



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ASTHA SCHOOL OF MANAGEMENT

**PLOT - 261, PANCHAMUKHI VIHAR, ATALA, BALIANTA
752101**

www.asthaeducation.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

ASTHA School of Management- Ensuring Complete Transformation!

Based on the ideals of Sri Aurobindo and the Mother, and the teachings of Swami Vivekananda, that education should enable the learners in multiple disciplines to develop their personality and contribute to the growth of the Nation, a group of entrepreneurs, who formed Sri Panchamukhi Educational & Charitable Trust in 2008, envisioned an institution that would transform the youth into capable professionals. They aimed at empowering the people of Odisha through education. To accomplish this noble vision, the trust established **ASTHA School of Management**.

Located in a beautiful rural setting on the outskirts of temple city of Bhubaneswar in the Baliana village, this self-financed institute over the years has served the management education of predominantly first generation learners. In accordance with the national agenda, the institute accords top priority for the full participation of girl students in the national economy.

ASTHA School of Management imparts 2-year full-time Master of Business Administration (MBA) program that is affiliated to Biju Patnaik University of Technology (BPUT), Odisha, and approved by All India Council for Technical Education (AICTE), Govt. of India. The institute conducts its Academic Audit every year as per the criteria pronounced by the affiliating university. It is ISO 9001:2015 certified institute *promoting learner-centered, result-oriented, management education, research & innovation, executive education through contemporary knowledge, use of technology and integration of human values*. The current intake is 180, excluding candidates under the Fee Waiver & Economically Weaker Section scheme.

The institute is well-known for its **Outcome Based Education**, innovative pedagogy & placement. Its serene and lush green campus is regularly assessed under **Green Audit**. It promotes clean and safe living through **green initiatives like Pot Peepal & Pot Neem**. ASTHA is backed by the state-of-the-art infrastructure. It is also applauded & sought for collaboration for corporate training, event management, community development initiative as well as inculcation of spiritual values among the Generation Z. The institute is **NEP ready** as it fosters an environment that harmonizes the latest in technology with ancient wisdom to create a pleasant and peaceful world.

Vision

VISION: To create a forward-looking dynamic institution that can produce globally competent management professionals and entrepreneurs who are committed to develop the State of Odisha and ever willing to contribute to the regional & national growth in all possible ways.

Mission

MISSION: To promote research, innovation and entrepreneurship through professional and technical education with a purpose to ensure sustainable development of industry, agriculture & allied services.

QUALITY STATEMENT: To provide responsible management education and research for global excellence through a vibrant learning organization, embedded self-evaluation, continuous improvement process and to develop transformational future leaders.

CORE VALUES:

- Competency based education
- Commitment to excellence
- Community Service
- Good Governance
- Service to the Nation
- Service to the Divine

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS

1. Standalone MBA college highly focused on imparting management education of distinguished quality.
2. Higher credibility of the Institute in providing quality education at an affordable cost since 2008 in the state of Odisha.
3. A pioneer in integrating Human Values with MBA course curriculum through Value Added Course called Personal Effectiveness Programme.
4. Indigenously designed and developed Competency Incubator & Assessment Centre for continuous competency training and evaluation.
5. A well-designed behavioural lab with facility to administer psychometric assessments, counselling and behavioural modification.
6. Propagating spiritualism along with professional education through YUGMA.
7. Physical fitness Awareness / Encouraging games and sports through Yoga sensitization, handball, cricket and badminton.
8. Good record of campus placement for management graduates with a present median salary 3.5 lakh per annum and has been a good ROI for the management graduates of the Institute.
9. Strong motivation of faculty and staff to Implement academic and examination reforms at the Institute.
10. Rigorous faculty selection process.
11. The Institute is able to generate self-financing seats and internal resources for physical and academic infrastructure augmentation.
12. The Institute has a well-drafted charter on transparency, best practices, and empathy for students, faculty, staffs and other stakeholders.
13. The Institute has an active student council for institutional development and welfare activities within and outside campus.

Institutional Weakness

WEAKNESSES

1. Inadequate scholarly research and publications by our full-time faculty in national and international journal of repute which are Scopus / Web of Science indexed.
2. Inadequate number of students' admission with higher percentage/percentile of marks and with prior industry experience in the MBA programme.
3. Inadequate number of industry-driven courses in the MBA curriculum and hence, there is lack of practitioner perspective in the existing MBA curriculum.
4. Lack of regional diversity in students and faculty in the campus.

