



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ASHOKA BUSINESS SCHOOL

URJAYANT PLAZA, NEAR SUMAN PETROL PUMP, MUMBAI-AGRA
HIGHWAY, CIDCO, NASHIK, MAHARASHTRA
422009

<http://ashokabschool.org/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ashoka Education Foundation is an initiative to revolutionize the educational environment, by not only equipping the students with information, mental and spiritual strength coupled with contemporary skills, but also in making them professional leaders. Ashoka Education Foundation was established in the year of 2002. At present there are 8 different educational institutes which are running under the umbrella of this foundation providing education to all i.e. from KG to PG. Ashoka Business School is one of them which was established in the year 2012. Within a short span of time, the Institute has become a most preferred institute in and around Nashik. The Institute adheres to the mark of quality education and is continuously making several strides towards excellence since its inception.

The Institute was having a campus at Chandsi, Nashik at the time of establishment and shifted to a prime location on Mumbai-Agra National Highway NH-3, Nashik, near the industrial area of Ambad MIDC in the year 2014.

Ashoka Business School is affiliated to the world class Savitribai Phule Pune University, Pune formerly known as University of Pune. Institute is approved by Directorate of Technical Education, Maharashtra and All India Council for Technical Education, Delhi.

High level industry institute interaction through Ashoka Industry Experts panel of eminent corporate personalities ensures students get ample opportunities to learn from experience shared by them.

Institute provides a first class state-of-the art infrastructure well maintain infrastructure at par with leading Business Schools. Some of the facilities include air conditioned classrooms, auditorium etc. supporting a conducive learning environment.

Ashoka Business School endeavours to develop students by sharpening their skills, empowering them with tools of efficiency and integrity, creating a climate for learning and testing new ways of doing business coupled with innovative ways of keeping them abreast of the competition in the business world.

Statement of Purpose-

"We are committed and determined to redefine the cause of excellence in Education and implement it through accelerated need based practical oriented process with holistic approach to empower learner for self-exploration to become a responsible global citizen with deep rooted ethos of Indian culture and tradition."

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'

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well qualified, committed and experienced Faculties.
- Driven by a visionary leader with deep roots in Business and Industry
- Decentralized and Participative management system encouraging faculty empowerment.
- Implementation and practice of skills required by industry to enhance the employability of students and prepare a industry- ready workforce
- Strong industry linkages that helps in Summer Internships and final placements.
- Systems and quality driven processes in administration and academics through ISO 9001-2008 and moving towards ISO 9001-2015.
- Well-enriched Library with a range of reference books, journals, magazines, digital and e-resources.
- An organisation acknowledged by the Guinness Book of World Records for participating in important social programme of Road Safety.
- Transparent Governing system and administration.
- Reputation as a socially responsible Institute through participation in various initiatives under Institute Social Responsibility Programmes
- Excellent and state-of-the art infrastructure that reflects the commitment of the organisation to promote academic activities
- 6 gold medals bagged by our student Miss. Sneha Awasthi from Savitribai Phule Pune University, Pune.
- Deployment of ICT driven Teaching - Learning Processes.
- E-Governance through ERP system.
- A self-sufficient environment friendly campus driven through an initiative of generation of energy by Solar Power.

Institutional Weakness

- Shortage of funded projects by industry or other agencies.
- Less exposure of students with participative and experiential learning before joining the program.
- The institute as was established in year 2012, is still in its learning curve so, is taking small steps to conceive and nurture fully functional working systems.
- The student profile heterogeneous in terms of educational and socio economic backgrounds puts enormous pressure on faculty in its effort for students' holistic development.
- Limited Interdisciplinary Research initiatives.
- Inadequate number of foreign students and those from other States and faculty.

Institutional Opportunity

- Extending the collaborations with industry and other premier agencies.

- Promote pan India presence of the Institute to provide better opportunities to students to find more attractive employment opportunities
- Scope to develop integrated course of management.
- Opportunity for developing professional consultancy through faculty empowerment.
- Initiating faculty and student exchange program by establishing linkages with professional institutes.
- Enrichment in placements like-packages, esteemed and premier employers etc.
- Reputation of Nashik as a growing educational hub to build and develop the Institute as a premier Management Institute.
- Enormous advantage of proximity to Mumbai, the commercial capital and Pune, the educational hub of the country as being the part of Golden Triangle (Mumbai-Pune-Nashik).

Institutional Challenge

- Developing learning attitude among the students and to break the barriers of old practices.
- To improve upon the quality of service being provided by the institute and benchmark them continuously against the best practices with the ever-changing demands of industry.
- Attraction among students towards online, distance courses or executive management courses than conventional full time courses.
- Dealing with conflicting attitudinal requirements of those who intend to seek jobs and those who aspire to become entrepreneurs.
- Frequently changing governmental policies and statutory authorities make compliance and administration challenging.
- Indifferent attitude of the corporate sector to lend a helping hand in training the students on the jobs.
- Maintaining the balance between research, academics and administration without compromising on quality of teaching.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ashoka Business School is affiliated to Savitribai Phule Pune University, Pune (SPPU) and follows curriculum designed by the University for MBA Program. So the Institute has limited scope in terms of designing syllabus. The part of systematic planning and execution of this plan is the main work to be done by the Institute. The guidelines provided by the University, DTE and AICTE are followed by the Institute in this regards. Institute follows Choice Based Credit System under the guidelines of SPPU. The Institute attempts to align program structure and to implement course contents for making teaching-learning effective and efficient. From preparation of Academic Calendar to its execution is strictly followed throughout the semester. Objectives of courses are attained through it.

Though having less academic flexibility in introduction of new courses, the various certificate programs have been introduced by the Institute for students' development. The Institute integrates various topics like- Human Values and Professional Ethics through effective implementation of courses that address this issue. Student enrichment is done through several value added courses offered under the curriculum by the university. Students of MBA have to complete their Summer Internship of minimum 8 weeks in the industry which the Institute meticulously executes.

The extensive Feedback Mechanism about curriculum from all the stakeholders of the Institute helps to improve teaching-learning in the right direction.

Teaching-learning and Evaluation

The hard core function of an academic Institute i.e. Teaching-Learning has been provided with prime importance in the institute. The dedicated efforts are taken for its effective implementation from management to the faculties.

Students with diversified socio-economic and educational background are enrolled in the Institute by means of Central Admission Process regulated by Directorate of Technical Education, Maharashtra and under the guidelines provided by the SPPU. All sanctioned seats are filled as per the guidelines of DTE.

Though the input is diversified, Institute tries to deliver effective teaching by identifying potential of the students. The student assessment from the aspect of employability is done and respective training needs are identified to work upon in two years. The mentors are allotted to the group of students as per areas of interest identified through assessment. Qualified and dedicated faculties facilitate the effective teaching-learning process. Student centric and experiential learning methods are emphasized to make this process participative and effective. Conducive environment is provided through well-equipped and ICT enabled infrastructure. Innovative and creative steps are initiated by the faculties to attain the course outcomes. For core subjects the Online MCQ based and external theory examinations are conducted as per the regulations of SPPU. The internal evaluation process is concurrent and comprehensive where faculties have liberty to apply suitable evaluation methods provided by the SPPU. The transparent and time-bound grievance redressal mechanism helps to strengthen belief in evaluation system among the students.

Research, Innovations and Extension

Institute realizes the importance of Research. There is a separate committee at parent organization level. A review of research progression by faculties is taken monthly and difficulties are discussed during the meeting. The result is visible as the number of faculties registered for Ph.D. is increasing significantly. A series of FDPs dedicated to the Research Methodology was held at parent organization level for all the faculties. At present the Institute has 2 educators with Ph.D., 5 educators who have registered and pursuing their Ph.D. The state level seminars and national level conference were conducted by the Institute where total 61 research papers received and published in UGC Approved Peer Reviewed Journal of that time.

The required infrastructure and environment is provided to the faculties to conduct research. Efforts are taken to imbibe research attitude among students by encouraging them to publish research papers. 33 students were sponsored by the Institute to participate in Data Analysis Workshop. Institute sponsors faculties to publish research papers.

Besides the research, various extension programs are conducted by the Institute. The Institute is acknowledged by the Guinness Book of World Records for participating in the event conducted for Road Safety in extension with Ashoka Buildcon Ltd. in the year 2016-17. Collaborations with various industries support during students' Summer Internships and Ashoka Executive Employability Enhancement Program which provides them on job experiences.

Infrastructure and Learning Resources

Institute is equipped with advanced and modern facilities require conducting all curricular, co-curricular and extra-curricular activities. Management gives a top priority to provide conducive environment that makes teaching-learning effective. AC Classrooms which are enabled with LAN, well advanced computer labs, language lab and wi-fi campus endorse it. An AC seminar hall with capacity of 135 is equipped with advanced ICT facilities like-Projector, LAN, Audio-visuals etc. Canteen and recreational facilities like indoor sport room, separate Girl's & Boy's Common rooms are also provided. An adequate provision of funds is ensured for infrastructure augmentation in budget.

Extensive Library equipped with digital and remote access facilitates faculties and students to hone knowledge based competencies. Institute Library has ample National & International Journals, Magazines subscription. E-books and access to the e-journals is also provided. Use of these resources reflects through passing percentage and research publications of faculties and students. Allocation of adequate budget for library resources is always at high priority.

Institute has sufficient number of computer systems equipped with LAN. Separate computer system to every faculty is provided. ERP system facilitates easy governance. Internet connectivity through LAN and wi-fi is provided throughout the campus.

The expenditure on maintenance and augmentation occupies large portion of total annual expenditure of the Institute. A proper and established system is at place for maintenance of physical, academic and other support and housekeeping facilities. A regular maintenance through fire safety audit, weekly pest control and others is ensured by the admin.

Student Support and Progression

The vision and mission of the Institute emphasizes the holistic development of students as an important stakeholder. Student centric policies are developed in the institute in line to enhance their employability. The student enrolment is regularised by Directorate of Technical Education, Maharashtra. All government initiated scholarships and free-ships are provided.

A diversified student cadre gets enrolled for the MBA program which seems a challenge to deal with. Effective student assessment system helps to overcome this challenge in which focused efforts are taken as per competencies of the students. By identifying needs, an adequate training is provided to the students by Training and Placement Department.

Effective and student centric mentoring process is at place for dealing with stress related issues confronted to the students. Student counselling in all possible areas is conducted by having several interactive sessions with students.

For developing soft skills and communication skills among the students, Institute has language lab equipped with ORELL software. Expert sessions are arranged regularly on variety of topics. The efforts are taken for capability enhancement and holistic development of the students. Besides professional skills, the Institute regularly encourages students to take part in sport related activities. These efforts led one student who participated in International Women Soft-Ball Championship held at Beijing, China.

Students are sent to industry as interns and volunteers for industrial exhibitions to gain first-hand experience to excel in their managerial competencies. Student driven events and activities are at priority. Student participation is encouraged in administration, academics and events through their presence in various committees. Despite the Institute being recently established, Alumni Meets are conducted for involving them in Institute's progress.

Governance, Leadership and Management

The Institute is governed under Ashoka Education Foundation promoted by the Ashoka Group which is well known brand in infrastructure sector worldwide. With a vision of providing educational environment to the students to not only excel in managerial competencies & skills but also to prepare them as professional leaders with holistic approach for contributing in socio-economic development of the nation.

The Institute is progressive, quality conscious and forward looking with practice of decentralization and participative decision making. Faculties and students are involved in smooth functioning of the Institute.

Involvement of eminent personalities from the field of education and industry in Governing Body and Local Management Council is an important step to bridge the gap between industry and academia. A system and quality approach is reflected through the practice of ISO. A Quality Assurance and Guidance Cell (QAG) contribute in strategy development in consultation with above bodies, while deployment takes place through various committees at Institute level.

E-governance is in practice through implementation of ERP system in parts of administration, admission, support and other related functions.

