



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PSD SHASTRI EDUCATIONAL FOUNDATION'S ASMA INSTITUTE OF MANAGEMENT

S. NO 85, SHASTRY CAMPUS, N.D.A. ROAD, SHIVANE, PUNE, MH 411023

411023

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ASMA Institute of Management is approved by AICTE, New Delhi and affiliated by Savitribai Phule Pune University and recognized by the Government of Maharashtra, has been established in the year 2007 by PDS Shastri Educational Foundation's to conduct 2 years Full Time MBA programme with 60 seats and in the Year 2009 MCA programme with 60 seats. This commitment to providing opportunities in management and computer applications with ASMA's mission to provide students with the necessary skills for sharpen their future.

The culture which paces up the passion to achieve excellence and everything pertaining to the students. Enterprising and pioneering spirit can be witnessed throughout the Institute. Policies are closely monitored and supervised by an Advisory Committee of eminent professional from industry and academia.

Advantages:

1. Orientation & teaching methodology as per the recent trends.
2. Tie ups with reputed corporates for placements
3. Qualified faculty to sharpen the skills of the students.
4. Focus on interactive and playful methodology of teaching.
5. Professional development of faculties.
6. Active individual mentoring programme.
7. Case studies, role play and workshops to know the current corporate issues.

Vision

VISION: To transform youth into highly professional managers to meet the challenges of a highly competitive world through intensive training, appropriate guidance, discipline & holistic approach.

Mission

MISSION: To make a Qualitative Contribution towards Human Resource Development in Business & Industry, IT and Management Science

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths

ASMA benefits from its location in a semi urban area, providing conducive learning, creating an ideal environment for focused and personal growth.

The Director sets a clear strategic direction aligned with institutional goals, academics standards and industry trends, inspiring faculty, staff and students.

Experienced faculty from industry and academics enhance the institute's reputation and knowledge.

ASMA attracts the students from diverse backgrounds, cultures and fosters a rich learning experience as students exchange ideas, perspectives and experiences.

Hands on approach equips students with the necessary tools and experiences to tackle real world business challenges.

Innovative teaching process like experiential and participative learning and case studies to foster student's development, critical thinking and leadership skills

Innovative Teaching Pedagogy: Emphasizes experiential and participative learning and industry-relevant case studies to foster holistic student development, critical thinking, and leadership skills.

ASMA has established strong connects with leading industries, creating ample opportunities for student internships, projects and placements.

Institutional Weakness

Institutional Weakness:

Limited participation in research projects funded by Government agencies.

High percentage of students from underprivileged backgrounds facing financial challenges with fee payments.

Low progression rate of students to higher education.

Minimal involvement of students in competitive examinations at state, national and international levels.

Institutional Opportunity

Institutional Opportunities

Building strategic partnerships with other institutes to form clusters presents an opportunity for benefits, and enhancing academics capabilities.

ASMA capitalizes its location in rural areas, having unique local industries. Establishing strong ties ups with these industries to cultivate opportunities for students in areas like industry mentorship, and consultancy assignments, thereby enhancing practical learning experiences and preparing for real world challenges.

The institute develops the implementation of New Education Policy to adopt innovative practices.

The institute harness the increasing penetration of technology and digital connectivity through online education and virtual collaboration to reach a wider students base, offer flexible learning options, and tap into the potential of e-learning platforms.

Partnership with industries through MOU's to develop soft skills in the students.

Institutional Challenge

Institutional Challenges

The institute is self-financed and has limited availability of resources and funding from Government agencies which affects the overall learning experience and ability to provide modern amenities.

Meeting rising students' expectations and aspirations.

Attracting Foreign Students and Universities collaborations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ASMA Institute of Management is affiliated with Savitribai Phule Pune University (SPPU). The institute constantly makes efforts to supplement University's curriculum so as to ensure that institution's goals and objectives and academic programme.

The institute evaluates the performance of the students through internal assessments as per guidelines of SPPU. The institute ensures curriculum planning through academic calendar.

Faculty uses a wide range of methodologies like role plays, presentations, case studies and field visits. The institute ensures effective implementation and monitoring through regular meetings.

Last 16years ASMA offered different certificate/value added courses with maximum student's enrolment. These courses helped to enhance the soft skills of the students. The various courses and enrichment Programms

offered for holistic development of the students.

The institute integrates issues relevant to professional ethics, Gender, Human Values, Environment and Sustainability in transacting the curriculum for students to provide opportunities, creative learning and thinking skills. The institute nurtured these issues by conducting co-curricular activities and celebrating various days.

The institute offers courses, pathways and instructional methods catering individual strengths, interests and learnings to foster academic flexibility, diverse student's needs, promotes personalized learning experiences and enhance students engagement, motivation and overall academic success.

The institute is also engaged with many industries to guide the students for various field projects and internship. Renowned faculties, industry experts are called for workshops, and seminars. Efforts are made to provide exposure to the students to industries.

The institute for its growth and its development takes feedback from students, faculties and alumni. If any issues discussed with regular meeting along with other stake holders and takes necessary steps to overcome it.

Teaching-learning and Evaluation

ASMA Institute of Management is committed to provide a student-centric learning environment that fosters critical thinking, problem-solving, and teamwork. Our approach emphasizes outcome-based education (OBE) and is supported by a transparent and timely evaluation process.

Admissions and Enrollment

Admissions to our institute are governed by the Directorate of Technical Education (DTE), Government of Maharashtra and follow the State Common Entrance Cell's regulations. We participate in the Centralized Admission Process (CAP) and do admissions through the Common Entrance Test Cell annually.

In the last assessment period, we achieved an average enrollment rate of 82.44% and adhered to central and state reservation policies, with 54.64% of students admitted from reserved categories.

Faculty and Student Ratio

ASMA Institute of Management maintains a teacher-student ratio as per AICTE guidelines. Our faculty members are highly qualified with 01 Ph.D./NET/SET qualified full-time teachers. This ensures that students receive personalized attention and support.

Teaching and Learning Methods

We employ a variety of student-centric teaching methods, including experiential learning, participative learning, and problem-solving methodologies. These approaches promote analytical thinking, social awareness, and critical thinking. Additionally, we organize various activities such as industrial visits, field trips, and management training programs to enhance the learning experience.

ICT Integration

To facilitate effective teaching and learning, we utilize Information and Communication Technology (ICT) tools. Learning Management Systems (LMS) and e-learning resources are integral parts of our curriculum.

Evaluation and Assessment

Our examination and evaluation processes are conducted in accordance with the guidelines of the affiliating university. The Director, External Sr. Supervisor appointed by University for conduction of University Examination and College Exam Officer and teaching staff ensure the smooth and fair conduct of examinations and maintaining transparency and robustness throughout the process.

We have a grievance redresses mechanism in place to address any examination-related issues.

Outcome-Based Education (OBE)

ASMA Institute of Management is committed to OBE, which is introduced to students from the induction program and reinforced throughout their academic journey. We map and measure course outcomes (COs) and program outcomes (POs), and the attainment reports are analyzed to identify areas for improvement.

Quality Assurance

Our focus on quality education is reflected in the consistently high pass percentage of final-year students, which has averaged over 80.50% in the last five years.

Research, Innovations and Extension

ASMA Institute of Management & Research is dedicated to research excellence and the well-being of society through various extension and outreach activities.

Faculty members actively publish research papers in UGC Care, Scopus Indexed, and Web of Science listed papers. Last five years research papers and books & proceedings.

The institute believes in the holistic development of students by sensitizing them towards social issues of society and the involvement of the neighborhood community. The Institute has organized extension and outreach programs in the last five years. For this, the institute has received recognition as well as awards from recognized bodies. The institute has 32 functional MoUs / Linkage / Collaborations for faculty exchange, student exchange, project work, etc.

Infrastructure and Learning Resources

The institution has a well-maintained, user-friendly, and resilient infrastructure conducive to teaching, learning, and comprehensive development of students.

The institute has spacious smart classrooms and tutorial rooms with adequate ICT facilities. The classrooms are equipped with internet, smart-boards or projectors so that ICT can be used for strengthening academic discourse.

There is a computer lab & computer center with a high speed internet facility available for the students. The lab has adequate computer equipment, internet connectivity, printers, projectors & software's to enhance teaching learning sessions.

ASMA Institute of Management Studies has a well-stocked Library and a spacious reading hall with seating capacity of 100 users.

The institution has a subscription for the following e-resources:

E-journals

DELNET

NDLI

E-books

E-Pathashala

The Administrative section of the institute consists of the Director's Office, Boardroom, accounts and administrative office.

The institute also provides adequate facilities for cultural activities, indoor and outdoor sports & other co & extra-curricular activities. The indoor sports facilities such as Chess, Carrom, Table Tennis, Badminton etc. & the outdoor sports facilities such as football court, cricket pitch, and open space available for all wholesome development.

A well-equipped seminar hall is available for the students to organize and participate in co-curricular activities. Academic events like conferences, seminars, talks, etc., and student activities are hosted in the seminar hall.

The institute has employed a full-time IT staff for maintenance and support of the ICT infrastructure. The institute ensures regular maintenance and upkeep of all infrastructural facilities.

Thus the institute has adequate infrastructure and other facilities for teaching and learning activities, ICT enabled facilities, facilities for cultural and sports activities. All the facilities go through a properly designed maintenance process for continuous availability to students and staff.

Student Support and Progression

Asma Institute of Management has a holistic approach to student development and progress. Student support and progression are done by providing information about scholarship and free ship schemes; guiding for competitive exam and career counseling; organizing capacity development and skill enhancement activities; in place redressal of grievance mechanism; support for placement and higher education, and conducting regular alumni interactions.

52.90% of students availed of scholarships and free ship provided by institutes, government, and nongovernment bodies.

Approximately 57.09% of students benefited from competitive exam guidance and career counseling in the past five years, including seminars on career-focused topics.

The institute adopts a comprehensive approach to student development. Activities and sessions are dedicated to enhancing the soft skills, language and communication skills, life skills, and ICT skills of students.

The Institute has various committees such as the Students Grievance Committee, Anti-Ragging Committee, SCST Committee, and Internal Complaint Committee for timely and transparent grievance redressal.

On average, the Institute's students participated in various sports and cultural programs per year. The institute emphasizes students' active engagement in sports and cultural activities for nurturing holistic development.

The institute regularly conducts pool campus drives which results in 77.61% of students being placed.

ASMA alumni play a vital role in contributing to the growth and success of the institute through various initiatives and activities.

Governance, Leadership and Management

This criterion describes ASMA Institute of Management's governance, resource management, and quality assurance mechanisms, providing valuable insights into how the institution operates in these areas.

