the horizon of Multidisciplinary approach . Disciplinary knowledge was on the basis of 19th and 20th century university. In the 21st century there is real need to understand the advances in knowledge through the lens of disciplines as well as the dynamic interactions of disciplines in order to find solutions to the problems of society. The perspective on interdisciplinarity is related to a postmodern approach of learning for a fluctuating market conditions and transferrable job skills.
NEP 2020 suggests the abolition of large affiliating system of higher education. NEP 2020 notes that "Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education" (Ministry of Education, 2020).
Juxtaposition of various disciplines, sometimes with no apparent connection between them. e.g.: Finance + Business Analytics+ HRM. Three typologies are suggested in a move to restructuring higher education. Research intensive multidisciplinary university, teaching intensive multidisciplinary university and   the Centre focuses attention on Culture and
Literary Studies, Sociological and Demographic Studies, Science and Technology,

Political Science and International Relations. The culture of establishing and sustaining a multidisciplinary university is increasing fast, thereby maximizing productivity with enhanced focus towards research and development, innovation, and incubation. It is therefore, pertinent for us clusters and multidisciplinary domains to impart education. It will further enhance the performance of our institution in terms of teaching, learning, and research to newer and greater heights.Hence We have conducted the session of NEP 20220 awareness to built the culture of Multidisciplinary approach amongst the faculties first so that the faculties will start working on multidisciplinary approach learnings, courses, research work etc.This will surely lead us to become multidisciplinary university in coming atleast 10 years.

Objectives of Multidisciplinary Institution:

- Convert single-stream institutions into multidisciplinary institute.
- Strengthen institutional infrastructure necessary for multidisciplinary education and research.

Approaches Towards the Setting Up of Multidisciplinary institute: HEI

- Academic collaboration between institutions, leading to multidisciplinary education and research in different modes.
- Merger of single-stream institutions with other multidisciplinary institutions under the same management or different managements.
- Strengthening of institutions by adding departments in subjects such as: Languages,Management,Commerce, Music, Statistics, Economics, Business Analytics, Data Science,Marketing,HRM,Tourism Agrobusiness and other subjects as needed for a multidisciplinary institution.

Features of a Multidisciplinary:

To offer multidisciplinary programmes successfully, HEIs are expected to have student-induction programmes to apprise students of various career
opportunities; register in the Academic Bank of Credit (ABC); and adopt SWAYAM courses, in addition to other collaboration with other HEIs, to offer the programmes with a strong interdisciplinary flavour.

- Orientation about new opportunity.

- Mobility of credits between institutions
- 50% Online and ODL mode of education.

Institutional collaboration leading to the award of dual-major degrees because of Multidisciplinary approach in 2019 pattern of MBA Syllabus.Collaborations of institutions among the same or different management.Therefore, our institute plan to become multidisciplinary institutions by 2033, the implementation modality will include adopting the hub-and-spoke model where a certain number of institutes will be identified for collaborations with our institute so that multiple opportunities can be availed by the students.

16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey .*ABC is basically enabling students mobilty across* other institution in case students want to claim . Credits awarded to a student for one program from an institution may be transferred / redeemed by another institution upon students consent, Credit transfer is the key to successful study mobility .In our institute there are 2 credit and 3 credits courses are there through which if student would like to appear for some certification course of 30 Hr and if the certifications then the same course credits can consider asone subject credit and transfer it to university portal with proper evaluation and ocuments, students will get the complete credit of that certification on the replacement of the existing regular course .

To earn a certificate or diploma, a student will have to earn credit based on the amount of workload and learner engaged time. According to the draft, 40 credits will be required for a certificate, 80 for a diploma, 120 for a degree and 160 credits will be needed for a degree with honours and research components .

For MBA Course of Our Institution

Foundation Course: These courses focus on developing the basic abilities that support the understanding of other courses.

Enrichment Course: This is a course generally offered to bright learners / fast learners for advanced inputs beyond the curriculum. Enrichment / Add-on Course shall be a 1 Credit Course. The course is of the nature of Course of Independent Study (CIS) and is designed for learners who have the ability and inclination to work independently with limited guidance, supervision and

interaction with the faculty member(s).

Alternative Study Credit Courses: These courses prepare the learners for a VUCA (Volatile Uncertain, Complex and Ambiguous) world by going beyond the boundaries of their campus. Apart from core and elective courses, these courses engage students in discussion, debate and solution of real world challenges.
Massive Open Online Courses (MOOCs): Massive Open Online Courses (MOOCs) are such online courses equiavelent; following the four quadrant approach and made available on the SWAYAM platform of Government of India.

Horizontal or Lateral Credit Transfer:
1. When a learner successfully completes the courses included in an academic program at a certain level, he/she is allowed to transfer his/her credits in some of these courses to another same-level academic program having these courses in common. This is referred to as 'Horizontal or Lateral Credit Transfer'.
2. Horizontal or Lateral Credit Transfer shall be permitted between the MBA and the MCA programme of SPPU for the equivalent number of credits provided the courses are related to the MBA programme's PEOs and POs
and are opted by the students during the period of his enrolment for the MBA programme.
3. The list of such courses eligible for Horizontal or Lateral Credit Transfer between the MBA programme of SPPU shall be announced by the BOS/Faculty.
4. The upper limit for Horizontal or Lateral Credit Transfer shall be 6 credits.
5. Such transfer shall be permitted for Generic Elective (GE - IL) & Subject Elective (SE - IL) only.
Block Credit Transfer:
1. Block credit transfer refers to a group of courses, such as a completed certificate or diploma program that are accepted for transfer of credit into a degree program.
2. Block credit transfer shall be permitted for all national and international professional certifications achieved by the learner provided the courses learning outcomes (CLOs) are related to the MBA programme's PEOs and
POs and are opted by the students during the period of his enrolment for the MBA programme. The institute shall verify the linkages between the CLOs and the MBA PEOs and POs.
3. Such transfer shall be permitted for Generic Elective (GE - IL) & Subject Elective (SE - IL) courses ONLY.

Credit Transfer for MOOCs:

1. Learners are encouraged to opt for MOOCs (Massive Online Open Courses) through SWAYAM, NPTEL, EdX,Coursera, Udemy as a part of ASCC.
2. Priority shall be given to the SWAYAM platform. If a course is not available of SWAYAM, other online platforms may be used.

Professional Certification Programmes:
1. Learners may opt for Professional Certification Programmes as a part of ASCC. These Professional Certification Programmes shall be offered by National, International organizations, Apex bodies, Chambers of Commerce, Professional certifying bodies, E-learning companies of repute.