Faculties are empowered through yearlong development programs at parent organizational level and by sponsoring faculties to attend FDPs, workshops and seminars outside. Different welfare practices are under taken for the development of faculties and non-teaching staff. The transparent and objective appraisal process is followed by the Institute.

A systematic resource mobilization is ensured for optimum utilization of the resources. Adequate funds are allocated to all functions of the Institute as per need.

Institutional Values and Best Practices

Institute emphasizes the values- Excellence, Commitment, Responsiveness to the societal needs, Creativity, Openness, Diversity with Synergy, Application oriented education etc. Institute believes in its commitment towards vision and mission and espousing the cause of its existence as an academic Institute.

For the holistic development of students the Institute focuses on laying strong foundation of values and professional ethics in its strategy deployment.

The Institute not only believes in providing good placements to the students but also to nurture first generation entrepreneurs from the students. As being a business school, besides placements, the Institute runs an incubation centre called Ashoka Innovation and Start-up Cell to encourage students towards employment generation. Workshops in extension with Skillhub Infotech for IIT-Roorkee and with Make-intern for IIM-

Kozikode were organized for students where total 11 students succeed to contest in final round of International Business Plan Championships.

Awareness about social values is created among students through various extension programs like- Green India, Care & Research Foundation, PAANI Foundation, Aadishakti Foundation and Swadisha Talerang etc. Institute also contributes to the industries through students' internships towards seeking solutions of problems encountered on the field.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASHOKA BUSINESS SCHOOL
Address	URJAYANT PLAZA, NEAR SUMAN PETROL PUMP, MUMBAI-AGRA HIGHWAY, CIDCO, NASHIK, MAHARASHTRA
City	NASHIK
State	Maharashtra
Pin	422009
Website	http://ashokabschool.org/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	MANISHA BHAMRE	0253-6649500	9975561199	-	director.abs@aef.edu.in
IQAC / CIQA coordinator	VIKAS SHA SHIKANT GAUNDARE	0253-6649502	9112683990	-	vikasg.abs@aef.edu.in

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details	
Date of establishment of the college	23-07-2012

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	04-04-2018	12	AICTE has extended Approval of the Institute for this academic year as well

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	URJAYANT PLAZA, NEAR SUMAN PETROL PUMP, MUMBAI-AGRA HIGHWAY, CIDCO, NASHIK, MAHARASHTRA	Urban	0.58	2266.05

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,M B A	24	Any Graduate	English	240	233

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				9			
Recruited	1	0	0	1	0	0	0	0	5	4	0	9
Yet to Recruit	0				2				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	14	8	0	22
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	0	0	1	
	1	0	0	1	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		PG	Male	56	1	0
	Female	62	0	0	0	62
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	15	6	3	3
	Female	18	12	4	2
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	1	1	1	0
	Others	0	2	0	0
OBC	Male	27	17	5	4
	Female	26	15	5	2
	Others	0	0	0	0
General	Male	56	42	20	23
	Female	69	41	26	34
	Others	0	0	0	0
Others	Male	10	9	4	3
	Female	10	5	3	1
	Others	0	0	0	0
Total		233	150	71	72

3. Extended Profile

3.1 Program

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

Response: 451

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
133	31	37	20	59

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
86	91	91	39	20

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
30	40	32	0	59

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	15	16	9	10

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	16	16	9	10

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
84.75	98.33	71.81	64.26	25.44

Number of computers

Response: 100

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute follows the revised curriculum of Savitribai Phule Pune University. The MBA programme facilitates learning in theory and practice of different functional areas of management and equips the students with an integrated approach to various functions of management. MBA programme comprises of 4 semesters and adopts the Choice Based System and Grading system. Choice Based Credit System (CBCS) offers wide ranging choice for students to opt for courses based on their aptitude and their career goals. CBCS works on the fundamental premise that students are mature individuals, capable of making their own decisions. The institute attempts to align the programme structure and execution of course contents with student aspirations & recruiter expectations.

The implantation is done in a systematic manner.

1. **Academic calendar**- Academic calendar in line to the university's academic calendar is prepared. Information about various activities, exams, industrial visits, guest lectures, etc. is included in academic calendar.
2. **ERP**- The student's data is uploaded in ERP after Admission. Microplans (Teaching Plans) and time table are uploaded in ERP to have better record maintenance.
3. **Mentoring** – Mentoring emphasises the centrality of the student and teacher-student relationship in the learning process. Students se to monitor, help and assist students for better learning.
4. **Time table**- Faculties are allocated subjects and workload according to their specialisation and area of interest. The time table is prepared accordingly.
5. **Micro plans** - Based on the subject allocation lesson plan for each subject is prepared as per the norms of university.
6. **Grading of Students**- Students are categorised according to their academic and field performance. Faculties facilitate learning as per their grades. Remedial actions like question paper solving and assignments are given to students with backlogs or low performers.
7. **Teaching Pedagogy/Classroom Teaching**- Traditional classroom teaching/learning is supplemented with focus on group activity, field work, experiential learning, self-study, projects, Industry Exposure Programmes etc.
8. **Class observations** – Class observation of every faculty by peers and superiors is done and evaluation based on the teaching methodology is done. Corrective actions are taken by the respective faculties based on the feedback.
9. **Feedback system** – Feedback on teaching and learning process is taken from the students from time to time. Feedback on the course curriculum from the stakeholders is also a major activity. It helps to improve the implementation of curriculum plan.
10. **Evaluation** – Concurrent evaluation for each subject is a simultaneous activity. It includes presentations, case studies, projects, group discussions, etc.
11. **Enrichment** – Besides syllabus value added workshops like GST, NSE, etc are conducted for the

students to equip them for the practical application in the industry.

Institute emphasises on Inter-personal, Analytical, Entrepreneurial Skills, and Contemporary needs in managerial careers.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 2

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 15.63

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	2	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 11.8</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 88</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 1</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 3.64</p>	
<p>1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p>	

2017-18	2016-17	2015-16	2014-15	2013-14
17	0	2	0	0

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

1.3 Curriculum Enrichment

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

Response:

Course: Human Rights - To bring awareness about human rights among students, Savitribai Phule Pune University introduced the separate course. It helps students to understand not only their own rights but also it brings consciousness about rights of other individuals too. The origin and history of human rights helps students to develop the concept in true sense.

Course: Organizational Behaviour- The need of understanding human values, perceptions and causes of their behaviour at professional life can be bridged through this course. This course contributes to reflect upon students' beliefs, assumptions from individual, group and organizational point of view in order to enhance self-behaviour to improve own professional effectiveness.

Course: Business Communication- Basic etiquettes of business communication are being taught to the students to inculcate professional values. Students practice it through Role Plays, Group Discussions/Debates and e-mail/writing etiquettes. Real objective behind this course is not only to equip students not only equip student with professional skills but also to make them able to cope up with recent trends in business and industry.

Course: Labour Laws- Statutory Professional Ethics are being covered under this course which addresses the issues like-gender equity e.g. Factories Act 1948, Workmen's Compensation Act 1923 and other related acts, human rights through Maternity Benefit Act-1961, Minimum Wages Act 1948 etc. and Social Securities through EPF Act-1952, ESI Act 1948.

Course: Managing for Sustainability- This course is designed to apply professional and general ethical principles in business. It also helps to inculcate awareness about social responsibilities along with running a business. This course also helps to understand Indian Values and ethics besides Corporate & Business Ethics.

Course: Legal Aspects of Business- This course helps to develop students to realize basics of statutory

requirements related to business environment to impart ability to manage business ethically and effectively. It also contributes to make students aware about rights of society through consumer protection, IPR and IT Act.

Course: Emotional Intelligence and Managerial Effectiveness- This course enables students to understand their own emotions and cope up with others which can help them to become professional leaders in business. It also helps students to understand the role of emotions and competence in effectiveness of their profession as managers.

Course: Start-up and New Venture Management- It is a course that helps to develop not only the managers but professional entrepreneurs. The competencies and qualities require to be an effective entrepreneur is the essence of this course. This course deals with the process of entrepreneurship, new venture survey, opportunity assessment, project proposal development and starting of small enterprise under professional ethics stipulated by laws.

Course: Employment Relations-

In this course the students get acquainted with the concept of Employment Relations. It covers journey of Employment Relations from the philosophy of treating employee as human being then to the Gandhian Approach towards employee relations up to the recent trends in it. It helps to make students understand the important laws governing Industrial Relations which will be found beneficial for fostering their professional career as future managers.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 5

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 5

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 79.7

1.3.3.1 Number of students undertaking field projects or internships

Response: 106	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A. Any 4 of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 1.5

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	2	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 49.42

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
150	71	72	32	59

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
240	240	240	120	60

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 46.88

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

2017-18	2016-17	2015-16	2014-15	2013-14
67	25	15	5	20

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The Institute understands the need to groom the students within two year span of post graduate degree, so as to enable students to flourish in the area of their choice. Over the years it has been observed that students of ABS belong to rural background in general. The institute follows the practices mentioned below-

- **Counselling** is conducted at the time of admission for the MBA Aspirants. They are guided for selecting the specializations and subjects on the basis of their academic background and scores of their entrance tests like-CET, ATMA, CAT, MAT.
- **Induction Program-** The Institute conducts Induction program for 3 days so that student's skills and learning abilities can be identified. This gives an insight to students about the new learning environment. In this program, students, faculty of various specializations interact with each other through different activities. The program begins with an ice-breaking sessions where students give self-introduction and elaborate their interest in the specific area. The session is followed with campus tour to get familiar with the available facilities. An **Academic Orientation Programme** is an important part of Induction Program where students get the orientation of all Academic Processes followed at the Institute under the guidelines of University
- The assessment of students' abilities through Employability Test and Multiple Intelligence Test is done on need basis. It helps to understand students' area of interest and related lacunas.
- **Add-on / Enrichment etc., for advance learners:** Advanced learners are identified right from the beginning. Students' performance in Mid Term, End Terms and University Exams is also considered. Add on programmes like GST training, NSE certification, etc., are conducted for advance learners to enable them to compete with the changing world. The interaction sessions with

students from reputed Management Institutes are arranged to discuss with such advanced learners. These students are encouraged to write and publish research papers in their areas of interest.

- **Extra Efforts for Slow Learners:** Extra Lectures are conducted for such students on the need basis. It helps students in effective understanding of subjects. Grooming Sessions for students from rural background are also conducted. Apart from Bridge courses and special classes, other remedial measures are taken like: Supplementing class notes with additional (Revision) study material. Discussion on University Question Papers, Presentations, giving Extra Assignments and Counselling at Personal Levels.

The Institute encourages enthusiastic students to participate in various competitions conducted both inside and outside the college.

2.2.2 Student - Full time teacher ratio

Response: 9.5

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.75

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The institute considers students as most valuable asset and takes efforts to appreciate its value with time by inculcating self-learning approach in students. Students with different demographic backgrounds and different competencies are enrolled in the Institute. By understanding the student diversity, the divisions are prepared accordingly.

The student skill assessment through-Employability Test and Multiple Intelligence Test is carried

out to understand their competencies which helps in preparing pedagogy to be used in classrooms. The changes in pedagogy are made through judgement and experience of faculties. The experiential learning approach is followed by the faculties where student-centric, self-learning is encouraged wherever possible.

Group study method for participative learning is also followed as per the need of subject where the group composition is done on the basis of student's calibre they possess. The student having comparatively high proficiency can lead the group to understand the subject matter/problem assigned by the respective faculty.

Flipped Classroom-The blend of case based, problem solving based approach is used where students are expected to study the subject matter first as per the shared micro-teaching plan by the faculties with the class. Then the faculty facilitates the students' involvement in discussions or case/problem solution which is planned.

To make teaching-learning more effective the regular **class observation mechanism** is followed. The class is observed by peer faculty/senior authorities and relative feedback for improvement is communicated to the concerned faculty.

