



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AUDYOGIK SHIKSHAN MANDAL'S INSTITUTE OF PROFESSIONAL STUDIES

S.NO. 29/12A, CTS NO. 4695, B WING, BEHIND STERLING HONDA
SHOWROOM, OLD MUMBAI- PUNE HIGHWAY, PIMPRI WAGHERE
411018

<https://www.ips.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ASM's Institute of Professional Studies, one of the premier B-schools in Pune region and was established by Audyogik Shikshan Mandal in the year 2008 with a motto of attaining excellence in the fields of Management, Computers and Information Technology, research, training, and consultancy. ASM's IPS is offering MBA program affiliated to the Savitribai Phule Pune University and is approved by AICTE. ASM's IPS is committed for Holistic Development of students through a range of academic, cultural, sports, social, team building activities and through participative learning experiences. To promote participative and self-learning culture, Industrial visits, field visits, interactive sessions through guest lectures, seminars, workshops, presentations etc. are regularly organised.

Since inception, ASM' IPS has persistently provided the corporate world with well-prepared professionals. This history of excellence has been validated by the fact that ASM group of institutes has consistently been ranked amongst the top B-Schools in India.

The faculty of ASM' IPS comprises of the best in industry and academia and is a rich blend of academicians, industry practitioners, consultants. ASM group of institutes has excellent industry-institute interaction and have tie-ups with leading national and international institutions / universities that enables IPS to offer cutting edge certification programs to the students at the institute for enhancing their skills that ultimately results in improved employability.

To enhance the teaching learning experience, a state of art infrastructure and advanced ICT enabled tools such as digital library, LCD projectors, computer connected to the internet in the classroom, multimedia PC's in the library to access e-books, e-journals and educational content available on internet, etc. are made available to all students and staff members of the institute.

Vision

To be a world centre of learning that excels in Management and IT education, research, training and consultancy.

Mission

Our mission is to attain excellence in education so as to contribute to the socio-economic transitions in the nation at all levels by presenting unique pedagogical opportunities aimed at developing effective, committed and dedicated, socially responsible global managers & leaders who make valuable contributions to all levels of the corporate world & society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Affiliation: IPS is affiliated to Savitribai Phule Pune University (SPPU), which is a well-known University not only in India but also globally. This affiliation assures students that they are receiving a high-quality education that meets industry standards. The MBA degree of SPPU is recognized globally, which helps IPS students with placements as well as higher education opportunities in India and abroad.

IPS benefits from being a part of the ASM group, which has collaborations with prestigious academic institutions like Harvard Business School Online, Babson College, IIM Bangalore, City U Seattle, CETYS Mexico, Nysa University Poland, and many more, providing students with various global education opportunities. Additionally, ASM's partnerships with industry giants such as SAP, Microsoft, Automation Anywhere, and Amazon's AWS allow students to gain training and certification in skills that are predominantly required by the industry. The group organizes various seminars, events, and FDPs, which benefit students and faculty members by improving their employability skills and providing valuable experience through interactions with experts.

Research and case studies: IPS has a strong research orientation and regularly participates in seminars and conferences. INCON, an international research conference organized by the ASM Group, provides students and faculty members with opportunities to learn from and present papers alongside research scholars from foreign universities. The institute employs a case study-based teaching approach, utilizing global connections with top educational institutions like Harvard Business School, and conducts case study competitions for industries like TATA Motors and Siemens. FDP and Workshops are also organized to train faculty, and they have published many case studies and books.

Locational Advantage: IPS is located in Asia largest industrial belt surrounded by IT parks, Manufacturing Units like Mercedes, TATA Motors, Mahindra, Forbes Marshall, SKF, Sandvik Asia and the likes, offers students valuable opportunities for real-world experience, industry visits, guest sessions, internships, and placements.

Infrastructure: IPS has modern and state-of-the-art facilities such as state of art auditorium, well-equipped classrooms, library, computer center with online learning platforms, common rooms, among other facilities, that create a conducive learning environment making it an ideal place for learning and academic pursuits.

Institutional Weakness

Quality of students admitted: The institute has no control over the quality of students enrolled since the admission process is controlled by the Director of Technical Education. This results in weakening of the teaching-learning process. Additionally, the academic year often starts late, further impeding the process.

Financial resources: As an unaided self-financing institute, the institute's monetary resources often limit the activities planned.

Curriculum limitations: Being affiliated with SPPU, the institute's curriculum content and delivery are governed by the university, limiting the ability to provide value-added, contemporary training due to scheduling constraints. This often results in syllabus content that is not at par with industry requirements and changes take

a long time to implement.

Institutional Opportunity

Global connections: The institute has established connections with reputed foreign universities and institutes, providing opportunities for joint research, student and faculty exchange, joint consultancy, and MDPs.

National Education Policy: The NEP has opened up opportunities for institutes with good teaching-learning processes and placement records, as well as encouraged the sharing of intellectual resources and collaborations amongst institutes.

Industry and chamber connections: The institute has established good connections with reputed automobile, ITS, and service industries located nearby, as well as with chambers of commerce and industry like MCCIA and CII, providing opportunities for guest lectures, placements, and internships.

Extra skills for placement readiness: The institute can utilize courses available with other institutes in the group like Harvard Business Online, Microsoft, and IIM Bangalore to provide extra skills for making students placement ready.

Collaboration with other reputed Indian universities and institutes: The institute can leverage its membership with organizations like CEGR and ASMA for joint projects and other academic activities.

CSR participation: The institute can enhance its relationship with NGOs, clubs like Rotary International, and CSR verticals of industries by increasing students participation in social service activities.

Alumni participation: The institute can tap into its pool of 70,000+ alumni by inviting them as members of various committees, for guest lectures, and active participation in other activities.

Institutional Challenge

New Education Policy: The new education policy has created challenges such as realignment of syllabus and skills for the four-year graduation degree program, which could lead to a decrease in MBA admissions and financial viability concerns for unaided self-financing institutes.

Quality of Students: The quality of students could deteriorate as only those who cannot acquire employability skills at the graduation level may filter down to MBA education. This could further exacerbate the shortage of good teachers.

English Proficiency of the Students: UGC, AICTE, and Universities giving importance to other languages as a medium of instruction could make it difficult for students who lack proficiency in English to pursue higher education abroad or find employment in companies where English is required.

Quality of Students taking admission from the scholarship route: Lowering admission requirements for students admitted through the reservation quota could affect the quality of education. The institute faces challenges in minimizing the dropout rate due to financial constraints associated with pursuing the relatively higher investment required for MBA programs. Additionally, the diversity of educational backgrounds amongst students, such as those with degrees in B.A., B. Com, B.Sc., B.E., creates challenges in meeting the diverse needs of students.

The medium of instruction being English presents challenges in delivering course content to students who completed their schooling and undergraduate education in vernacular mediums.

Majority of the students admitted to the institute take advantage of scholarship/free ship schemes offered by state/central government, but the disbursement of funds from government agencies towards scholarships and free ships are usually delayed by minimum 2-3 years, creating challenges in mobilizing financial resources for the institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ASM's Institute of Professional Studies is affiliated to SPPU and follows the syllabus designed by it. The institute has developed a well-structured action plan and documentation process to ensure the smooth implementation of the academic plan. Teachers are required to prepare a detailed and comprehensive teaching plan for the subjects allocated to them, and the implementation of the same is monitored regularly by the course coordinator and dean of academics.

For internal assessment, a minimum of 3/2/1 CCE components is mandatory according to the number of credits assigned to the subject. The institute has given freedom to the course teachers to design their own scheme of CCE by adopting methods mentioned in the syllabus or by designing their own innovative ways of evaluating students' performance.

To bridge the gap between the MBA curriculum and industry expectations, the institute has devised a mechanism to identify gaps and offer a range of value-added and add-on programs. Over the last five years, the institute has offered 12 value-added programs in association with national/international institutes and online learning platforms as delivery partners, with a high enrollment rate demonstrating their relevance and popularity.

The curriculum of the affiliating university addresses crosscutting issues relevant to professional ethics, gender equity, human values, environment, and sustainability to some extent. Additionally, the institute conducts various activities and programs to sensitize students towards cross-cutting issues, which help students become responsible citizens and contribute to the overall development of the nation. The Institute is committed to instilling professional ethics, human values, gender equality, and environmental sustainability through our programs. We believe these are essential components of education that helps our students become responsible and conscientious members of society.

As part of the curriculum planning, the institute requires students to undertake compulsory project work in line with the university's evaluation norms, providing them with a platform to apply their learning and showcase their skills.

The institute has a practice of obtaining feedback from students about teachers' performance through a well-structured questionnaire. The feedback collected is analyzed, and the analysis report is shared with the respective course teacher, course coordinator, dean, and HOI, who take corrective action if required to improve the teaching-learning process. Feedback about the curriculum is also obtained from various stakeholders to identify gaps between the curriculum and industry requirements.

Teaching-learning and Evaluation

Teaching-learning and evaluation are crucial components of any successful educational institution. To ensure a successful learning experience, various key factors such as student enrolment and profile, student-teacher ratio, the quality of the teaching-learning process, teacher profile, and evaluation process and reforms must be given focus.

Over the last five years, ASM's IPS has had an enrolment percentage of 99.33%, making it viable to impart quality education. The institute is approved by AICTE, which follows the norms laid down by them for the number of teachers to be appointed, cadre ratio of teachers, and minimum qualification required for each cadre. ASM's IPS has 18 full-time teachers appointed by the institute, and the student-teacher ratio is 21.67:1.

To deliver an effective teaching-learning process for the holistic development of students, guest lectures, expert lectures, lectures by industry experts, educational tours, and industrial visits to provide a practical understanding of the topics. Practical assignments such as field projects, SIP, management lesson movies, case study discussions, group discussions, and team building activities are conducted to promote participative learning.

Faculty members are equipped with ICT enabled infrastructure & LMS enabling them to develop their own e-content, deliver lectures, and embed digital content and resources from MOOCs into the teaching-learning process. Additionally, many teachers from ASM's IPS have started their own YouTube Channel.

To make the internal assessment process transparent, rubrics are prepared by teachers and the same are shared with students before the examination. Free access to evaluated answer papers is given to the students, and they are given a time frame of 2 days to report grievances if any. The grievances are handled on a one-to-one basis by respective evaluators.

Based on students' performance in CCE and ESE, course attainment levels are calculated. Program attainment levels and Pass percentage are also calculated for every outgoing batch. Over the last five years, the pass percentage of students at ASM's IPS is 83.93%. The PO's of MBA program and CO's for all the courses of MBA program are clearly defined and displayed on the website of the institute.

Research, Innovations and Extension

ASM's IPS has created an environment that promotes research, innovation, and knowledge transfer by establishing the Innovation Lab, "InnovationNext, IGNITE". The Innovation Lab ,Faculty Development Programs on Critical Thinking and Innovation, and other stimulating activities to support faculty members. As a result, faculty members have filed seven patents and published 46 research papers in UGC care-listed journals, as well as 56 research papers/books/chapters in edited volumes of books. Additionally, the institute has collaborated with its parent organization to organize numerous workshops, seminars, and conferences, with

faculty members actively participating in these events while publishing articles in research journals.

the institute has signed 19 MoUs with several academic and industrial organizations to facilitate student exchange, faculty exchange, knowledge sharing, and transfer. The institute also actively participates in extension activities such as blood donation camps, tree plantation drives, felicitation of frontline warriors, Earth Day celebrations, IT literacy for kids, cleanliness drives, and many more activities in surrounding communities. The institute has received 23 awards, recognitions, and certificates of appreciation from government-recognized organizations for its extension activities.

The institute has signed an MoU with MCED Maharashtra Center for Entrepreneurship Development, an autonomous society working under the Directorate.

ASM's IPS developed the Suraksha Box to ensure campus safety during the Covid-19 pandemic. The institute educated its students and staff on its usage and assembled a large number of boxes that were distributed to underprivileged individuals and frontline workers. The Suraksha Box is an eco-friendly product made in India that protects against harmful bacteria and viruses without using harmful chemicals or wasting water. The initiative aligns with India's Sustainable Development Goals, specifically SDG Goal No. 3 and 6.

Overall, ASM's IPS has established a culture of innovation and knowledge transfer through the Innovation Lab and Centre of Excellence. Additionally, the institute has actively participated in extension activities, collaborated with various organizations, and developed an innovative solution to maintain campus safety during the Covid-19 pandemic. The institute's efforts demonstrate its commitment to promoting innovation and knowledge transfer while supporting the community and contributing to India's Sustainable Development Goals.