Start-up: Launching and Sustaining' program: AICTE has launched the 'Start-up: Launching and Sustaining' program to promote entrepreneurship. Such students shall have to fulfill two out of the five measurable outcomes as below:
a) Funding: Student Start-up should acquire at least 1-5 Lakhs INR of start-up funding as capital/convertible equity or other similar equity instruments used in start-up investments.
b) Employment Created: At least 5 additional jobs, (other than student founders) with a minimum of 15,000 CTC/employee/per month, paid for one full year, should be created by the student start-up.
c) Revenues Generated: At least 5 Lakhs INR of Cumulative revenues should be generated by the student start-up as per Audited Profit and Loss Statements.
d) Surplus Generated: At least 5 Lakhs INR of Cumulative surpluses should be generated by the student start-up as per Audited Profit and Loss Statements.
e) Patent Application or Granted: The student start-up should have applied for registration of One Indian or International Patent OR such patent should be granted to the start-up Other modalities and guidelines as per the AICTE policy shall be adhered to. University-SPPU may suitably verify the details of fulfilment of the two out of the five measurable outcomes listed above.

17.Skill development:

It's important to get the most out of your MBA experience, and furthermore, in your post-MBA career, having a well-rounded skillset is imperative. Our MBA students who ensure their portfolio of soft skills is well-rounded and highly-developed will be invaluable when it comes to making a business successful.

Invaluable Skills MBA Degree Helps to Improve Strategic thinking and analysis and also many more skills can be developed like :

- Communication skills.
- Networking right.
- Toughing out high-pressure situations.
- Professional pragmatism.
- Time management.
- Decision-making.
- Leadership.

Completing an MBA program from our institute demonstrates a commitment to learning, improving, and applying skills that can help a company succeed.
The Benefits of an MBA

- Greater Awareness of a Global Market. ...
- Improving Communication Skills. ...
- Expand Your Professional Network. ...
- Increased Job Opportunities. ...
- Better Time Management.

The main aim of the program would be to ascertain the placements for MBA students. Hence, students are given an insight into the techniques adopted by the companies in hiring MBA graduates, so they can be well-prepared and perform well.Skill Development Training, Employeebilty skills training are the major courses where where we focus more on students to develop their confidance and self esteem and other important are:

- Professionalism

- Value based behavior

- Public speaking

- Skills for the best performance

- Etiquette & manners

- Live projects

- Industry academic interface programmes

- There is series of Sessions called as CEO Talk, Guest lectures , Workshops for practical training for students to develope them in the area of Business Administrations.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Stimulating Indian Knowledge Systems, Arts and Culture
Introduction: The rapid changes in the global knowledge economy with the advancement in science and technology have led to dramatic changes in the society. No doubt that India has leaped many boundaries in all sectors- commerce, technology and development etc., but at the same time there has also been detachment from our belief and fall in values. In such a fluid scenario, it is very important to retain our glorious ancient past which reverberates the philosophy of Upanishads revolving around the concepts of the Brahman (the universal soul) and the Atman (the individual soul), the teachings of the Bhagavad-Gita elucidating the ideals of the 'KarmaYoga' (the path of action), the 'Bhakti Yoga' (the path of devotion), and the 'Gyan Yoga' (the path of knowledge) for self-realisation. Today we need to draw our identity from such a sprawling belief system which gives a unique stature to India at the global platform where people from abroad look up to India and resort to yoga and meditation to de-stress and rejuvenate their mind.
Challenges :
The various constructive recommendations of NEP 2020 need a pragmatic integration in our curriculum which emphasizes not only being technologically endowed but an ethical usage of latest technologies in our everyday life. For such a revolutionary step we need to identify the various challenges of the educational ecosystem of India, some of which are as follows:
At present our education system is reeling under the ills of Westernization, excessive privatisation and an exclusion from its cultural underpinnings. This alienation from its indigenous wealth and repository has not let us achieve much in the domain of education in the 21st century.
 We all know that just achieving the literacy targets is insufficient for intellectual enlightenment of the masses. Thus we need to incorporate Indian Knowledge and Tradition in the fold of education in such a way that it becomes our 'way of life'.
Being home to one of the youngest populations in the world, we also need to realize the demographic dividend for the growth and development of our country.
It is thus the moral responsibility of all the stakeholders in the Indian educational system to strive for quality and equitable education for all by extending stimulating courses on Indian Knowledge System to the students at a young age so that they know

the importance of "doing what's right", with a logical framework for making ethical decisions.

The National Education Policy 2020, as the first such document of the 21st century, aims to reconfigure the education system of India on the framework of Indian knowledge System.

With its emphasis on the rejuvenation of Indian languages, arts and culture, the NEP 2020 is a promising policy document. The NEP 2020 bears testimony to the fact that the Indian Education System needs a complete overhaul. It recognizes that the distinct place that India holds at the global stage is only because of its cultural developments, civilisational values and rich literature in all the fields. Therefore, all curriculum and pedagogy, from the foundational stage onwards needs to be redesigned which is strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. The curriculum of this nature would ensure that education is relatable, relevant, interesting, and effective for our students. It will also lead to strong identity formation as the young generation would be well versed with the rich culture and heritage of India and can take pride in it. NEP 2020 further mentions, rightly, that India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artifacts, heritage sites, and more (NEP 2020; para 22.1). India is always looked up to for its spiritual and transcendental elevation. India has much to offer to the world from its glorious past. Thus, the promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belongingness and appreciation of other cultures and identities. It would also build a positive cultural identity and self-esteem among the children. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being. Our ancient education system focused on the holistic development of the individual and emphasised on values such as humility, truthfulness, discipline, self-reliance and respect for all creations. Teaching and learning followed the tenets of Vedas and Upanishads fulfilling duties towards self, family and society, thus encompassing all aspects of life. Education in India has a heritage of being pragmatic, achievable and complementary to daily life. Thus, it's enthralling to see that the NEP 2020 has not only

recognised the glorious past of ancient India but has also drawn our attention towards the inclusion of the seminal works of stalwarts like, Charaka, Susruta, Aryabhata, Varahamihira, Maitreyi, Gargi etc. in the present curriculum at various level from preschool to the university level.
The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for building the nation's identity. Understanding its importance at the international forum and with the spirit of creating cultural bonds and promotion of Indian culture abroad, NIOS has established Diaspora Study Centre for the promotion of civilizational values of peace, plurality and universal fraternity in the spirit of 'Vasudhaiva Kutumbakam.'