The case based approach in teaching-learning is followed as per the demand of a subject which contributes to enhance conceptual skills among students.

Role plays are conducted for improving student engagement in the teaching-learning process.

Practical Orientation to students- The concepts discussed in classes have to be embossed through practice. Students are encouraged to participate as volunteers in various professional events (e.g. AIMA Index, Shelter, NIMA etc.) where they can explore their decision making abilities along with leadership qualities.

Through this experiential learning approach, students' managerial skills are tested on the job directly which helps them to improve their employability.

Summer Internship of eight weeks plays an important role in developing students' competencies as managers. The monitoring over internships of the students is done meticulously by Project Guide by having continuous communication with industry guide.

The well-equipped ICT enabled classrooms are provided where faculties use technology for making teaching-learning process effective. The emphasis on presentations by the students is given through which peer-learning approach can be developed among the students.

For making Teaching-Learning effective, conducive environment is essential. The classrooms are equipped with ACs, LCD projectors and computer systems which are LAN enabled. Likewise the seminar hall with capacity of 135 is provided to the students for combined sessions, conferences, guest lectures and other co-curricular & extra-curricular activities. The hygiene is maintained with regular cleanings and weekly pest control mechanism. Proper ventilation, natural and artificial lights with electricity backup systems are provided to avoid any unwanted interruptions in teaching-learning. This all contributes to enhance learning experience of students.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 71.43

2.3.2.1 Number of teachers using ICT

Response: 10

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 16.67

2.3.3.1 Number of mentors

Response: 9

2.3.4 Innovation and creativity in teaching-learning

Response:

In Ashoka Business School the emphasis is given on students' **self-learning and innovation**. Faculties of the Institute are encouraged from time to time for bringing innovative approaches in Teaching-Learning. Along with the traditional chalk-board method faculties use innovative and creative methods to make teaching-learning more interesting and challenging to the students. To impart decision making skills methods like:

Role Plays, Group Discussions, Debates etc. are used to make teaching-learning participative.

The book reviews, journal reviews are prepared by the students by assigning certain topics related to their field or other than the field.

Presentations by students are generally practiced in classes where topics are given or sometimes selected by students on their own for delivering presentation.

Methods like **Flipped Classrooms** are used by faculties to create self-learning environment among students. With the use of ICT teaching-learning process gets a conducive environment.

Flexibility in concurrent evaluation methods provided under University guidelines also contributes positively where faculties have choice to select appropriate method of evaluation as per the need of subject matter. The emphasis on quality is driven through the processes defined under ISO. Pre-planned events and proper execution leads institution to deliver quality education to the students.

Students are encouraged to **participate in professional events like-AIMA Index, NIMA, NIPM and others where their managerial skills can be sharpened** along with academic excellence. The Institute focuses not only on providing good placements to the students but also to imbibe an attitude to strive for starting own business which in turn generating employment for the society. For this purpose, the **Ashoka Innovation and Start-up Cell (AISC)** has been established where students can learn the pitfalls and opportunities in becoming entrepreneur. Efforts are taken for bringing practical approach towards learning.

The **industry exposure** along with academics is provided to the students through **SIP, Vyktiv Student Council and IIPC** to understand the expectations of employers from the future managers. This helps in bridging the skill gap identified among the students. The latest and advanced information is provided to the students through well **advanced library system** which is enabled with remote access and having e-resources as well. For the same purpose expert sessions on recent trends in market are organized on a regular basis. More emphasis is taken on making the teaching-learning process student centric through the choice based credit system. The provision of study material, assignments etc. is communicated mainly through electronic means to make students familiar with technologies. The group formation among students is initiated by faculties where the students study in groups and faculty simply directs the discussion by asking thought provoking questions and contributes additional information on that topic. A student with calibre leads the group. Through this initiative, an interactive and collaborative learning environment is generated among students and teaching-learning process becomes more interesting.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 128.75

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 27.96

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	2	4	2

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.29

2.4.3.1 Total experience of full-time teachers

Response: 102

File Description**Document**

Any additional information

[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 7.81

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 2.5

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms**2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The institute has a versatile and a robust evaluation system in place for full credit and half credit courses as per the guidelines of Savitribai Phule Pune University. As per the guidelines under the CBCS (Choice Based Credit System) the institute is required to include three concurrent evaluation components for full credit courses and five concurrent evaluation components for each half credit courses. Keeping this in mind the objectives and guidelines of the CBCS System the institute has adopted the evaluation system as mentioned below-

The Evaluations System at Ashoka Business School comprises of:

Full credit courses

1. Two Class tests of 20 marks each was a practice followed which is now converted to one Mid Term Exam & one End Term Exam.

a. The Mid Term is conducted after the completion of significant percentage of syllabus till mid of the term.

b. The End Term Exam is conducted after the completion of the entire syllabus.

2. In addition to this, the faculties have the option of choosing additional any two methods of evaluation from the list of evaluation methods prescribed by the Savitribai Phule Pune University.

Half Credit Courses (Internal Subjects)

One of the highlights of the New Curriculum is the Evaluation of all Half Credit Courses which are completely based on Concurrent Evaluation pattern and emphasizes on Experiential Learning aspect. For Half Credit Courses of the new curriculum the institute has adopted a flexible evaluation system based on

the guidelines provided in the new syllabus.

1. As per the guidelines of SPPU five concurrent evaluation components for each half credit course are adopted by the individual faculty in the evaluation process.

2. The faculty decides the various components in advance on which concurrent evaluation is conducted.

3. Each component ordinarily is of 10 marks; however the faculties have the authority to modify the weight-age of the evaluation components.

The total outcome is scaled down to 30 marks for full credit and 50 marks for half credit courses respectively.

This flexibility of selecting components for concurrent evaluation were not available in the pattern of 2008 but since 2013 with revised CBCS system it is provided by the University.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

As per curriculum of Savitribai Phule Pune University, 18 different criteria are available for the educators to choose from, which gives a variety to the evaluation system. It also gives an opportunity to the students with different capabilities to score well in the concurrent evaluation. Students are assessed throughout the semester on regular intervals using the parameters recommended by the SPPU.

1. Faculty decides the component for the evaluation and maintain the confidentiality of the question papers for internal exams which are conducted and monitored by Coordinator for Concurrent Evaluation.

2. The marks of internal assessment are communicated to the students by the respective subject teacher.

3. The following format presents the Continuous & Comprehensive evaluation cum Plan sheet which is prepared by all the faculties before the commencement of the semester-(The component mentioned below are suggestive from all 18 prescribed components by the University)

Continuous & Comprehensive Evaluation Sheet-

Class:							
Subject Code & Name :							
Name of the Educator :							
Type of Assessment	Mid Term, End Term (For Full	Presentation/ Assignment/	Small Project, Book	Group Review,	Viva/ Scrap Book	Quiz/Field Visit/Ro	play/ study

		Credit Courses)	Industry Analysis	Group Discussion			
Roll No.	Marks out of						
	Name of Student						
1							

4. The evaluation of SIP/Projects is also conducted by the respective Faculty Project Guides. Before the University Viva-Voce the Internal Mock Project Viva-voce is conducted for internal evaluation. For the Internal project viva-voce one of the internal faculty members (other than the Faculty Project Guide is selected, who evaluates teh projects and ensures the transparency in evaluation of the students.

5. In order to increase transparency in the Interanl Evaluation Mechanism, the criteria of evaluations are well defined and communicated to the students in advance in order to help them prepare accordingly.

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

Response:

The concurrent evaluation process has been clearly defined keeping in mind the criticality and the complexity of the process in order to minimise the number of grievances. The Institute follows a process for planning and conduction of the concurrent evaluation in transparent and fairly manner.

The Institute has a dedicated Examination Committee that takes care of the exam related issues. The committee also takes care of the entire grievance related Planning, Conduction and Evaluation of exam under the direct supervision of the Director of the Institute and the Director of Higher education. Anyone with a grievance may approach to the College Examination Officer in person.

- **Internal/Institute Level Evaluation:** During the Internal Evaluation, if a student faces any query/doubt, can approach the respective Subject Teacher. If the query/doubt is still not resolved, he/she can further approach to Internal Exam In-Charge/Concurrent Evaluation Coordinator.
- **External/University Level Evaluation:** The Students who are dissatisfied with the evaluation and the marks obtained in the university exam can apply for revaluation and verification of marks. The University provides the photocopy of the answer book to the students after payment of a nominal amount for the same. After receiving the answer sheet the student can apply for re-assessment. The college facilitates the process and keep a track of the same until the grievance is settled.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE**Response:**

The institute has a regular practice of preparing the academic calendar. The Director and the Academic Coordinator finalize the Academic Calendar in consultation with the various committee heads/Faculties. The institute believes in the philosophy of holistic development of the students. The Academic Calendar itself comprises of all academic, non-academic activities and events those are perused in the academic session. Being an affiliate institute of the SPPU it follows the directions and norms prescribed by the university. The Academic Calendar of the Institute is prepared in line with the University Academic Calendar.

The plan for Continuous Internal Evaluation is also included in the Institute's Academic Calendar which is prepared in coordination with Internal Exam Department. The Academic Calendar is then displayed to the students in the beginning of the semester. It facilitates students to prepare for their exams. Faculties schedule their Internal Evaluation mechanism as per the Academic Calendar.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students****Response:**

Programme outcomes are as per the objectives stated in the syllabus provided by Savitibai Phule Pune University. The course outcomes for each course are given by Savitibai Phule Pune University in their syllabus copy. The syllabus is displayed on the website. The courses are designed in such a way that Course Outcomes (COs) lead to achievement of POs. The program outcomes and course outcomes are clearly communicated in the following manner:

- The students have to undergo an induction programme of 2 or 3 days before the curriculum is initiated. During the induction programme students are made aware of the vision, mission, curriculum, syllabus structure and specialisation along with the rules and regulations of the institute. The students are also briefed about the various curricular and extra-curricular activities that would be undertaken by the college in the academic year.
- Every faculty has to prepare a micro plan for each subject based on the course outcome.

Teaching methodology, learning and evaluation is based on learning outcomes. The teaching staffs explain the student about the course outcomes in respective class lectures.

- Monitoring of the student through mentorship is done on regular basis if student show inabilities to achieve the intended learning outcome. They are provided with remedial teaching.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

- Student's performance, program outcomes, program specific outcomes and course outcomes are evaluated by the individual educators according to the evaluation criteria set and prescribed by Savitribai Phule Pune University which is in the form of concurrent evaluation, semester examinations, online examination and university examination.
- At the beginning of the semester, the Director and the academic coordinator with the help of other faculty members chalk out the academic calendar so as to effectively incorporate the academics, co-curricular and extra-curricular activities for meeting the desired program and course outcomes.
- Students are evaluated on the basis of concurrent evaluation throughout the semester. Concurrent evaluation is on the basis of criteria such as assignments, class test, open book test, role play, group discussion, group presentation etc. The individual faculties decide on the criteria for concurrent evaluation which would facilitate measurement of course outcomes.
- Practical exposure to industry practices is imperative for successful completion of the MBA course. In accordance, the students have to undergo a summer internship program at the end of the second semester and work on a dissertation topic in the fourth semester which actually helps the students in learning and understanding practical aspects of the course. The duration of summer internship in a firm is of 8 weeks during which the student has to work in a department of his choice and specialization which is monitored by the institute mentors from time to time. At the end of the internship program the student has to present their learning and work to the institute and university which is then evaluated.
- The institute also organizes expert lectures and seminars from the industry so as to make the students understand what the industry expects from them. The institute closely monitors the performance of students in the various examinations conducted by the institute and university so as to ensure whether the learning outcome is achieved. Extra lectures are also conducted as and when required to ensure that the syllabus is covered thus achieving the learning and program outcomes.
- The faculty members also motivate the students to engage in research activities by attending and participating in various conferences at the State, National and International levels. Faculties guide the students in writing research papers which are presented and published in Journals.
- The institute also organizes various cultural activities of which students are an integral part. These activities are organized by students themselves which enables them to learn various principles of management thus ensuring that the program and course outcomes are achieved. The students also participate in activities organized by other colleges and contest on different platforms of academics and extra-curricular activities.
- The institute also organizes lectures from industry experts to sharpen the soft skills and communication skills of students. The selection of students in various companies during placement

activities gives an indication of the achievement of the learning, course and program outcomes.