Infrastructure and Learning Resources

The ASM's IPS has received approval from AICTE and has ensured that it meets all the required norms. The institute has provided state-of-the-art furniture and adequate space for faculty members, creating a conducive atmosphere for regular interaction with students seeking counseling, guidance, and clarifications. The faculty members are provided with individual desktops and internet connectivity, and the institute has installed Wi-Fi internet connectivity across the entire campus. The classrooms are equipped with ICT infrastructure, including computers, LCD projectors, and all necessary software. The IPS library is enriched with the latest edition of textbooks, national and international journals, and subscriptions to e-journals. The institute also provides remote access to e-content for students and teachers and has multimedia facilities in the library to access e-content. The Institute is also a member of National Digital Library (Membership Id. INMHNCOSUU2BBJ)

To improve the physical and mental health of students, ASM's IPS has established a gymnasium room with modern equipment, such as exercise bicycles, treadmills, and weight training equipment. The institute also provides facilities for indoor and outdoor games to strengthen mental and physical abilities. The IPS has a state-of-the-art auditorium with facilities like a public address system, comfortable coaches, and sufficient seating capacity, which is used for curricular, co-curricular, and extra-curricular activities.

Despite exceeding the infrastructural requirements as per AICTE norms at the time of establishment, ASM's IPS spends a significant share of its capital inflow on infrastructure augmentation. The library is partially automated and uses 'AutoLib with Web OPAC' (NG Version) as its ILMS. The institute has also subscribed to various e-resources such as e-journals, e-shodhsindhu, e-books, and e-databases, and provides remote access to e-resources for all stakeholders. The IPS regularly updates its IT facilities, renews subscriptions for genuine system and application software, and provides wired as well as Wi-Fi internet facility with a bandwidth of 100Mbps and a contention ratio of 1:1. ASM's IPS spends a significant share of non-salary expenditure on maintenance of physical and academic support facilities, with an average percentage expenditure of 5.3% over

the last five years.

Student Support and Progression

At ASM's IPS, students admitted to the MBA program through the centralized admission process (CAP) and belonging to various categories can avail benefits of scholarships and free ships provided by the central government, state government of Maharashtra, and other non-government agencies. For students who cannot avail any of the scholarships/free ships mentioned above, a special scholarship was introduced by the parent trust under the "ASM Partial Fee Waiver Scheme." During the last five years, 73.91% of the total students admitted to the institute were benefited by the scholarships offered by government, non-government organizations, and the parent trust.

To support the overall development of students and their capacity building, the institute offers various certification programs, such as "Business Communication Skills," "Employability Skills" by Coursera, MS Excel (Basic and Advance), Tally Ace, Tally Pro, Digital Marketing, and "Employ101x: Unlocking Your Employability" on edX online. The institute also organizes yoga sessions, menstrual cycle hygiene programs, physical activities, indoor and outdoor games, and cultural activities to develop life skills and improve physical and mental wellness. During the last five years, the average number of participations in sports and cultural activities is 144.8.

To assist students in securing placement, the institute conducts counselling sessions on how to write an effective resume and organizes Pre-Placement Talks (PPT) before campus interviews. The placement cell of the institute has an excellent placement record, with 80.43% of students being placed during the last five years.

The institute has a transparent mechanism for timely redressal of grievances. All the statutory committees are formed as per the guidelines given, and an online grievance redressal mechanism is also devised through which an aggrieved person can raise their complaint with or without disclosing their identity.

The Institute also boasts a good number of alumni holding top-notch positions in many national and multinational organizations, such as Shital More, Deputy General Manager, Reliance Jio BP Ltd., Regina Masih, HR; Business Partner, Capgemini, and many more. These alumni are contributing to the development of the institute in many ways.

Governance, Leadership and Management

At ASM's IPS, we uphold democratic values in all of our practices. This is reflected in the various committees we have formed, such as the Governing Body, CDC, IQAC, academic monitoring committee, curricular, co-curricular, extra-curricular, sports and cultural committee, examination committee, anti-ragging committee, and grievance redressal committee. To promote participative and decentralized management, we have assigned powers, roles, and responsibilities to different office bearers, which are documented in the "Staff Manual."

To ensure smooth and efficient administrative activities, we have implemented e-governance in general administration, account and finance, student admission and support, and examinations. We also have policies in place to provide financial support to teaching staff members for attending conferences and workshops. In the last five years, 95.29% of our faculty members benefited from this financial support. Moreover, we organize professional development and training programs for non-teaching staff members every year.

ASM's IPS is a self-financed institution, and we rely on the fees paid by students to meet our expenses. Any deficit in the expenditure over income is managed through funds from the parent trust. To maintain transparency in financial transactions, all payments are made through account payee cheques or through electronic modes like NEFT and RTGS. All major financial decisions related to non-budgeted expenses are taken by the Institute's College Development Committee (CDC) and Governing Body (GB).

The IQAC plays a significant role in devising quality assurance strategies and processes. Some of their contributions include observing academic activities to ensure that they align with the institution's mission and vision, defining CO's, PO's, and PSO's, setting up target attainment levels for courses and programs, monitoring the attainment of CO's and preparing action plans in case of deviations among targeted and achieved attainment levels, preparing CCE schema for courses, preparing rubrics for CCE parameters, documenting quality assuring strategies, continuously improving strategies after thoroughly assessing attainment, redefining new and incremental goals, organizing seminars/workshops/development programs on various subjects, and collecting and analyzing feedback from different stakeholders about curriculum, infrastructural facilities, and teaching-learning experience.

Institutional Values and Best Practices

ASM's IPS places great importance on institutional values and best practices in order to provide a better working environment and equal opportunities to all stakeholders. The institute values gender equality and has provided facilities such as a separate common room for girls and boys, separate toilet blocks for girls and boys, as well as automated sanitary pad vending and disposal machines in the girls' toilets.

Admissions to the MBA program are done by the Directorate of Technical Education (DTE) and are monitored for gender equality. The institute also conducts fair admissions based on merit regardless of gender. To handle grievances and ensure fairness, the institute has established an Internal Complaint Committee (ICC) to address sexual harassment complaints at the workplace. The ICC is led by a senior female faculty member and is responsible for conducting awareness seminars on the Prevention, Prohibition, and Redressal of Sexual Harassment of Women at the Workplace.

The institute frequently organizes events such as International Women's Day celebrations and self-defense training programs to promote gender equality and women's empowerment. In addition, ASM's IPS is committed to preserving the environment and has implemented various measures such as installing rooftop solar panels, LED lighting, and solar-powered streetlights. The institute also promotes waste management, rainwater harvesting, and environmental activities such as tree plantation and cleanliness drives.

ASM's IPS believes in offering quality education in management by implementing the Outcome-Based

Education (OBE) approach, which includes rigorous implementation of a comprehensive academic plan, transparent concurrent evaluation methods, and control mechanisms such as external academic audits to determine course and program attainment levels. The institute also conducts profiling exercises to identify weaknesses of students and offers specially designed certification programs to overcome these weaknesses. Additionally, the institute has implemented a case study method of learning, as well as competitions for students, industry representatives, and academicians to solve business-related issues.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AUDYOGIK SHIKSHAN MANDAL'S INSTITUTE OF PROFESSIONAL STUDIES
Address	S.No. 29/12A, CTS No. 4695, B Wing, Behind Sterling Honda Showroom, Old Mumbai- Pune Highway, Pimpri Waghere
City	Pimpri Chinchwad
State	Maharashtra
Pin	411018
Website	https://www.ips.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Sudhakar J. Bokephode	020-66351700	9271880459	-	ips@asmedu.org
IQAC / CIQA coordinator	Lalit J. Kanore	020-66351701	9604066300	-	bokepodesj@asmedu.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

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	31-05-2016	View Document
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	02-06-2022	12	Extention of Approval for the current academic year

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. 29/12A, CTS No. 4695, B Wing, Behind Sterling Honda Showroom, Old Mumbai- Pune Highway, Pimpri Waghere	Urban	0.5	3054.66

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	24	graduation	English	180	180

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				14			
Recruited	1	0	0	1	3	0	0	3	6	8	0	14
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				3				14			
Recruited	1	0	0	1	3	0	0	3	6	8	0	14
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				12
Recruited	4	8	0	12
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	3	0	0	3	1	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	7	0	10
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
	4		2		6

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	113	7	0	0	120
	Female	71	2	0	0	73
	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	17	18	14	3
	Female	4	10	11	7
	Others	0	0	0	0
ST	Male	1	2	4	1
	Female	2	1	0	0
	Others	0	0	0	0
OBC	Male	43	35	25	15
	Female	28	15	19	4
	Others	0	0	0	0
General	Male	68	70	60	88
	Female	37	39	48	58
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		200	190	181	176

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>ASM's IPS is committed to develop the all-round capacities of the students. Keeping this holistic development approach in mind, and to align with the recommendations proposed in New Education Policy 2020, we are planning to develop a system that will allow students to study variety of subjects as per their interests and likings. Being affiliated to SPPU, we at our institute already adopted Choice Based Credit System that allows students flexibility in selection of courses it also offers flexibility in earning requisite credits in variety of ways such as certification program, MOOCS, Setting up own startup unit etc. Looking toward the efforts and proactive steps taken by the institute, it can be said that the Institute is</p>
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	positively working towards implementation of NEP Guidelines.
2. Academic bank of credits (ABC):	Regarding the implementation of Academic Bank of Credits, the institution has already signed an MoU with NSDL in 2018 and had opened National Academic Depository (NAD) exclusively for the students of our institute. NAD offers an online repository for all academic awards under the Digital India Program. We are planning to integrate National Academic Bank of Credits portal with the NAD portal. Soon a resolution related to the integration of ABC and NAD portal will be passed in CDC meetings. The process of integration will be started immediately once the resolution is passed. We are also planning to create a centralised database of the students of the Institute. The credits earned by the students through different modes will be stored digitally so that the same can be transferred easily when the student enters the program again.
3. Skill development:	At our institute we strongly promote Value-Based Quality Education. To strengthen skill based education our institute is providing value added certificate courses in Basic and advanced MS Excel, Tally Ace and Tally pro, Business Communication skill, Mathematics for managers etc. Apart from these courses institute had also offered certification through online learning platforms such as AWS, Coursera, EdEx, Automation anywhere etc. As a policy matter, at our institute we have formed various students committees and these committees are made responsible to conduct all the co-curricular, extra-curricular and social events. Organizing such events certainly improve management, planning and interpersonal skills among the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our Institute is offering full time MBA program and is affiliated to Savitribai Phule Pune University. Students from various corners of the country are admitted to the program. Being affiliated to SPPU, we do not have liberty to design our own curriculum, however for effective delivery of the courses designed by SPPU we have adopted innovative teaching pedagogy. Teachers at our institute mostly use English language for teaching the courses as the medium of education is English, but as and when required teachers use local (Marathi) or Hindi language to explain the management concepts.

	Teachers also quote examples from Indian culture and try to correlate historic events with the contemporary management concepts.
5. Focus on Outcome based education (OBE):	ASM's IPS's MBA program is affiliated to SPPU and SPPU in its syllabus revision in the year 2019 adopted outcome-based education. SPPU in its revised syllabus has clearly mentioned program outcomes of MBA program and also defined course outcomes for each course. At ASM's IPS we have defined Program Specific Outcomes for each specialization. For effective implementation of OBE, we have devised a special mechanism for comprehensive concurrent evaluation. For all the courses, irrespective of the credits allocated to the course, each student is evaluated based on three CCE components, further each CCE components are targeted measure attainment level of students with respect to two course outcomes. At the end of the semester a consolidated course attainment level (direct) for each course is calculated based on the attainment levels of all students with respect to different course outcomes. Indirect course attainment level is calculated by analysing course exit survey. Similarly direct and indirect Program attainment levels are calculated for each outgoing batch.
6. Distance education/online education:	Currently, Institute is offering 2 years full time MBA program that is affiliated to SPPU. Though MBA program offered by the institute is 2 years full time program, we are allowing students to do some of the courses through online mode using SWAYAM, Coursera and other online learning platforms. Institute has made a provision to transfer the credits earn by students by completing some of the courses through online learning platform to their 2 years full time MBA program. Apart from this, SPPU has setup new distance education program that offers MBA degree and Institute is planning to setup a learning and facilitation centre for the same in the institute.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No, Not Yet We have sent request through SVEEP Division of Election Commission of India for an Electoral Literacy Club to be set up in our institute.
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	Our request was forwarded to the District Election Officer of our district who will examine the eligibility of our institution for establishing an ELC.
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?	No
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.	No
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.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Total 108 of our students who are yet to be enrolled as voters in the electoral roll. To enroll students as voters, institute has organized a special drive in association with Pimpri Chinchwad Municipal Corporation Smart City. Eligible students sent request to enroll their name in voter's list through special app 'Voter Helpline', Developed by Election Commission of India.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
390	368	353	329	255

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

2 Teachers

2.1

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

Response: 36

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	20	16	16	15

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
112.39	123.26	143.15	203.1	126.74

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:

Being affiliated to Savitribai Phule Pune University, the syllabus designed by SPPU for the MBA program is adopted by the institute. Institute is committed to provide Quality education based on Institutional Vision and Mission.