Conclusion:
Today, the emphasis is on 21st Century competencies among our learners. It is worth mentioning here that it was already a part of our Ancient Indian Education system. The thinking principle, Manana Shakti was given the utmost importance in the Ancient Indian Education system where primary subject of education was the mind itself. According to the ancient Indian theory of education, the training of the mind and the process of thinking, are essential for the acquisition of knowledge. The education was based on the three simple processes of Sravana, Manana and Niddhyaasana. It means a learner needs to listen to the truths, to think and reflect upon what is taught so that one may live the truth and not merely explain it by word and not only that, such knowledge must result in self-realization as well.
We all must take pride in the ancient; Indian educational institutions like Nalanda, Takshila,Vikramshila, etc. These institutions were not just mediums for providing education but they were the embodiment of Indian ethos and philosophy too. Institutions of such stature with multidisciplinary approach offer learning for today's education system, as it is the kind of education that required for the 21st century.
The National Education Policy 2020 envisions an educational system fashioned on the lines of India's profuse linguistic, cultural and artistic heritage. The promotion of Indian arts and culture is seen very important and it could be effectively imparted through integrating Indian arts into the main curriculum which would not only develop a strong sense of identity and aesthetic outlook but also enhances creative and cognitive skills among the children.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-based education or outcomes-based education (OBE) is an

educational theory that bases each part of an educational system around goals (outcomes). :

Outcome Based Education is a learning paradigm that is learner-centric as it is the responsibility of the learner to develop the required skills to reach the target/outcome. It is a step of transformation from merely teaching certain knowledge content or syllabi to ensuring certain competencies are being developed in students and the desired outcomes are being achieved.Through 2019 Pattern syllabus ,OBE has been implemented for our MBA Program.

Outcomes include knowledge, skills and attitudes. OBE system focuses on student learning by –

- Recognizing and defining the learning outcomes to make explicit what the student is expected to know, understand or do and then organize their curriculum and the teaching-learning process accordingly
- Providing learning activities which will help the student to reach these outcomes
- Assessing the extent to which the student meets these outcomes through the use of explicit assessments like exams, assignments, presentations, case study analysis, projects, alumni/employer feedback, etc.

To Outcome Based Education framework is beneficial to all stakeholders of an educational institution as it follows the following ground principles –

- Clarity of Focus – Clarity on what is expected from students in each program; subject or even chapter/module creates the right expectation and provides the right direction to the teaching learning process. In the Outcome – Based Approach, the faculty defines specific outcomes that give a strong sense of purpose to all the teaching and learning process. The outcomes are defined earlier and hence the students and teachers can act and strategize well to achieve the end goals or outcomes.
- Design Down and Deliver Up – When formulating the curriculum, educators start with the outcomes and work backwards; when planning instruction, teachers teach what students need to learn to demonstrate the outcomes. It means the curriculum has to be designed with a clear definition, outlining the expected outcomes which pave a way to achieve the expanded opportunities in the student's performance.
- Flexibility – OBE allows flexibility to the faculty with

respect to how they teach and what they teach. OBE does not restrict the teachers to teach using a particular methodology of teaching. OBE is a student-centered learning model and teachers are meant to guide and facilitate the student's learning by adopting creative methods

- Comparison –Different institutions can be compared on the basis of OBE. At an individual level, the attainment of students can be used to decide what outcome they have reached. At an institutional level, inter-university/institute comparison can be done based on learning achieved by the students. This allows employers to easily gauge what to expect from the graduates.
- Involvement – Engagement of the students in the classroom is a key part of OBE. Increased student involvement allows students to feel that they are responsible for their own learning. The OBE system allows all stakeholders to be engaged since they know the desired outcomes that need to be achieved.

OBE, therefore, designs the teaching-learning process in a way which leads to specific outcomes. It directly leads to enhancing the proficiency of a particular skill, knowledge, or behavior of the student. OBE is a necessity of the hour and should be implemented in each and every field wherever development of skills and acquiring of knowledge are concerned.

20.Distance education/online education:

Distance Education Program: SOL- MBA Distance Education

The School of Open Learning (SoL) established under the Savitribai Phule Pune University, Pune in 2018 is a pioneer Institution in the field of Open and Distance Education in India. Savitribai Phule Pune University, one of the premier universities in India, is positioned in the North-western part of Pune city. It occupies an area of about 411 acres. It was established on 10th February, 1949 under the Poona University Act. The university houses 46 academic departments. It is popularly known as the 'Oxford of the East'. Savitribai Phule Pune University having status of graded Autonomy by UGC. It has about 307 recognized research institutes and 612 affiliated colleges offering graduate and under-graduate courses. Open and Distance Learning (ODL) is a system where the teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. The School of Open Learning (SoL) offers Undergraduate/Postgraduate Degree courses in the various subjects of

Arts and Commerce faculty. The medium of instruction of all courses in Marathi and English. The school is enduring to circulate all printed material to the enrolled students at the centres. All study centres are identified in the constituency of University and they are fully equipped with appropriate infrastructure. And responsible study centres like Ashoka Business School , Nashik are working as caretaker of all learner and provide essential personal contact under the guidelines of school. At our campus all administrative and academic staffs are always ready to provide necessary information to learners. The business school is confirmed that the experience faculty recruited as a SOL -MBA Coordinator to coordinate with University Campus and all the learners of distance MBA Course. It is also simultaneously focus on quality education of relevance to learners .

M.B.A.-(Rev. 2021) Structure

Major Specialization

1. Human Resource Management : HRM

2. Marketing Management : MKTG

3. Financial Management : FIN

4. Entrepreneurship :ENR

5. Project Management :PRJ

6. International Business Management :IB

7. Operation & Supply Chain Management : OSCM

8. Business Analytics :BA

Minor Specialization

1. Pharma & Healthcare Management : PHM.

2. Tourism and Hospitality Management : THM.

3. Digital Marketing : DMKG.

4. Banking Management : BNKM.

Compulsory Subject

CR 31 Semester III

CR 41 Semester IV

Ashoka Business school is affiliated with SOL Diatance MBA Program where we are offering all the necessary services to learners .

Following is the Link whwer the detail syllabus of MBA Distance Course we are aviling from last two Years and first batch is appearing for the final semester examination. feedback of the first batch is appriciated .

http://unipune.ac.in/SoL/Syllabus.html

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	**232**

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	**95**

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

2.3 Number of outgoing/ final year students during the year	**101**

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

3.Academic

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

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

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

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

4.Institution

4.1	**9**
Total number of Classrooms and Seminar halls	

4.2	**132.95599**
Total expenditure excluding salary during the year (INR in lakhs)	

4.3	**95**
Total number of computers on campus for academic purposes	

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

University revised its curriculum in 2019 and Institute follows it. CBCS is implemented through a well-designed curriculum. The institute ensures aligning the course contents with the program structure for effective delivery.