2.6.3 Average pass percentage of Students

Response: 83.33

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 25

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 30

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.3

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 31

File Description

Document

Any additional information

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other

initiatives for creation and transfer of knowledge**Response:**

Ashoka Business School is the dream project of a well-known business tycoon- Mr Ashok Katariya who brings in the spirit of innovation and entrepreneurship to the Institute. He aspires of making Ashoka Business School a school for budding entrepreneurs. It is his philosophy that has a transformational impact on the institute which runs some of the very unique initiatives that will be found only at Ashoka Business School.

1) Self-Learning Approach: The institute follows the principle of “By the Students, for the students & of the students”. Students in ABS learn self-management as all the activities are students driven. Classroom sessions are conducted by the students as per need under the guidance and supervision of the teachers. All the necessary ICT aids are made available to them for the same. For the extra-curricular activities also students are appointed as the co-coordinators and given the charge to make arrangements for all the events. With the combination of managing curricular and extra-curricular activities, students learn multiple tasking which makes them industry ready.

2) Start-up India League: The Institute has collaborated with Million Minds - a patron of Start-up India to be the host of the Nashik chapter of the Start-up league which is a Pan India event hosted across 40 cities and 400 colleges engaging 50,000 plus students. For developing a start-up eco system, the Start-up League for Nashik chapter was held in the month of Sept-2017 with more than 17 teams applying from various colleges of Nashik, Jalgaon and Mumbai.

3) Ashoka Innovation and Start-up Cell (AISC) : The Start-up league laid the foundation for Entrepreneurship Development at Ashoka Business School, to drive the spirit of entrepreneurship further and provide a platform for budding entrepreneurs to help them in acquiring:

- o Key Entrepreneurial Skills,
- o Know-How,
- o Financial resources, etc.
- o To help students in building Prototype to Commercialisation

The Ashoka Innovation and Start-up Cell were inaugurated on Saturday 24-02-2018. The chief patron of AISC is Mr Ashok Katariya, Chairman, Ashoka Group. Several faculty development and entrepreneurship development sessions have been conducted till date. Recently the institute has received a proposal from Million Minds, Mumbai for establishing Million Mind Innovation and Incubation Cell - a complete 360 degree solution provider to start-ups. The institute aspires to be a leading Business School distinctly known to develop successful Entrepreneurs.

File Description	Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 5

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

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

Response: 1.41

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	1	0	1	2

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

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

Response: 1.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	4	4	2	4

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The holistic social development of an individual is concerned with dealing in integration of social values. In order to bring about holistic development of an individual, certain initiatives have been taken by the Institute with active student participation.

The institute has conducted the following activities:

Visit to an Old Age Home - Respecting and caring for our elders is one of the most important moral values which should be inculcated in the students. Students distributed fruits and celebrated Holi - the festival of colours with them.

Road Safety Program with Ashoka Buildcon Ltd - Ashoka Business School participated in the largest road safety lessons which was organised by Ashoka BuildconLtd. It was attended by 2,700 participants qualifying them for an entry in the “**Guinness Book of World Records**” where the Institute got the certificate of participation by Guinness Book.

Distribution of Diwali sweets - A guest lecture by Swami Shri Kanthanandaji, was conducted at Ashoka Business School on 13/10/2017 and it was followed by donating Sweets to the orphan children from Vivekanand Dhyan Yog Kenra by the Students on the occasion of Diwali.

Distribution of woollen blankets –An initiative taken by the ISR cell of the Institute from the year 2017 to donate woollen and unused clothes to the people from tribal villages nearby Nashik.

Participation in work of PANI Foundation – People’s movement to fight drought, Paani Foundation is a non-profit company set up in 2016 by Aamir Khan to fight drought in rural Maharashtra. PAANI Foundation motivates people in this mission to eradicate drought. ABS, under the tutelage of Director I/c registered with Paani Foundation and was allotted the village of Radherwadi, near Chandwad for Shramdaan by students.

Walkathon – Students & Staff of the Institute participated in Walkathon organized by Aadishakti Foundation in association with the AEF where a walk of 4kms was conducted.

Participation in Marathon: Studentas along with the faculty participated in 2 marathons: a) Organised by Lokamat (Run for a HEALTHY HEART) and b) Marathon organised by Nasik police for "GENDER EQUITY".

Participation in IIM & IITs: Students were selected for participating in international business plan competitions held at IIM Kozikod (with Makeintern.com) and at IIT Roorkee (With skillhub).

These activities also help them to develop their teamwork and leadership skills and also to think out of the box.

File Description	Document
Link for Additional Information	View Document

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 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 last five years

Response: 7

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., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	0	0	0

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 79.29

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
140	40	60	0	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 4

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other

Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 3

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

- The Institute has a state-of-the-art infrastructure facility, adhering to the norms of AICTE, designed for the curricular, co-curricular and extra-curricular needs to have a great teaching-learning experience at Ashoka Business School.
- The Institute has adequate number of air conditioned class rooms, tutorial rooms, well equipped computer labs, air conditioned seminar hall with ICT facility and a full-fledged library with internet facility and reading area. The Institute has a cafeteria with an adequate seating arrangement for students. Common rooms for girls and boys are available in the college campus. In addition the Institute has sports facilities, open playground, open air stage at AEF premises which is available to the students as and when required.

Infrastructure Details

Area / function	Requirement
Built Up area for each division of 3632 sq m INSTRUCTIONAL AREA	Classroom 1 – 82.58 sqm
	Classroom 2 – 79.47 sqm
	Classroom 3 – 78.71 sqm
	Classroom 4 – 73.24 sqm
	Library – 150 sqm
	Computer Lab 2 – 164 sqm
	Tutorial room 1 – 43 sqm
	Computer Lab 1 – 40 sqm
	Tutorial room 2 – 39 sqm
	Research Lab – 36 sqm
	Tutorial room 3 – 40 sqm
	Tutorial room 4 – 46 sqm
	Language Lab – 71 sqm
ADMINISTRATIVE AREA	Seminar hall – 177 sqm
	Administration room – 163 sqm
	Placement room – 45 sqm
	Server room – 21 sqm
	UPS room – 27.5 sqm
	Board room – 39 sqm
	Director's Cabin – 47 sqm
	Cabin – 31 sqm
	Sick room – 16 sqm
	Central Store – 38 sqm
Staff room 1- 45 sqm	

	Exam room – 35 sqm	
	Maintenance Room – 10 sqm	
AMENITIES AREA	Perfection Area / Pantry – 27 sqm	
	Staff room 2- 69 sqm	
	Store – 5.5 sqm	
	Ladies Toilet – 10 sqm	
	Gents Toilet – 14 sqm	
	Repro room – 17 sqm	
	Boys common room – 82 sqm	
	Ladies Toilet 1- 18 sqm	
	Girls common room – 78 sqm	
	Ladies Toilet 2- 19 sqm	
	Gents Toilet – 39 sqm	
	Ladies Toilet – 15 sqm	
	Housekeeping – 10 sqm	
	Gents Toilet – 22 sqm	
CIRCULATION AREA	Ground Floor – 198 sqm	
	First Floor – 342 sqm	
	Second Floor – 179 sqm	
	Mezzanine – 47 sqm	
	Other – 1.52 sqm	

- The Institute has facilities like ramp, lift for physically challenged people. Wheel chair is also available at the Institute. All the facilities are well furnished and designed ergonomically.

File Description	Document
Link for Additional Information	View Document

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

Response:

- The Institute has facilities for indoor and outdoor games. The indoor sports room measures 82 sq.mtr. located on the first floor having table tennis, pool table, carom, chess board which is utilized by the students on a regular basis. In addition, games like badminton can be enjoyed by the students in the campus.

- The Institute encourages students to play outdoor games and has a faculty sports coordinator who facilitates the conduction of various sports events and student participation. The Institute has a well maintained cricket ground, a football field, and separate basket ball court at its parent organization campus which is available as an when required. The college provides all the required sports equipments as per need.

File Description	Document
Any additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 29.4

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
46.5	62	6	7.5	2.3

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The Library of the institute is partially automated using ERP system developed by Serosoft Solutions Pvt Ltd. The process of accession of books, like purchase of books, acquisition, classification, generation of barcode, Issue and return of books, etc are carried out through the ERP system. The library provides access to teaching resources to students and faculties on and off campus.

The Library also provides access to (OPAC) an Online Public Access Catalogue an open access to all reading resources .The User can search the library resources using the following criteria:

General Search:

- Title
- Author
- Publisher and
- Accession No.

OPAC eases the process and reduces the time involved in of searching for learning resources.

The institute has subscription to DELNET and an Institutional membership of National Digital Library of India. The library provides remote access to all the faculty members and students so they can use the system on campus. Thousands of e-books, e-journals can be accessed by the students and faculty members for academic and research purpose.

The Library has a huge collection of CDs and DVDs on various subjects for holistic development of students. The library is well equipped with Computers, Internet facilities, to facilitate the access of various e-journals and periodicals.

ICT deployed in the library

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

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The institute strives for the overall development of the students, In order to foster all round growth of the student and excel in the game called life. The library provides a rich and varied resource, on diverse subjects like self-development, inspirational, creativity, business acumen, entrepreneurship, Life Skills and many more.

The library infrastructure is well placed on the ground floor making it easy to access. It is also very spacious and well equipped.

The library also has a great collection of books. We have also subscribed to Harvard Business Review which provides the best insights on management trends.

The collection of CDs/DVDs and e-Books provide a wide variety of E-Content to the students. Books on grooming and personality development form a strong pillar of our library. Business Communication and stress management which are the prime requirements of candidates in management education are stocked in adequate numbers. The Library also has good motivational books like the Seven Habits; You can Win, The Goal, etc that inspire students to grow in their personal life.

Biographies of great individuals and successful business leaders also play a vital role in shaping the mindsets of young minds. The library has biographies of Mother Teresa and Elon Musk amongst others.

Spirituality is also a way to link the past and the present. Books such as Bhagwad Gita for Managers help the students get a historical perspective of decision making.

Today EQ or Emotional Quotient has also become an important barometer for the test of a candidate. In order to boost their knowledge on EQ, we have books on Emotional Intelligence and Destructive Emotions by Daniel Goleman.

The institute also tries to address language diversity in its library by housing books in Hindi and Marathi Language.

The institute also subscribes to national and international journals of repute which provide insights into the latest trends in the world of Management. They also provide a repository of case studies.

At the beginning of their academic semester a library orientation session is taken by the librarian making the students aware of the latest addition to the vast collection in the library.

Due care is taken to update the library so as to be in sync with the changes in the business environment and

need of the students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.02

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.56	1.83	1.89	5.23	2.61

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library	
Response: Yes	
File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students	
Response: 21.34	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 35	
File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
Response:
<p>The Institute is well equipped with the IT facilities since inception. Institute wishes to facilitate teaching-learning process through advanced ICT enabled infrastructure. Institute provides Wi-Fi access to the students. Institute has updated facilities as per new advancements and needs.</p> <ul style="list-style-type: none"> • During inception in the year 2012-13 Institute had 50 computer systems for students and faculties. • Addition of 11 computer systems was done for Language Lab in the year 2013-14 and in the new campus from 2014-15 the language lab was made fully functional with necessary software Orell. • As the intake of Institute doubled in 2014-15, 60 new computer systems were added to the Institute's IT infrastructure. Presently the Institute has 2 Computer Labs with 100PCs for students' use. In addition adequate number of Computer Systems is available for Classrooms, Administration uses and for the faculties. 1 Laptop is available for the use wherever required. • All the computer systems are equipped with Windows 2007 operating system and Ubuntu with genuine version and works with MS Office 2013. • All classrooms are equipped with the computer systems having LAN connectivity along with LCD Projectors since 2014-15 for making Teaching-Learning process effective.