For smooth conduction and effective implementation of academic and other activities, the Institution has developed a structured and well-defined action plan and documentation process.

- Institute has constituted an Internal Quality Assurance Cell (IQAC) for effective implementation of academic and other activities.
- Subject allotment for the upcoming semester is done in advance that is immediately after the conclusion of the current semester. Each subject teacher is then asked to identify the gaps in contemporary market requirement and the syllabus in consultations with Industry Experts and members of IQAC. To bridge the identified gaps, extra lectures, Workshops, Seminars, FDPs etc. are arranged.
- For overall development of Students, activities like Co-curricular and Extracurricular are also planned and implemented through committees formed for that purpose.
- A detailed Academic Calendar is prepared by taking SPPU guidelines into consideration. Academic calendar comprises all academic activities, continuous assessment plan, Co-curricular, Extra-curricular activities etc.
- For appropriate and timely delivery of course content, all subject teachers are asked to prepare detailed session plans/lesson plans.
- Subject Teacher maintains a record of lectures and attendance of Students in the attendance sheet and updates the lesson plan on a regular basis. Teachers also maintains record of completion of syllabus.
- Course coordinator monitors the conduction of the scheduled activities.
- IQAC periodically conducts meetings with faculty members to monitor the progress of academic activities and finds the gap if any in actual conduction and planning of academic activities. Necessary actions are taken to fill these gaps.
- Feedback of the students is collected for the improvement of the process.

Conduction of Internal assessment:

Institute is affiliated to SPPU and follows the curriculum designed by SPPU. In its recent revision i.e. in 2019, SPPU has made various reforms in the concurrent evaluation system and suggested 46 different components spread across 6 groups, viz Group A, Group B, Group C, Group D, Group E, & Group F for continuous assessments of students.

As per the guidelines issued by SPPU, there should be a minimum of three CCE components for each three-credit course, minimum two CCE components for each two-credit course, and minimum 1 component for each 1 credit course. The course Teachers are expected to prepare the scheme of CCE as per their choice as mentioned in the Syllabus designed by SPPU or Subject Teacher can design his/her own innovative way of evaluating Students. Institute further instructed Course Teachers to have minimum three to maximum five CCE components for 3 Credit Courses, two to three components for 2 Credit Courses and minimum one component for 1 Credit Courses.

To ensure that the comprehensive concurrent evaluation scheme designed by the course teacher is completed in stipulated time frame, The Director and Dean academics approves the scheme of Comprehensive Concurrent Evaluation and academic calender with modifications if required.

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

1.2 Academic Flexibility**1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years**

Response: 07

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 70.97

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
300	335	270	168	130

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 into the Curriculum

Response:

Institute is affiliated to SPPU and follows the syllabus designed by SPPU. This syllabus includes subject related to some of the cross-cutting issues such as gender, environment, human values and professional ethics.

Following is the list of subjects that are included by SPPU in MBA Syllabus and are covering some of the Cross- Cutting issues:

Sr. No.	Name of Subject	Issues covered into
1	Legal Aspects of Business	Human values
2	Organization Behavior	Professional Ethics, Human values
3	Basics of Marketing	Environment
4	Employee Health & Safety	Human Value, Environment
5	Rural Marketing	Social Environment
6	Green Logistics and Supply Chains	Environment
7	Managing for Sustainability	Environment and Sustainability
8	Business Communication	Professional Ethics
9	Labor Laws and social Security	Human values
10	Start up and new venture Management	Social Environment
11	Business ethics & Indian Values	Professional Ethics
12	Corporate Governance	Professional Ethics
13	Cyber Laws	Professional Ethics & Human Values

SPPU has also incorporated 'Human Rights Education Programme', 'Constitution of India' and offering

extra credits to the Students in new CBCS pattern. The aim of inclusion of these Subject is to promote dignity, tolerance, and peace, by educating individuals and groups to respect, defend and advocate for their rights.

Some of the efforts made by institute to integrate the cross-cutting issues are as follows:

Cross-Cutting Issue	Efforts taken by the Institute
Gender	Admissions to MBA Program are done by Directorate of Technical Education (DTE). DTE has its own mechanism to monitor equality based on gender in the admission procedure. Reservations of male and female students in the admission are taken care of by DTE.
Gender	Institute has established Women Grievance Redressal cell and Internal Complaint Committee to handle various complaints pertaining to sexual harassment, women right & security etc. The cell is headed by senior female faculty members.
Gender	Sanitary pad vending machine & sanitary pad disposal machines are deployed at place that is accessible to women's only.
Gender	To promote gender equality institute, celebrates Women's Day every year.
Gender	Every year in the month of march, Institute organizes annual cultural event 'INSIGNIA' with exclusive themes, The theme for INSIGNIA 2018 was 'Stop Rape' and the theme for INSIGNIA 2020 was 'Stop Violence Against Women'.
Human Values	The institute has constituted an anti-ragging committee and anti-ragging squad comprising of senior faculty members and student representatives to avoid incidences of ragging either in the Institute or in hostel.
Human Values	Distribution of educational material, food at orphanage.
Human Values	Blood donation camps
Human Values	Celebrations of regional festivals of different states.
Human Values	The theme for INSIGNIA 2019 was 'Wear Helmet'.
Environment	Institute has organised 'Swacha Bharat Abhiyan, to inculcate cleanliness habits among students and to make them aware about the importance of cleanliness. Institute had also arranged Tree plantation drive to create environmental awareness among students. Rally for creating awareness

	about importance of trees.
Environment	Waste management is implemented in the institute. Rainwater harvesting system is also deployed.
Environment	No vehicle day is observed in the Institute regularly.
Environment	Tree Plantation drives in the campus and outside the campus are also organized every year.
Environment	Organised 'Save water' a water conservation awareness drive. Plastic Nirmulan drive
Environment	INSIGNIA 2022 was organized with theme 'Save Soil'

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: 81.54

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

Response: 318

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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 96

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	179	176	149

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	180	180	180

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	77	60	30	36

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	77	60	30	36

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

2.2 Student Teacher Ratio

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

Response: 21.67

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 using ICT tools

Response:

The institute recognizes the critical role that the teaching-learning process plays in the holistic development of Students. As part of its commitment to Student development, the Institute employs a variety of methodologies to prepare Students to meet the challenges of the Corporate World. These include Research-oriented learning, Experiential learning, Participative learning, and Problem-solving methodologies.

To enhance the learning experiences of Students, the Institute organizes Guest lectures, Visiting Faculty, Educational tours, Industrial visits, Survey Projects, Practical assignments, Subject Quiz competitions, and Case study discussions. The Institute also promotes Experiential Learning through activities such as SIP, MS Word, MS Excel, field studies, and Mock Interviews. Participative learning is fostered through group discussions, team-building activities, and peer group exercises. Additionally, the Institute provides remote access to e-content from its Library, which enables Students to learn from the comfort of their own homes.

The Institute's faculty members also employ various ICT-enabled tools, such as LCD projectors, PowerPoint presentations, and Online Videos, to enhance classroom teaching. All classrooms are equipped with computers, LCD projectors, and speakers, and are connected to the Institute's Intranet. The Institute also provides Internet connectivity to all Computers, allowing Teachers to embed digital content from Massive Open Online Courses (MOOCs) and other resources into the teaching-learning process.

To further enhance the learning experience, the Institute uses Learning Management Systems (LMS) and platforms such as Google Classroom and Microsoft Teams to develop and deliver e-content, track progress, and manage teaching-related documentation. Many of the Institute's faculty members have also

created YouTube channels to share lecture videos and other digital content, which are available to students across the world.

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: 98.84

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	15	15	20

File Description	Document
Upload supporting document	View Document

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

Response: 42.35

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	7	8	6

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

The Institute is affiliated with SPPU and implements the curriculum suggested by them. SPPU introduced reforms in the continuous evaluation process, suggesting 18 components in 2016 and 46 components in 2019 for the continuous assessment of students.

To maintain uniformity and adhere to the academic calendar, the institute has finalized two CCE components across all subjects, allowing course teachers to design their own scheme of CCE while ensuring that the comprehensive concurrent evaluation scheme is completed within a stipulated time frame. The Director and Dean academics approve the scheme of Comprehensive Concurrent Evaluation, with modifications if required.

Each CCE component is assigned a minimum of 25 marks, and the marks obtained by Students in all CCE's are added and then converted to 50 marks. Rubrics for each CCE component are prepared by respective Course Teachers and are circulated among the Students before CCE examination so that students can do self-assessments based on the rubric. The Institute has also devised a mechanism to resolve grievances in case a student is not satisfied with the marks obtained.

To handle grievances related to institute level examinations, an Academic Committee is formed for smooth and hassle-free conduction of examinations. The examination Timetable is communicated in advance to all stakeholders, and after the assessment of answer papers, results are displayed on the notice board. Evaluated answer papers are given to the Students, and they are given a time frame of two days to report grievances. The grievances are handled on a one-to-one basis by the respective Course Teacher, and the result is declared on the third day after redressal of all grievances.

To handle grievances related to University level examinations, SPPU has its own mechanism in place. One senior faculty member from the institute is appointed as College Examination Officer (CEO) and External Senior Supervisor to ensure smooth conduction of all University level examinations. After the declaration of results, students can ask SPPU to provide a photocopy of the answer paper or apply for reevaluation/rechecking of the answer paper. Students can raise grievances to the Controller of Examination through (COE) CEO. According to 2016 pattern for each course University of Pune were conducting Online examination for 25 marks and the results were declared immediately after the examination, there was a provision through which an aggrieved student can raise his grievance in online mode through CEO.

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 and attainment of POs and COs are evaluated

Response:

The Programme Outcomes (POs) represent a specific set of statements that outline the Knowledge and Skills Students are expected to possess upon completion of their programme. On the other hand, Programme Specific Outcomes (PSOs) are a set of specific statements that describe the Knowledge and Skills that Students should possess upon graduation from a specific specialization within the programme. Course Outcomes (COs) are specific statements that describe the Complex tasks that students should be able to perform upon completing a course.

ASM's Institute of Professional Studies offers an MBA programme that is affiliated to SPPU. The POs, PSOs, and COs for the MBA programme are clearly defined by SPPU in its syllabus. At ASM's Institute of Professional Studies, these outcomes are designed and communicated to Students and Teachers during the Induction Program and Boot Camp, in accordance with SPPU guidelines. During the Induction Program, the Head of the institute communicates the POs and PSOs to the students.

Respective Subject Teachers design COs for each Course in accordance with the course objectives outlined by SPPU and include them in the session plan. Before the start of each term, Teachers prepare a scheme of CCE that defines the linkages of each CCE component with the CO and the targeted attainment levels for each CO. During Boot Camp, Teachers communicate the COs and the scheme of CCE to the Students.

To evaluate the attainment levels of COs and POs, the IQAC cell sets desired attainment levels for each CO. Faculty members use various direct and indirect methods of assessment to achieve the desired attainment levels.

ASM's Institute of Professional Studies has adopted a mixed approach to maintain uniformity in the assessment pattern. The Institute has finalized two components of CCE for all subjects, as suggested by SPPU, and given freedom to respective subject teachers to add a minimum of one to a maximum of three CCE components in the concurrent evaluation plan. All Subject Teachers are asked to prepare a concurrent evaluation plan that includes linkages of CCE with the COs and the targeted attainment levels for each CO. The linkages of CCE with the Course outcomes are expressed in terms of correlation on the scale of 0 to 3, where 0 represents no correlation, and 3 represents high correlation. A mapping matrix of COs-POs is prepared for all the courses in the MBA programme, and Subject Teachers periodically update the sheet and calculate the attainment levels of COs and POs.