The implementation is done through followings-

1. ERP- The student's enrolled during the admission.
2. Academic calendar- Working days are calculated and comprising major academic activities, the Academic Calendar is prepared.
3. Timetable- As per subject allocation, a timetable is prepared.
4. Micro plans - Based on the subject allocation micro plans for each subject are prepared with CO-PO Mapping.
5. Grading System- Students are categorised according to their academic performance. Advanced Learners and slow learners are identified. The Bridge course is conducted to make students cope with the subject requirements.
6. Teaching Pedagogy- Traditional teaching/learning is supplemented with group activity, fieldwork, role play, desk research, experiential learning, self-study, projects, Industry Exposure Programmes, etc.
7. Class observations – Class observation of faculty members is done.
8. Feedback System – Feedback on the teaching and learning process is taken twice a semester.
9. Evaluation – Concurrent evaluation for each subject is a simultaneous activity keeping CO-PO attainment in mind.
10. Enrichment – Besides the 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)

An Academic Calendar is prepared systematically in line with the University academic calendar. Under the guidance of the Director, IQAC is designed and approved by the management.

After the Choice Based Credit System implementation by the University, the evaluation process is ensured to be continuous and comprehensive (CCE). As per University guidelines, the CIE follows a total of 47 different criteria categorized into 6 groups. The CIE Criteria are predefined by the faculties and the same is approved by the Director of the Institute at the start of the semester itself

and the inclusion of the same is ensured in the micro-plan of the respective subject. Post-Covid, CIE criteria were decided by the respective faculties for their allocated subjects. Intermittent submissions are completed by the students as per given dates by the respective faculty member and the evaluation of the same is done by the faculty member.

The CIE is an integral part of the Academic Calendar and its 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 Courses Assessment /evaluation process of the affiliating University	A. All of the above

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

05

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

245

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 attempts to inculcate values among the students through the available curriculum and by addressing such issues through interactive sessions by experts.

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

Courses like 'Organizational Behaviour' deal with the issues like values, beliefs, emotional intelligence, etc that help students to understand the need for human values, perceptions, and causes of their behaviour in personal & professional life. Students can enhance self-behavior in professional effectiveness & follow ethics through them. Manners and values of business communication are taught. Statutory Ethics are covered under Employee Relations and Labour Legislation that address issues like business ethics, equality, basic human rights, and gender equity. Awareness about social responsibilities and good governance are covered under Corporate Social Responsibility, Corporate Governance, and Business, Governance & Society. A course on Entrepreneurship Development, Legal Aspects of Businesscovers all aspects necessary for running a business ethically and effectively.

"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 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

221

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 Teachers Employers Alumni	**A. All of the above**

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	**A. Feedback collected, analyzed**

be classified as follows	**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

232

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

78

File Description	Documents
Any additional information	View File
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 are counselled about their future subject selection and career path. The counselling session is

attended by all the faculties who orients the students about the various activities undertaken at ABS. Students not comfortable with English language are given 30 English communication sessions by an external expert so as to increase their confidence in the language. Similarly, 25 advanced excel training sessions are 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). 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
232	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

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 students were given

an experience of how Annual Board Review Meetings are held with the shareholders. A hypothetical organization was constituted and different roles like Chief Financial Officer, MD, Vice-President etc. were given to students and were made to present the annual report of the organization to shareholders. 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. 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. The Institute has kick started 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	[View File](#)
Link for additional information	https://ashokabschool.org/ABS-clubs-for-students.html

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

Ashoka Business School makes optimum usage of information and communication tools.The Institute has 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. The library is also equipped with computers for immediate refernce search for the stduents whnever and wherever required. 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 (whenever required) 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.

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

7

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	View File
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

7

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

3.4

File Description	Documents
Any additional information	View File
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. At the time of induction, the students are appraised with the process of evaluation (internal and external assessment). 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. Accordingly, students are evaluated every month so as to ensure that

the internal assessment is completed by the end of the semester.

Once the internal concurrent evaluation process is completed, the marksheets are displayed on the notice board for students reference. Similarly, the students can approach any faculty and enquire about the marks scored.

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. The marks scored by the students are also displayed on the college notice board for further related course of action by individual student.

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 digital 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.

Link for additional information for the criteria.

COs for all programs have been provided on the website through the following link.

https://ashokabschool.org/pdf/course-outcomes-mba-2019.pdf

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/COPO-2021-22.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

`95`

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/AnnualReport.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/Student-Satisfaction-Survey-2021-22.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)

`0`

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
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

4

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	**Nil**

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 iscommitted to excellence in education and providing need-based learning, has created a thriving ecosystem for innovations and actively promotes the creation and transfer of knowledge.Creating an ecosystem for innovations and promoting knowledge transfer through various clubs and cells is a need of business schools. These initiatives are designed to foster a culture of creativity, entrepreneurship, and collaboration among students, faculty, and the broader community.

ABS takes pride in its distinctive approach to education, emphasizing activity-based learning throughout the academic year. This approach is complemented by a strong research culture .

To facilitate the transfer of knowledge and holistic development, ABS has established various clubs that serve as platforms for students to explore and nurture their talents.The Literary Club promotes a reading culture.Our Equity Club provides students with insights into the intricacies of financial markets and trading.AISC is a hub for students interested in entrepreneurship, offering them opportunities to explore innovative ideas and develop critical and creative thinking skills essential for becoming successful entrepreneurs.The Vyaktitv Club showcases their creative prowess.

To fostering a research-oriented environment, we areproud to introduce a"Student Research Project Scheme" (SRPS) under our Research Cell. The SRPS is designed to provide students with an enriching experience in research, enabling them to explore diverse domains and contribute meaningfully to the existing body of knowledge.

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

43

File Description	Documents
Report of the event	View File
Any additional information	View File
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

2

File Description	Documents
URL to the research page on HEI website	https://ashokabschool.org/MBA-PhD-in-Management.html
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

20

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 dedicated to the holistic development of its students, ensuring knowledge is imparted in every possible aspect. Our commitment to society's well-being is no exception, with ABS, its faculty, non-teaching staff, management, and students actively engaging in initiatives for societal and national welfare, often in collaboration with external agencies/organizations.

Over the past three years, we have established meaningful partnerships with Dilasa - The Old Age Home and Balsadan - The Orphanage Home, where we joyously celebrate Holi and Diwali annually. Additionally, our institute conducts a blood donation drive on "Founders Day" every year. In 2022, we organized a remarkable event, "Aai Mazya Mahavidhyalayat," recognizing and honoring the ten most influential women from Nasik and its surroundings. Collaborating with Sakal's newspaper and with the active participation of mothers of our students, the event served as a source of motivation and inspiration for future generations.

Through extension activities, we aim to instill a sense of social responsibility in our students, nurturing their character and leadership skills. Our endeavors will continue to empower the community and promote positive societal change.

File Description	Documents
Paste link for additional information	https://ashokabschool.org/purpose-and-objective-aisc.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	View File
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

28

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
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

28

File Description	Documents
Report of the event	View File
Any additional information	View File
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

106

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	View File
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.