Governance and Leadership: ASMA has a well-defined governance framework, led by its Governing Body and supported by the College Development Committee (CDC) and various student-involved committees. These bodies ensure that financial planning, staffing, and infrastructure development align with AICTE and state regulations. The decentralized approach allows departments and committees to have autonomy, promoting participatory decision-making and efficient functioning.

National Education Policy (NEP) Implementation: The institution has adopted the NEP's holistic and multidisciplinary focus, emphasizing skill development, employability, and research-driven learning. This ensures that ASMA's curriculum and academic strategies are aligned with industry demands, preparing students for future employment.

Resource Mobilization and Utilization: ASMA secures funds from government grants, industry partnerships, and collaborations to enhance infrastructure, student activities, and academic programs. The resources are

optimally utilized for infrastructure upgrades, industry linkages, and soft skills development, ensuring student-centric growth. Regular financial audits maintain transparency and accountability in the utilization of funds.

Internal Quality Assurance Cell (IQAC): The IQAC plays a central role in maintaining academic quality by organizing industrial visits, faculty development programs, and entrepreneurship fairs. These initiatives ensure students gain practical exposure, while faculty stay updated with industry trends. The IQAC also promotes continuous improvement through regular meetings and evaluations, contributing to ASMA's overall growth and academic excellence.

In summary, this criterion reflects ASMA's functioning across governance, resource management, and quality assurance, showing how the institution meets regulatory standards and fosters a high-quality learning environment.

Institutional Values and Best Practices

ASMA strives to integrate values and ethics into curriculum to shape the character of young budding managers and educate them to be a responsible citizens. ASMA celebrates national, and international days and commemorates national personalities. Cultural diversity is promoted by organizing various events and festivals.

The institute complies with gender sensitization regulations and supports initiatives, and policies that promote gender equity. ASMA provided various facilities for the women on the campus like Safety, security, counseling, and common rooms.

The institute has facilities and initiatives for environmental sustainability, including rainwater harvesting, energy management, and waste management. Eco-friendly

programs such as waste management and solar energy are initiated. Energy and green audits contribute to the preservation of a sustainable environment.

ASMA is committed to working towards minimizing the waste of natural resources, degradable and non-degradable waste is managed effectively too. Initiatives to conserve and save energy are in use. Water conservation being the main agenda, facilities for collecting rain water and recharging bore wells are established.

ASMA focuses on the 'Holistic Development of Students' as an institution's distinctiveness by ways of;

Intellectual Development, thus ultimately contributing to ASMA's identity and distinctive strength, Blood Donation camp, Tree plantation, Anti Drug Drive, Traffic promotion etc

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PSD SHASTRI EDUCATIONAL FOUNDATION'S ASMA INSTITUTE OF MANAGEMENT
Address	S. No 85, Shastry Campus, N.D.A. Road, Shivane, Pune, MH 411023
City	PUNE
State	Maharashtra
Pin	411023
Website	www.asma.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Ganesh Madhukar Tannu	020-25291471	9011036202	-	director@asma.in
IQAC / CIQA coordinator	Om Sharma	020-25293332	9890560733	020-2529146 1	enquiry@asma.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	23-03-2024	12	

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	S. No 85, Shastry Campus, N.D.A. Road, Shivane, Pune, MH 411023	Rural	5.08	378.11

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,Mba,HR Marketing Finance IT O and SCM ETC	24	Any Graduation	English	120	111
PG	MCA,Mca Management,MCA Management	24	Any graduation	English	60	59

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				15			
Recruited	1	0	0	1	0	0	0	0	7	8	0	15
Yet to Recruit	0				2				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
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						9
Recruited	6		3		0	9
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				2
Recruited	1	1	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/LLD/DM/MCH	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	7	9	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	6	1	0		7

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	225	15	0	0	240
	Female	119	4	0	0	123
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	7	4	2
	Female	3	3	4	1
	Others	0	0	0	0
ST	Male	0	0	0	3
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	18	23	15	10
	Female	16	11	8	7
	Others	0	0	0	0
General	Male	87	88	82	60
	Female	44	35	37	33
	Others	0	0	0	0
Others	Male	8	11	7	12
	Female	1	2	2	1
	Others	0	0	0	0
Total		180	180	159	129

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	ASMA Institute of Management is dedicated to cultivating proficient global citizens through a multidisciplinary approach to both academics and extracurricular activities. Aligned with the National
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	<p>Education Policy (NEP) and affiliated with Savitribai Phule Pune University, ASMA fosters a dynamic, inclusive, and forward-thinking learning environment. Our Choice-Based Credit System (CBCS) offers a wide array of elective courses, complemented by a diverse curriculum that includes various certificate and add-on programs to enhance students' multidisciplinary education. By integrating major and minor specializations with industry internships, we emphasize both interdisciplinary and multidisciplinary approaches.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>ASMA has adopted the NEP 2020 Academic Bank of Credits (ABC) to promote student mobility and academic flexibility. The ABC registration process is managed by Savitribai Phule Pune University (SPPU) for students each academic year. Our administration department provides guidance and support to students throughout this process. The Academic Bank of Credits (ABC) empowers students to register and transfer credits, manage their final results, and receive certificates. This system fosters flexibility, enhances student employability, and encourages lifelong learning.</p>
<p>3. Skill development:</p>	<p>ASMA Institute of Management offers an MBA program designed to go beyond traditional education. We focus on cultivating practical skills essential for success in today's dynamic business world, while also emphasizing theoretical knowledge. Our teaching-learning process prioritizes participation and experiential learning, ensuring students actively engage with the material. To enhance employability, we encourage ASMA students to undertake extensive internships. These internships provide opportunities to apply theoretical concepts in real-world settings, refining practical skills and gaining valuable industry insights. Our certification and value-added courses are tailored to provide in-depth knowledge and practical skills in students' specialization areas, aligning with the demands of the evolving industry landscape. We are committed to providing a holistic learning experience that extends beyond the classroom. Through hands-on experiences, internships, and industry engagement activities, students apply theoretical concepts to real-world scenarios, refining their practical skills and gaining invaluable insights into industry operations. This experiential learning approach not only enhances</p>

	<p>students' employability across diverse industries but also fosters a spirit of leadership and entrepreneurship among our student community. We nurture well-rounded individuals who are not only equipped with the skills and knowledge to excel in the ever-evolving business landscape but also possess the creativity, resilience, and vision to drive positive change and make a lasting impact on the world.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>ASMA values the diversity of our students, who bring a rich tapestry of backgrounds and cultures to our institution. While English is the primary language of instruction in our MBA program, we understand that certain concepts may present challenges for some students. Throughout the academic year, we celebrate a diverse array of festivals and special days that reflect the cultural mosaic of our nation. As part of this, we offer yoga and meditation workshops to promote well-being. The institute fosters connections between education and culture by organizing various festivals on campus, such as Ganpati, Dahi Handi, Garbha, and Diwali. Additionally, during the celebrations of national heroes' birth anniversaries, we promote regional languages through recitations of powadas, poetry readings, and skits.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>ASMA adheres to the curriculum framework of Savitribai Phule Pune University (SPPU), which incorporates the Choice-Based Credit System (CBCS), Grading System, and elements from the National Education Policy (NEP) 2022. SPPU has clearly defined program outcomes for the MBA program and course outcomes for each course. Additionally, ASMA has defined Program Specific Outcomes for each specialization. The teaching methodology for each course is designed to address cognitive abilities such as remembering, understanding, applying, analyzing, evaluating, and creating. Beyond domain-specific knowledge, learning outcomes emphasize the importance of fostering social responsibility, ethical values, and entrepreneurial acumen among students. Key features of the curriculum include problem-solving methodologies, experiential learning opportunities, and active student participation.</p>
<p>6. Distance education/online education:</p>	<p>ASMA Institute of Management is fully aligned with the vision outlined in the National Education Policy (NEP) 2020. We regularly conduct online sessions</p>

	<p>featuring both faculty members and industry experts to provide students with valuable insights and perspectives. Additionally, we offer a wide range of online certification and value-added courses to empower students to expand their skill sets and knowledge base. Our classrooms are equipped with projectors and smart boards to enhance teaching and create an interactive learning environment.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>ASMA has established an Electoral Literacy Club (ELC) to promote electoral awareness among students and the broader community. The primary goal of ASMA's ELC is to educate and engage individuals in understanding their democratic rights and responsibilities, emphasizing the importance of active participation in the electoral process.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>ASMA has formed a dedicated team to create awareness about electoral literacy among its students and staff. The students have been actively involved in ELC activity and Institution has taken prominent efforts for electoral literacy.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ASMA has successfully organized a series of sessions and workshops to raise awareness about electoral rights and encourage students to register as voters and exercise their right to vote. These initiatives included: • Awareness Sessions about Electoral Rights • Workshops on Voter Registration and Motivation • On-Campus Voter Registration Camp</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ASMA has conducted various voter awareness programs in the surrounding areas of the institute to emphasize the importance of voting rights. ASMA students enthusiastically volunteered to participate in the distribution of voter slips for Assembly Elections in the Shivane area.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>A New Voter Registration Campaign was organized for students of ASMA and nearby colleges on campus. The campaign provided assistance with</p>

institutionalize mechanisms to register eligible students as voters.

proper documentation to ensure seamless registration for new voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
368	350	296	207	180

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

2 Teachers

2.1

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

Response: 17

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	18	18	14

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
102.71	116.17	83.53	64.98	65.08

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

ASMA Institute of Management affiliated with SPPU and approved by AICTE offers a full time Two years MBA & MCA program. It follows SPPU's curriculum. The prime objective of the institute is to adhere the guidelines along with the delivery of the curriculum in an effective manner, in order to make the students more industry oriented. For this, various steps are being adhere to:

1. Academic calendar

- The academic calendar is prepared in each year which includes academic, curricular, co-curricular and extracurricular activities.
- It also includes Govt. and National holidays,
- The internal and external exam are scheduled as per University guide lines
- Seminars, certification and value added courses are planned to bridge the gap between curriculum and industry expectations.
- It also shows visits plan for the semester and guest lectures as per the subject taught.
- The academic calendar is based on University Academic calendar.
- The academic coordinator plans the entire semester with regards to academic activity, lesson plan are prepared and subject allocations are done and the time table is prepared.

1. Effective Curriculum delivery

- The timetable is shared with concerned teachers and is displayed on notice boards as a regular practice for information to the students.
- Periodic assessments and internal tests are conducted to evaluate the performance of the students and the records are maintained by concerned faculties to project the learning outcome of the students in lines with PO and CO of the said program
- Expert lectures, seminars, industrial visits, and training, for personality development and communication skills are one of the important features of our extracurricular delivery program.
- External examinations are conducted as per University guidelines and timelines.
- All academic information are communicated to students via notice boards, WhatsApp groups.