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

2.6.2 Pass percentage of Students during last five years

Response: 83.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
121	133	138	100	67

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	153	142	125	76

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.75

File Description	Document
Upload database of all students on roll	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, Chairs in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
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 and has initiatives for creation and transfer of knowledge

Response:

Institute has created an ecosystem for innovation and knowledge transfer by implementing several initiatives:

Setting up an Innovation Lab: The institute has signed an MOU with Innovationext for setting up an Industry 4.0, Growth, Networking, Innovation, Technology & Entrepreneurship (IGNITE) Centre of Excellence. The founder of Innovation Next, Mr. Praveen Rajpal, conducted a Faculty Development Program for all staff on “Critical Thinking and Innovation” to encourage faculty members to engage in innovation.

One of our faculty members Dr. Lalit Kanore has successfully registered and published two Patents, One published in 'The Patent Office Journal' No. 38/2022 and the other in . 39/2022. Apart from these, five more Patents were published by ASM IPS faculty members.

We have provided training to all our Faculty and Students on Intellectual Property Rights (IPRs) for our Students and Staff under the National Intellectual Property Awareness Mission (NIPAM) in collaboration with the Patent Office, Government of India.

Encouraging and promoting staff members for research and qualification enhancement: The institute organizes an International Conference ‘INCON’ every year, which has seen participation from over 3000

researchers, 220+ academic partners, and 15+ countries. Research articles of Staff members are published in the proceeding book of the conference and selected papers in ASM’s biannual peer-reviewed research journal ‘ASM’s Business Review’.

The institute also organizes case study competitions named ‘MINDSCAPE’, ‘EVOLVE’, and ‘PERCEPT’ to develop research attitudes among students and teachers. Teachers are encouraged to enhance their qualifications, and special study leaves are granted to faculty members pursuing Ph.D. programs.

MoU with nearby management institutes: The institute has signed MOUs with 12 Academic and Industrial organizations to promote Student exchange, Faculty exchange, Knowledge sharing, and Knowledge transfer.

Human Resource Development: Teachers are encouraged to participate in FDP, Online Courses, MOOCS, Workshops, Seminars, and Conferences at different levels. The parent Trust has signed MOUs with International MOOCs platforms such as AWS, SWAYAM, Coursera, and edX, providing free access to thousands of online courses for Faculty members of ASM Group of Institutes.

The Institute has also implemented an innovative way to keep its campus safe from the Covid-19 virus by developing and implementing the Suraksha Box. All Students, Teaching, and non-teaching Staff have been educated on the proper usage of the Suraksha Box to combat the Covid-19 Virus and other Bacteria. IPS also participated in a World Record event to assemble the maximum number of DIY Suraksha Boxes in a single day, which were subsequently distributed to underprivileged individuals and frontline workers in the Institute's surrounding areas.

The Suraksha Box is a Make-in-India, environmentally friendly product that helps households stay safe from viruses and bacteria without using harmful chemicals or wasting water. This initiative aligns with the motto of "Atmanirbhar Bharat" and supports India's commitment to Sustainable Development Goals,

File Description	Document
Upload 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: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	1	4	1

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: 0.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	10	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 1.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	16	15	01	0

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

3.4 Extension Activities

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

Response:

All teachers and management representatives of ASM group of Institute consider that it is our moral responsibility to make the students and persons from neighborhood community aware about contemporary social and environmental issues. We at ASM's IPS make continuous efforts to educate students and people from neighborhood community about the impact of these social and environmental issues and how an individual should react to tackle it.

We at IPS conduct various activities, series of lectures for sensitizing students to social issues and make the students realize about their future contributions for the wellbeing of the Society and the Nation. The extension activities conducted by the institute are as below:

- a) **Blood Donation Camp:** - Blood donation camps are organized in the institute to help Blood Banks to collect the blood. Every year the institute organizes blood donation camps.
- b) **Tree Plantation drive:** Such type of activities are conducted to educate students about importance of trees among human lives.

पारस नाथ
Paras Nath



अर्द्ध शासकीय पत्र सं०एम.पॉच-1/2021
D.O.No. M.V.1/2021-PN-242 BN.
*कमाण्डेंट
Commandant
केन्द्रीय रिजर्व पुलिस बल
Central Reserve Police Force
242 बटॉ, केरिपुबल तलेगांव पुणे
242 BN, CRPF, Talegaon, Pune
दिनांक /Dated 6/08/2021

Appreciation Letter

This is to certify that ASM Group of Institute and 242 Bn CRPF, Pune has jointly organised a Tree Plantation Drive at Chaurai Hill on 27th July 2021. Staff Members and students from following Institutes of ASM Group have participated in this drive:

- 1) ASM's Institute of Professional Studies, Pimpri.
- 2) ASM's Institute of Business Management and Research, Chinchwad
- 3) ASM's College of Commerce, Science & Information Technology, Pimpri.

We appreciate the contribution of staff members and students from ASM Group of Institutes for helping us and achieving a target of planting more than 500 trees.

(Paras Nath)

Commandant 242 Bn
CRPF, Talegaon, Pune
कमाण्डेंट

Director,
ASM's Institute of Professional Studies.

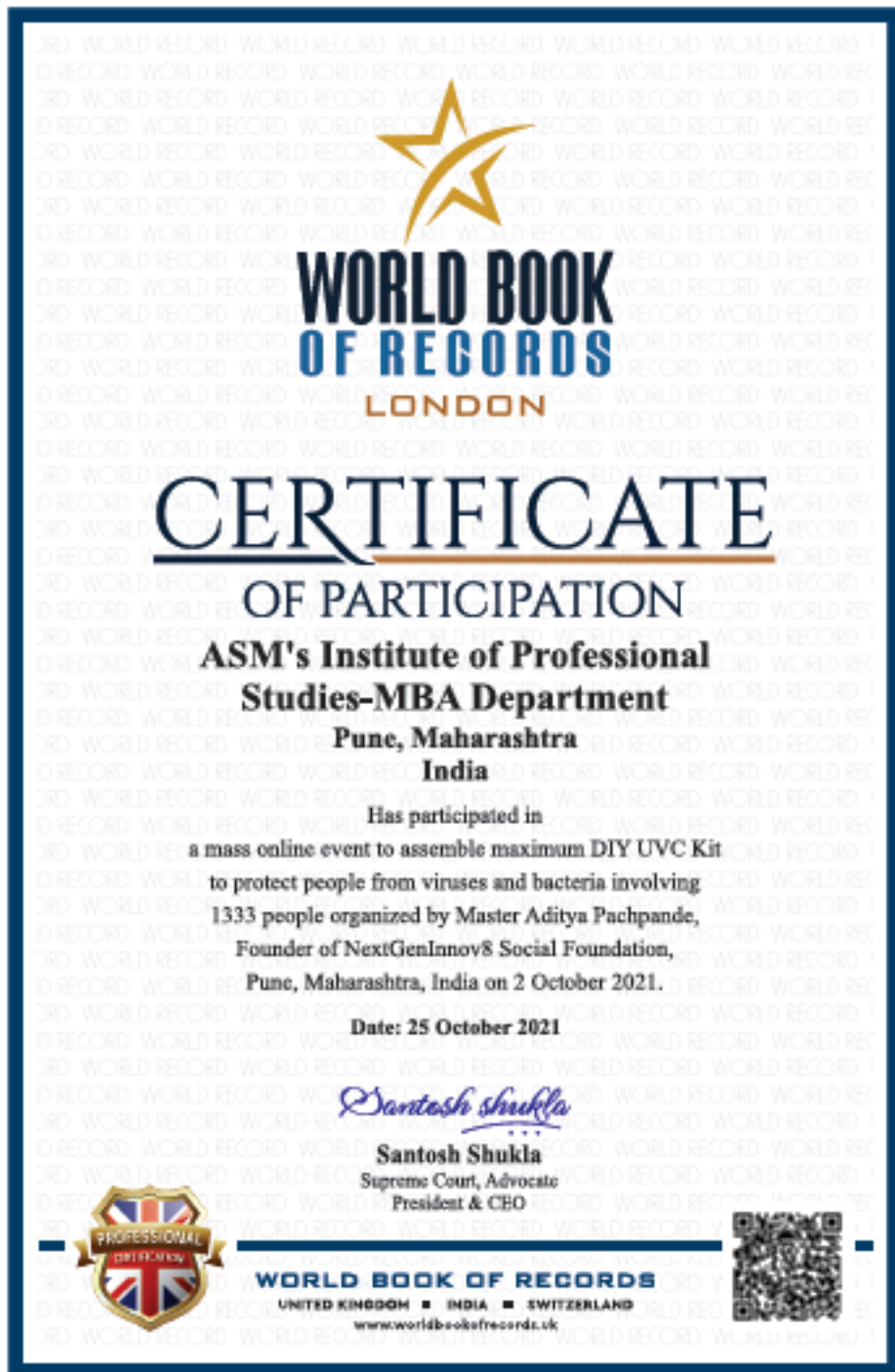
COMMANDANT
242 बटॉलियन के.रि.पु.बल
242 BN C.R.P.F.



c) Uddan to salute frontline warriors and woman empowerment: This event was organized to felicitate

and to recognize the efforts of frontline warriors and women's during COVID-19 pandemic period.

d) **UVC suraksha kit distribution:** The parent trust in association with 'Nextgeninnova8' created a world record of assembling 1333 'UVC Suraksha Kit' on a single day. Students from various institutes across the globe participated in this event and assembled more than 1333 suraksha kits. The suraksha kits assembled by the students are doneted to hospitals, many governments and non-government organisations, vegitable vendors, schools and colleges, orphanage etc.



e) **Earth Day Celebration:** This day was celebrated on 22nd April 2021 with an objective 'Restore our Earth'. During this celebration many students share their innovative ideas to minimize pollution of all kinds and to restore our mother Earth. The key objectives of Earth day celebration was:

Ø To aware society about the air quality index of our city.

Ø To make society aware of the importance of plantation.

Ø To inform society about the advantages of cleanliness in their area.

Ø To make them aware about the ill effects of uses of non-biodegradable products such as plastics.

To promote the above objectives through our students, institute had organized various programs such as no vehicle day, no plastic, tree plantation drive, street play etc.

f) **Safety Day celebration:-** This Day was celebrated to make student aware about the traffic rules, safety measures to be taken, importance of wearing helmet etc. Statistics of fatality of commuters not wearing helmet and those who were wearing helmet is presented to highlight importance of wearing helmate.

g) **INSIGNIA:** - To sensitise students to social issues, gender equity etc. every year institute organizes an annual cultural and sports event 'INSIGNIA', with an exclusive and dedicated theme such as 'Save girl child', 'Save Water', 'Stope rape', 'Stop violence against women', 'Save soil' etc. Students from different Institutes and colleges take part in various activities carefully planned to address the social themes as mentioned above.

Apart from the above mentioned events the institute has conducted several other events such as IT literacy for Kids, Cleanliness Drive, Swach Bharat Divas, Donation at Kerala Flood Relief Fund, Plastic Nirmulan Din, Education to Slum childrens, AIDS Awareness, No Tobacco day etc.

File Description	Document
Upload Additional information	View Document

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

Response:

Year wise Number of awards and recognitions received for extension activities during last 5 years.

Year	2021-22	2020-21	2019-20	2018-19	2017-18
Number of Awards / recognitions recieved	5	3	5	4	6

Details of Awards and Recognitions received for extension activities during last 5 years:

Activity Name	Name of Award / Recognition	Awarding Body	Year Of Award
---------------	-----------------------------	---------------	---------------

Shawl Distribution Drive to Poor People	Letter of Gratitude	Svastika Foundation	2022
National IP Awareness Mission	Certificate of Appreciation for active Participation	IP office Mumbai, Central Govt of India	2022
Intellectual Property Awareness Program	Co-Ordinator Certificate	IP office Mumbai, Central Govt of India	2022
Blood Donation Drive	Significant Contributor	Morya Blood Bank	2022
Tree Plantation	Certificate of Appreciation	CRPF 242 BN	2021
UV Suraksha Kit Assembly & Distribution	Certificate of Participation	World Book of Records, London	2021
Best B- School	B-School that offers best fusion of Global and Indian Teaching Practice	Navbharat Times	2021
Suraksha Box Donation	Certificate of Gratitude	Savitribai Phule Mahila Mahavidyalaya	2021
Runathon of Hope 2019-20	Certificate of Participation	Rotary	2020
Blood Donation Drive	Significant Contributor	Morya Blood Bank	2020
Runathon of Hope 2018-19	Certificate of Participation	Rotary	2019
Blood Donation Drive	Significant Contributor	Morya Blood Bank	2019
Best Teacher Award	Dr. Lalit Kanore, Shruti Shashidharan & Sandeep Sarkale	Leva Patil Chamber of Commerce Industries & Agriculture	2019
Education Excellence award	Best Innovative Institute	WIFE	2019
Best education Brand Award 2019	Best Education Brand	The Economic Times	2019
Blood Donation Drive	Significant Contributor	Morya Blood Bank	2019
Cyclothon 2019	Certificate of Participation	Rotary Club Pimpri	2019
Runathon of Hope 2017-18	Certificate of Participation	Rotary	2018
Best Teacher Award	Ruchita Ramani & Snehal Mohite	Leva Patil Chamber of Commerce Industries & Agriculture	2018
National Education Excellence Award	Academia and Industry collaboration for innovative curriculum to drive employability	ASSOCHAM	2018
EduShine Excellence Award	Most Preferred B-School of the year-West	ASSOCHAM	2018
Cyclothon 2018	Certificate of Participation	Rotary Club Pimpri	2018
Icons of Learning 2017	Leading Higher Education Group	BERG	2017

File Description	Document
Upload Additional information	View Document

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	02	01	01	02

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 15

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

ASM's IPS offers an MBA program that has been approved by the All India Council for Technical Education (AICTE). The AICTE has provided clear guidelines for the minimum Infrastructure requirements, including Administrative, Instructional, Amenities, and Circulation areas, and the Institute exceeds the minimum required by AICTE.