??Ashoka Business Schoolhas a modern and well-equipped infrastructure that provides a conducive learning environment for its students. The following are the various aspects of the infrastructure that Ashoka Business School offers:

??Campus:Ashoka Business School has a well-designed layout with

state of art infra. which is centrally located in Nashik City. The building is well-maintained, providing a comfortable and safe environment for students, faculty, and staff.

??Classrooms: The classrooms at Ashoka Business School are spacious and equipped with modern audio-visual equipment such as projectors, boards, and public address systems. This helps in making the teaching and learning process more interactive and engaging.

??Library:The library is well-stocked with a vast collection of books, journals, and research papers. The library is equipped with modern facilities such as online databases, e-books, and e-journals, providing easy access to students and faculty.

??Computer Lab:The computer lab? is equipped with the latest hardware and software. The lab? is spacious and provides high-speed internet connectivity to students, enabling them to access information and complete their assignments on time.

Seminar Hall:The seminar Hall is spacious and well-equipped with modern audio-visual facilities. It is used for conducting seminars, workshops, conferences, and cultural events.

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

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

Ashoka Business School has adequate facilities for cultural activities, sports, games, yoga, etc. Having these facilities can greatly enhance the overall experience of students and contribute to their physical, mental, and emotional well-being.Sports and games can promote physical fitness, teamwork, and leadership skills, as well as provide a fun and engaging way for students to relieve stress.

Sports Facilities: Ashoka Business School has a well-equipped sports room that includes facilities for indoor games such as Snooker, Table tennis, Chess, Carrom, and Boxing. The sports facilities are well-maintained and encourage students to participate in sports and physical activities.

Cultural activities can provide students with opportunities to explore and appreciate different cultures, express their creativity, and develop social skills.Overall, having a diverse range of facilities for cultural activities, sports, games,etc., can greatly enrich the student experience and contribute to a well-rounded personality.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ashokabschool.org/sports.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/auditorium.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)

62.4021

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)

Ashoka Business School, Nashik, has embraced the Koha Integrated Library Management System (ILMS) to revolutionize our library services. With over 6000 books and 11 National and 5 International periodicals, Koha ensures quick and easy access to a vast array of academic resources. The software's multilingual support allows seamless access to diverse books for all users.Through Koha, all aspects of the library, including cataloging, circulation, and preservation of project reports, are efficiently managed in compliance with Savitribai Phule University norms. The systemfeatures have reduced administrative workload and waiting times, empowering users with quick and convenient borrowing experiences.

Moreover, our library premises offer Wi-Fi accessibility, and ten computers are available for remote users, further facilitating information retrieval. The integration of Internet services has significantly increased operational efficiency and improved research capabilities.

The strategic implementation of Koha ILMS has enhanced circulation, borrowing, and user satisfaction, reaffirming our commitment to delivering excellent library services to our MBA students, faculty, and staff.

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 following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above

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)

2.6

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

70

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

IT facilities and Wi-Fi are essential for modern-day MBA institutions to provide a high-quality learning experience to their students. With access to Wi-Fi, students can easily connect their devices to the internet and access online resources, research materials, and academic databases. Moreover, IT facilities can help

students develop their skills in the latest software programs, including accounting software, data analysis tools, and project management software, which are crucial for MBA graduates in today's competitive job market.

We use IT facilities to enhance the learning experience by providing online courses, video lectures, and interactive multimedia resources to their students. Overall, having IT facilities and Wi-Fi is a significant advantage for our students. It helps students stay connected and up-to-date with the latest technology and resources, essential for their academic and professional growth.

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

4.3.2 - Number of Computers

120

File Description	Documents
Upload any additional information	[View File](#)
List of Computers	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution	B. 30 - 50MBPS

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)

16.69151

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 Rules are displayed in the Institution as follows-

Computer Lab: Students must enter their names in Lab Register. No food or drink is allowed in the computer lab. Students must not tamper with or remove any computer equipment or software. Students must log out of the computers when work is finished. Students must not download or install any unauthorized software on their computers.

Library: Students must have a valid ID to access the library. No food or drink is allowed in the library. Students must not damage or deface any library materials. Students must not remove any library materials without an entry in the register. Students must observe quiet and respectful behavior

Sports Room: Students must follow all safety rules and guidelines when using sports equipment. Students must return equipment to its proper place.

Classrooms: Students must arrive on time and attend all classes. No food or drink is allowed in the classrooms. Students must respect the faculties and other students in the classroom. Students must not use their phones or other electronic devices during class unless specifically authorized by the instructor. Students must not engage in any disruptive behavior in the classroom.

File Description	Documents
Upload any additional information	<u>View File</u>
Paste link for additional information	<u>https://ashokabschool.org/admission-procedure.html</u>

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

178

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

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/ABS-clubs-for-students.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

1151

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

1151

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

A. All of the above

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

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

63

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	**No File Uploaded**
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

1

File Description	Documents
Upload supporting data for the same	View File
Any additional information	**No File Uploaded**
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.

1

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/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)

Ashoka Business School has formed strong and proactive Student Welfare Council under Maharashtra University Act, 1994 (Section- 21) and as per the guidelines of Savitribai Phule Pune University. The advisory committee is formed in every academic year. It includes: Director, Management Representative, Student Welfare Officer, Lady Professor, Student Representative, Non-Teaching Staff, and Local Service Man. The college ensures representation in student welfare council based on gender, sports, culture, category etc.

The committees include academic and administrative committees as per the need of the schedule of the organisation. The Career Guidance and Employment Cell have students as members, who are totally involved with the process of placement. The students are a part of various committees like placement, cultural, sports, and research.

The CGEC takes sessions for developing the personality of the students by conducting grooming sessions.

The students are given opportunities to upskill themselves in Research, Ms-Excel, Digital Marketing, and Competitive exams. The students are encouraged to be trained in financial literacy and stock analysis. The students participate in intercollegiate programs. This way they get ample experience of developing their life skills.

File Description	Documents
Paste link for additional information	https://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

605

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 with internships for SIPs and placements. The alumni

share their work and the current trends with the students. Every year the Institution organizes Alumni meetings to provide them a platform for sharing their experiences with the students. Some alumni have 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"

Nature of Governance:

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its execution to deliver value based practical education which brings significant benefits to the society. The governing board comprises of the founders, trustees, Secretary, administrator and senior academicians.

The Governing Body delegates authority to the Director who, in turn share it with the different levels of functionaries in the institute. Senior Faculty members and the Conveners of various committees play significant role in framing the institutional policies and implementing the same.

Institute strikes a balance between compliance with regulatory matters and keeping a strong pulse on improving the Institutes performance.