- Every faculty has been provided with a separate computer system with LAN connectivity for knowledge sources and sharing.
- The Internet connectivity of 6 MBPS was initially provided by TATA telecom services with a Leased Line connection having being upgraded to 10 MBPS in 2014-15.
- The Institute is under CCTV surveillance for security purpose. As on date the Institute has purchased Web Camera and Table Top Mic which can be utilized for video-conferencing whenever needed.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 1.33

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 6.42

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.12	2.57	9.26	4.73	0.81

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The maintenance of physical, academic and support facilities have been divided into following sub sections:

- 1) Annual Maintenance Contracts
- 2) Regular & Preventive Maintenance
- 3) Break-down Maintenance

1) Annual Maintenance Contracts: Regular water tank cleaning, pest control, cleaning of water purifiers, lift maintenance etc. is signed with registered vendors of the organisation. Following are the agencies have been appointed for annual maintenance work.

Sr. No.	Particulars	Agency Name		
01	Water Tank Cleaning	Super Clean		On
02	Pest Control	PCA Pest Control		
03	Water Purifier Cleaning	M/s. Sani Services		On
04	Lift Maintenance	M/s. KONE Elevators India Pvt Ltd		

The internal maintenance in-charge monitors and tracks the frequency of maintenance for all the activities carried by above mentioned vendors.

2) Regular & Preventive Maintenance: Internal maintenance in-charge or office assistant prepares the day-to-day duty chart and monitors it with the help of check-lists provided. There are 6 support staff appointed for day-to-day cleaning of entire campus area. Maintenance and repairs of physical facilities such as gardening, plumbing, water supply, drainage, along with Instructional and Administrative Area etc. is carried out regularly. A Technical Staff is appointed to take care of maintenance of IT related equipment.

3) Break-down Maintenance: Standard Operating Procedure for breakdown maintenance related issues is as follows- if any issue come to the notice of any teaching or non-teaching staff, they communicate it to the

admin staff and write their issue in complaint register. Further the said issue is forwarded to concerned maintenance in-charge for resolution of the matter. If any major repair is required then the concern maintenance in-charge forwards the requisition in the form of Material Requisition Note to Central Purchase Department through admin dept. along-with approval of appropriate authorities.

After all the required approvals, the purchase dept. prepares the Purchase Order / Work Order of the material or service and issues it to the selected vendor. After receiving the material/service, the concerned maintenance in-charge checks and verifies the work done.

In addition, regular water quality checking is done from Government Water Resource Department Nashik. The garden is maintained by in-house gardening staff controlled by head office on regular basis.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 40.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
95	38	24	4	24

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and meditation**8. Personal Counselling****A. 7 or more of the above****B. Any 6 of the above****C. Any 5 of the above****D. Any 4 of the above****Response:** D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 76.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
70	55	52	32	50

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 21.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	14	9	0	1

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education	
File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student Council is the body of the students with an objective to make the students participate in the development of the institute, develop their personality, organizational skills and career through interactive programs with the faculty, administration and society. It provides a common platform to students for co-curricular and extra-curricular activities.

RULES FOR STUDENTS ASSOCIATION SELECTION

From amongst all the enrolled students, CRs are nominated by the Institute as per their academic performances and position in the University exams.

Responsibilities of Student Representatives

- 1) Act as a conduit between students and college administrators;
- 2) Attending student council meetings and providing guidance, advice and exchange of information;
- 3) Help other students to raise the profile;
- 4) Helping administration in all student centric activities;
- 5) Serve as liaison in bringing any issues/suggestions/feedback to the administration at meetings;
- 7) Suggest, develop and implement solutions to problems related to campus life;
- 8) Collaborate with students to coordinate events to enhance students' communication opportunities

Name of Committees:

1. Vishakha /ICC Committee
2. Anti-ragging Committee
3. College development Committee.

4. Vyaktiv Council comprises of students and is run by the students.

5. IQAC 6. Discipline Committee

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 3.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	2	2

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Our institute takes pride in the achievements and accomplishments of our students. And we also aim to create a pride in the hearts of our students for their alma mater. The objective of the alumni association is to foster a mutually beneficial association with the students who have passed out from the institute. The alumni play a major role in not only student engagement but in development too. Our object is to provide a forum for the Members of the Alumni Association to interact amongst themselves as also with the Principal, Teachers and the present students of the institute. We strive to bring together the past students of the institute and to promote friendly association between them. The intent behind the association is to disseminate knowledge and skills for the mutual benefit of the Members as also for the benefit of the College. Activities related to academics, social responsibility, industry interaction are areas where we want our alumni to be involved with us. Our alumni will be involved in academic meets, conferences, lectures, workshops etc. and their inputs will be solicited in designing extracurricular inputs to the students. Alumni activities help in setting and achieving high standards for training and educating existing students; because they bring with them latest and updated experience of the industry. Alumni form our direct interface with the industry and are more dedicated and open to sharing their experiences with the students.

Alumni have a certain respect towards the institution and are the ambassadors of the institute. They speak about our institute in their professional and social circles; and they vouch for our systems. They not only help student development but also promote the institute in the society. Our alumni act as role models for our students and their interaction opens a world of whole new possibilities for our students as they answer questions which probably the industry doesn't. An alumni network actually works as a strong peer network for the students and educators alike. Students find support in their seniors while the alumni find it easy to come to their former educators when faced with a situation they do not have an answer to. The educators are always connected with the alumni and keep on motivating them in their journey towards their goal; whilst the alumni come back to the institute to help the fresh students find their wings.

We believe the alumni association will create a lifelong impact on the society through its philanthropic, academic, peer group engagement activities thus fostering growth for all stakeholders.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

- **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-**

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

- Endless endeavours are taken by Honourable Chairman to guide the Director and employees to define different plans for the advancement of the Institute.
- Institute is symbolized through visionary and dynamic leadership of Honourable Chairman.
- Under his important guidance, the Director of the organization and other authorities design strategies and plans for the smooth functioning of academics and administration.
- These plans and strategies are executed in decentralized pattern to attain mission of the Institute which is in line to the vision statement. The dissemination of work is done through various bodies at different levels as follows-
 - Local Managing Committee /College Development Committee
 - Director-Higher Education
 - Administrative head
 - Institute Director
 - Academic Coordinator
 - QAG

- **Prospective Plans-**

- The Institute is planning to start a special course for students who want to pursue their careers in management after HSC. The Institute has applied for **an Integrated BBA-MBA course** which would be affiliated to **AICTE, DTE and SPPU**.
- Under the IIPC (Industry Institute Partnership Cell) the AISC is taking efforts in line to develop future entrepreneurs and professional leaders amongst students for the development of society.
- The **Quality Policy** is developed in **QAG** planning. QAG department is working towards

upgradation of existing ISO9001-2008 certification to ISO 9001-2015.

- The Research Centre will be revived for facilitating the conduction of research under the guidelines of SPPU.

- **Participation of the teachers in the decision making bodies**

The Institute is a strong supporter of participative decision making. It involves all the levels of the hierarchy in decision making. The faculty members and committee in-charge are given freedom of working and decision making as per guidelines of AICTE, DTE and SPPU. Following are the listed committees that contribute to growth and development of students.

- College Development Committee
- Students Development Council
- Ladies Grievance Redressal Committee/Vishakha Samitee
- Anti-Ragging Committee
- Grievance Redressal Committee
- Academic Planning Committee
- Promotion Committee
- Research Committee etc.

Through these committees, employees contribute for satisfying the mission and vision of the Institute by method for participative management.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Institute is working to deliver quality Management Education since its inception. The Institute is a preferred B-School among students not only from Nashik but also from other nearby States. Faculties are encouraged to participate and to take initiatives in organizing and conducting various co-curricular and extracurricular activities. Simultaneously faculties are motivated for participating in administrative decision making. Faculties are also involved in bridging the gap between Industry and Academia through industry meets, collaborations and various extension activities.

The Institute takes keen efforts to achieve its vision and mission. The institute concentrates on critical areas of working, for example, staff development, students' development and upgrading industry institute collaborations.

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

Periodical review is taken by Director of the Institute and other higher authorities for smooth functioning of each and every committee.

Case-

Job Fair:

Ashoka Business School conducts a Job Fair for the students every year. There have been three job fairs conducted so far which have been attended by more than 6000 students from Nashik and the adjoining areas. The Job fair is conducted with an objective to provide a platform for students to interact with multiple companies at the same time. It also offers the Companies to choose from a wide range of candidates.

Ashoka Business School – Job Fair is organized under the guidance of a core committee which comprises of the Chairman, Administrator, Director, the Training and Placement Head along with the QAG coordinator. The functional committees plan for coordinating with companies from various sectors to participate in the Job Fair. The companies are invited from multiple sectors to provide opportunity to students possibly from all streams. Companies from the ITES, IT, Electrical, Construction, Healthcare and other sectors participate in the job fair.

The Job Fair saw an attendance from all the colleges in areas in and around the city with more than 6000 candidates attending in 3 years. Companies like Just Dial, WNS Global Services, Talent Edge, HDFC Bank, Ashoka Medcover Hospitals, Ashoka Buildcon, Eclerx, Lupin Ltd., Thyrocare Ltd. etc. are amongst the 50 plus companies which have participated so far in the Job fair which has provided employment to over 400 plus candidates.

The institute practices participative management in events where in the planning and execution is done by the students and staff together. Committees are formed to look after each and every activity. Marketing committee looks after promotion of the Job Fair while the Infrastructure committee plans for the internal logistical arrangements of the fair. The hospitality committee looks after hospitality during the fair while the discipline committee looks at the crowd management. The Job fair is successfully conducted due to the participative management of the institute.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

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

Major dimensions of Strategic plan

1. Academic progression
2. Faculty Empowerment
3. Student Development
4. Industry-Academia collaboration
5. Environment Friendly Initiatives

	Academic progression	Faculty Empowerment	Student Development	Industry-Academia collaboration	En Fr
1	To obtain NAAC Accreditation	To motivate Faculties for Research work	To make students Industry ready through employability enhancement	To boost the Industry –Academia interaction	Pa
2	To obtain NBA Accreditation	To encourage the faculty for pursuing Ph.D.	To develop an ecosystem to foster professional leadership and Entrepreneurship amongst students.	To provide a platform for first hand industry experience to the Students and faculties.	Gr Ini
3	To start integrated BBA-MBA course.	To revive the research centre	To enrich teaching learning process		

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

1. Functions of Various bodies-

- **Governing Council**-This body is the highest authority headed by **Chairman**. He is responsible for finalizing all the policies. He provides guidelines for the framing of strategies and policies and ensures smooth working and overall development of the Institute.
- **Local Management Committee/College Development Committee**- Works as an interface between Management and the Institute. It provides recommendations regarding financial aspects, improvements in academic and extracurricular activities if required.
- **Director-Higher Education** looks after all the academic activities in the various units under parent organization. He is responsible for framing the policies and its implementation for academic development of the Institute.
- **Administrative head** is responsible for updating and maintaining records of all concerned matters of the Institute. He also looks into matters of legal compliance, updating required information on the governing authority's portal. He is an interface between the Institute and various governing bodies.
- **Director** is responsible for all the **Administrative and Academic activities** stipulated by AICTE, DTE and SPPU. The Director serves as an interface between staff and management by effective communication.
- **Academic Coordinator** is responsible for developing, co-ordinating and monitoring of the academic policies, as per the vision and mission of the Institute. Academic Coordinator is also responsible for all the academic, co-curricular and extracurricular activities of the Institute.
- **Training and Placement Officer** is responsible for training and placement of the students.
- **Office Superintendent** is responsible for updating and maintaining records of all Service matters of the Institute. He also looks after legal compliance, updating required information on the governing authority's portal.

b. Service Conduct Rules

1. **Appointing Authority:** All appointments of the faculty and Staff Members of the College are made by the Director and Administrator, subject to the approval of the Management.