Institutional Opportunity

OPPORTUNITIES

1. Students get enough time to involve in various extra-curricular and co-curricular activities by capitalizing their time-flexibility and compatibility in the class schedule of the courses.
2. Students capitalize on the Institute's INDUSTRY CONNECT PROGRAMME organized in every semester of the MBA Programme.
3. Investment in e-learning and MOOCs is an opportunity yet to be harnessed for quality education and to generate resources.
4. Faculty members of the Institute can make use of flexi-time and institute's resources for scholarly research and publications in the refereed journals of international repute.
5. Corporate recognition as training partners.
6. Bi-lingual competence of the faculty can be leveraged to deliver management education in regional language.

Institutional Challenge

CHALLENGES

1. Location as a disadvantage is minimized by creating a competent environment for the students at the Institute.
2. Though challenging, but innovative teaching pedagogy with modern technological exposure at ASTHA SCHOOL OF MANAGEMENT for the BPUT prescribed syllabus of MBA Programme has made the students well-equipped and more competitive.
3. Stiff competition from national and regional institutes/universities of repute is addressed through credible academic practices and good governance at ASTHA School of Management.
4. The Institute has been working closely with Students, Parents, Alumni, Employers, Academic Peer to increase perception through possible accreditation, compliance, and rankings of the Institute both at national as well as international level.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

In sync with the Choice Based Credit System of the affiliating university, ASTHA School of Management offers great flexibility to the students and the faculties for a holistic management education. Being a standalone MBA institute under Biju Patnaik University of Technology (BPUT), the curriculum is planned by the University. The Principal, however as the member of the academic council of BPUT, contributes ideas for designing the syllabus.

The Schemata

Programme: MBA

Credit System: Choice based credit system (dual specialization)

Grand Total Credits: 102

Grand Total marks of the program: 5000 (University Marks+ Internal Evaluation)

Total number of courses offered: 62 (including core, specialization, internship & seminar)

Total number of papers studied by a student: 34 (18 Compulsory papers, 1 Compulsory Internship, 1 Seminar, 14 choice based papers of specialization)

Faculties develop their Course Outcomes (COs) that are specific, measurable and time-bound. All the COs are mapped against the Programme Outcomes (POs) and Programme Specific Outcome (PSOs).

Students receive experiential learning through internships, projects and field work. They are continuously assessed for their performance enabling faculties to identify their strengths and weaknesses, and in turn facilitating remedial lessons and student counselling for a focused and result-oriented learning process. Courses and events on professional ethics, sustainability and human values enrich the curriculum. Value Added Courses (VAC) enhance the skills of the students to stay abreast with the corporate trends.

The MBA Programme is fully complemented by a number of co-curricular activities, outreach programmes and other innovative initiatives (categorized as curriculum support) that are crafted for 360-degree development of the students. These activities are systematically executed as per the Events' Calendar. The salient features of the curriculum support plan comprise four components:

- 1) Induction & Orientation,
- 2) Indigenously developed Competency Incubator & Assessment Centre (CIAC) Model,
- 3) Value Added Courses (VAC),
- 4) Co-Curricular Activities.

The institute draws feedback and comments from all the stakeholders viz. students, alumni, teachers, recruiters, parents, local community and visitors on areas that concern them. It is analysed and appropriate steps are taken for improvement. This ensures achieving the POs and PSOs especially corporate placements, and entrepreneurship.

Teaching-learning and Evaluation

Teaching, Learning and Evaluation

Written exam followed by a central counselling process administered by Odisha Joint Entrance Examination (OJEE) cell is a prerequisite for joining MBA programme. Alternatively, national-level aptitude tests, notified by the apex bodies like the Government, AICTE, UGC etc., also serve as the entry gate to the institute, which supports students from weaker socio-economic background, minority, and regionally diverse areas through institutional scholarship and the schemes provided by the governments and other agencies.

Students gain the counselling benefit and personal guidance from the teachers in the class and through Proctorship ensuring utmost attention to a student's developmental needs as the teacher to student ratio is healthy.

ASTHA School of Management believes that the best way to teach is to let the students learn through experience, participation, problem solving and self-reflection. This is done through student-centric methods like field study, internship projects, case studies, out-bound training, simulation exercises etc. For providing individualized experience to the students, the faculty members conduct tutorial classes as well as one-to-one doubt clearing sessions.

All the classrooms are ICT enabled. The Wi-Fi campus, audio-visual systems, Digital Language Lab and Virtual Workspace ensure enriched learning experience. Reading materials are available at Google workspace and in WhatsApp Chatbot.

The faculties not only impart the best of education to the students, but also contribute in their competency development and personal improvement plan. They assess the outcome of the courses and provide proper feedback for students' progress. They act as guides for research projects, and handle student grievances promptly through the proctorship.