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 institution prioritizes transparency, accountability, and efficacy in its academic and administrative policies. The Director oversees day-to-day operations while faculty members execute plans and policies through various committees. The Institute follows the academic calendar provided by the higher education department. Faculties are involved in bridging the gap between Industry and Academia.

The Plans and the Policies for the fulfilmentof the mission of the institute are executed by the active faculty members. For this purpose, different committees have been constituted in the institute, which have been entrusted with the responsibility of implementing the programs and policies.

Faculties are also involved in bridging the gap between Industry and Academia through industry meets, collaborations and various extension activities.

Administrative and academic decentralization is in place, with equal

opportunities and responsibilities given to all faculty members.
Periodical meetings take place to monitor activities and provide
suggestions. The Institute operates on a decentralized management
process, with committees framed by the Director to ensure a
harmonious and congenial atmosphere for student development. Multi-
layered governance is ensured through written policies, systems, and
procedures, job descriptions, committees, and consultation,
evaluation, and follow-up.

For the proper functioning of the institute and promotion of
participative management, the institute runs on a decentralized
management operative process, wherein different committees have been
framed by the Director in the governance of the instituteto run the
institute properly and smoothly.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Ashoka Business School has effectively implemented a strategic plan
that drives goal achievement, performance improvement, and
competitive advantage. Regular review and assessment of the plan's
progress, including tracking key performance indicators and
gathering stakeholder feedback, ensure its continued success.
Transparent communication of progress to students, faculty, staff,
and external partners is essential.

The institution's quality strategy focuses on developing ethically
strong and employable students. It includes the adoption of an
Outcome-Based Education (OBE) syllabus, OBE assessment programs, and
curriculum revision based on feedback.

Faculty involvement in syllabus design is prioritized, aiming to
increase their participation in SPPU committees.

To enhance resources, the institution seeks research funding from
government and non-government organizations, such as ASPIRE, RBI,
and AICTE.

Academic fulfillment goals include obtaining Research Centre Affiliation from SPPU.

Industry-academic alliances are emphasized to increase internships, prominent placements, project-based learning, and sponsored projects.

A student training program on universal human values is planned.

Faculty qualifications and capabilities are upgraded through Ph.D. completion support, effective FDPs, and participation in NPTEL and Swayam Courses.

Ashoka Business School's well-executed strategic plan enables vision realization and competitiveness within the ever-changing education landscape. Continuous improvement and collaboration ensure a transformative and industry-relevant educational experience.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://ashokabschool.org/strategic-Plan-deployment-report.html
Upload any additional information	View File

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.

Ashoka Business School strives to be a leading institution in Management Education, committed to the country's socioeconomic progress. Its participative management approach involves all stakeholders within a structured organizational framework.

Key components of the organizational structure include the Governing Council, Management Council, Secretary, Administrator, Director, Coordinators, Teaching and Non-teaching staff. The Governing Council reviews the strategic plan, setting academic objectives and financial strategies. External members contribute through Committees/Boards, enhancing institutional capacity.

Decision-making aligns with guidelines from IQAC, Anti-ragging Cell, CDC Cell, and Vishakha, ensuring governance compliance. Committees provide academic and administrative leadership, fostering

decentralization and participative processes. Recruitment adheres to AICTE, Government, and University norms.

An induction program familiarizes new staff with policies, vision, and work culture. Transparent promotion policies, including appraisal forms and Academic Performance Indicators (API), ensure fairness. Regular student feedback and grievance redressal mechanisms facilitate continuous improvement.

The institute supports staff and student welfare through statutory committees like Anti Ragging and Internal Complaint. Benefits such as PF and Gratuity are provided. With evaluation, feedback, and support, Ashoka Business School promotes growth and excellence within its institution.

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

Institute has effective welfare measures for both teaching and non-teaching staff,though itis crucial for creating a positive and supportive work environment. These measures can contribute to employee satisfaction, productivity, and overall well-being. While the specific welfare measures can vary between institutions, here are some examples that are commonly implemented:

1. Competitive Salaries and Benefits:

2. Professional Development Opportunities:

3. Work-Life Balance:

4. Providing safe and healthy work environment, ensuring timely payment of salaries and benefits,

5. Health and Wellness Programs:

6. Recognition and Rewards:

7. Supportive Work Environment:

8. Faculty Assistance Programs (FAPs): FAPs offer assistance & support for the research paper publications.

9. Employee Feedback and Engagement:

10. By implementing these welfare measures,we promotepositive work culture and enhancing overall employee satisfaction.

11. Following are the support provided
    - Institute provides Provident fund to all the staff including Non-teaching Staff
    - Maternity benefits are provided to the eligible female staff
    - Benefit of Gratuity is provided as per the norms
    - AEF School Fee Waive off whose wards are in Ashoka Group of Schools.
    - Special Study leave for Exam, Ph.D. work.
    - Special leave - 5 days to the staff in case of death of person in blood relation.
    - Marriage Leave -07 days to the respective staff member. Gift (Teaching Staff Rs. 2000 and Non-teaching Rs.1500)

- **Financial assistance is provided to the staff in case of emergency.**
- **Separate area for Canteen and cafeteria is provided to the staff.**

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

5

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

16

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
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

10

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	View File
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

Ashoka Business School in Nashik has implemented a robust performance appraisal system to evaluate its faculty and staff regularly. This transparent and objective system is based on well-defined criteria communicated to employees. It encompasses various aspects such as teaching effectiveness, research and publication record, community service, and professional development.

Faculty members' performance is evaluated based on subject results, teaching innovation, student support activities, research contributions, and administrative involvement. Student feedback on teaching and support is collected, and peer ratings for collaborative behavior are considered. Non-teaching staff members are evaluated by the HR/Admin Head and Unit Head, taking into account their interactions, task completion, and service promptness.

The appraisal process ensures regular feedback to enhance performance and professional growth. The institution emphasizes a fair and comprehensive approach to recognize and support the welfare of its teaching and non-teaching staff.

Ashoka Business School prioritizes a safe and healthy work environment, timely payment of salaries and benefits, opportunities for professional development, and support services like counseling and wellness programs. The institute promotes work-life balance, addresses issues of harassment and discrimination, and fosters a conducive atmosphere for the well-being of its staff members.

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

Ashoka Business School in Nashik has implemented an effective and transparent financial management system. The institution ensures efficient resource mobilization and utilization by regularly reviewing and analyzing financial statements. The school has developed an affordable fee structure while maintaining educational quality and provides scholarships and financial aid to deserving students. Partnerships with banks and financial institutions enable students to access education loans.

To optimize resource utilization, the institution evaluates effectiveness and allocates resources based on well-defined policies and procedures. It embraces innovative technologies for resource management and has implemented sustainable practices to reduce its

carbon footprint.