2. **Mode of Selection:** Selection of a faculty member is made by a Selection Committee constituted by SPPU.

3. **Conduct and Discipline:** The Management takes necessary disciplinary action against any Staff Members for valid reasons after a formal enquiry is made and penalties may be imposed, whenever and wherever required, based on the enquiry report.

c. Recruitment, promotional policies

- **Recruitment Procedure:** Recruitment is done as per the guidelines of the affiliating university and AICTE.
- **Promotion Policies** All staff promotions are considered on the basis of merit-cum-seniority basis or as decided by the management from time to time. All the cases of promotions satisfying the norms prescribed by the AICTE are considered, subject to the requirement of the department and discretion of the Management.

d. Grievance Redressal Mechanism

Grievance Redressal Mechanism: Majority of the grievances are addressed through informal interactions (Parent-Teacher Meetings, Interactions of Director /Head with staff and students etc.) Suggestion box is available for students. Preventive measures by way of creating awareness amongst students and staff regarding various issues help in reducing the grievances.

The various Grievance Redressal Committees established in the Institute are given below:

1. Staff Grievance Redressal Committee
2. Ladies Grievance Redressal Committee
3. Anti-Ragging Committee
4. Students Grievance Committee

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Governing Body-

The decision about applying for Additional Intake was taken in the meeting held on 13th April 2013, and with continuous follow up the Institute got the additional intake of 60 (Total 120) has been granted by AICTE from the academic year 2014-15.

Local Management Committee (Now called as College Development Committee)-

The decision was taken in the LMC meeting held on 13th Dec 2014 about to introduce Certificate Course called-Certified Capital Market Professional Course by NSE in the year 2015-16. As a result, an agreement was signed between NSE and Organization in this regard and the course was introduced on 25th July 2015 at Ashoka Business School.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

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

1. Statutory-

1. Institute provides Provident fund to all the staff including Non-teaching Staff
2. Maternity benefits are provided to the eligible female staff
3. Benefit of Gratuity is provided as per the norms
4. Group Mediclaim Policy and Personal Accidental Insurance Policy is provided to all the staff.

1. Others-

1. Waiver in the school fees of children of staff who are admitted to the Ashoka Universal School (Sister Concern of AEF) is provided.
2. Staff are gifted on their birthday
3. Special leave for Study is also provided
4. Special leave of 5 days is provided to the staff in case of death of person in blood relation or in case of emergency reasons.
5. Marriage Leave of 07 days is also provided to the respective staff member. The gift (for Teaching Staff Rs. 2000 and For Non-teaching Rs. 1500) from Institute is also provided.
6. Diwali Gift is given to all the staff.
7. Financial assistance is provided to the staff in case of emergency or in any medical emergency.
8. Separate area for Canteen and cafeteria is provided to the staff. The tea/coffee is provided to all the staff twice daily.
9. Rest room and sick room is also available for the staff.
10. Staff can also take benefit of indoor sports room facility.

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 33.23

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	7	6	0

File Description**Document**

Details of teachers provided with financial support to attend conferences, workshops etc during the last five years

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	12	11	1	0

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 39.37

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	9	0	1	9

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The Institute has separate Appraisal policy for Teaching and Non-teaching staff. The policies are as follows-

- **For Teaching Staff-**

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

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

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

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

- **For Non-Teaching Staff-**

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institute has a separate accounts department headed by a Chartered Accountant. In every financial year the college conducts internal verification through departmental staff as well as external audit by the Auditor. Main objective of Internal verification is to detect errors and omissions in record keeping. After

completion of the monthly accounts the same accounts are verified by the internal accounts head. Under the internal verification, vouchers (Cash Expenses Voucher, Cash Received Receipt, Bank Receipts, and Purchase Voucher) bank account statements and all financial records are verified. While verifying entries, if any mistakes/ short comings are identified the same is rectified in the same month by the concerned departments. Following process of accounting system is followed:

- In every financial year the college conducts external audit by the statutory Auditors. After completion, the final statutory audit report is submitted to the Governing body for approval every year. External audit is conducted on a yearly basis. It is conducted by a Chartered Accountant.
- The team of Auditors verifies the financial transactions during the year. Generally the team conducts audits of payment vouchers, bank statements, accounting records, books of accounts. After the audit, yearly financial statements are certified by the Auditor.
- Internal audit is a continuous process of the Institute which covers projection, requirement, and procurement of resources.
- Yearly budget is prepared for the requirements of forth coming year. It is initiated by unit heads, with the involvement of respective process owners (ISO).
- Requirements verified, scrutinised by finance department, and a final budget is prepared. Budgets are discussed with management and approved by them.
- Once the budget is approved, all requirements are monitored based on approved budget.
- Material requisitions (MR) are raised for the purpose of requirement of any material / services.
- MR are approved by budget department and then forwarded to purchase dept.
- Purchase department accordingly finalize the suppliers and does the needful for procurement of the material.
- Material once received, is cross verified by stores department as well as by concerned department.
- Then Goods Received Note is prepared.
- Bills and Goods Received Note are forwarded to accounts department.
- Accounts department verifies the same and make payment to the supplier.
- Internal checking of vouchers and the supporting documents is done by a senior account person.
- Thus the whole system and the department have internal checking /audit system

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

File Description	Document
Any additional information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

Ashoka Business School is governed by Ashoka Education Foundation. The foundation has provided a spacious campus to Ashoka Business School, along with a set-up of computer labs, language lab, cafeteria, seminar hall, class rooms, etc. The Institute is a “Self-Financed”, non- aided private MBA Institute. The major source of receipts is in the form of fees from the students. The fee (Tuition Fee and Development Fee) is decided by the **Shikshan Shulk Samiti** (Fee Regulating Authority), Government of Maharashtra. Funds for the regular academic working is expected to be provided from the fees collected.

For efficient use of the financial resources, the budget is prepared every year at the start of the academic year. The distribution of funds is decided through a resolution passed by Ashoka Education foundation’s Management and the utilization of funds is monitored by a committee headed by the Management and the Director. Resources are acquired as per actual need and the emphasis is to optimally utilize the same. Weekly payment schedule is decided and accordingly fund requirement is forwarded to the trust manager and funds are mobilized as per the actual requirement.

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

Optimal utilization of funds is ensured through the following:

1. Adequate funds are allocated for effective teaching-learning practices for the students and faculties, that include conduct of orientation programs, workshops, inter-disciplinary activities, training programs that ensure quality education.
2. Adequate remuneration based on the performance of the faculties is provided.
3. The budget is utilized to meet day-to-day operational and administrative expenses and maintenance of the fixed assets.
4. Enrichment of library facility is also a major part of budget.
5. The funds are distributed as per the needs, such as renovation of departments and for catering to the infrastructural and other administrative needs of the Institute.

6. The Institute is in the process to renew the research centre's approval.
7. In the budget, provision for unforeseen expenses is also considered.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The institute is going for the NAAC for the first cycle. The IQAC is established on 15th Sept 2017 but it is not yet fully functional as per the guidelines of NAAC. The IQAC will play a vital role in future policy framing after the accreditation process. The main focus of IQAC is to channelize all efforts of the Institute to get accreditation by NAAC.

With the establishment of IQAC some significant changes have been initiated. All the processes started to be linked with the guidelines of NAAC. Existing ISO process is also under process of transformation to make it adaptable as per NAAC guidelines.

The Institute is putting all its efforts to strengthen the IQAC for effective implementation of NAAC guidelines towards quality education. The IQAC meetings are conducted on regular intervals for assuring the preparation and progress of NAAC related work.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The Institute focuses on holistic development of the students. Though the Institute is going for the NAAC for the first cycle and IQAC is set recently, the existing system reviews Teaching-Learning Processes at regular intervals. The review of syllabus completion is taken by the Director regularly. The regular class observation mechanism is in place well before the IQAC is established.

The Class Observations are conducted on regular basis through peers and senior authorities and related feedback is also given for making Teaching-Learning Effective. Faculties are encouraged to use innovative Teaching Methodologies like-Case Studies, Role Plays, Flipped Class Rooms, Presentations, Group Study etc. The Institute emphasizes the use of ICT and other related facilities to provide conducive environment for Teaching-Learning.

The practical experiences are provided to the students by sending them as volunteers for many professional events to provide them a larger canvas. The experiential learning is also encouraged through activities like-Battle Field, Face Off and other activities where students can learn about the challenges to be faced in running the businesses.

It will be definitely ensured that the IQAC will gradually play a vital role in future policy framing and implementation.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Quality implies the satisfaction of expectations. Ashoka Business School infrastructure adheres to international standards with fully accessible infrastructure (library, computer Centre, and recreation facilities) and a competitive academic environment to groom future leaders with social consciousness.

In the context of **Academics**, quality means incremental upgradation of students and staff as teaching and learning is a bilateral process. Therefore, Institute is keen on continuous improvement through all stakeholders to provide quality education which is elaborated as follows-

Teaching Pedagogy-it has evolved a period of time. There are group discussions, Role plays, and participative learning. Case studies are discussed and more practical oriented teachings are focused upon. 6th Pay was implemented from the year 2017-18. Payments are made on a regular basis before the 3rd of every month.

SDP/AEEEP- Student Development Program (SDP) was started in the year 2012 where the students were going to the Industry for practical training. It was continued in the form of Ashoka Executive Employability Enhancement AEEEP.

E-Bulletin- The Institute took an initiative of e-bulletin where the review of monthly events and activities is included in it. Also the students' thoughts and experiences are shared through it. All the e-bulletines are also uploaded every month on the Institute's website.

Mentorship- is a program started in 2014-15, where Mentees are allotted Mentors under whose tutelage they are thoroughly guided not only in academics but in every aspect of their Life. This is to ensure that the mentees groomed and moulded to become good personalities with great values and principles embedded in them.

Ashoka Innovation and Start-up Cell (AISC) - For development of young entrepreneurs, the Institute has formed AISC which arranges effective programs to inculcate skills essential for developing

entrepreneurship amongst the students. Moreover, through such programs, students get new business ideas and information about various sources of raising funds and subsidies provided by the government. Set up in 2017-18, the Cell encourages and guides towards becoming entrepreneurs. Experts are roped in on a regular basis for lectures and informal talks with the aspiring students who wish to have their own Start Ups.

Institute Industry Partnership Cell (IIPC) – instituted in 2017-18, with the idea of forging a partnership with the Industries where there will be continuous interactions with the Industry experts and getting their inputs for creating prospective workforce as per their specifications. This works for the benefit of both, the Industries as well as the Institute.

For the updating the knowledge of the students, Institute organizes guest lectures of experts from various industries. Through these guest lectures, industry experts share their experiences with the students.

Professional Memberships of bodies with apex bodies like CII, NIPM etc. are taken for the benefit of the students.

Process qualities- As a part of continual improvement of quality our parent organization i.e. Ashoka Education Foundation has acquired ISO 9001:2008 certification in 2015-16. Now the it has been revised with ISO 9001:2015 version. Also the Quality Assurance Group (QAG) has been established in the year 2016-17 which look after the quality improvement in academic and administrative functions of institute under the single umbrella of Ashoka Education Foundation.

Security/Support Staff Programs (SDP) are conducted to groom the support staff about how they should conduct themselves in every aspect of their job.

Community engagement- Institute Social Responsibility (ISR) cell ,set up in 2017-18 works towards the holistic development of the students. To inculcate the feeling of belongingness and make them aware of the real facts of lives, they are guided to arrange programs which give them lessons of social responsibilities.