Area required as per norms and area available in the Institute under different heads is given in the following table:

Sr. No.	Area Type	Requirement As Per Norms (Sq.M.)	Area Available (Sq. M.)
1	Instructional	928	1275
2	Administrative	425	600
3	Amenities	470	517
4	Circulation	456	661
Total		2279	3053

ASM's IPS provides a conducive environment for Faculty-Student interaction, with state-of-the-art furniture and adequate space. Faculty members are provided with individual desktops with internet connectivity. The Institute also provides Wi-Fi internet connectivity throughout the campus. Classrooms at IPS are equipped with ICT infrastructure, including computers and LCD projectors.

The library at ASM's IPS is well-stocked with the latest Textbooks, Reference Books, National and International Journals, and e-journal subscriptions and is a member of NDL. A separate reading room is available for students to access National Newspapers, Magazines, Books, and e-journals through Multimedia facilities. The Library caters to the needs of Students with different Specializations and abilities. Students and Teachers also have remote access to e-content.

The Institute boasts a highly specialized, technically updated, fully furnished computer center with 24-hour internet connectivity. It serves the needs of Students and provides a cutting-edge IT environment to future Managers.

To promote physical and mental fitness, ASM's IPS has a Gymnasium room with modern equipments, such as Exercise bicycles, Treadmills, and weight training equipment. Facilities for indoor and outdoor games are also available to strengthen mental and physical abilities. Yoga and meditation sessions are conducted in the seminar hall or at other convenient locations.

The state-of-the-art auditorium at ASM's IPS has a public address system, comfortable seating, and sufficient seating capacity. It is used for various purposes, including Curricular, Co-curricular, and Extra-curricular activities. Freshers' parties, Farewell parties, Cultural activities, and Birth Anniversaries of

National Heroes are some of the events held in the Auditorium. Ganesh Festivals, Durga pooja, and Dandia nights are also organized on the campus premises for the students of ASM's IPS.

File Description	Document
Upload Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 4

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
15.5	0	9.73	3.14	0

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

For any Educational Institute, Library is the most important source of Information containing materials such as Books, Documents, Research Journals, Magazines, Media etc. All stakeholders can take benefit of the Library facility made available by the Institute. To make Library easy to access, Library at ASM's IPS is Automated using 'AutoLib, way back in the year 2015 and is upgraded to AutoLib Web OPAC' (NG Version) in the year 2019. The upgraded version of AutoLib have following modules:

- **Cataloguing & Acquisition** : This module is used to add catalogue entries, to view monthly accession register entries, to browse by title, by Author, by Subject, by Classification number etc. Reports related to cataloguing are generated like accession register, title with copies, year wise accession etc.
- **Circulation** : This module is used for daily transactions the options like issue of Books, return and reserve options. Barcode system is also integrated using this module.

- **Serial Control** : This module is used to maintain the record of print Journals to trace subscribed issue in the Library. Reports like recent issues, issues not received and renewal subscription are generated through this module.
- **Web-OPAC**: Online public access catalogue facility is available to Students and Faculties Wherein they can access the Library catalogue from their desks. Library collection can be searched through OPAC. Library collection can be searched through OPAC.

A computing facility with all necessary software's installed, and internet facility is also made available in the Library so that Students can access Multimedia files available in the Library and/or on internet. To access recent developments in the relevant fields of education, Students are provided access to the e-resources. Institution has subscription for the following e-resources.

- 1.e-journals
- 2.Shodhganga Open Access Membership
- 3.e-books
- 4.Databases
- 5.Remote access to e-resources
- 6.NDL

Remote access of the above mentioned resources is also provided to all stakeholders so that they can access the e-contents from comfort of their home.

In order to keep the Library updated institute spends significant share of the total annual expenditure on purchase of Books, e-books and on subscriptions to Journals / e-journals.

Annual expenditure on Library resources year wise during last five years is given in the following table (INR in Lakhs)

Year	2021-22	2020-21	2019-20	2018-19	2017-18
Expenditure in Lakhs of Rs. on purchase of books/e-books and subscription to journals/e-journals in ith Year	0.29	1.63	1.78	1.32	1.15

To keep track of number of Teachers and Students using Library resources, a separate usage register for Student and Teachers is kept at the entrance of the Library, everyone who visits Library for any purpose is asked to enter his/her personal details, like date, name, time and signature in the register. The number of Students / Teachers accessing e-content remotely is obtained from the report generated through the portal of e-content agency. Daily visitor's count is then obtained by summing up the count of physical visitors and e-content visitors. 203 working days are considered for computation of average per day usage of Library.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

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

Response:

We at ASM's Institute of Professional Studies believe that good IT infrastructure certainly improves the entire Teaching-Learning process. Considering this fact, infrastructural development is given top priority and has deployed a well-developed system for providing IT facilities to the users.

At the end of every academic year, Institute constitute a committee that is made responsible for Audit of IT infrastructural and to prepare need - assessment for maintenance / replacement / up gradation of existing infrastructure. Inputs from Course Co-ordinator, Lab Technicians and System Administrator are taken into consideration for finalizing the requirements of IT infrastructure for upcoming academic year. Course requirements, Computer– Student ratio, Budget constraints are also considered for the purpose.

Effective and optimized utilization of IT infrastructure is ensured through appointment of adequate and well qualified Lab Technicians / System Administrator.

Maintenance of hardware and software are done on regular basis, The Parent Trust, Audyogik Shikshan Mandal has appointed Chief Technical Officer (CTO) for effective and efficient implementation of policies of ASM for IT infrastructure maintenance and upgradation.

IT infrastructure made available by institute includes the following:

1. Overhead LCD projectors in each classroom is deployed.
2. Computers with wired and Wi-fi internet connectivity are made available in each classroom.
3. Library automation with AutoLib software installed is done. Currently we are using AutoLib WebOEPC NG version of Library automation software.
4. Multimedia computers are made available in the Library reading room, through which Students can access e-content of Library.
5. Remote access of Library is also provided to the students through DELNET & KNIMBUS databases.
6. Computers with Internet connectivity are provided to all Teaching Staff members.
7. Platforms such as MS-teams, ZOOM etc. are also used for Video Conferencing and to conduct classes online. Licensees of MS-team are issued to all Teachers and Students of ASM IPS.
8. State-of-art Computer Laboratory and Language Lab is also developed and made available for student use.
9. All computers in the Institute are connected to each other via intranet. Network Printers are deployed so that Students and Teachers can access the e-content available on world wide web and take printout if required.
10. The Institute has dedicated leased line of internet with a whopping speed of 100 Mbps. Institute has

converted the campus into wi-fi campus by providing Wi-Fi internet connectivity everywhere in the campus.

11. Key and important computers that are used for day to day academic and administrative activities are protected by Licensed antivirus software 'QUICK HEAL'. The licenses of the softwares' are updated immediately before it expires.
12. Automation software such as Tally (online) is used to maintain books of accounts of the Institute.

File Description	Document
Upload Additional information	View Document

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

Response: 5.57

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

Response: 70

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)

Response: 5.3

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)

2021-22	2020-21	2019-20	2018-19	2017-18
5.23	9.09	8.2	9.54	5.49

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 51.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
246	248	58	154	166

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: C. 2 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 37.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	137	127	128	89

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

5.1.4 The Institution has a transparent mechanism for timely 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: C. Any 2 of the above

File Description	Document
Upload supporting document	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: 80.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	137	127	128	89

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

2021-22	2020-21	2019-20	2018-19	2017-18
189	181	176	149	102

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	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: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

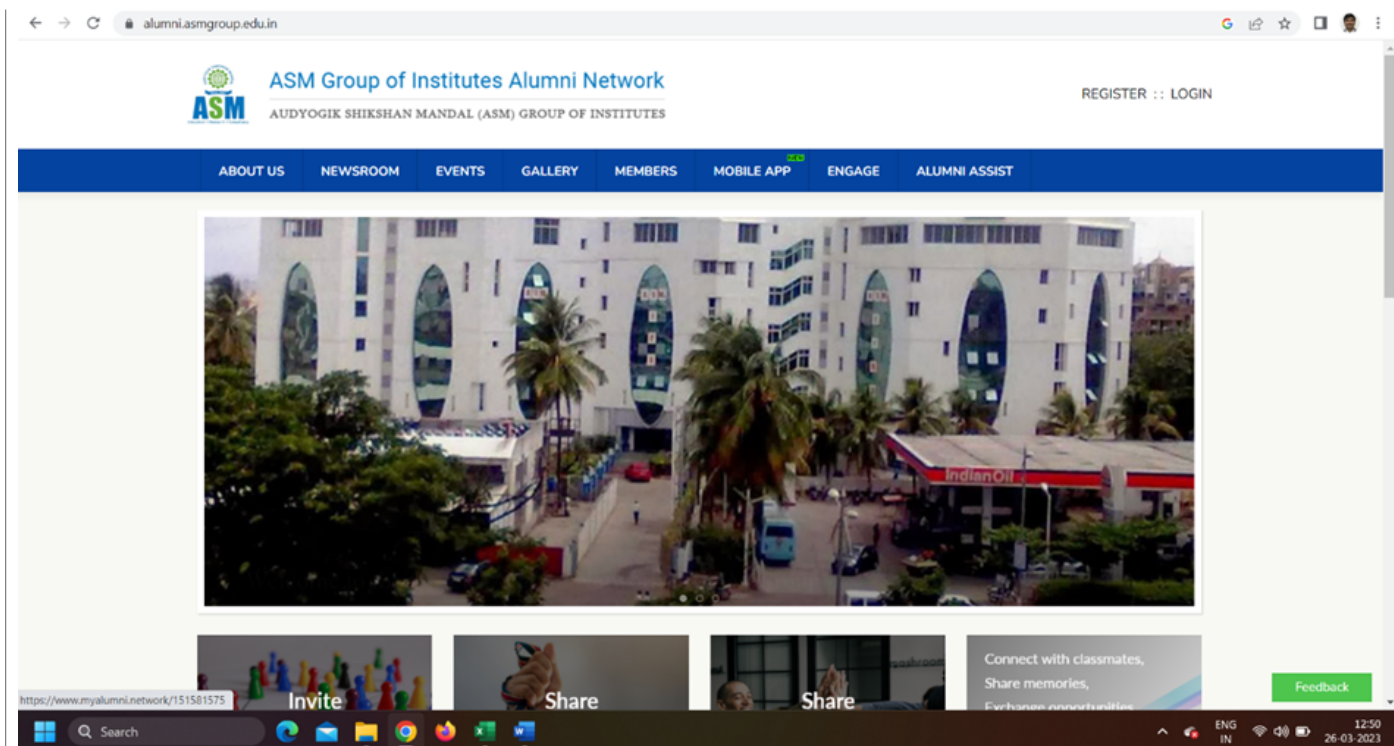
File Description	Document
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Institutional data in the prescribed format	View Document

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 Institutes Alumni Association, registered as '**A.S.M.I.P.S. Pimpri Mazi Vidyarthi Sanghatana**' under section 20 of The Societies Registration Act, 1860 at The Registrar of Society, Pune Region, is an active and dynamic association. The alumni are connected through the Valve portal official social networking community 'ASM Group of Institutes Alumni Network' at <https://alumni.asmgrou.edu.in>, which provides an interface for establishing links between alumni, staff, and students at the institute. Vaave has also initiated various initiatives, including the SARC internship program, Alumni Leadership program, and Career center program, which promote alumni engagement and student mentoring activities. These initiatives contribute to the growth and development of the institute and foster a strong alumni community. Overall, our alumni network portal is a great example of how technology can facilitate alumni engagement and support educational institutions.