1. Effective monitoring

- Periodic review of course completion is done to ensure timely completion of syllabus.

1. Teaching Aids and Teaching Methods:

- The delivery of the prescribed syllabus is done through the structured time table. The delivery of the subjects is done through the in house full time faculty along with expert.
- The faculty members delivered the content through classroom sessions by using smart board, internet, ppt. presentations etc.
- The faculty members is also use various tools such as case study, role play in order to participative learning.

1. Internal Assessment:

- ASMA meticulously follows continuous internal assessments per the affiliating university's guidelines. The university has introduced CBCS semester patterns for the MBA program from 2019-20.
- The internal assessment is done through various methods like attendance, internal marks presentations etc.
- The course teacher prepares the scheme of Comprehensive Concurrent Evaluation (Formative Assessment) before the commencement of the term.

1. Feedback Collection:

- Feedback from the teachers, students, alums, and employers on the teaching-learning process continued to benefit the students. The collected feedback is analyzed using different parameters and uploaded on the website.

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

1.2 Academic Flexibility

1.2.1

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

Response: 20

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

1.2.2

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

Response: 46.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	48	37	189	143

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

ASMA Institute of Management is dedicated to embedding gender equality, human values, professional ethics, and environmental sustainability into its academic framework. This holistic approach ensures that students not only excel academically but also grow into responsible citizens with a deep understanding of societal needs and ethical practices.

Gender Equality and Human Values

ASMA fosters an inclusive environment that promotes gender equality and human values, vital for creating a balanced society. The institute integrates discussions on gender roles and equity into the curriculum, encouraging students to understand and appreciate the importance of gender inclusivity.

In addition to classroom instruction, ASMA organizes awareness programs and outreach initiatives to emphasize the significance of gender equity. For example, the "Embrace Equity" campaign raises awareness about gender discrimination and empowers students to advocate for equal opportunities. Moreover, initiatives like menstrual hygiene management workshops educate students, particularly women, on health and self-care, fostering a supportive environment. Events like International Men's Day and Chhatrapati Shivaji Maharaj Jayanti highlight positive role models and gender-balanced leadership. Through these initiatives, students learn to respect all genders equally and contribute to a more just and equitable society.

Human Values and Professional Ethics

ASMA's focus on human values and ethics is central to its mission of developing well-rounded professionals. The institute incorporates ethical principles throughout its curriculum to guide students toward making morally sound decisions in their personal and professional lives.

Programs such as "Preparing for Career Success" emphasize the importance of integrity, transparency, and fairness in the workplace. Students learn about ethical challenges they might face in their careers and how to navigate them with a sense of responsibility and moral clarity. These initiatives are designed to instill values like respect, honesty, and empathy, ensuring that graduates uphold high professional ethical standards. By addressing real-world ethical dilemmas, ASMA prepares students to lead with integrity and accountability in their careers.

Environmental Sustainability

ASMA is also committed to fostering environmental consciousness and sustainable practices among its students. Understanding the critical role of education in addressing environmental challenges, the institute integrates sustainability principles across its programs and activities.

Through initiatives like tree plantation drives, e-waste collection campaigns, and participation in the Swachata Abhiyan, ASMA encourages students to actively contribute to environmental conservation. These activities not only enhance students' awareness of ecological issues but also provide them with practical experience in sustainability efforts. Campaigns like the Traffic Awareness Campaign further

emphasize the need for sustainable urban practices, encouraging responsible behavior that reduces pollution and conserves resources.

ASMA's commitment to environmental sustainability extends beyond campus activities. By integrating discussions on ecological challenges and sustainable solutions into the curriculum, the institute equips students with the knowledge and skills to address global environmental issues and contribute to sustainable development in their future careers.

Holistic Growth and Social Responsibility

ASMA's holistic approach to education emphasizes the overall growth of students as individuals and professionals. The institute strives to cultivate students' emotional intelligence, ethical behavior, and social responsibility through a balanced blend of academic learning and real-world applications.

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

1.3.2

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

Response: 32.34

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

Response: 119

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

1.4 Feedback System

1.4.1

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

the feedback is made available on institutional website

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
185	183	166	129	78

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 40.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	44	31	23	07

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	71	71	71	71

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 21.65

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At ASMA Institute of Management, a range of student-centric methods is employed to enhance the learning experience, ensuring that students acquire both theoretical knowledge and practical skills essential for success in management. Key approaches include on-the-job training, participative learning, and problem-solving methodologies, forming the foundation of our educational philosophy.

A cornerstone of experiential learning at ASMA is the paid internship program, which offers students firsthand exposure to the real-world operations of businesses. This bridges the gap between classroom theory and industry practice, allowing students to understand operational, strategic, and managerial processes.

Case study analysis is another vital tool at ASMA, fostering critical thinking and analytical skills. By examining real-world business challenges, students develop the ability to make strategic decisions and formulate effective solutions, honing their problem-solving capabilities for complex management issues.

To promote an engaging learning environment, ASMA regularly organizes quiz sessions that encourage students to stay updated on current trends and management concepts. Individual and group presentations are integral to participative learning, enhancing understanding of subjects while building essential communication and presentation skills.

The institute leverages ICT-enabled tools, utilizing online resources and digital platforms to provide a modern learning experience. Various ICT events, such as tech fests, webinars, and online competitions, help students gain proficiency in digital tools that are increasingly important in today's business landscape.

Workshops and seminars featuring industry experts provide valuable insights into career development, leadership skills, and the latest advancements in management. Additionally, ASMA emphasizes soft skills development, offering training in English communication and personality development to prepare students for professional environments.

Opportunities for computer knowledge enhancement are extensive, equipping students for the technologically driven corporate world. Cultural events and fests foster community, enabling students to develop organizational and management skills through planning and executing large-scale activities.

Feedback is integral to ASMA's approach, with continuous mechanisms in place to adapt teaching methods to students' needs. This allows for a tailored learning experience, ensuring that strategies evolve based on student progress and input.

Overall, ASMA Institute of Management is committed to providing a holistic and enriching educational experience. By integrating experiential learning, industry exposure, ICT tools, and soft skills development, the institute prepares students to be academically proficient and industry-ready professionals poised for success in their careers.

Top of Form

Bottom of Form

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 85

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

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

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

2.4.2

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

Response: 11.76

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

At ASMA Institute of Management, our internal and external assessment mechanisms are crafted to ensure transparency, fairness, and efficiency, while fostering continuous improvement and timely resolution of grievances. This comprehensive assessment system aligns with the guidelines of Savitribai Phule Pune University and adheres to the Choice Based Credit System (CBCS) pattern for the MBA program, introduced in 2019.

Internal Assessment (50 Marks)

The internal assessment comprises various components to provide a holistic evaluation of students. The breakdown is as follows:

1. Attendance (10 Marks) : Attendance is deemed crucial for the learning process. Regular participation enhances engagement and comprehension. A minimum attendance threshold is set, with marks awarded based on the percentage of classes attended.

2. Internal Exam (20 Marks) : Conducted mid-term, this exam assesses students' comprehension and analytical skills regarding the course material covered thus far. Questions are aligned with course outcomes to evaluate relevant competencies effectively.

3. Assignment (10 Marks) : Assignments are pivotal in assessing students' understanding and application of concepts. They challenge critical thinking and problem-solving abilities, encompassing various formats such as case studies, research projects, or reflective essays.

4. Presentation (10 Marks) : Presentations allow students to showcase their communication and public speaking skills. Students present on subject-related topics, focusing on articulating ideas, engaging audiences, and applying theoretical concepts practically.

External Assessment

External assessment is conducted through end-of-semester exams overseen by Savitribai Phule Pune University. These exams evaluate students' overall grasp of the subject, including their ability to analyze, synthesize, and apply the knowledge gained throughout the semester. The assessment process is transparent, and results are shared promptly to uphold fairness and accountability.

Grievance Redressal System :

ASMA Institute of Management is committed to efficiently addressing grievances related to assessments through a structured grievance redressal mechanism:

1. Time-Bound Process : The grievance system operates within a defined timeline. Students submit grievances in writing, and the concerned faculty or assessment committee reviews and responds within a stipulated period, ensuring timely resolution.

2. Transparency and Fairness : The process is designed to maintain transparency at every stage. Students are informed about evaluation criteria and provided clear explanations for any discrepancies in their marks.

3. Appeals Process : If a student is dissatisfied with the resolution, they can escalate concerns to the Head of Department or Director. A structured appeals process ensures thorough review of all grievances.

Conclusion

The internal and external assessment mechanisms at ASMA Institute of Management aim to provide a balanced evaluation of students' academic performance. Emphasizing transparency and fairness, the institution ensures that assessments reflect students' true merit. Furthermore, the grievance redressal system is efficient and time-bound, promoting a fair and conducive learning environment. By prioritizing these values, ASMA cultivates a supportive academic atmosphere that encourages continuous improvement and student success.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Mechanism of Communication for Course Outcomes (COs) & Program Outcomes (POs)

Institution Overview:

ASMA, affiliated with Savitribai Phule Pune University (SPPU), Pune, offers an MBA program that adheres to the SPPU curriculum and examination schedules. The Course Outcomes (COs) for all courses are defined by SPPU in the 2019 & 2022 Revised Syllabus.

Development and Communication Process:

1. Design and Discussion:

Programme Outcomes (POs), and Course Outcomes (COs) are developed in a collaborative process. The

Director, along with the Head of Department, leads discussions with course teachers to integrate these outcomes into the curriculum.

During academic meetings, the Director and Head of Department ensure that co-curricular and extracurricular activities are planned to achieve the desired Graduate Attributes (GAs).

2. Assessment Mechanism:

In alignment with the academic policy of the institute and the SPPU syllabus, an internal assessment mechanism is designed.

The course teachers prepare Comprehensive Concurrent Evaluations for their respective courses, ensuring alignment with COs and POs. These evaluations are reviewed by the Head of the Department and approved by the Director before being communicated to students.

3. Student Communication:

Induction Program: Students are introduced to the syllabus, examination pattern, and expected outcomes during the induction program.

Classroom and Course Overview Sessions: At the beginning of each course and during regular classroom sessions, teachers provide detailed course overviews and engage in discussions about COs and POs to outline expectations and goals.

Display and Communication Channels:

After verification by the Internal Quality Assurance Cell (IQAC), all COs and POs are displayed and communicated to students and stakeholders through multiple channels:

Institute Website: Program Outcomes are available on the Institute website.

Notice Boards: COs and POs are prominently displayed on institutional notice boards.

Library: The hard copy of the POs and COs of all courses is available at the Library for faculty members' and students' reference.

Student Admission Counseling: Students are informed about these outcomes during the counselling process.