Shifting the campus from Chandsi to present place was another step towards incremental improving of the Institute. The present location was chosen for its close proximity to the Industrial area and also as it is on the high way it becomes easily accessible to the students.

Faculties are also motivated to pursue Ph.D. and attend faculty development programs for their academic upgradation. For continuous support and monitoring the research progression among faculties the concept of Staff Academy has been initiated since Feb 2018. Every month the discussions over research progression, research paper reading by the faculties are being executed. E-diary of every faculty has been initiated since 2017-18 as self-checking tool for controlling the progress of the students and faculties from all the possible aspects.

Library upgradation: E-enabled libraries with a good count of books, journals (National and International) periodicals, DelNet data base and services)

Ashoka Business School has a Wi-Fi campus with state-of-the-art AC classrooms. Wi fi ultra-modern AC computer laboratories with TFT screens, Fully loaded information and technology centers with Wi-Fi connectivity. Class rooms equipped with the latest audio-visual facilities and learning aids to create a quasi-corporate ambience. A hi-tech convention Centre for seminars and management workshops.

Enterprise resource Plannig(ERP)- software used for collation and manipulation of Data.

Administration plays a key role in the overall development of the Institute. Institute practices participative management. Conventionally, to enhance day-to-day departmental administration, decision making power was decentralized and liberty was given to the Heads to take the decisions for better functioning of the concerned department till 2016-17. Since 2016-17, transparent administration system has been initiated.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 3

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	3	0	0	0

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

1. Safety and Security:

- ABS works to create a safe, secure environment, & ultimately it is the responsibility of the Management to observe safety practices while on campus.
- Institute is aware and concerned about the safety and security of the students. It takes all the necessary steps to provide for the same. CCTV cameras are installed in the campus for the security of the Girl Students, Faculties and overall students' safety 24X7 recording is done.
- Security guards are deployed in campus.
- Entry within the premises is allowed only for those Faculties and the Students carrying their I-cards with them.
- Gate passes have to be taken by the students' from their respective class teachers if they want to leave the premises in between.
- There is ample parking space with security provided.
- Women cell/ Vishakha Committee - is established to safeguard the interest of Female stake holders and to deal with cases or complaints of sexual harassment. All the female staff members and

students are informed about their rights. Members meet regularly and discuss all the complaints received and take necessary and quick actions.

Grievance Redressal Cell (GRC) is formed to look into any grievances that the students may have. They are advised to drop any issue and suggestions in the suggestion box. They are always welcomed by the GRC for issues or grievances related to -

- Green Activity
- Entrepreneurship Cell
- ISR club
- Research Committee
- Counselling and career guidance Committee
- Anti-ragging Cell

1. There is a separate ladies room for the girls. A Sanitary pad vending machine has also been set up for the girl students. To strengthen the security of women on campus, a lady Security Guard is deployed.
2. A well-functioning, easily accessible Grievance redressal cell is in place for students and other stake holders. Director of the institute is approachable for safety & security related issues.
3. Institute also offers Group insurance and Medical insurance facilities for all its employees.
4. First Aid facility is available at the Institute.
5. Apart from this, the Institute has following committees for maintaining a safe & secure learning environment.
6. The Institute ensures Gender Equity by providing an equal opportunity to both male & female students in various activities, may it be placements, events, sports and cultural activities, etc. Anti-ragging committee keeps close check on the students. Students are encouraged to approach the cell if they have any grievance to seek remedy.

Objectives of cell are-

- To look into and investigate the complaints thoroughly and professionally within stipulated time.
- To ensure confidentiality and time bound response to the complaints and build trust.
- To undertake motivational and developmental activities for girl students.
- To sensitize girl students about the demand of corporate life and work culture.(through Mentorship)

2. Counselling:

Institute believes in constant counselling right from the stage of admission to career planning until placement of the students.

A systematic mentorship program is implemented for the counselling & guidance, which covers the personal issues, SWOT analysis, Academic progress, career guidance. This whole activity aims at the self-development of the student.

Institute has established a separate Counselling cell which is easily accessible to all the students.

All the faculties are assigned the students as mentees for the smooth flow of the process.

3.Common Room:

Girls' common room is provided with rest rooms, wash rooms and sanitary pad vending machines.

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 48470

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 78.22

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 158

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 202

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

- **Solid Waste Management:**

Daily garbage is collected by housekeeping personnel and segregated to be put into 2 different colored bins kept for that purpose alone.

- 1.Green bin- Wet/biodegradable waste
2. Yellow bin- Dry/non degradable waste

It is statutory as per the norms of NMC to segregate the wastes as it is a punishable [fine] offence if not complied with.

- **Liquid Waste Management:** Liquid wastes are properly tunneled with appropriate plumbing. All the toilets and bathrooms waste water lines are directly connected to the underground municipal drainage system.
- **E-waste management:** The Institute takes care of not generating any kind of E-Waste. The cartridges of the printers are refilled. Other e-waste like outdated CPUs, monitors, key boards, mouse etc. are collected and handed over to the Central Office, which is then sold to the e-waste vendor/ authorized scrap dealers periodically.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

As an institution, we are sensitive to the use of natural resources, and believe that sustainability is possible with good planning and execution. Rainwater harvesting is a natural extension of our commitment and contribution to the community.

The Nashik Municipal Corporation has made it mandatory for commercial buildings as well as private constructions to have rain water harvesting system in place, the infringement of which is liable for penalty. [The Development Control and Promotion Regulations -2015 for Nashik Municipal Corporation published U/S 26 of the Maharashtra Regional and Town Planning Act, 1966 in Part X, rule 33,pg 136]

So keeping these important fact in mind, ABS has an effective Rain water harvesting system in place and a sincere attempt has been made replenish the ground water with rainwater during monsoon.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**

- b) **Public Transport**
- c) **Pedestrian friendly roads**
 - **Plastic-free campus**
 - **Paperless office**
 - **Green landscaping with trees and plants**

Response:

Public Transport- As ABS is located on the highway with a bus stop just outside its gate, the students are encouraged to use the bus as a means of transport.

Sharing of personal vehicles/ rickshaws/Olas too is encouraged amongst the students.

Plastic-free campus:

The Institute tries its best to avoid the use of Plastic as much as it possibly can. This year students made Eco-freindly ganesha by themselves and avoided plastic/thermocool decoration.

Paperless Office:

Institute encourages all faculty and staff to use Information and Communication Technologies (ICT) facilities for internal communication and administrative issues in place of traditional paper and file approach. Various level WhatsApp groups are formed to communicate between staff members. By doing so, the Institute is able to reduce consumption of paper and other materials that require destructions of natural resources.

Daily circulars and notices are circulated through e-mail to all faculty members.

Green landscaping with trees and plants:

Since its inception, Institute has been maintaining a green campus with different species of trees and plants been grown and maintained by gardeners. A green space has been created on the 1st floor entirely created and maintained by the students. On birthdays of the students' and the Faculties, plants are donated which are then taken care by all.

Tree plantation programme is carried out by students and staff as part of the ISR activity.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.95

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.45	0.12	0.12	2.51	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 5

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	2	1	0

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)

Any additional information

[View Document](#)**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 5

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	2	1	0

File Description**Document**

Report of the event

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 4

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

- Considering it as our social responsibility, the Institute celebrates birth anniversaries and death anniversaries of great Indian personalities as appreciation for those who have put their golden marks on history. These are annual events where Institute gives light to the memories of heroes and National idols.
- Teacher's day, is celebrated as a tribute to the Dr. S Radhakrishnan who was a philosopher and a Statesman and the first Vice President of India, on his birthday (5th September). This day is important to the teachers as their students make them realize how valuable they are for them.
- National Unity day (also known as Rashtriya Ekta Diwas) is celebrated every year on 31st of October. It is celebrated to commemorate the birth anniversary of Sardar Vallabhbhai Patel who unified the country.
- Gandhi Jayanti, 2nd October, is celebrated in the honor of the birthday of the Father of the Nation, Mohandas Karamchand Gandhi. Internationally this day is celebrated as the International Day of Non-Violence as Gandhiji was the preacher of non-violence. He is a symbol of peace and truth.
- 2nd October is also celebrated as a Birthday of former Prime Minister-Lal Bahadur Shastri. Deeply impressed and influenced by Mahatma Gandhi with whom he shares his birthday. Shastriji was a loyal follower of Gandhiji and joined the Indian Independence movement in 1920.
- Independence Day is celebrated on August 15 at Ashoka Education Foundation premises by all the Units at Wadala. It is a National Day that marks India's independence from British rule.
- Republic day, i.e. 26 January is celebrated every year as this day is of great importance for every

Indian.

- Ambedkar Jayanti is observed on 14 April to commemorate the memory of B. R. Ambedkar. It marks Babasaheb Dr. B.R. Ambedkar's birthday who was born on April 14, 1891.
- The "Reading Motivation Day" is also celebrated in the Institute on the occasion of Birth Anniversary of Former President of India-Dr. A.P.P. Abdul Kalam
- Marathi Bhasha Diwas is celebrated on the occasion of Senior Marathi Author who got Dnyanpith Award i.e. Kavi Kusumagraj.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial Budget is prepared in consultation with the Director, Admin and Event organizers (Faculty members). The Budgetary Provisions are forwarded to the Central Budget Department which in accordance to the Budgetary Provisions allocate and release funds. Post the events statements of expenses are sent to the Finance department which are audited and verified through an internal Audit process.

Academic monitoring is done by the respective subject educators who monitor the progress of academic activities by way of Concurrent Evaluation. Attendance and assessment records are maintained and periodically checked by the concurrent evaluation coordinator. An Academic Calendar is prepared with the help of all the Faculties and Director in the beginning of each semester. Academic and other activities are carried out in accordance with the Academic Calendar.

Policies are set and established in record for everyone to refer. Decisions are taken through various committees headed by the faculties and their active involvement. Students are made aware of the policies and decisions taken. There is a redressal system in place to address the problems of the students.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Practice 1-

1.Title of the Practice: ABS Mega Job-Fair

2.Objectives of the Practice

ABS Mega Job-Fair was initiated after considering the objective of bringing a large number of companies and candidates under one roof and provides employment opportunities to the youth.

Objectives of Job Fair:

- To boost the placement activity at the Institute.
- To provide a platform to candidates to showcase their skills and abilities.
- To offer a wider choice of candidates to recruiters.
- To help students from all sections of society and region around Nashik to get an employment opportunity.

3. The Context:

- Open and Wide Range of Career Opportunities

The ABS Mega Job-Fair is one of the most remarkable events which aims to bring together companies from various sectors such as IT, Mechanical, Electrical, Electronics, Pharmacy, Infrastructure, Manufacturing, Hospitality and Service Industry under one roof.

- Benefits to the society at large

ABS Job-Fair turns out to be win-win situations for both recruiters and job seekers. For the recruiter, it provides an opportunity to screen a number of candidates and pick suitable ones. For the job seeker, it provides an opportunity to meet several recruiters under one roof at the start of their career. Overall it is beneficial to the society at large.

4.The Practice

ABS Mega Job-Fair is self-funded, placement activity. ABS does not charge the candidates during registration; neither has it received any money from the corporate to make the arrangements.

ABS started this activity in 2016-17. Until then placement was considered by colleges only for their students. This was first time in Nashik Region that such kind of placement activity was taken to a scale where in a large number of candidates from Nashik Region were able to participate at free of cost.

As a Management Institute, ABS considers student development, training and placement as a social responsibility. ABS offered free preparatory seminars on Resume writing, Group Discussion and Interview Techniques for candidates who had registered for the Job-Fair. Several students benefited from these seminars and received placement offers.

Candidates are asked to register on a Google form shared on the institute web site; registered data was segregated as per the requirement of the companies.