Currently, 555 alumni of ASM’s IPS are registered with this network and contributing significantly to the institute's development. The following are the key areas where alumni have contributed:

Feedback: Alumni working in different organizations have given important feedback about the MBA curriculum and suggested additional skill sets that every MBA pass-out student should have. These inputs helped in designing the syllabus of add-on certificate programs.

Book Donation: Alumni organized a book donation drive on 12th April 2022.

Alumni Interaction: Alumni of ASM’s IPS visit the institute on a regular basis and interact with their juniors, sharing their experiences in the field of the corporate world.

Final Placement & SIP Opportunity: Many alumni post job and internship opportunities directly through the ASM Group of Institutes Alumni Network, and many alumni conduct placement drives through the training and placement department of ASM’s IPS.

- Alumni Meet: The alumni association of ASM’s IPS regularly organizes Alumni Meets, and the following alumni meets have been organized:
- Virtual Alumni Meet 2022- on 24th April 2022.
- Alumni Meet 2020, on 8 March 2020.
- Alumni meet 2019 at Delhi on 7th September 2019.
- Alumni meet 2019 on 31 August 2019

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 governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

VISION:

‘To be a World Center of learning that excels in Management and Information Technology, education, research, training, and consultancy.’

MISSION:

‘Our Mission is to attain excellence in education so as to contribute to the socio-economic transitions in the nation at all levels by presenting unique pedagogical opportunities aimed at developing effective, committed and dedicated, socially responsible global managers and leaders who make valuable contributions to all levels of the corporate world and society’.

As stated in the Mission statement, the Institute is committed to the holistic development of the students. And to achieve the goals, the Institute has developed organizational structure comprising of various bodies and committees such as, Governing Body, College Development committee, academic committee, curricular, co-curricular, extra-curricular, sports and cultural committee, examination committee, anti-ragging committee, grievance redressal committee, Internal Complaints Committee etc. Teaching and non-teaching staff members are nominated on various committees to ensure their participation in perspective and strategic planning. To prepare a Perspective plan and strategic plan, the inputs of various committees are taken into consideration. The strategic plan is then prepared by the director under the broad policy guidelines.

We at ASM’s Institute of Professional Studies believes in democratic values and the same is reflected in various practices adopted by the Institute. IPS has formed different committees to promote participative and decentralized management.

Decisions pertaining to day-to-day academic and other activities are taken at the institute level and are independent of the trust. On the other hand, some key decisions like augmentation of Infrastructure, Recruitment of Staff members, decisions regarding affiliation, fee fixation, Scholarships / fee concession to be given to the Students, Staff welfare, Student welfare etc. are taken at trust level by the Management Representatives in consultation with the Head of the Institute and Staff Representatives.

To promote and practice decentralization effectively, and to bring transparency in the overall governance of the Institute the management of ASM has assigned powers to different office bearers of IPS as given below:

1) Head of the Institute (Director):

- a) Sanction leaves.
- b) Liaising with various regulatory bodies.
- c) Sanction expenditure up to a limit of Rs. 2000/- per day.
- d) Sanction and approve financial support for staff members to attend seminar/ workshop/conference/FDP etc.
- e) Sanction and approve financial support for students to take part in various curricular / co-curricular / extra- curricular/sports activities etc. organized by other institutes.
- f) Prepare budget for various activities.
- g) Monitor day- to -day administrative activities.
- h) Counsel and take disciplinary action if required.
- i) Nominate / change staff members of institute level committees.

2) Dean / Academic coordinator:

- a) Preparation of academic calendar & timetable.
- b) Subject allotment.
- c) Decide different CCE parameters for evaluation of students and prepare CCE calender.
- d) Develop strategies for improvement of students' academic performance.
- e) To monitor academic activities.
- f) Collect and analyze student feedback.

3) CEO:

- a) Conduct institute level examinations.
- b) Assign examination duties.
- c) Take disciplinary action.
- d) Result declaration.

The duties, roles and responsibilities of other staff members such as course-coordinator, OS, Account officer etc. are also well defined and the same is available in the form of manual on the website of the Institute..

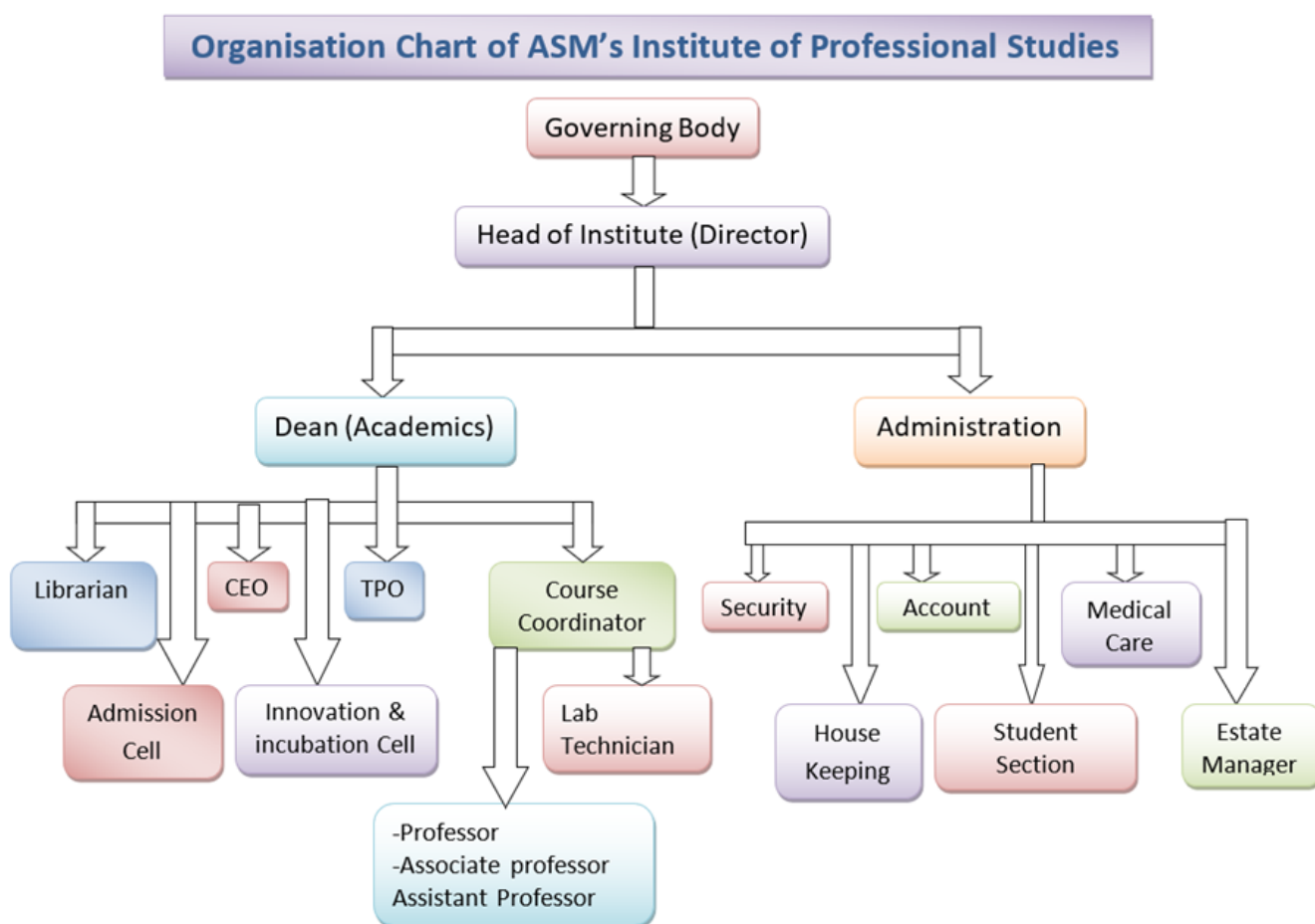
File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Institute has its own organizational structure that clearly defines the roles and responsibilities of every individual and bodies that are part of the institute. Following is an organizational structure of the institute:



Governing body is an apex body in the organization and is responsible for the following:

- Setting and monitoring the organization's Mission, Vision, goals, and strategies.
- Ensure a healthy and conducive environment in the institute.
- Providing adequate resources to achieve organizational goals.
- Monitoring and reviewing academic and related activities.
- Ensure compliances of all legal requirements.
- Scrutinize recommendations of the Director regarding appraisal of staff members.

- Review and pass Annual Budget of the College.

The Director of the institute acts as a bridge between management and the staff members of the institute and is responsible for overall day-to-day academic as well as administrative activities of the Institute. Dean academics assist the Director of the Institute in day-to-day academic activities and Administrative Officer / Office Superintendent assist the Director in day-to-day administrative activities. Librarian, Admission cell, College examination officer (CEO), Head Innovation and incubation cell, Training and Placement officer and course coordinator perform their duties under guidance of Dean academics.

Dean academics owns the overall responsibility of smooth conductions of curricular, co-curricular, research activities in the institute. He is also responsible for making the academic facilities available in the Institute. Dean acts as the communication link between the Director of the Institute, Management, and Teaching staff of the Institute.

Administrative officers assist the Head of the institute in day-to-day administrative activities. Security arrangements, maintaining cleanliness in the premises, maintaining accounts of the institute, coordinating with the students regarding administrative help, taking care of infrastructural facilities of the institute, maintaining staff records etc. are key functions of Office Superintendent.

The Institute has developed a staff manual in which the roles and responsibilities of all office bearers are clearly defined. All staff members of the institute perform their duties as stated in the staff manual. The staff manual is made available on the institutional website and is accessible to all staff members of the institute.

The Director of the Institute collects input from various statutory committees formed at the Institute level to frame strategic plans.

File Description	Document
Upload Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

In line with the mission and vision statement the parent trust and the institute are committed to the welfare of all stakeholders. Institute has its own performance appraisal system for teaching and non-teaching staff. All teaching staff members are supposed to submit their self-appraisal form to the head of the Institute once in a year in the month of April. Non-teaching staff are supposed to fill essential information in the confidential report and should submit the same to Office superintendent in the month of May. On receipt of self-appraisal reports HOI adds his remarks after taking students' feedback and overall performance of teacher into consideration in academic, research, curricular, extracurricular, and other activities and submit the same to the parent trust for further action. Similarly, OS adds his remarks about non-teaching staff and submit the same to HOI. Appraisals of teaching staff are finalized by parent trust and appraisals of non-teaching staff are finalized by HOI. Apart from annual appraisals, the institute has taken many measures towards welfare of staff. Following is the list of different staff welfare measures taken by the institute.

Financial support for staff Development: Teaching staff members are provided financial assistance to attend seminars, workshops, FDP etc.

Medi-claim Insurance Scheme: Institute is paying premiums of group insurance scheme for all staff members of ASM IPS, this insurance scheme provides adequate insurance coverage.

Medical & First aid facility: Institute has appointed a Lady Doctor who visits the campus every day and provides basic medical facility and basic first aid facility as and when required. A first aid kit is also made available and is readily accessible so that in case of any minor accident initial medication can be provided to the needed employee.

Provident fund: Employees contribution towards EPS is deducted from salary and PF deducted at source with Institute contribution is deposited to the PF account of employees.

Maternity & Adoption Leave: Provision of Maternity, Paternity & Adoption leave is done and the same is mentioned in the staff manual

Grievance redressal: Grievance redressal mechanism is established, to resolve grievances of staff members and to protect an employee from harassment of any kind, guidelines are provided for proper action and for protecting the aggrieved employee.

Drinking Water: Institute has installed RO purification plant and safe hygienic drinking water has been provided through water coolers that are easily accessible to all.

Rest Pauses to avoid fatigue:

Safety precautions & Fire Protection: The institute has deployed Fire alarms and fire extinguishers at proper places and regular fire mock drills are conducted. Inspections of firefighting equipments are also done on a regular basis. Special exits and stairs are also provided in case of fire.

Lunchrooms Cafeteria and pantry for staff: Lunchrooms and pantry for staff is provided by the

institute, facilities like electric kettle, refrigerator are also provided.

RestRoom cum sick room: Well-equipped restroom cum sick room maintained in a neat and clean condition is also made available for the staff.

Sport and Games: The Institute has developed a fitness club with modern equipment. Staff members are using this fitness club during breaks or after office hours or during leisure time.