Course and Classroom Overview Sessions: Teachers continuously reinforce COs and POs through detailed course overviews and discussions during regular classroom sessions to ensure students understand and align their efforts with these outcomes.

Our Institute is committed to transparently communicating and achieving the defined Course Outcomes and Program Outcomes. By integrating these outcomes into various stages of the academic journey and ensuring students are well-informed, we strive to provide a comprehensive and goal-oriented educational experience

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs are evaluated

(POs) and Course Outcomes (COs) is a comprehensive process. It involves multiple methodologies and data sources, requiring teachers to adopt a structured teaching, learning, and evaluation approach to realise POs and COs effectively. A variety of teaching and assessment strategies are employed to assist students in achieving these outcomes. At the same time, feedback from diverse stakeholders is collected and integrated into the assessment process to evaluate the attainment of POs.

ASMA's MBA program, affiliated with Savitribai Phule Pune University (SPPU), has adopted outcome-based education to ensure academic excellence. Based on the program syllabus designed by the SPPU, the MBA program has 10 POs & each course carries 5-6 COs. ASMA maintains a transparent, robust, and continuous evaluation process for students.

Attainment levels are calculated based on the combination of direct attainment (80% weightage) and indirect attainment (20% weightage). In the direct attainment, equal weightage (50%) is assigned to formative assessment and summative assessment. The ESE question paper of the MBA program is based on the standard format prescribed by SPPU which includes 5 questions evaluating the various cognitive abilities of the students based on Bloom's taxonomy. Each CO has 10 marks weightage.

CO attainment Performance targets are set as below (Differs as per each Course and their respective assessment)

1. Level 3- >60% of the class attains 70% scores
2. Level 2- >50% of the class attains 70% scores
3. Level 1- >40% of the class attains 70% scores
4. Level 0 - <40% of the class attains 70% scores.

COs are further mapped to POs & PSOs. CO-PO linkage is measured by giving weightage as

0- no linkage between CO-PO

1- Low linkage between CO-PO

2- Moderate/average linkage between CO-PO

3- High linkage between CO-PO

This process identifies areas of strength and areas needing improvement within the program, helping formulate enhancement strategies. By assessing POs and COs, ASMA ensures that its academic offerings address the needs of students and other stakeholders. This continuous improvement process keeps the programs relevant to global scenarios and prevailing educational standards.

Course teachers align CO with the objectives set by SPPU. Teachers prepare a scheme of Continuous

Comprehensive Evaluation (CCE) that links with the attainment levels designed by SPPU. Course teachers consistently evaluate students to ascertain attainment levels effectively. The attainment of COs and POs is further supported by value-added courses and visiting lectures from industry experts, bridging the gap between academic learning and industrial requirements.

Through these meticulous processes, ASMA ensures that its educational programs are continuously refined and enhanced, keeping them aligned with current academic standards and industry needs. This rigorous assessment framework guarantees that students are well-prepared to meet the challenges of the modern workforce and contribute effectively to their respective fields.

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

2.6.3

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

Response: 82.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	143	110	54	82

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

2022-23	2021-22	2020-21	2019-20	2018-19
183	167	129	78	102

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.86

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In today's globalized world, intellectual property plays a crucial role in protecting innovation. Recognizing this, ASMA Institute has established an IPR Cell aimed at raising awareness about intellectual property rights, including patents, trademarks, and copyrights. The cell organizes regular workshops and seminars to educate students, faculty, and staff on safeguarding their innovative ideas and research outcomes.

Incubation Center: Nurturing Startups and Entrepreneurial Spirit

ASMA Institute of Management has set up an incubation center to provide a platform for students, faculty, and budding entrepreneurs to transform their innovative ideas into viable business ventures. The center supports these ventures through mentorship programs, funding opportunities, and industry connections, helping incubatees navigate the challenges of entrepreneurship.

Knowledge and Technology Transfer

ASMA's dedication to knowledge and technology transfer is evident in the outcomes achieved by its

faculty and students. The institution has successfully collaborated with industry partners to facilitate the transfer of technological innovations and business solutions developed at the institute. These partnerships not only benefit the institution but also contribute to society by addressing key challenges through innovative solutions.

Celebration of Indian Cultural Events: Strengthening Roots and Building Leadership

In addition to fostering innovation and IKS, ASMA Institute celebrates and incorporates Indian cultural events as an integral part of its ecosystem. These celebrations bring students and faculty closer to their cultural roots and traditions, fostering a sense of belonging and community. Festivals, traditional celebrations, and community activities instill values of unity, respect, and collaboration, which are fundamental to personal and professional growth.

Evident Outcomes

ASMA Institute of Management’s initiatives have resulted in several notable achievements, including the establishment of startups, research publications, and patents filed by faculty and students. Increased participation in national and international conferences, along with recognition for innovative research, highlights the effectiveness of the institution’s approach. The celebration of Indian cultural events further reinforces the institution’s role in developing well-rounded individuals equipped with leadership, teamwork, and a strong connection to their heritage.

The ASMA Institute of Management has established a comprehensive ecosystem that fosters innovation, promotes the Indian Knowledge System (IKS), and enhances awareness of intellectual property rights.

Promoting Innovation and Indian Knowledge System (IKS)

The significance of integrating contemporary innovation with the rich heritage of Indian knowledge is well understood at ASMA. This integration deepens students’ understanding of India's intellectual legacy while equipping them to apply these principles in modern business environments. By encouraging both students and faculty to explore indigenous knowledge.

Intellectual Property Rights (IPR) Awareness and Establishment of Cell

The dynamic ecosystem that promotes innovation and the Indian Knowledge System, underpinned by strong intellectual property awareness, entrepreneurial support, and a deep connection to cultural roots.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years**Response: 9****3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	01	01	03

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 0****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

3.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

ASMA Institute of Management has actively engaged in various extension activities to contribute to the neighborhood community. These initiatives have had a profound impact not only on the local community but also on the students, fostering a sense of social responsibility and contributing to their holistic development.

1. Social Awareness and Empathy Development:

Through extension activities such as community health camps, environmental awareness drives, and educational outreach programs, students have been exposed to pressing social issues like healthcare accessibility, environmental conservation, and education inequality. Engaging with underprivileged communities has enabled students to understand the challenges faced by different sections of society. This direct involvement has sensitized them to issues such as poverty, gender inequality, environmental degradation, and the importance of inclusive development. **2. Practical Exposure to Real-World Challenges:**

Students at ASMA Institute of Management have benefited from these extension activities by gaining hands-on experience in dealing with real-world challenges. Whether organizing literacy campaigns, participating in rural development initiatives, or conducting financial literacy workshops, students have been able to apply theoretical knowledge in practical settings

3. Leadership and Teamwork Development:

In the process of planning and executing various extension activities, students have developed essential leadership and teamwork skills. Organizing community events, mobilizing resources, and working collaboratively with local stakeholders have empowered students to take on leadership roles. They have learned the importance of effective communication, delegation, and time management, all of which contribute to their overall personal and professional growth.

4. Sensitization to Environmental Issues:

Several initiatives focused on environmental conservation, such as tree plantation drives, plastic waste management campaigns, and water conservation workshops, have heightened students' awareness of sustainability issues. By engaging in these activities, students have not only contributed to the preservation of the environment but have also developed a deeper understanding of the importance of sustainable living

5. Strengthening Community Relations:

The extension activities conducted over the last five years have significantly strengthened the institute's relationship with the neighborhood community. ASMA Institute of Management has become a trusted partner in community development, contributing to the well-being of local residents through various social initiatives.

6. Holistic Development of Students:

The cumulative impact of these extension activities has contributed significantly to the holistic development of students. Beyond academic learning, students have gained a broader perspective on societal challenges and the role they can play in addressing them. Their experiences in the community

have nurtured values such as compassion, integrity, and a commitment to social justice, all of which are vital qualities for responsible and ethical management professionals.

In conclusion, the extension activities undertaken by ASMA Institute of Management have played a pivotal role in sensitizing students to various social issues and contributing to their overall development.

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

3.4.2

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

Response:

Awards and Recognition for Extension Activities at ASMA Institute of Management

ASMA Institute of Management has always been dedicated to not only fostering academic excellence but also contributing to the betterment of society through various extension activities. Over the years, ASMA has been recognized for its commendable efforts in organizing socially responsible initiatives that have positively impacted the community. These activities have not only built a strong connection between the institute and society but also demonstrated its commitment to holistic development. Several of these initiatives have earned ASMA recognition from government-recognized bodies.

Through extension activities such as community health camps, environmental awareness drives, and educational outreach programs, students have been exposed to pressing social issues like healthcare accessibility, environmental conservation, and education inequality. Engaging with underprivileged communities has enabled students to understand the challenges faced by different sections of society. The Institute has conducted numerous extension activities like ;Blood Donation, Traffic Awareness Campaign, Tree Plantation, Anti Drug Awareness Campaign, Waste Collection Drive, Gender Equity etc..

In response to the global pandemic, ASMA Institute of Management took the initiative to host a COVID-19 vaccination drive on October 1, 2021. Organized in collaboration with the Lions Club of Pune Bhosari, the drive successfully administered vaccines to students, staff, and the local community, helping to combat the spread of the virus. The institute's role in organizing this large-scale event, which required immense coordination and logistical management, was commended by the Lions Club for its invaluable contribution to public health and safety. This recognition reflects ASMA's commitment to addressing pressing societal challenges during times of need.

In a concerted effort to promote environmental sustainability, ASMA Institute of Management partnered with the Lions Club of Pune Bhosari to organize an E-Waste Collection Drive. Conducted over a month, from January 13 to February 13, 2023, this initiative aimed to create awareness about the harmful effects of improper e-waste disposal and encourage responsible recycling. The drive collected significant amounts of electronic waste from the local community and campus, ensuring that it was disposed of or recycled in an eco-friendly manner.

ASMA Institute of Management also played an integral role in the Mega Cleanliness Drive organized on February 13, 2022. This event, which took place across 13 Ghats in Pune, was part of a broader campaign to promote cleanliness and environmental stewardship in public spaces. ASMA’s management, staff, and students volunteered to clean the ghats, demonstrating the institute’s strong commitment to civic duty.

These are just a few examples of the numerous extension activities that ASMA Institute of Management has been involved in, reflecting its ethos of giving back to the community. Through these initiatives, ASMA has not only earned recognition but also inspired its students to become socially responsible individuals who contribute meaningfully to society. The awards and appreciation from esteemed bodies like the Lions Club of Pune Bhosari reinforce ASMA’s ongoing commitment to making a positive impact beyond the classroom.