Internal and external audits are conducted to ensure accuracy and transparency in financial management. Accounts are maintained using computerized systems, and financial statements undergo annual auditing by a Chartered Accountant. The institution emphasizes transparency and conducts audits for fact-finding purposes. Internal verification and scrutiny of financial records are performed, and all accounts are verified by the accounts department, ensuring compliance with regulations and timely completion of financial tasks.

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)

101.1

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
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 a private MBA institute governed by the Ashoka Education Foundation. The Foundation has provided the institute with a spacious campus and essential facilities like computer labs, language labs, a cafeteria, seminar halls, and classrooms to support effective teaching and learning. Tuition and development fees, determined by the Shikshan Shulk Samiti, serve as the primary source of revenue.

To ensure efficient financial resource utilization, an annual budget is prepared, and funds are allocated based on the resolution passed by the Ashoka Education Foundation's management. A dedicated committee, led by the management and the director, monitors fund utilization. Resources are procured based on actual needs, emphasizing optimal utilization.

Key strategies include allocating funds for teaching and learning practices, remunerating faculty based on performance, covering operational and administrative expenses, enriching library facilities, addressing infrastructural needs, renewing research center approval, and accounting for unforeseen expenses. Centralized processes and systems, including budgeting, finance, banking, accounts, internal checks, statutory compliance, purchasing, human resources, recruitment, and quality assurance, ensure effective institutional management.

Ashoka Business School strives for efficient financial management to support its educational mission while providing a conducive environment for students and faculty.

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

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

The Internal Quality Assurance Cell (IQAC) established in 2017 at Ashoka Business School has been instrumental in institutionalizing quality assurance strategies and processes. The IQAC has implemented policies and procedures covering areas like teaching, research, student support, and employee welfare. It facilitates various activities, including audits, quality indicators development, and benchmarking to drive continuous improvement.

The IQAC provides training and support to faculty, staff, and students, enabling effective implementation of quality assurance strategies. It collects and analyzes data on student feedback, faculty performance, research, and infrastructure, identifying areas for improvement. The IQAC ensures compliance with regulatory requirements, maintaining standards set by the National Assessment

and Accreditation Council (NAAC).

Stakeholder engagement is a priority, involving students, faculty, alumni, and industry partners in quality assurance initiatives. Their perspectives contribute to the institution's improvement plans. Overall, the IQAC's comprehensive approach ensures transparency, accountability, and enhancement of education quality.

In conclusion, Ashoka Business School's IQAC has successfully institutionalized quality assurance through the development and implementation of policies, facilitation of activities, training, data analysis, compliance, and stakeholder engagement. These efforts have led to continual enhancement of academic programs and services, aligning the institution with NAAC accreditation standards.

File Description	Documents
Paste link for additional information	https://ashokabschool.org/iqac-composition.html
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

The IQAC in the college focuses on quality education and fostering a culture of excellence among students and staff. Key initiatives include promoting industrial involvement, implementing outcome-based learning, observing and improving teaching sessions, offering aptitude and soft skill classes, participating in quality audits, establishing a research and development cell, organizing quality programs, gathering feedback from stakeholders, enhancing the use of ICT tools, implementing the mentor-mentee process, submitting the Annual Quality Assurance Report, ensuring a ragging-free campus, and establishing a grievance redressal cell. The IQAC regularly monitors and reviews the teaching-learning process, introducing innovative activities and reforms.

Additionally, it supports the adoption of outcome-based education in MBA programs, emphasizing accountability and student-centric learning. The attainment of program outcomes, program-specific outcomes, and course outcomes is measured and efforts are made to

improve student employability.

The IQAC also oversees standard academic practices, including calendar preparation, course allocation, mentor-mentee distribution, course delivery, attendance monitoring, syllabus coverage, question paper setting, internal evaluation, and student support activities. The institute maintains an effective internal examination and evaluation system and conducts result analysis to identify areas for improvement and support faculty members.

File Description	Documents
Paste link for additional information	https://ashokabschool.org/iqac_calendar.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/AnnualReport.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

Institute has always been an initiator for activities like gender equity & gender sensitization. Two sessions on gender equality were organized. The Institution had also organized 'Self-defence training' for the girl students by the executor of the Nirbhaya Safety Drive Campaign.

Institute has 70% girls in its total intake. There are separate common rooms for girls and boys. There is a sanitary napkin vending machine for the girls and female staff. The Institute has always tried its best to work towards being a gender-neutral educational institute.

Institute organizes these events like seminars, guest lectures, and counseling sessions through its Institute Social Responsibility Cell.

Institute organizes programs like human rights, Cybersecurity awareness periodically. Competitions are conducted on Fundamentals and Articles of Constitutions for awareness about the Constitution.

As per regulating authority guidelines Institute has constituted committees like- Grievance Redressal Cell, Anti-Ragging, Sexual Harassment Prevention Cell (Vishakha Samiti) etc. A structured Mentoring Program takes care of the student's academic, emotional, social, and spiritual development.

Institute is also keen on security aspects for students and staff. The whole campus is surveillance through CCTV. There is a structured code of conduct for staff and students. The discipline is ensured by the authorities from time to time.

File Description	Documents
Annual gender sensitization action plan	https://ashokabschool.org/Women_Safety_Security.html
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	C. Any 2 of the above

Biogas plant Wheeling to the Grid   Sensor-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

Ashoka Business School, Nashik, is committed to effective waste management practices to minimize the environmental impact of its operations. The institution has implemented various measures for the management of degradable and non-degradable waste.

Solid Waste Management: The college generates solid waste from routine activities, such as paper, plastics, glass, and food waste. To promote waste segregation at the source, two colored garbage bins (Green and Blue) are strategically placed in the canteen and within the premises. These bins facilitate the proper segregation and collection of recyclable and non-recyclable waste. The institution regularly conducts awareness programs to educate students, faculty, and staff about waste segregation and its significance in reducing environmental pollution.

Liquid Waste Management: To ensure responsible management of liquid waste, the institution has established an underground drainage system. The liquid waste is efficiently transported to the Sewage Treatment Plants (STPs) and Effluent Treatment Plants (ETPs) operated by the Nashik Municipal Corporation (NMC). This collaboration with NMC ensures the proper treatment and disposal of liquid waste, conforming to environmental regulations.

E-waste Management: All types of E-waste generated in the institute are collected by a reputable 3rd party agency, Rencent Technologies. The agency ensures the safe and environmentally sound recycling of E-waste, adhering to all relevant regulations and guidelines.

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	B. Any 3 of the above

following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

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	View File

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

B. Any 3 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	View File

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).

Ashoka Business School firmly believes in providing equal

opportunities and treatment to all students, irrespective of their caste, religion, or region.