Teachers are encouraged to carry out their research and development activities as they participate in faculty development programmes and other knowledge enhancement courses on a regular basis. Thus, they keep themselves updated and polished in order to give the best inputs possible.

Continuous Internal Evaluation, which is transparent and robust, incorporates:

1. Session-wise assessment and feedback
2. Evaluation to attain Course Outcome
3. Assessment to map competencies
4. VAC Evaluation

Outcome of these assessments include identification of slow learners, improved teaching methods, self-awareness, self-development, corporate readiness, entrepreneurial vision and adherence to human values.

Research, Innovations and Extension

Research, Innovations and Extension

ASTHA School of Management provides a congenial environment for research and innovations. Financial and administrative support is provided for conducting research, attending seminars, conferences and FDPs. Papers and industrial projects are presented in seminars and workshops giving scope for research deliberations. On a yearly basis, extremely innovative students' seminar, **Prakalpa**, is organized that brings together research enthusiasts of various management institutions together. It is fully funded by the institute and aims to recognize the student's research conducted in the industry.

Entrepreneurship skills are sharpened through sensitization workshops. It begins with the induction programme and continues beyond the completion of the programme.

Institute's innovation ecosystem aids the exchange of knowledge, skills, expertise, resources and goodwill through:

1. Entrepreneurship Development Course
2. Entrepreneurship skills development workshops, seminars and expert talks
3. Brainstorming Sessions for Bhubaneswar Smart City Limited (BSCL) and governments
4. Advocacy Initiatives like door-to-door campaign and surveys, nukkad nataks etc. in the rural and semi-urban areas for community development.
5. Research Publication like **Anweshan: Astha's Management Journal, Prakaran** (collection of articles written by scholars of Odisha), and National Seminar proceedings with ISBN add value to the existing knowledge corpus.
6. Pedagogical innovations like WhatsApp simulation for communication, Learn Your Product Game, Risk Behaviour- A Ball Game, Focus Group @ canteen, have great impact.
7. Corporate training engages working professionals in upskilling and re-skilling. This is conducted by the faculties of the institute.

Institute carries out various community awareness and development activities like Social and Environmental Awareness (SEA), Fun with Purpose, Extension and Outreach programme, and Youth Connect Programme (supporting Bhubaneswar Smart City Ltd.). Programmes on **Save the Girl Child, Say No to Plastic, financial inclusion, cyber security, blood donation, plantation** etc. have been recognized by the Commissionerate of Police, NALCO, Sarpanch of Balianta, Bhubaneswar Smart City limited.

Collaborations have been made with Minor Irrigation Department, Govt. of Odisha; IDBI Bank, Canara Bank, Thriveni Earth Movers, TRL Krosaki Ltd. etc. for training and research. The institute has executed an MoU with the Sambad Group (eastern media) for providing them with the know-how and event management support for their largest sporting event, “Let’s Shuttle.”

Infrastructure and Learning Resources

Infrastructure And Learning Resources

ASTHA School of Management has a sprawling green campus with an expanse of 2.48 acres of land, situated in Atala, Baliana, which is a rural destination that is in the process of urbanization. The campus is clean and nurtures a pond ecosystem, which also serves the purpose of rain water harvesting. Its architecture assists free movement for persons with special needs and the Wi-Fi campus facilitates teaching- learning process.

Classrooms are fitted with ACs, and are ICT enabled for Computer-aided learning, hybrid classes, AV classes and Video Conferencing. Institute has a computer lab (60 seater), a language lab (30 seater) and a behavioural lab (30 seater). The computer systems are upgraded on a regular basis to ensure hassle free delivery of value added courses, computer based selection tests for recruitment, simulation exercises and tests.

The Orell Digital Language Lab (ODLL) is used for language training. The OB lab with 360-degree rotatory camera, is used for behavioural modification training and focus groups to make the students corporate ready.

The hostels are within the campus and are fully secured. There is a canteen that serves nutritious food, and accommodates more than hundred persons. The power back-up of 100 KV facility lets the activities in the institute and hostels continue uninterruptedly.

There is a 200-seater Auditorium that is utilized for cultural events, seminars and other congregations. Another auditorium with a capacity to seat 600 persons is under construction.

There is a meditation room (Adhyan) for releasing stress, students’ club room, central dome for reception, tutorial rooms, examination cell and the library. Yoga, sporting and other outdoor activities are conducted in the lawns. Institute also has a tie-up with the nearby gym for fitness activities. OBT (Out Bound Training), used for behavioural modification and learning, takes place in the lawn area.