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

3.4.3

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

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	07	02	06

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 19

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

- ASMA Institute Of Management Studies has adequate infrastructural facilities as per the norms of precise apex bodies AICTE, DTE
- Regular upgradations as per requirements & for effective teaching and learning. the institute ensures all the facilities those are necessary
- The basic infrastructure required for teaching and learning is in line with the norms recommended by AICTE AND SAVITRIBAI PHULE PUNE UNIVERSITY. Infrastructure like laboratories, classrooms, library, tutorial room, seminar hall, internet etc. Is reviewed by various committees approved by AICTE, DTE AND SAVITRIBAI PHULE PUNE UNIVERSITY.
- **The institute facilitate effective teaching and learning by providing facilities like**
- LCD projectors in classrooms and laboratories
- Public address system in classrooms and seminar hall.
- WI-FI facility for students and faculty.
- Additional computers with software.
- **CLASS ROOMS** - Good acoustic conditioned, ergonomically designed classrooms with glass boards and LCD projection & Internet facility
- **TUTORIAL ROOMS** - Well equipped with benches
- **LABORATORIES** - Well equipped with multiple sets of apparatus.
- **SEMINAR HALL** - Seating capacity 150 students
- **COMPUTER CENTRE** - Equipped with latest Configuration Desktops and software
- **LIBRARY & READING ROOM**- Equipped with necessary facilities

THE SUMMARISED INFORMATION IS AS FOLLOW

SR. NO	PARTICULARS
A	TEACHING LEARNING FACILITIES
i	CLASSROOMS
ii	TUTORIAL ROOMS
iii	LIBRARY & READING ROOM
iv	SEMINAR HALL

B	ICT FACILITIES
i	BROADBAND, WI-FI FACILITY
ii	SERVER ROOM
iii	COMPUTER LAB & COMPUTER CENTRE
iv	SMART CLASSROOMS
v	SPORTS AND CULTURAL FACILITIES
vi	INDOOR & OUTDOOR SPORT FACILITIES
vii	WELLNESS CENTRE (YOGA CENTER)
viii	FACULTY CUBICLES ADMINISTRATIVE OFFICES
ix	DIRECTOR'S OFFICE
x	HOD CABINE
xi	BOARD ROOM
xii	FACULTY CUBICAL
xiii	OTHER FACILITIES
xiv	AMENITIES
xv	POWER GENERATORS
xvi	PARKING FACILITY
xvii	PORTABLE DRINKING WATER
xviii	CANTEEN
xix	FIRE EXTINGUISHER
xx	GIRL'S COMMON ROOM
xxi	BOY'S COMMON ROOMS
xxii	CAMPUS UNDER CCTV SURVEILLANCE

Infrastructure & Facilities for Teaching Learning:

Classrooms and Tutorial Rooms:

The institute has 06 spacious Classrooms and 02 Tutorial rooms equipped with ICT-enabled facilities for effective teaching and learning including a Whiteboard, Internet facility, and LCD Projector.

Library & Reading Room

The Institute has a well-equipped Library with textbooks & reference books, National and International E-Journals, and Newspapers with a well-furnished reading room with adequate seating capacity for all students and faculty. The library has automation through e-Granthalaya & subscriptions to e-resources such as DELNET.

Computer Lab & Computer Centre:

The institute has a total of 140 computers for all students with ICT facilities with 500mbps LAN internet & Wi Fi connectivity.

Seminar Hall

The Institute has two seminar halls with large-size screens, an audio system, an LCD projector, internet and Wi-Fi facility to conduct Seminars, Workshops, Conferences and Cultural programs.

ICT-Enabled

Broadband

Wi Fi Facility

The Institute ensures seamless internet connectivity with a 200 MBPS leased line LAN connection, complemented by Wi-Fi coverage through sufficient access points.

Smart Classrooms:

The Institute has 03 well-equipped projected Classrooms.

Facilities for Cultural and Sports

Activities Wellness Centre:

The institute has a Yoga room with mats where students and faculty members do meditation and practice yoga.

Sports Facilities:

The Institute has a playground for outdoor games like Football, Volleyball, Cricket, Basketball There's also an indoor hall for Table Tennis, Carom, Badminton, and Chess.

Power Generator:

The institute has also installed a 125 KVA capacity generator for uninterrupted electricity & connectivity

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

4.1.2

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

Response: 5.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
00.72	12.45	0.004	01.75	09.98

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

ASMA Library was established along with the Institute to satisfy the academic needs of Faculty and students. library cards have been done for book circulation and other purposes. Additionally, the library is monitored by CCTV Surveillance.

Library Committee

A committee has been established and made responsible for ensuring the smooth functioning and upgradation of the library. They organize activities for its improvement and celebrate National Librarian's Day annually

Library software

Institute started working on library software for e.g E -GRANTHALAYA

E- resources

Students and faculty members can obtain membership credentials to access online databases and e resources such as DELNET & NDLI

Reference Books Section:

This section includes a collection of General books, Reference books, Auto Biographies, Case studies, Communication books and handbooks. (Quantity- 7867)

Facilities and Service of Library

- News Paper
- Library Orientation

Circulation

Circulation services allow members to borrow and return books.

Open Source Resources – NDLI (National Digital Library of India), e-PGPathashala

Students and faculty members make optimal use of the library, visiting it daily for reading, referencing, and borrowing books

Adequate Subscriptions of e-Resources and e- Journals

Sr. No.	Particulars	Database	Total Quantity

1.	E- Journals	DELNET	400
2.	Databases	DELNET	400

Print books

Sr. No.	Particulars	Title	Volume
1.	Books (Print)(Reference & General reading)	20	7867

Print Journals-

Library have good collection of back issues of some Print Journals

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:

ASMA Institute of management has state-of-the-art IT infrastructure which is being continuously upgraded according to the advancement in technology and demands of the teaching-learning process. To strengthen the IT infrastructure, the institute has been providing high-end computers, high-speed internet bandwidth, IP CCTV, licensed & open source software, Wi Fi facility, backup facility, Network Plan, Internet Switches.

IT FACILITY DETAILS

Sr. No.	Particulars	Details	Quantity (No.)
1.	Computers	Core i5 Processor with	140

		required accessories	
2.	Smart Board	Dual Processor, Touch Panel, Stylus Pen, Audio-visual System, Internet & supportive software	01
3.	Projector	Epson multifunctional LCD projectors	06
4.	Printer	All in One Color & Monochrome Printers (LaserJet & Ink Tank)	04
5.	Scanner	HP	01
5.	Headphones	USB Head Phones	06
6.	Webcam	USB Camera	04
7.	IP CCTV	Cameras IP 1080p	15
8.	CCTV	Digital HD cameras	15
9.	UPS	APC Online UPS 100KVA	01
10.	Switch	D-Link 24 Port Switch	05

Internet Bandwidth and Wi-Fi Facility

The Institute provides internet access in classrooms, computer labs, faculty offices, and administrative spaces, accessible to all stakeholders. The broadband speed reaches up to 80Mbps, supported by ample Wi-Fi access points with password protection for secure connectivity.

Internet Upgradation Timeline:

Institutes always review the current needs and accordingly, internet bandwidth is upgraded from time to time.

In 2021, the internet speed was up to 50 Mbps, then upgraded to a 80 Mbps leased line from Hi 5 in 2022, and further enhanced to 80 Mbps in 2024.

Year	Broadband Speed (MBPS)
2021-22	100
2022-23	100
2024-25	500

Networking Peripherals:

ASMA has a total of 5 managed & unmanaged switches networking switches provided by DLINK supporting a speed of 1 GBPS with a 01-CCTV DVR rack.

Software:

The institute has various software needed for academic purposes which include:

Application Software like Tally ERP 9, and Net protector Antivirus total security

System software like Windows 7/10

Open-source software like Python, R-Programming, Java, Microsoft Office, etc. is used in Computer Labs.

Licensed software like Zoom platforms are used for conducting online lectures.

IP CCTV:

Equipped with 16 CCTV Cameras with 1080p HD display. The institute has an efficient CCTV surveillance system which consists of 16digital HD cameras installed throughout the campus.

Smart Board

ASMA Institute of Management Classrooms are equipped with 01 Smart Boards

Attendance System:

Thumb base One Device Bio max of staff attendance is located near the security.

The Institute regularly updates its labs, Internet resources, and services to meet the demands of academic and research activities.

4.3.2

Student – Computer ratio (Data for the latest completed academic year) Response: 2.6

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

Response: 140

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response: 3.68****4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 100

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response: 15.13****4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
9.24	25.68	11.08	09.02	10.43

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 42.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
165	156	156	94	26

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 76.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	286	230	176	140

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 85.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	127	122	60	38

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	143	110	54	82

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

5.2.2

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

Response: 1.3

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 5.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	09	00	06	05

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni Association at ASMA Institute of Management plays a crucial role in the institution's growth by maintaining strong connections between the alumni and the current student body. The association actively engages alumni to contribute their knowledge, experience, and expertise, fostering a collaborative environment that benefits both graduates and students. Through mentorship programs, industry insights, and sharing success stories, the Alumni Association significantly contributes to the development of the institution.

Functioning of the Alumni Committee:

The Alumni Committee is responsible for creating opportunities for alumni to stay connected with the institute. It consists of dedicated faculty members, administrative staff, and volunteers from the alumni community, all working toward building meaningful relationships between alumni and the institution. Some of the key functions of the Alumni Committee include:

Organizing Alumni Events: The committee regularly organizes alumni reunions, networking events, and guest lectures, where alumni can share their career experiences, industry knowledge, and advice with current students. These events not only help alumni reconnect with the institute but also provide students with valuable insights into the real-world professional landscape.

Sharing Success Stories: The Alumni Committee actively shares the success stories of graduates through various communication channels such as newsletters, social media, and the institute's website. Highlighting the accomplishments of alumni serves as a source of motivation for current students, demonstrating the diverse career paths and success they can achieve after completing their studies at ASMA. These stories also reflect positively on the institution, enhancing its reputation among prospective students and industry professionals.

Workshops and Seminars: The Alumni Committee organizes workshops and seminars featuring alumni who are experts in their fields. These events cover topics such as modern tools and techniques, communication skills, and industry trends. This ongoing engagement helps current students stay updated with the latest developments in the business world and prepares them to excel in their careers.

Involvement in Student Development: Alumni contribute to the holistic development of students by participating in life skills workshops, language enhancement sessions, and physical fitness activities. Events like yoga day celebrations, health and hygiene awareness programs, and sports competitions are often supported by alumni, fostering a sense of community and well-being among students.

Alumni Chapters: To maintain connections with alumni spread across different regions, the institute has

established alumni chapters in various cities. These chapters provide alumni with local networking opportunities and enable them to stay engaged with the institution no matter where they are located.