National festivals and the birth anniversaries of Indian leaders are commemorated with enthusiasm, bringing together staff and students to foster national unity and harmony. Hindi and Marathi Bhasha Divas are observed to raise language awareness and appreciation among the academic community.

The institute not only celebrates cultural events but also focuses on nurturing human values and social responsibility. Initiatives like playing Holi at an old age home and honoring mothers on Women's Day (AAM-Aai Amchya Mahavidyalayat) demonstrate the institution's commitment to caring for the elderly and recognizing the significant role of women in society.

To raise social awareness, the institute organizes sessions on crucial topics such as menstrual health and self-defense. Additionally, social responsibility initiatives, including blood donation camps, exemplify the institute's dedication to giving back to the community and making a positive impact on society.

Ourcommitment to sustainability is evident through eco-friendly practices during festivals like Ganeshotsav. This reflects the institute's awareness of environmental issues and its effort to promote responsible and eco-conscious celebrations.

Moreover, the unique 'Rakhi with Khaki' initiative fosters emotional connections with police personnel, acknowledging and appreciating their valuable contributions to maintaining law and order.

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	View File

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

We believe in instilling values, rights, duties, and responsibilities that extend beyond academics and empower individuals to become active and engaged members of society.

Our campus is a hub of cultural celebrations that embrace India's rich linguistic diversity. Hindi and Marathi Bhasha Divas are celebrated to honor and preserve the essence of our national languages, fostering a sense of unity among students from various linguistic backgrounds.

National events like Independence Day and Republic Day are observed with great enthusiasm, promoting patriotism and encouraging students to recognize their civic duties and responsibilities as citizens of India.

Expert talks on corporate governance and human rights further raise awareness and understanding of important legal and ethical principles.

Human Rights Day serves as a platform to advocate for the rights and dignity of all individuals, encouraging students to be socially responsible and compassionate towards others.

Recognizing the importance of holistic well-being, we organize spiritual and wellness sessions that support the mental, emotional, and physical health of our students and employees.

Empowering our female students, we offer self-defense programs that equip them with valuable skills and knowledge to ensure their safety and confidence.

At Ashoka Business School, we firmly believe that education goes beyond imparting knowledge; it is about nurturing well-rounded individuals who are not only academically competent but also socially responsible.

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. All of the above

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

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

We strongly believe in the power of celebrating national and international commemorative days, events, and festivals to foster holistic student development. Throughout the academic year, our campus comes alive with various activities and celebrations that not only promote moral values but also nurture a sense of communal harmony among our students.

We commemorate important events such as World Environment Day, International Youth Day, Independence Day, and Republic Day to instill a sense of pride in our national identity and heritage.

Teacher's Day is a special occasion where we honor our educators for their dedication and contribution to our students' growth and learning journey.

On Indian Constitution Day, we conduct a solemn pledge ceremony and organize competitions that engage students in understanding the principles and values enshrined in our constitution, instilling a sense of responsibility and citizenship.

International Yoga Day is another significant event on our calendar, where we promote the importance of physical and mental well-being through yoga practices. The day serves as a reminder of the importance of wellness and self-care in our fast-paced lives.

Through these celebrations, we not only raise awareness about various important issues but also provide our students with solutions and tools to lead a balanced and fulfilling life. We believe that these events play a crucial role in shaping responsible citizens who can navigate life successfully, both academically and in the broader context of society.

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	View File
Any other relevant information	View File

7.2 - Best Practices

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

Practice 1: SRPS - Students Research Project Scheme Ashoka Business School, Nashik, has implemented the Students Research Project Scheme (SRPS) to foster research among students. The scheme aims to orient students about the significance of research and guide them in presenting their findings effectively. Expert sessions provide proper guidance throughout the research journey, resulting in 10 papers published in UGC-Care listed journals and 2 projects reaching state-level competitions. The success of SRPS has created a research-oriented environment within the institution, nurturing academic growth and contributing to its overall development.

Practice 2: Little Big Things (LBT) Ashoka Business School's "Little Big Things" (LBT) is a best practice aiming to uncover individuals' untold stories. This activity provides a platform for leaders, executives, and students to share inspiring experiences, fostering personal growth and motivation. Participants are groomed and counseled to effectively present their stories, allowing them to learn from industry experts and develop essential skills. The success of LBT is evident through active participation, emotional moments, and the impact on both speakers and the audience. Recognizing LBT as a best practice showcases the institution's commitment to creating a supportive and inspiring environment for sharing journeys and promoting mutual learning.

File Description	Documents
Best practices in the Institutional website	https://ashokabschool.org/pdf/Best-Practices.pdf
Any other relevant information	https://ashokabschool.org/ABS-clubs-for-students.html

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 implemented the "Mock Annual General Meeting (AGM)" practice, recognized as a distinctive practice under NAAC Criteria 7. This practice aims to provide students with practical insights into corporate processes and foster critical thinking skills.

Objective: The objective of the Mock AGM is to familiarize students with corporate culture, educate them about the purpose and conduction of AGMs, and deepen their understanding of strategic decision-making processes and management responsibilities.

Context: The Mock AGM replicates the procedures followed by companies, adhering to the Companies Act, 2013. It also takes into account the shift to virtual AGMs due to the COVID-19 pandemic, enabling broader participation.

Practice: The Mock AGM involved meticulous planning, live AGM observations, team formation, board member appointments, and document preparation. Practice sessions were conducted to refine understanding and presentation skills.

Evidence of Success: The success of the Mock AGM is evident in the well-prepared student team, their exceptional performance during the meeting, enthusiastic participation, and positive feedback received from dignitaries and stakeholders.

The Mock AGM practice at Ashoka Business School reflects the institution's commitment to providing practical learning experiences and preparing students for their professional journey.

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

In today's rapidly changing and competitive business landscape, the role of top executives, known as CXOs (Chief Experience Officers), extends beyond traditional leadership responsibilities. The strategic roles of CFOs, CMOs, and CHROs in modern organizations are vital for ensuring organizational success. These C-suite executives have adapted their roles to meet the demands of the complex business environment, driving sustainable growth and maintaining a competitive edge.

- CFOs have evolved into strategic partners, focusing on financial planning, risk management, and capital optimization.
- CMOs drive customer-centric strategies, leveraging digital marketing and data analytics to enhance brand awareness and revenue growth.
- CHROs manage human capital, talent acquisition, and employee development to foster high-performance cultures.

To provide students with valuable insights into these crucial roles, Ashoka Business School will organize sessions with CHROs, CMOs, and CFOs. This innovative initiative aims to help students understand the strategic contributions to organizational success.The sessions will focus on practical examples, enabling students to connect theoretical knowledge with practical applications. Moreover, these interactions will foster networking opportunities, empowering students to build valuable connections with professionals from diverse industries.