Students of the institute took part in organizing this event. Right from designing the posters, to promoting the event in the local area and finally managing the event during the Job-Fair, is done by the students.

Infrastructure planning was done to accommodate maximum number of companies on any given day. One classroom/cabin along with student coordinator was provided to the recruiters. Announcements were made

at the registration counter to make the candidates aware of the companies present in the campus. The details of the company and job description were displayed so that the candidates could choose the companies they were interested in.

Some companies that participated in the Job-Fair were from outside Nashik, i.e., Mumbai and Pune. Arrangement for the accommodation and refreshments was done by the institute.

5.Evidence of Success:

In the first year of job fair at ABS, we expected moderate response from students and recruiters.

In the year 2017-18, a three day job fair was held in the month of February 2018. 28 companies participated over the period of job fair with about 2700 candidates.

In the year 2018-19, the job fair was held for 2 days in the month of February 2019. 37 companies took part with over 2600 candidates from the region participating.

ABS has seen overwhelming response from the recruiters and candidates over the past 3 years. This provides an encouragement to the institute to continue this practice which also provides a boost to the brand name of ABS.

6. Problems Encountered and Resources Required:

Problems such as lack of Finance and the gap between industrial requirements and existing student's profile were encountered while organizing the Job-Fair.

- Finance: ABS Mega Job-Fair is a self-funded event. Various expenses are incurred which include marketing, traveling, posters and promotional materials. Refreshments for guests and infrastructure facility such as sheds, chairs, water, security and other arrangements need to be made.
- Industrial requirement and Student Profile: Most candidates appearing in the Job-Fair are from rural area. Many a times there is a huge mismatch between the expectations of the corporate and the skill level of the candidates, especially in terms of soft skills.

Practice 2-

1. Title of the Practice: Industry Institute Partnership Cell (IIPC)

2. Objectives of the Practice:

- The primary purpose of the IIPC is to create a generation of entrepreneurs and industry workforce relevant to the demands of the consistent growth happening in our environment. IIPC aims to bring together industry and academia to mentor, guide and teach students to facilitate experiential learning in line with the trends of the industry. The following points enumerate the objectives of IIPC-
- To develop training programs which are consistent with the requirements of the industry and to give rise to an incremental knowledge and talent base in Nashik.
- To promote involvement of diverse industries in the cell and foster maximum interaction between

students and industry mentors.

- To promote a culture of continuous improvement among students – with respect to learning and updating their professional skills.
- To join hands with the industry in creating a productive task force for manifesting progress of the youth of the city.

3. The Context:

The continuous industry-institute interface resulted in a dialogue to understand the reasons and solutions of the skill gap which exists between the industry and the academia. Management education cannot be imparted based only on textbooks and industry involvement plays a crucial role in the education of a Management student. Understanding the needs of the industry, the foundation of IIPC was laid.

4. The Practice:

- Each year, IIPC Meet is organized by the institute, where eminent business personalities come on a common platform. The meeting is held with an agenda to discuss the ways of improving employability among the emerging management graduates.

Role of IIPC:

- Students: Identify skills required by Industry ; SWOT Analysis; Training Need Identification ; Employability and Self Employment
 - Educators : Fostering connect with Industry; Training Educators ; Coordination with Guest Faculties; Facilitating Internships for students
 - Industry : Pre Trained Workforce ; Train the Trainer (Educators); Creating better workforce ; Academic help from institutes
- Post the IIPC Meet; these experts from the industry are invited to the institute to deliver training sessions that helping in bridging the gap that industry expects.

5. Evidence of Success

The IIPC is in its nascent stage and thus major success outbreaks are yet to happen. However, the increased interaction between the students and industry are one of the parameters of success for the Institute. That is because an increased involvement and dedication of the industry towards the education of students in itself is a major success parameter.

Students have started receiving updated inputs from the industry representatives. The success of IIPC will ultimately be reflected by the number of fruitful interactions with the industry and the number of entrepreneurs benefiting from the cell.

6. Problems Encountered and Resources Required-

Major problem encountered in formation and functioning of IIPC is industry interaction. It is difficult to get time and commitment from industry representatives who are already busy with their own businesses

and tasks. Also, getting the industry to commit to a role is much important than just having a series of guest lectures which may or may not be inter connected. Effective industry inputs can be received only when there is a commitment of time from the industry which is hard to get.

- **Resources Required:**

Industry Partnership:

Industry partnership is required in terms of human resource from the industry. Dedicated personnel from the industry coming in to teach the students is an essential resource required for the success of the IIPC.

Financial Resources:

Financial resources are required because of the involvement of external trainers and industry personnel wherein honorarium is to be offered to them. Training expenses, industrial visit expenses etc. form a part of requirement of financial resources.

Time:

Dedicated time allotment apart from time table sessions for the students is required for IIPC activities. These activities have to be conducted without disturbing normal academics and thus a dedicated time slot has to be allotted to activities related to the IIPC.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Vision-

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

The Institute continuously has been striving to achieve this vision.

Education with a holistic perspective is concerned with the development of every person's intellectual,

emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.

To attain these objectives, ABS engages the students in various activities through the year.

1. ISR cell- Which organized visits to Old age homes, is associated with Shri Ramkrishna Arogya Sanstha, participates in the PANI foundation works for Shramdan etc.
2. Has yoga and meditation sessions
3. Arranges for students to organize and celebrate festivals like Diwali, Ganapati etc
4. Celebrates important National days and Birthdays of National figures.

ABS believes in fostering managerial competencies of global standards and in also creating professional leaders. Effective leaders engage in both professional leadership behaviors and personal leadership behaviors (e.g. building trust, caring for people, acting morally).

At ABS, the following activities are undertaken to achieve the aforesaid qualities.

1. AEEEP- Ashoka Executive Employment Enhancement Program

It is a simulation of real work environment, requiring the students to undergo the rigor of professional environment both in form and substance.

In the process, it provides an opportunity for students to satisfy their inquisitiveness to know more details, exposes them to technical skills, and helps them to acquire social skills by drawing them into communication with professionals for continuous interaction.

Students undertake a training of continuous 18 months at the organization based on his/ her likings, capabilities, needs and performance. The program starts at the end of SEM I (winter holidays) and continues for 18 months then after. Currently more than 50 companies are associated with AEEEP cell with large number of students participating in the activity.

1. AISC-Ashoka Innovation and Startup Cell

Business schools are a safe place for future entrepreneurs to test out an idea without pressure or fear of failure.

There are scores of entrepreneurs with MBA degrees who have changed the world and thus AISC at the Institute teaches the students how to turn a good idea into a good business. It is an incubator for budding entrepreneurs.

1. IIPC- Institute Industry Partnership Cell

2. A National level Business Plan competition was also held(Start-Up league)
3. A National Conference under the QIP of SPPU on Start-Up and Entrepreneurship was also organized.
4. Students participated in the NIMA, AIMA, CII events as volunteers where they were interacted with Industrialists and CEOs from large Organizations and learnt from their experiences. This exposure holds them in good stead for their future careers.

NAAC

5. CONCLUSION

Additional Information :

Ashoka Business School was established as a result of visionary leadership of Mr. Ashok Katariya who is the Founder and Chairman of Ashoka Group, well-known brand in infrastructure industry in India. Under the banner of Ashoka Education Foundation, the Institute is developing step by step. The institute is situated at one of the holy and ancient lands of India that is also a part of Golden Triangle (Mumbai-Pune-Nashik) which is the major player in development of the Maharashtra State.

Despite being a new player in the academics, the Institute has become one of the most popular Management Institute not only in Nashik but in the entire North Maharashtra Region. With the support from management and contribution of faculty members, the Institute is growing with a steady fast pace. The emphasis of the Institute is on ensuring provision of quality driven systems. With this vision the Institute has upgraded Quality Certification to ISO 9001:2015 from ISO 9001:2008. Student centric activities are encouraged in the Institute not only to make them Industry ready but also to nurture them as entrepreneurs.

The Institute focuses on adding different dimensions to the career and life of students to make them professionals with right mind set, positive attitude and good character.

Concluding Remarks :

By emphasizing strengths and overcoming the weaknesses, the Institute is exploring new horizons of opportunities and tackling confronting challenges in the path of achieving its vision. Genuine efforts are taken by Management and Faculties to get the accreditation for the work done from eminent bodies like NAAC. The Institute focuses on effective curriculum delivery to enrich the teaching-learning process by providing conducive research environment and all required facilities. Student support and progress are on high priority for the Institute and visionary leadership and effective governance helps a lot in this regard. The Institute distinguishes itself with some unique practices to impart good professional and personal values in students with the help of committed educators.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 107 Answer after DVV Verification: 106</p> <p>Remark : Access to Google Drive has not been provided (i.e. it is restricted) and it is not possible to verify these numbers.</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 11 Answer after DVV Verification: 10</p>																				
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 117 years Answer after DVV Verification: 102 years</p> <p>Remark : We can only accept teaching experience, experience in industry cannot be counted. The number has been changed accordingly.</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>8</td> <td>4</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Only the Seminar on IP rights can be accepted. We will not be accepting the industry-institute meets, as the description provided in the e-bulletin (http://www.ashokabschool.org/up-images/downloads/upFile_0-may2018-5bb878f5bcbad.pdf) seems to suggest that the event was more</p>	2017-18	2016-17	2015-16	2014-15	2013-14	6	8	4	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	1	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	8	4	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	0	0	0	0																	

around getting feedback of industries about the curriculum and not about innovative practices.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	1	0	1	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	1	0	1	2

Remark : ISSN 2278-5656 is not in the UGC current list and is also not there in the UGC removed list and hence cannot be accepted.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	9	14	5	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	4	4	2	4

Remark : We have only incorporated books with ISBN numbers. We cannot incorporate journal articles here, for example "Financial inclusion - Building a success model in the Indian context" is a journal article and not a book.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

2	2	3	0	0
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	0	0

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	1	7	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
140	40	60	0	0

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	56	27	0	57

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	0	0

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	9	2	1	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	9	0	1	9

Remark : We cannot accept the certificate of appreciation from Nasik Engineering Cluster for Ms. Bhide as it does not appear to be a FDP. Likewise Prof.Wanjare had presented a paper on Paradigm Shift in Pedagogy, which would count as a paper presentation/conference and not as a professional development program.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	5	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	3	0	0	0

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH)

Answer before DVV Verification : 0

Answer after DVV Verification: 0

7.1.3.2. Total annual power requirement (in KWH)

Answer before DVV Verification : 600

Answer after DVV Verification: 48470

Remark : Change made based on the data provided.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony

and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	0	0

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 746 Answer after DVV Verification : 451																				
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>71</td> <td>72</td> <td>32</td> <td>59</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>31</td> <td>37</td> <td>20</td> <td>59</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	150	71	72	32	59	2017-18	2016-17	2015-16	2014-15	2013-14	133	31	37	20	59
2017-18	2016-17	2015-16	2014-15	2013-14																	
150	71	72	32	59																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
133	31	37	20	59																	
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>92</td> <td>91</td> <td>39</td> <td>20</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>91</td> <td>91</td> <td>39</td> <td>20</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	86	92	91	39	20	2017-18	2016-17	2015-16	2014-15	2013-14	86	91	91	39	20
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86	92	91	39	20																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
86	91	91	39	20																	

2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>40</td> <td>32</td> <td>ZERO</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>40</td> <td>32</td> <td>0</td> <td>59</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	30	40	32	ZERO	59	2017-18	2016-17	2015-16	2014-15	2013-14	30	40	32	0	59
2017-18	2016-17	2015-16	2014-15	2013-14																	
30	40	32	ZERO	59																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
30	40	32	0	59																	
3.2	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 734 986 846"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>8</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 925 986 1037"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>9</td> <td>10</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	16	16	16	8	4	2017-18	2016-17	2015-16	2014-15	2013-14	16	16	16	9	10
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