Advantages of Alumni Engagement:

Professional Networking: Alumni engagement offers current students access to a vast network of professionals who have a deep understanding of the industry. Alumni can provide job referrals, internship opportunities, and advice on navigating the professional world, giving students a significant advantage as they enter the workforce.

Career Guidance and Mentorship: Alumni provide mentorship and career guidance that can make a significant impact on students' professional development. Having access to experienced professionals who were once in their shoes helps students make informed decisions about their career paths and equips them with the skills needed for success.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

ASMA Institute of Management operates with a governance and leadership framework aligned with its mission of transforming students into professionals in business, IT, and management sciences. The institution is committed to academic excellence, innovation, and holistic development, reflected in its strategic planning and implementation of the National Education Policy (NEP).

Governance and Leadership Structure

At the core of ASMA's governance is the Governing Body, which is responsible for financial planning, staffing, infrastructure development, and ensuring compliance with AICTE and state regulations. This body's decisions drive the institution's growth and educational goals.

Supporting the Governing Body is the College Development Committee (CDC), which focuses on academic and infrastructural improvements, research promotion, and Information and Communication Technology (ICT) integration. The CDC collects feedback from students and faculty to address their needs and further institutional development. The Internal Quality Assurance Cell (IQAC) plays a key role by ensuring high academic standards and continuously enhancing institutional processes. IQAC facilitates decentralization by encouraging departments to set and achieve their goals, promoting shared governance through feedback and collaboration.

Additionally, various committees like the Anti-Ragging Committee, Internal Complaint Committee (ICC), Grievance Redressal Committee, and the Library Committee foster transparency and inclusiveness. These bodies promote participatory governance by involving students, faculty, and staff in decision-making. The Library Committee, for instance, ensures that library resources are continuously improved to meet academic demands, while other student-involved committees help in the decentralized functioning of different institutional activities.

Decentralization and Participation

ASMA's governance emphasizes decentralization, granting departments the autonomy to make decisions in line with the institution's vision. Faculty and staff have ownership over their academic and administrative responsibilities, fostering accountability and efficiency. This decentralized model ensures that decisions at all levels are participatory, inclusive, and geared toward institutional growth. Student involvement in various committees further strengthens this governance approach, ensuring that their voices are heard and acted upon.

NEP Implementation and Growth Strategy

ASMA is proactive in adopting the National Education Policy (NEP), which aims to make education

more holistic, flexible, and multidisciplinary. The institution places a strong emphasis on skill development, employability, and research, in alignment with NEP’s goals. ASMA’s focus on research-driven learning, innovation, and entrepreneurship prepares students to meet the evolving demands of the industry. This NEP-aligned strategy enhances the quality of education and equips students with the skills needed for future employment.

Short- and Long-Term Vision

ASMA’s institutional perspective plan addresses both immediate needs and long-term goals. In the short term, the institution aims to increase research funding, promote entrepreneurship, and deepen industry partnerships. Its long-term vision includes becoming a leader in research and employability while expanding academic offerings to meet industry needs.

Conclusion

ASMA Institute of Management’s governance and leadership model is integral to its mission of academic excellence and professional development. Through decentralized governance, student participation, and alignment with national policies like the NEP, the institution ensures continuous innovation and growth. ASMA is well-positioned to develop skilled graduates prepared for the dynamic corporate world.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Through its institutional perspective plan, the ASMA Institute of Management exemplifies effective governance and operational efficiency. This framework aligns policies, administrative structures, appointment procedures, and service rules with its mission to provide high-quality education and foster student-centric growth.

Governance and Administrative Setup

ASMA adopts a decentralized governance approach, encouraging participation from faculty, staff, students, alumni, and industry professionals. This inclusivity enhances decision-making and policy

formulation. Clear policies and procedures guide the institution's operations, ensuring transparency and accountability.

The Code of Conduct sets a strong ethical foundation, maintaining integrity across professional dealings. Policies regarding gifts, private coaching, and resource use promote professionalism, while clear definitions of misconduct help preserve a disciplined and conducive learning environment.

Service Conditions and Staff Management

ASMA's service conditions support teaching and non-teaching staff alike, fostering a productive work culture. Attendance, punctuality policies, and a structured leave system ensure accountability. The institution adheres to the Maharashtra Public University Act, ensuring fair recruitment, promotion, and termination processes.

ASMA's faculty comprises both full-time and part-time members, following AICTE norms. The teacher-student ratio of 1:20 ensures personalized attention, enhancing student learning experiences.

Recruitment and Talent Development

ASMA's recruitment process is rigorous, involving structured interviews and internal sourcing to attract qualified individuals for both teaching and non-teaching roles. The institution emphasizes professional development, ensuring staff are continuously trained and aligned with institutional goals.

Strategic Objectives and Resource Utilization

ASMA's strategic plan focuses on mobilizing resources for student-centric growth and institutional development. Key initiatives include experiential learning, internships, and industry collaborations for placements. This approach aligns with the National Education Policy (NEP) 2020, which advocates practical learning, ensuring students are equipped to tackle real-world challenges

Stakeholder Engagement and Industry Partnerships

ASMA's operational effectiveness is enhanced by its strong focus on stakeholder engagement. Regular interactions with alumni and industry partners keep the curriculum relevant and improve students' employability through internships and practical training. The establishment of an Entrepreneurship Cell further demonstrates ASMA's commitment to fostering innovation and leadership among students, preparing them to excel in the modern job market.

Conclusion: Commitment to Excellence

ASMA Institute of Management's strategic plan reflects its dedication to academic excellence, transparency, and stakeholder engagement. By setting SMART goals and focusing on measurable outcomes, ASMA is well-positioned to thrive in the dynamic landscape of higher education. Collaboration among faculty, staff, and students will help ASMA achieve its vision, creating a vibrant learning environment that empowers graduates to meet future challenges. ASMA's commitment ensures that it remains a premier institution in Pune, dedicated to holistic student development.

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

ASMA follows a structured performance appraisal system, offers comprehensive welfare measures, and provides career development opportunities for both teaching and non-teaching staff.

Performance Appraisal System

ASMA evaluates its faculty and staff annually through a robust performance appraisal system. This system assesses teaching and non-teaching staff against predefined goals, focusing on recognizing merit and rewarding contributions. Appraisal outcomes influence decisions regarding salary increments, promotions, and other growth opportunities. Non-teaching staff are evaluated through an annual confidential report, ensuring fairness and transparency in career progression.

Welfare Measures for Teaching Staff

ASMA Institute provides a range of welfare measures aimed at ensuring the well-being and professional satisfaction of its teaching staff. Faculty members have access to well-maintained individual workstations and advanced ICT infrastructure, which support their daily academic tasks. Timely remuneration is ensured, with salaries and benefits paid on schedule, contributing to financial stability and motivation. Additionally, a variety of leaves—such as casual, medical, maternity, and vacation leave—are provided, fostering a healthy work-life balance.

ASMA's decentralized administrative structure encourages collaboration and knowledge-sharing, allowing faculty to actively participate in decision-making committees. This involvement promotes a sense of ownership and empowerment in policy development and implementation.

Further, the institute supports the families of teaching staff by offering fee concessions for their children, providing educational assistance. Teaching staff also enjoy access to an affordable and nutritious in-house cafeteria, ensuring quality meals during work hours.

Welfare Measures for Non-Teaching Staff

ASMA Institute extends similar welfare measures to its non-teaching staff, ensuring equality and well-being in the workplace. Uniforms are provided to non-teaching staff, promoting unity and professionalism. The institute ensures access to emergency medical care, including first aid kits, on campus to maintain staff health and safety.

Timely remuneration is provided to non-teaching staff as well, with rewards for outstanding performance to boost motivation. Benefits such as mobile handsets with SIM cards are given to selected non-teaching employees, enhancing communication and convenience. Like teaching staff, non-teaching staff also benefit from fee concessions for their children, ensuring educational support. They have access to the institute's in-house cafeteria, which provides affordable and nutritious meals.

Facilities and Career Development

ASMA Institute is committed to the career development and well-being of both teaching and non-teaching staff. The institute ensures timely payment of salaries and other benefits, fostering financial security and motivation among employees. Career growth opportunities are provided based on individual performance, allowing staff to progress within their roles and contribute more effectively to the institution.

Both teaching and non-teaching staff benefit from access to a range of facilities that promote their well-being and productivity. These include well-maintained infrastructure, ICT support, and access to the on-campus cafeteria, creating a comfortable and conducive work environment.

Conclusion

ASMA prioritizes the welfare of its employees by offering structured performance appraisals, career advancement opportunities, and a variety of welfare measures. By ensuring timely remuneration, providing access to necessary facilities, and fostering career development, ASMA promotes the holistic growth of its teaching and non-teaching staff, ensuring a motivated and productive workforce.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 26.67

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development

Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	04	00	14	07

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

At ASMA Institute of Management, the strategic mobilization and optimal utilization of resources and funds are key priorities to ensure institutional growth, quality education, and student-centric activities. The institution seeks financial support from diverse sources such as government grants, scholarships, and industry collaborations, focusing on enhancing infrastructure, academic programs, and the overall student experience.

Mobilization of Resources and Funds:

ASMA employs a systematic approach to secure funds from various government organizations and

agencies. Grants from bodies like the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), and other national initiatives are pursued to support infrastructure upgrades, faculty development, research, and student welfare.

Moreover, ASMA fosters strong industry partnerships, which not only bring in additional financial resources but also provide students with practical exposure through internships and on-the-job training. These collaborations enhance the employability of students and ensure that academic curricula remain aligned with industry standards.

Optimal Utilization of Resources:

Once funds are mobilized, ASMA ensures their optimal use in areas that directly support institutional growth and student development. Key areas of resource allocation include:

1. **Infrastructure Development:** Investments are directed toward upgrading classrooms, laboratories, and libraries with the latest technologies, creating a conducive learning environment.
2. **Student-Centric Activities:** Resources are allocated to extracurriculars, sports, and cultural programs. Funds also support workshops, seminars, and guest lectures aimed at enhancing students' technical and soft skills.
3. **Industry Linkages:** Strong partnerships with industries provide students with real-world exposure and placement opportunities. Industry experts frequently engage with students through training and workshops, helping bridge the gap between academic knowledge and practical application.
4. **Soft Skills Development:** Recognizing the importance of soft skills in the job market, ASMA allocates resources to specialized training in communication, leadership, teamwork, and time management, ensuring students are well-prepared for corporate challenges.

Regular Financial Audits:

To maintain transparency and accountability, ASMA conducts both internal and external financial audits. Internal audits are carried out by a dedicated team to monitor the effective use of funds in line with institutional goals. Certified auditors perform external audits, offering an impartial review of the institution's financial health. These audits ensure compliance with legal standards while demonstrating ASMA's commitment to financial transparency and resource management.