File Description	Document
Upload 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: 96.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	17	16	16

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

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

Response: 72.79

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
25	26	26	12	18

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	12	15	14	12

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

ASM's Institute of Professional Studies is a self-financed institution and relies on the fees paid by the student to meet its expenses. Institute manages its expenditure from the funds generated through the fees paid by the students. Deficit in the expenditure over income is managed through funds from the parent trust. Additional funding for conduction of Seminar / Workshop is obtained from agencies like BCUD / BOD under quality improvement program (QIP) of SPPU.

The institute has its own mechanism for monitoring effective and efficient mobilization and utilization of funds for overall development of the academic processes and infrastructure development.

Heads of various committees prepare the budget for their expenditure for the subsequent financial year. HOI prepares a consolidated annual budget of the institute.

The head of the institute put forth the draft for approval in the meeting of Governing Body (GB) and college development committee (CDC).

GB and CDC suggest changes if required in the draft prepared by the head of the institute and final budget is thus prepared.

All the major financial decisions related to non-budgeted expenses are taken by the Institute's College Development Committee (CDC) and Governing Body (GB).

Once the budget is approved by GB and CDC, the purchasing process for major & durable items is initiated by a purchase committee comprising of Director of the Institute, Dean academics, account officer and Office superintendent. Quotations from a minimum of three vendors/suppliers are called, comparative statements are prepared and after the negotiations purchase orders are placed. For stationery and other consumables, materials are procured from the suppliers identified and finalized by parent trust. The

payments are released as per the terms and conditions mentioned in the purchase order or after delivery of the respective goods. To maintain transparency in financial transactions, all payments are either made through account payee cheques or through electronic modes like NEFT, RTGS etc.

The Institute make optimal use of its limited financial resources by implementing a mechanism for conducting internal and external audits of all financial transactions.

Internal Audit is conducted half yearly by the Financial Committee comprising of Financial Officers from another Institute of the parent Trust. The committee thoroughly verifies the Income and Expenditure details to check anomalies if any. The report of the internal audit is submitted to the trust office through the Head of the Institute.

External audits are conducted once every year by an external agency headed by a Chartered Accountant.

Following are the mechanisms used to monitor effective, efficient, and optimal use of financial resources:

- Budget based on the recommendations of IQAC, GB and other committee members is prepared by HOI and is sent to higher authority for approval. The annual budget includes recurring / non-recurring, salary / non-salary expenses.
- The expenses incurred on different heads are monitored by the accounts department as per the budget allocated by the management.
- The cost of depreciation of different asset materials is calculated as per the applicable rate of depreciation.

File Description	Document
Upload 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:

We at ASM's IPS believe that the role of educational Institute is to chisel out and sharpen the total qualities of Students by imparting quality education, through its innovative, comprehensive, and flexible education policy. So does we make our IQAC instrumental to carry out all activities that encompass Institute's functioning for holistic development of the Students.

Institute's IQAC was established on 6th March 2018 with a Vision to promote and implement quality initiatives in the Institute. The Institution's IQAC is vibrant and is constituted in pursuance of the National Action Plan of NAAC. The IQAC mainly focuses on the following:

1. Observing academic activities keenly and ensuring that they are aligned with the Mission and Vision of the institution.
2. Defining CO's, PO's and PSO's.
3. Design, Develop, and Execute the process or measures for determining the levels of attainment of Course as well as Program.
4. Setting target attainment levels..
5. Preparing action plans in case of deviations among targeted and achieved attainment levels.
6. Design of CCE schema & Rubrics for CCE components.
7. Documenting the quality assuring strategies.
8. Continuous improvement in the strategies after thoroughly assessing the attainment.
9. Redefining the new and incremental goals.
10. Organizing seminars/workshops/ development programs on various subjects.
11. Collecting and analyzing feedback from different stakeholders about curriculum, infrastructural facilities and teaching learning experience.

SPPU adopted OBE for MBA program from academic year 2019-20, subsequently the IQAC at ASM's IPS decided to adopt OBE for the batches 2019-21 onwards.

Accordingly IQAC designed new format of session plan comprising of CO's different teaching pedagogy adopted by respective course teachers, CCE's designed by course teachers, relevance of each CCE with different CO's on the basis of 4 point linear scale, where 0- being no relevance and 3 being highest relevance.

Further IQAC set target attainment level for all courses of different semester. It was also decided to calculate course attainment level for each course based on performance of students in direct attainment CCE parameters at the end of the course.

It was also decided by IQAC to compute Program attainment level for all upcoming batches.

Following is the details of target attainment level set by the IQAC and average attainment level of all subjects combined together of respective semester:

Year	Semester	Target Attainment Level	Average Attainment level	% Of Subjects successfully achieved target attainment
2019-20	I	2.0	2.24	92%
2019-20	II	2.0	2.9	100%
2020-21	I	2.2	2.9	100%
2020-21	II	2.2	2.9	100%
2020-21	III	2.2	2.9	100%
2020-21	IV	2.2	2.9	100%
2021-22	I	2.2	2.9	100%
2021-22	II	2.2	2.17	37%
2021-22	III	2.2	2.9	100%
2021-22	IV	2.2	2.16	45%

Criteria used to decide course attainment level is as follows:

Level	Range
Level 1	40% of students scoring above 50 % marks or more.
Level 2	50% of students scoring above 50 % marks or more.
Level 3	60% of students scoring above 50 % marks or more.

Attainment level for each course outcome is calculated separately and then average of attainment levels of all course outcomes is considered as attainment level (direct attainment) of the course based on CCE's and ESE's separately.

Further overall course attainment level is calculated by taking weighted average of attainment level based on CCE and attainment level ESE. 20% weightage is given to CCE, and 80% weightage is given to ESE

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); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)/ membership of international networks
3. Participation in NIRF
4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

According to the International Labor Office (ILO), the concept of gender equity refers to “fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities”.

In education, gender equality means that among all stakeholders males and females have equal opportunities with respect to economic, social, cultural, and political developments and both the genders have equal access to the infrastructural facilities. We at ASM’s Institute of Professional Studies believe that, by achieving gender equality we can contribute to the upliftment of the society and overall development of the nation. Keeping this philosophy in mind, we at ASM’s IPS have created infrastructural facilities such as a common room for girls as well as for boys. Separate toilet blocks for boys and girls have also been created. Automated sanitary pad vending machines and sanitary pad disposal machines are also installed in the girl's toilet.

ASM’s IPS is offering an MBA program and 80 % - 90% of the admissions to MBA Program are done by Directorate of Technical Education (DTE), Government of Maharashtra. DTE has its own mechanism to monitor equality based on gender in the admission procedure. Reservations of male and female students in the admission are taken care of by DTE. Remaining 10% to 20% institute level admissions are done through well-documented and transparent procedures as directed by DTE. Institute level admissions are purely based on the merit of applicants.

Institute has established an ICC (Internal Complaint Committee) to receive and redress the complaints of sexual harassment at workplace. This committee is headed by senior lady faculty (Presiding officer).

Procedure to register complaint: Aggrieved woman can make written complaint of sexual harassment at workplace to the ICC, or she can register her complaint by sending email to ipsicc@asmedu.org. For ICC it is made mandatory to resolve the issue within a period of three months from the date of incident.

The ICC is also responsible to conduct seminars to spread awareness about the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Rules, 2013).

In order to promote gender equality and for women empowerment institute frequently organize various events as listed below:

- International women’s day celebration.
- Self-defense training program.
- Celebrated Insignia 2018 with Stop rape theme.
- Celebrated Insignia 2020 with the theme ‘Stop Violence against women’.

- Celebrated Insignia 2017 with the theme ‘Save Girl Child’.
- Awareness program on ‘Sexual Harassment of Women at workplace’.
- Menstrual hygiene program for female students.
- Uddan- A salute to frontline warriors and women empowerment.

a) Every year the institute organizes an annual cultural and sports event ‘INSIGNIA’, where students from different Institutes and Colleges take part in various activities. To sensitize students to social issues, every year the institute keeps a different theme and activities are arranged according to the theme during this event. ‘Save girl child’, ‘Save Water’, ‘Stope rape’, ‘Stop violence against women’, ‘Save soil’ etc were the themes for INSIGNIA conducted in previous years.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and

responsibilities of citizens (Within 500 words)

Response:

At ASM's Institute of Professional Studies we are taking proactive steps to provide an inclusive environment. The steps taken by the institute are aimed at developing students holistically by offering a better educational environment, better infrastructural facilities and by providing equal opportunities to each section of the society. The main aim of providing an inclusive environment is socio economic upliftment of the students passing out from the institute.

ASM's IPS is situated in PCMC a twin city of PUNE municipal corporation, very well known as 'OXFORD of the East', and people from different parts of country are migrated to PUNE and PCMC, so does the students admitted in our institute are also not only from different parts of the country, but they are from different cultural, linguistic, socioeconomic and regional background.

Being having students from different backgrounds, at ASM's IPS we believe in unity in diversity and to promote this thought a variety of events and activities are organized in the institute every year.

To promote cultural and regional harmony following events are organized.

- Traditional day celebrations:
- Onam Celebration:
- Durga Pooja:
- Dandiya Night:
- Ganesh Festival:
- Shiv Jayanti
- Constitution day.
- Pateti Celebration
- Holi
- Universal Human Value sessions during Induction Program.
- Marathi Bhasha Divas
- Vachan Prerana Din.

To promote cultural diversity events mentioned below are regularly organized in the institute:

- a) Fashion show with themes of representing different states of India.
- b) Dance performance by the students of different states during INSIGNIA.
- c) Fresher's Party
- d) Farewell party

To promote linguistic harmony, marathi bhasha divas, vachan Prerna din etc are organized by the institute.

Constitution day is also organized in the institute to create awareness about fundamental rights, fundamental responsibilities of every individual as an Indian citizen.

We have not only created an inclusive environment for the students from various cultural and socioeconomic backgrounds, but also created an inclusive environment for physically challenged students. Special infrastructural facilities and barrier free environment is created for physically challenged persons such as ramps, lifts, special toilet blocks for Divyangans etc.

Equal opportunity cell is established in the institute to ensure that no student from the institute misses an opportunity to take benefits of various schemes of state government/ central government / non-government organizations and offered by different private firms.

File Description	Document
Upload 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:

Best Practice-1

Title of the Practice: Learning How to tackle Business related issues Through Case Studies method.

Objectives:

1. To bridge the gap between teacher-centered learning and problem-based learning.
2. To develop an attitude among students of looking at the business problem from different perspectives.
3. To develop an ability among students to find realistic solutions to complex business problems.
4. To develop analytical thinking amongst the students so that they will be able to compare and analyze the repercussions of different decisions.
5. To develop the ability among students to identify and distinguish between critical and extraneous factors that may have positive or adverse effects on the different possible solutions to business problems.

The Practice:

The practice of learning how to tackle with business related issue is unique in its own way wherein students of ASM' IPS learn how to analyse and identify the best possible solution to the pertinent business-related issues through the different possible solutions offered by industry executives, teachers and their peers based on the case studies developed by the teachers of ASM's Group of Institutes.

Series of case study solving competition starts with a flagship event called as MINDSCAPE wherein Indian case studies developed by faculty members of ASM are solved by team of Industry executives. Every year more than 40 teams from 25+ major industries including TATA, Mahindra & Mahindra, Bajaj

Auto, Whirlpool, Fiat etc. participate in MINDSCAPE. The competition is held at ASM's IPS campus, and the cases presented by teams of industry executives are evaluated by panel of juries from different industries and academia. Each team gets twenty-five minutes for presentation and five minutes for Question-and-Answer session. Participant teams are judged on various criteria such as relevance, quality of analysis, confidence, clarity, and teamwork.

The second competition in this series of competition is EVOLVE for the faculty members of ASM group of Institutes. The first objective of this competition is to develop capabilities of faculty members in usage of case methodology in their regular teaching learning process. The second objective of this competition is student gets an idea about how to look at the business-related issues from the perspectives of an academician. Rules & regulations, time allotted, evaluation parameters for EVOLVE are same as that of MINDSCAPE.

The third competition in this series is PERCEPT a case study presentation competition for students. This competition focuses on developing analytical skills, presentation skills, interpersonal skills, team spirit, collaborative working skill etc. Students from all semesters participate in this event. PERCEPT have an enduring impact on the students of ASM's IPS, as this competition has developed a skill of analysing the situation, skill of analysing the problems and skill of resolving business related issues.

In the initial phase when we started this practice the problem of reaching out with the industry executives was faced by us. The second issue that we faced was the development of new Indian case studies, initially faculty members was not having an experience of developing case studies, in due course faculty members have gained mastery in developing case studies.