Conclusion:

ASMA Institute of Management is dedicated to the optimal use of its resources to drive institutional growth, improve academic quality, and promote student-centric activities. Through its proactive approach to mobilizing funds and conducting regular audits, the institution ensures responsible financial management, benefiting both students and the overall development of the institution.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) at ASMA Institute of Management plays a vital role in maintaining and enhancing the quality of education and institutional processes. By frequently holding meetings, the IQAC systematically reviews the teaching-learning methodologies, operational structures, and student outcomes. These periodic evaluations ensure continuous improvement in academic and administrative functions, contributing to the overall quality enhancement of the institution.

IQAC meetings are instrumental in driving the institution's academic agenda. These meetings involve discussions on the effectiveness of the teaching-learning process, structures, and methodologies. Faculty members, administrators, and other stakeholders collaborate to ensure that the institution's educational strategies are aligned with the evolving needs of students and the industry. The IQAC ensures that improvements are recorded and implemented, enhancing both the student and faculty experience over time.

One of the key activities of the IQAC is organizing industrial visits, which provide students with practical exposure to various industries. These visits, discussed and planned in IQAC meetings, bridge the gap between theoretical knowledge and real-world application. For example, students have visited the National Stock Exchange (NSE) and Apple Store in Mumbai, where they gained insights into financial markets, stock operations, and innovative customer engagement strategies. Similarly, visits to manufacturing facilities like Cotton King in Baramati and Nandan Dairy exposed students to the intricacies of garment production and dairy processing, respectively. These visits not only offer hands-on learning but also help students understand industry operations from a practical standpoint.

In addition to industrial visits, the IQAC focuses on fostering social responsibility among students. These initiatives help inculcate values of empathy and community involvement, ensuring that students develop a strong sense of social responsibility alongside their academic pursuits.

The IQAC also places a strong emphasis on faculty development. By frequently organizing Faculty Development Programs (FDPs), the institution ensures that its teaching staff remains up to date with the latest academic and industry trends. A notable FDP organized on Intellectual Property Rights helped

faculty members understand industry-specific needs, enabling them to incorporate relevant concepts into their teaching. These programs, discussed and planned during IQAC meetings, help enhance the overall quality of teaching at the institution.

Entrepreneurship development is another key area addressed in IQAC meetings. The Entrepreneurship Fair, for instance, is an initiative born out of frequent IQAC discussions. This fair provides a platform for students to showcase their entrepreneurial ideas, encouraging innovation and creativity. By promoting such activities, the IQAC helps students develop essential entrepreneurial skills that will benefit them in their future careers.

In conclusion, the frequent IQAC meetings at ASMA Institute of Management play a crucial role in ensuring continuous improvement across various aspects of the institution. From academic planning to practical exposure through industrial visits and social responsibility activities, the IQAC's efforts help foster a comprehensive learning environment. By regularly reviewing and updating institutional strategies, the IQAC ensures that the institution remains dynamic, forward-thinking, and responsive to the needs of students and industry alike.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

- Gender Equity and Sensitization in Curricular and Co-Curricular Activities
- At ASMA, the commitment to gender equity is reflected in both curricular and co-curricular activities, fostering an inclusive environment for all students, particularly women. The institution actively promotes gender sensitization through various programs and initiatives aimed at enhancing the participation and representation of women.
- Facilities for Women on Campus
- The college provides dedicated facilities to ensure the safety and comfort of female students and staff:
 - • Sanitation Facilities: Separate toilets for male and female students and staff.
 - • CCTV Monitoring: Security cameras are installed at various locations on campus to enhance safety and security.
 - • Grievance Redressal Cell: An accessible, active, unbiased, and confidential cell that addresses concerns related to gender discrimination and harassment.
- Gender Audit
- The Gender Audit is a vital component in assessing and promoting gender balance within the institution. It evaluates compliance with government policies aimed at empowering women, focusing on both internal and external dimensions:
 - 1. Internal Audit: Examines the organizational structure and practices to ensure that they promote gender equality and contribute to an inclusive environment.
 - 2. External Audit: Evaluates how effectively gender considerations are integrated into the college's policies, programs, and services.
- Key Initiatives and Events
- The institute organizes various events to promote gender equity and awareness:
 - • Embrace Equity: Programs designed to foster discussions and initiatives around gender equality.
 - • International Women's Day: Celebrations that highlight the achievements of women and promote awareness of gender issues.
 - • Menstrual Hygiene Awareness Programs: Initiatives aimed at educating students about menstrual health, ensuring that women's health issues are addressed.
- Gender Balance and Participation
- The gender balance within ASMA reflects a fair ratio of male and female representation among students and staff. The institution's proactive approach ensures that:
 - • Female staff and student ratios are commendable, contributing to a supportive academic environment.

- • Women are encouraged to participate in various activities, including cultural events and sports, leading to significant achievements in competitions and festivals.
- Committees for Support and Security
- To further reinforce a safe and equitable environment, ASMA has established several committees:
- • Anti-Ragging Committee: A dedicated body to prevent and address incidents of ragging, ensuring a safe space for all students.
- • Internal Complaints Committee: Focuses on resolving grievances related to gender discrimination and harassment.
- • Gender Audit Committee: Responsible for assessing the institution's adherence to gender equity policies and initiatives.
- Overall, ASMA is committed to ensuring a safe and equitable environment for all genders, actively promoting gender sensitization and providing the necessary facilities and support systems to empower women on campus.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

At ASMA Institute of Management, we place a strong emphasis on creating an inclusive environment that fosters tolerance, harmony, and respect for cultural, regional, linguistic, and socio-economic diversity. We believe that educating our students and employees about these values is essential to building a cohesive community and preparing responsible citizens who understand their rights and responsibilities.

ASMA recognizes the importance of national events like Republic Day and Independence Day as key moments to unite students and employees in the spirit of patriotism and shared responsibility. These events serve as platforms to remember and honor the sacrifices made by our freedom fighters, instilling in students a sense of national pride and unity, regardless of their cultural or regional background. Through flag hoisting, cultural programs, and speeches that emphasize the values enshrined in the Constitution, we foster an environment that respects the democratic principles of equality, freedom, and fraternity.

Dahi Handi, celebrated during Janmashtami, is a cherished tradition at ASMA, symbolizing teamwork, perseverance, and unity. This event brings together students from various cultural and regional backgrounds, encouraging them to work collaboratively towards a common goal. It promotes the idea that diversity is a strength, and through cooperation, greater achievements can be made. By organizing Dahi Handi, where students learn the importance of trust, collaboration, and resilience, values that are critical not just in academic life.

Diwali, the festival of lights, is celebrated with enthusiasm at ASMA, with an emphasis on creativity and inclusivity. Students are encouraged to participate in decorating the campus with vibrant rangolis, lighting diyas, and organizing cultural performances. Diwali at ASMA becomes an opportunity for students from all backgrounds to come together and express their creativity, reinforcing the idea that festivals are not limited to any particular community.

At ASMA, Chhatrapati Shivaji Maharaj Jayanti is celebrated to honor the bravery, leadership, and vision of one of India's most revered historical figures. The celebration serves as an inspiration for students to imbibe the qualities of courage, perseverance, and ethical leadership. By learning about Shivaji Maharaj's life and achievements, students are sensitized to the importance of standing up for justice and fairness,

ASMA Institute goes beyond the celebration of festivals by incorporating sensitization sessions on constitutional values, rights, duties, and responsibilities as part of its curriculum and extracurricular activities. Through workshops, guest lectures, and seminars, students are educated about the importance of the Indian Constitution, the role of citizens in upholding democratic values, and the significance of civic duties such as voting and respecting diversity.

ASMA Institute of Management strives to create an inclusive and harmonious environment that respects and celebrates the cultural, regional, linguistic, and socio-economic diversity of its community. By organizing a wide range of events and sensitization programs, we nurture a spirit of unity, respect, and responsibility among students and employees. Our commitment to promoting constitutional values ensures that our graduates are not only equipped with professional skills but also with the knowledge and ethos needed to be responsible citizens of India.

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

7.2 Best Practices

7.2.1

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

Response:

PRACTICE 1

Title of the Practice: Social Awareness for Holistic Growth

1. Objectives of the Practice:

The primary objective of this practice is to foster social responsibility and morality among ASMA students, preparing them not only for professional success but also for their roles as conscientious members of society. Through various social initiatives such as blood donation camps, traffic awareness drives, women's equity awareness campaigns, tree plantation programs, and Swachh Bharat Abhiyan, students gain valuable experiences that shape their understanding of societal issues and community welfare.

2. The Context:

ASMA Institute of Management emphasizes holistic growth, where students are nurtured to evolve as socially aware individuals. This approach recognizes that education is not solely about academics but also about instilling values that will help students become ethical and socially responsible individuals.

3. The Practice:

ASMA has designed a comprehensive program where students are trained in advance on how to organize and participate in various social outreach activities. For instance, during blood donation drives, students not only donate blood but also help in organizing the event, learning crucial skills in management, communication, and collaboration.

Other activities, such as traffic awareness camps and women equity awareness programs, are aimed at spreading awareness on critical issues in society. Students are actively involved in the planning and execution of these activities, which helps them develop organizational skills while understanding societal

needs..

Constraints: One of the main challenges faced in implementing these activities is ensuring a balance between academic obligations and participation in social outreach programs. Managing time effectively between studies and extracurricular activities requires careful planning and coordination.

4. Evidence of Success:

The success of this practice is evident from the strong sense of camaraderie and harmony it fosters among students. By working together on social causes, students develop a sense of unity and mutual respect. Moreover, many alumni have continued their commitment to social causes after graduation by joining organizations such as the Rotary Club and Lions Club, where they continue to contribute to society.

5. Problems Encountered and Resources Required:

Some of the common challenges include balancing time between academic and social activities and ensuring sustained motivation among students to participate. Resources such as funds, logistical support, and partnerships with local NGOs and social clubs are crucial for the successful execution of these programs.

6. Notes:

This practice reflects ASMA's dedication to holistic student development, ensuring that students leave the institution not only as professionals but also as responsible citizens with a commitment to social betterment.

PRACTICE 2

Title of the Practice: Employability Enhancement Skills and Hands-On Training (Paid Internships)

1. Objectives of the Practice

The primary goal of this practice is to improve students' **job readiness** by equipping them with essential soft skills, leadership abilities, and practical industry experience through paid internships. This initiative bridges the gap between academic education and industry demands, ensuring students are not only knowledgeable in their fields but also ready to take on professional roles..

2. The Context

ASMA Institute of Management serves a diverse student population, many from rural and economically weaker sections. A significant number of students have been educated in vernacular mediums, which often leaves them at a disadvantage when trying to meet the soft skills and English proficiency standards required by employers. To address this, the institute launched a program aimed at enhancing students' employability by focusing on leadership, communication, and hands-on industry experience.

3. The Practice

This practice focuses on integrating soft skills development, leadership training, and hands-on practical experience through **paid internships**, based on four main pillars:

- **Soft Skills Development:**

Workshops and interactive sessions are conducted to build essential soft skills, such as teamwork, communication, conflict resolution, and problem-solving abilities. These sessions are designed to prepare students for the demands of the modern workforce, ensuring they are **job ready**. Activities like group discussions, role plays, and peer reviews encourage active participation and personal growth in these areas.

- **Paid Internships for Hands-On Experience:**

The program also includes **paid internships** that give students real-world exposure to industry practices. These internships are carefully matched to the students' areas of interest and academic focus, providing them with an opportunity to apply theoretical knowledge to practical tasks. The financial support offered by the internships also helps students manage their educational expenses, making it easier for them to focus on their career development. This blend of theoretical knowledge and real-world experience ensures that students are fully **job ready** by the time they graduate.

4. Evidence of Success

The effectiveness of this practice is reflected in the improved employability and placement rates of students at ASMA Institute of Management. Many students have received pre-placement offers from companies where they interned, a clear indication of their **job readiness** and the value of the hands-on experience gained through the internships. Recruiters have provided positive feedback, highlighting that ASMA students demonstrate enhanced communication, leadership, and problem-solving skills compared to other candidates.

5. Problems Encountered and Resources Required :

Several challenges were encountered during the implementation of this practice. One of the main issues was addressing language barriers, especially for students educated in vernacular mediums, which impacted their communication skills and confidence..

Another challenge was securing sufficient **paid internship** opportunities for all students. To address this, the institute strengthened its industry partnerships and collaborations, ensuring that every student could access relevant internships aligned with their academic background and career aspirations.

6. Notes

The success of this program underscores the importance of integrating practical exposure with academic learning, especially for students from economically disadvantaged backgrounds. By offering **paid internships**, the institute provides both financial support and invaluable real-world experience, empowering students to confidently transition from academia to professional environments. This practice is not only a best practice for the institute but also a template for others looking to enhance their students' **job readiness**.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Title of the Practice: Sensitizing student towards Green Environment

The ASMA Institute of Management is dedicated to fostering an inclusive environment that not only promotes tolerance and harmony among diverse cultural, regional, linguistic, and socioeconomic backgrounds but also foster environmental responsibility and morality among ASMA students, preparing them not only for professional success but also for their roles as conscientious members of society.

Through various environmental initiatives such as, traffic awareness drives which includes no honking, turning off vehicle during long wait on signals are communicated, River cleaning drive, E Vehicle awareness campaigns, tree plantation programs, and Swachh Bharat Abhiyan, students gain valuable experiences that makes them responsible towards environmental issues and solutions for them .

These activities aim to encourage students to actively contribute to environment friendly habit building along with empathy, teamwork, and leadership skills that contribute to their holistic development.

ASMA Institute of Management emphasizes holistic growth, where students are nurtured to evolve as responsible and aware individuals. This approach recognizes that education is not solely about academics but also about instilling values and habits that will help students become environmental and socially responsible individuals. In today’s interconnected world, the importance of understanding environmental issues and contributing to societal welfare cannot be overstated.

This ensures that students grow not only as professionals but also as environmentally conscious citizens who can make meaningful contributions to the community. ASMA has designed a comprehensive program where students are trained in advance on how to organize and participate in various social outreach activities. Workshops and seminars are held to prepare them for these events, helping students understand the importance of these initiatives and how to effectively engage with them. For instance,

during environmental drives, students not only participate but also help in organizing the event, learning crucial skills in management, communication, and collaboration.

Other activities, such as e-waste collection, waste recycling, river cleaning are aimed at spreading awareness on critical issues in society. Students are actively involved in the planning and execution of these activities, which helps them develop organizational skills while understanding environmental and societal needs. ASMA ensures that these programs align with the overall academic calendar to maintain a balance between academics and social outreach.

One of the main challenges faced in implementing these activities is ensuring a balance between academic obligations and participation in social outreach programs. Managing time effectively between studies and extracurricular activities requires careful planning and coordination.

Evidence of Success

The success of this practice is evident from the strong sense of camaraderie and harmony it fosters among students. By working together on environmental preservation, students develop a sense of unity and mutual respect. Moreover, many alumni have continued their commitment to the environment after graduation by joining organizations such as the Rotary Club and Lions Club, where they continue to contribute to society.

The increased participation of students in these activities such as encouraging students to use bicycles, plastic free campus, use of solar energy has also enhanced their leadership and organizational skills, making them well-rounded individuals. Additionally, ASMA's reputation as an institution that promotes not just academic excellence but also environmental and social responsibility has been strengthened.

Challenges:

Some of the common challenges include balancing time between academic and social activities and ensuring sustained motivation among students to participate. Resources such as funds, logistical support, and partnerships with local NGOs and environmental clubs are crucial for the successful execution of these programs. Securing enough resources and managing large-scale events can be demanding but is necessary for the practice's continued success. This practice reflects ASMA's dedication to holistic student development, ensuring that students leave the institution not only as professionals but also as responsible citizens with a commitment to environmental and social betterment.

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

5. CONCLUSION

Additional Information :

ASMA Institute of Management is approved by AICTE – New Delhi, affiliated to Savitribai Phule Pune University and recognized by the Government of Maharashtra, demonstrating its dedication to igniting the lives of students through quality education. ASMA offers a two year MBA & MCA program with an intake of 120 seats and MCA program with an intake of 60 seats.

Concluding Remarks :

ASMA established under the umbrella of PSD Shastri Educational Foundation's, is committed to fostering academic excellence and holistic development among its students. Offering postgraduate programs in MBA and MCA, ASMA places a strong emphasis on comprehensive learning and personal growth. The institute actively participates in hosting various events such as compositions, FDPs, seminars, workshops, sports and cultural activities, enriching the overall development of its student's community.

ASMA prioritizes faculty development and encourages contributions to prestigious national and international journals. The institutions remains steadfast in supporting the academic advancement of its faculty and non-teaching staff.

Embracing its journey, ASMA acknowledge both the obstacles faced and the opportunities encouraged along the way. Every member of the ASMA community shares a steadfast commitment to positively impacting students' lives and guiding them towards excellence in their endeavors. With a shared sense of purpose the ASMA community works collaboratively towards propelling the institution to unprecedented levels of success on the global platform.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :20</p> <p>Remark : Input has been updated as per the supporting document provided by the HEI.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>295</td> <td>307</td> <td>243</td> <td>189</td> <td>143</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>235</td> <td>48</td> <td>37</td> <td>189</td> <td>143</td> </tr> </tbody> </table> <p>Remark : Values have been updated as per the supporting document provided by the HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	295	307	243	189	143	2022-23	2021-22	2020-21	2019-20	2018-19	235	48	37	189	143
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295	307	243	189	143																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
235	48	37	189	143																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 297</p> <p>Answer after DVV Verification: 119</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : values have been updated as per the supporting document provided by the HEI.</p>																				

2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>57</td> <td>40</td> <td>36</td> <td>08</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>44</td> <td>31</td> <td>23</td> <td>07</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 855 1046 922"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	49	57	40	36	08	2022-23	2021-22	2020-21	2019-20	2018-19	40	44	31	23	07	2022-23	2021-22	2020-21	2019-20	2018-19					
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40	44	31	23	07																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1240 1046 1375"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>08</td> <td>08</td> <td>07</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1453 1046 1588"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>03</td> <td>01</td> <td>01</td> <td>03</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	06	08	08	07	07	2022-23	2021-22	2020-21	2019-20	2018-19	01	03	01	01	03										
2022-23	2021-22	2020-21	2019-20	2018-19																											
06	08	08	07	07																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
01	03	01	01	03																											
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1865 1046 2000"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>02</td> <td>08</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	02	02	08	00	00																				
2022-23	2021-22	2020-21	2019-20	2018-19																											
02	02	08	00	00																											

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	06	10	06	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	07	02	06

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

Answer before DVV Verification :

Answer After DVV Verification :19

Remark : Values have been updated as per the supporting document provided by the HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35.06	12.45	5.92	5.55	9.98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00.72	12.45	0.004	01.75	09.98

Remark : Consider only infrastructure augmentation provided by the HEI.

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

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

Answer before DVV Verification : 140

Answer after DVV Verification: 100

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34.55	53.92	34.06	30.01	33.98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.24	25.68	11.08	09.02	10.43

Remark : Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component.

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

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : It is observed that HEI has not provided evidence like, geo-tagged photos.

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : HEI has not provided ample of evidence like attendance sheets duly signed by attendees,

geo-tagged photos, circulars of an awareness campaign for organization-wide awareness campaigns for anti-sexual harassments

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	127	122	60	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	127	122	60	38

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
183	167	129	78	102

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
155	143	110	54	82

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	0	5

Answer After DVV Verification :

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

Remark : Values have been updated as per the supporting document provided by the HEI.

5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>34</td> <td>27</td> <td>36</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>09</td> <td>00</td> <td>06</td> <td>05</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	38	34	27	36	26	2022-23	2021-22	2020-21	2019-20	2018-19	07	09	00	06	05										
2022-23	2021-22	2020-21	2019-20	2018-19																											
38	34	27	36	26																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
07	09	00	06	05																											
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p> <p>Remark : HEI has not provided the clear and legible screenshots of Hall ticket generation, Results , Student registration under Examination, screenshots of administration and Student Admission and Support hosted on the institutional website highlighting the name of HEI.</p>																														
6.3.3	<p><i>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</i></p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1619 1046 1751"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>17</td> <td>15</td> <td>15</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1832 1046 1964"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>04</td> <td>00</td> <td>14</td> <td>07</td> </tr> </tbody> </table> <p>6.3.3.2. Number of non-teaching staff year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 2045 1046 2087"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	15	17	15	15	14	2022-23	2021-22	2020-21	2019-20	2018-19	11	04	00	14	07	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
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2022-23	2021-22	2020-21	2019-20	2018-19																											

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	10	10	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : HEI has not provided the Geo-tagged photos beyond the campus environmental promotion activities views.</p>

2.Extended Profile Deviations

ID	Extended Questions
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1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 18 Answer after DVV Verification : 17</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 434 986 546"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>18</td> <td>18</td> <td>18</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 622 986 734"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>18</td> <td>18</td> <td>18</td> <td>14</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	18	18	18	18	14	2022-23	2021-22	2020-21	2019-20	2018-19	17	18	18	18	14
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	18	18	18	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	18	18	18	14																	