Best Practice-2

Title of the Practice: Identifying weaknesses of students using profiling method and offering specially designed add-on courses to overcome weaknesses.

Objectives:

1. To Identify strengths and weaknesses of the students.
2. To suggest special additional skills students should develop for their career advancement during 2 years duration of MBA program.
3. To overcome the weaknesses, offer specially designed add-on courses based on feedback of employer, alumni, parents of students etc.
4. To leverage strengths, suggest certification program that will increase the employability of the student.

The Practice:

On 15th July 2015, the then prime minister of India, Mr. Narendra Modi launched a campaign named 'National Skills Development Mission of India', to align with this mission, we at ASM's Institute of Professional Studies decided to focus more holistic development of students rather than imparting theoretical based education.

The first of implementing this practice is to identify the skillsets contemporary industry people looking for. To identify the skills required by industry and corporate houses, feedback about curriculum is obtained to

bridge gap between curriculum and industry requirements from alumni, employers, parents and students at the institute and analysed.

Second step in implementation of this practice is to identify skill acquired by the students and skill to be acquired by the students during 2 years down the line. Skill mapping based on the analysis of cognitive ability test results, student’s self-analysis of acquired skill and analysis done by the expert about skills acquired by the students and skills to be acquired by the student are identified. Successful implementation of second step resulted in identification of following courses.

1. Basics of MS Excel.
2. Advance MS Excel.
3. Business communication skills.
4. Tally Ace
5. Tally Pro
6. Digital Marketing
7. Mathematics for management.
8. Employability Skills by Coursera online
9. Marketing Analytics- Coursera Online
10. Introduction to Data Analysis using Microsoft Excel- Coursera Online
11. Employ101x: Unlocking Your Employability- edX online.
12. Certificate course on Cloud Computing- AWS online

Third step in the implementation is to suggest add-on courses, MOOCS and certification courses based on skill mapping done in the second step. At ASM’s IPS we have designed few add-on certification courses based on the inputs given through feedback about curriculum by various stake holders. The syllabus of these add-on certification courses is designed by inhouse faculty members in consultation with the delivery partner institute. For delivery purpose, an MoU is signed with ‘EDISOL Consulting Services’, Chinchwad, Pune. Delivery of these certification programs are done through L-T-P pedagogy. Theoretical Lectures are delivered by delivery partners and practical sessions are conducted by inhouse faculty member trained by delivering partner ‘under the program ‘Train The Trainer (TTT)’.

One of the Add-on certificate programs ‘Math for Management’ is unique and is designed by one of our inhouse faculty member Dr. Lalit J. Kanore, and is delivered entirely by our inhouse faculty members.

Evaluation of certification program is done jointly by ASM’s IPS and delivery partner EDUSOL, certificate of completion is also issued jointly by the partnering institute. While evaluation and issuance of certificate is done by ASM’s IPS.

Apart from the certification programs designed by ASM’ IPS jointly with EDUSOL, institute suggests various MOOCS, Certification programs etc to the students. Though it is not mandatory for students to enrol for the course suggested to him/her, but we strongly recommend to do it.

File Description	Document
Best practices as hosted on the Institutional website	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:

The parent trust, Audyogik Shikshan Mandal (ASM), was established in 1983 with the mission of achieving excellence in education and contributing to socio-economic transitions in the nation. In just 40 years, ASM has grown into a group of institutions offering education from KG to Ph.D. The ASM's Institute of Professional Studies shares this vision and mission and provides quality education in management by implementing Outcome Based Education (OBE) and evaluation, which is necessary to attain excellence in education. The MBA program offered by the Institute is affiliated to Savitribai Phule Pune University (SPPU), which has revised the syllabus and adopted OBE from the academic year 2019-20. To achieve this, the Institute has transformed the academic delivery process and evaluation process.

The following are the highlights of the transformed process:

- a) Detailed academic plan: The teaching plan is designed to include every major and minor aspect related to academic delivery and evaluation processes, including course outcomes, the outline of topics, teaching and learning pedagogy, concurrent evaluation plan, and evaluation methods. Course teachers are required to share the teaching plan with the students before the commencement of the classes.
- b) Course outcomes: Five to six course outcomes are defined for each course, based strictly on Bloom's Taxonomy, and are mentioned in the teaching plan.
- c) Transparent Concurrent evaluation methods: While SPPU has stated various methods of comprehensive concurrent evaluations in the drafts of syllabus updated in 2013, 2016, and 2019, teachers are given the freedom to choose any method listed in the syllabus or design their evaluation method while following the principles of OBE. To ensure transparency in the evaluation process, teachers prepare Rubrics for every Concurrent Comprehensive Evaluation (CCE) method.
- d) Control mechanism: The institute has devised a control mechanism to minimize deviations in planning and implementation. The academic coordinator is responsible for minimizing deviations, and course teachers are instructed to update the teaching plan after every session, which is checked by the course coordinator on a weekly basis.
- e) Academic audit by external auditors: An academic audit of each course is conducted at the end of each semester by an academic audit committee composed of two senior faculty members from other institutes.
- f) Course attainment level: The institute calculates the course attainment level for each course based on direct and indirect attainment. Direct attainment is based on the performance of students in CCE and End Semester Examination (ESE), while indirect attainment is based on the course exit interview of each student. A weighted average method is used to calculate the course attainment level, with 80% weight assigned to direct attainment and 20% to indirect attainment.

g) CO-PO Mapping and Program attainment level: CO-PO mapping for course outcomes of each course with program outcomes is done by respective course teachers by defining the degree of association/relevance of course outcomes with program outcomes on a four-point scale (0 to 3). Direct and indirect program attainment levels are calculated based on program exit interviews of students, employers, parents, and course teachers.

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

5. CONCLUSION

Additional Information :

For more than 40 years, Audyogik Shikshan Mandal (ASM) has been committed to providing quality education with the goal of contributing to socio-economic development. The trust believes that education is a service to society and aims to give back to the community. ASM has achieved many notable accomplishments, including the establishment of a research center and partnerships with various international universities, as well as renowned organizations such as IBM, Microsoft, and Harvard Business School's HBX CORE program.

ASM's Institute of Professional Studies was established in 2008 with an intake capacity of 60 students, which has now increased to 180 students per year. The institute has made a remarkable impression on society through its achievements and aspires to become a leading institution in PCMC by creating a center of excellence that provides quality education at an affordable fee.

To provide students with opportunities to connect with the business world and to make them employable, IPS has established close contacts with the industry and industrial associations such as ICC, LCCIA, MCCIA, and others. These contacts also provide internship and placement opportunities. IPS also has valuable partnerships with organizations such as CEGR, ICCI, ASMA, and Digital HR, providing a platform to conduct events and activities that groom students to international levels and provide networking opportunities useful in solving establishment-related issues with the government and its various agencies. These partnerships are also helpful for placement and networking with other reputed universities and institutes.

ASM is promoted by committed and passionate academicians such as Dr. Sandeep, the Chairman of the Executive Committee of ASM, who is an alumnus of Harvard Business School and holds an MBA from the UK. He has successfully created a globalized and holistic teaching-learning environment at IPS. Dr. Asha Pachpande, the Secretary of ASM, holds a Ph.D. from Japan and is the senior-most Director of management Institutes affiliated to SPPU, Pune. Her active involvement has led to academic excellence and constructive participation of the academic fraternity and industry in the Institute.

Concluding Remarks :

In conclusion, over the past 15 years, the IPS has made remarkable progress, expanding its infrastructure and achieving numerous milestones. The institute has increased its intake capacity from 60 to 180 students, and has achieved over 99% enrolment of its intake capacity in the last five years. The IPS has developed a robust mechanism to ensure the effective delivery of curriculum, utilizing experiential learning, participative learning, and case study methodology. The institute has also introduced 12 add-on certification programs, with nearly 72% of students benefiting from these programs in the past five years.

The IPS is committed to professional ethics, human values, gender sensitization, inclusiveness, equal opportunity, environmental sustainability, and the same is evident from various activities organized. The institute has won prestigious awards and letters of appreciation from government-recognized organizations for its extension activities.

Every IPS student must undergo a compulsory 2-month summer internship program, and the institute has sound associations with the industry. The admission process is governed by State CET cell, and the institute follows

the norms laid down by AICTE, with a student-full-time teacher ratio of 2.67:1.

The IPS has a mechanism to handle assessment relevant grievances, and the institute regularly organizes workshops/seminars/conferences on RM, IPR & ED to develop an innovative culture. The IPS has signed MoU's with 12 different organizations for the transfer of knowledge, and the institute spends a significant amount each year on maintaining its academic and other facilities.

The IPS has an excellent placement record, with more than 80% of eligible students are successfully placed through the institute's placement cell. The IPS has adopted a decentralized model of governance, and e-governance is utilized in many areas of operation for smooth and efficient conduction. The institute has achieved significant improvements in terms of quality, energy, and water conservation measures, barrier-free environment, quality audits, etc., through the efforts of its IQAC cell.

Overall, the IPS has demonstrated a commitment to providing a world-class education to its students, with a student-centric approach and a focus on industrial exposure, innovation, and global citizenship. The institute has well-qualified teaching staff and eminent visiting faculties from India and abroad, who are experts in their respective areas. The IPS has also provided excellent global exposure opportunities to its students, including participation in international research conferences, lectures, and seminars by faculties from foreign universities, and being part of the Asian Study Program.

The IPS has created a dynamic learning environment that not only prepares students for a challenging career but also instills in them a sense of social responsibility and global citizenship. The institution's commitment to excellence in education is evident in its various initiatives, and the results speak for themselves in the form of successful alumni and students. Additionally, the IPS has demonstrated adaptability during the COVID-19 pandemic by implementing innovative solutions such as the Suraksha Box to maintain a safe campus environment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :07</p> <p>Remark : Input edited as Some courses which are part of Management program should not be counted here.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>313</td> <td>349</td> <td>277</td> <td>168</td> <td>130</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>335</td> <td>270</td> <td>168</td> <td>130</td> </tr> </tbody> </table> <p>Remark : Input edited by excluding online courses</p>	2021-22	2020-21	2019-20	2018-19	2017-18	313	349	277	168	130	2021-22	2020-21	2019-20	2018-19	2017-18	300	335	270	168	130
2021-22	2020-21	2019-20	2018-19	2017-18																	
313	349	277	168	130																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
300	335	270	168	130																	
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 : 318 Answer after DVV Verification: 318</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>190</td> <td>179</td> <td>176</td> <td>149</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>180</td> <td>179</td> <td>176</td> <td>149</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	200	190	179	176	149	2021-22	2020-21	2019-20	2018-19	2017-18	180	180	179	176	149
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	190	179	176	149																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
180	180	179	176	149																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	180	180	180

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	180	180	180

Remark : Input edited as admitted students not more than sanctioned students

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	81	72	30	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
68	77	60	30	36

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:

2021-22	2020-21	2019-20	2018-19	2017-18
68	77	60	60	60

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
68	77	60	30	36

Remark : Input edited as per admitted students not more than sanctioned

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**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:

2021-22	2020-21	2019-20	2018-19	2017-18
5	9	8	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	1	4	1

Remark : Input edited as per the webinar and quiz competitions are not to be considered here

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	14	13	7	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	10	0	0	0

Remark : Input edited as per the supporting documents

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	18	16	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	16	15	01	0

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	3	8	13	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	02	01	01	02

Remark : Input edited as per the supporting documents

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 :15

Remark : Input edited as per the supporting documents

5.1.1 **Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
246	248	265	286	210

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
246	248	58	154	166

Remark : Input edited as per the supporting documents

5.1.2	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited as per the supporting documents</p>																				
5.1.4	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as HEI has not provided documents for all</p>																				
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 1310 1046 1444"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>237</td> <td>0</td> <td>167</td> <td>112</td> <td>208</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1525 1046 1659"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Remark : Input edited as per the provided documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	237	0	167	112	208	2021-22	2020-21	2019-20	2018-19	2017-18	01	01	01	01	01
2021-22	2020-21	2019-20	2018-19	2017-18																	
237	0	167	112	208																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
01	01	01	01	01																	
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	17	16	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	17	16	16

Remark : Input edited as per the supporting documents

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>390</td> <td>371</td> <td>357</td> <td>325</td> <td>255</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>390</td> <td>368</td> <td>353</td> <td>329</td> <td>255</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	390	371	357	325	255	2021-22	2020-21	2019-20	2018-19	2017-18	390	368	353	329	255
2021-22	2020-21	2019-20	2018-19	2017-18																	
390	371	357	325	255																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
390	368	353	329	255																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 39</p> <p>Answer after DVV Verification : 36</p>																				