Library is semi-automated with LMS 4.8. with a good collection of books, journals, magazines, newspapers and research reports. It has memberships of DELNET, J-Gate Plus, SAGE and e-Shodhsindhu and the National Digital Library. IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology.

Student Support and Progression

Student Support And Progression

Institute provides financial support to the students by extending institutional scholarship and by facilitating scholarships from the governments or other bodies. The competencies of the students are enhanced through

focused training and appropriate guidance for choosing the right career. This is done through Personality Based Counselling conducted under the aegis of OB Lab. Competency Incubator and Assessment Centre model of development ensures placement preparedness, readiness for taking competitive exams and academic career progression.

Capacity building of the students is done through language lab sessions and a Value Added Course on Communication Development for fostering language skills. Soft skills sessions are conducted throughout the MBA programme by both internal as well as external resources. Yoga sessions and other life skills activities are conducted regularly. Computer skills, presentation skills, Excel training etc. are a part of the ICT skill building activities.

Students are encouraged to participate in sports as well as community development programmes. **Shuttle Smashers- Open door badminton championship** is an annual event that brings in students from various management institutions to whack and win. Apart from this, chess, carrom, handball, and cricket are also conducted. The students participate in many cultural events throughout the year. Some of the activities include **pot painting, best out of waste, poster making, dancing, singing, drama** and so on. Students' club, under the banner of **Fun with Purpose**, travel to remote locations to perform street plays to sensitize the public on issues like **gender discrimination, financial inclusion, cyber security** etc.

The students appreciate the institution's commitment towards their development. The grievance redressal committee is in place and meets regularly to check if there is any issue with them. The institute has a ragging-free campus where every student respects and appreciates each other. The proctors take care of the student's problems and communicate to the appropriate authorities in case of any grievance.

The alumni association of ASTHA School of Management contributes towards institutional building, student mentoring, and community work. Alumni provide feedback on various aspects of the curriculum and the VAC. They participate in celebrations and provide support for institutional development.

Governance, Leadership and Management

Governance, Leadership And Management

ASTHA School of Management is committed to provide quality education in the State of Odisha.

Board of Governors of the institute support all the activities of the institution by providing timely finance, approvals and advice. ED-cum-Secretary of the institute advises on the matters of policy formulation and execution. The Principal, as chairperson of IQAC and Academic council, plans and monitors curricular, co-curricular, corporate-campus connect, skill development, community-outreach, placements, development activities, and events, which are executed through committees, which comprise faculty, staff and students.

IQAC is the driving force behind the success of all academic and institutional activities. It proposes, approves, plans, sets standards, monitors, controls and leverages feedback for improvement and development. The institute maintains utmost transparency in its operations and has guidelines and policies for conducting the institution's operations efficiently.

Note-sheet based correspondence, to file all the procedures and practices, is used with the Google Workspace and other modern systems for documentation. E-Governance is visible in all areas of operation.

Faculties enjoy autonomy in pedagogical approach, research and developmental work. A healthy work-life balance is ensured to all the employees by providing designated holidays, leaves and vacations. Employees are provided in-house training as well as encouraged to join Faculty Development Programmes and Staff Development Programmes organized by other agencies. They are duly recognized for achievements.

ASTHA School of Management mobilizes its resources and funds generated from student's fees, Internal Revenue Generation (training and consultancy), rentals, contributions from trustees and alumni, hostel fees, interest from the bank, sale of forms and the like.

The institutional expenditure is made judiciously for infrastructure development, procurement of library books, creating ICT facilities for OB and Language Lab, buying equipment & accessories; administrative expenses; academic expenses, training and placement expenses, corporate liaison, scholarships and audit.

Internal audit is carried out by a committee headed by the Accounts Officer. This done once in a year. This is followed by external audit conducted by Dwarika and Associates. The audit reports are duly received, acknowledged and presented to the AICTE and the BPUT for approval and affiliation purpose year on year.

Institutional Values and Best Practices

Institutional Values And Best Practices

ASTHA School of Management is a progressive institution that has pioneered unique and identifiable initiatives ahead of its time, like promoting human values through YUGMA in 2017, VAC on Personal Effectiveness Programme (PEP), a week-long Induction Programme for first year students since 2013 etc.

Out Bound Training for behavioural modification, Behavioural Lab, Communication Lab, and Competency Incubator and Assessment Centre (CIAC) Model for enhancing knowledge, skill and abilities of the students are the special features of the institute.

Core values of ASTHA are:

- Competency based education
- Commitment to excellence
- Community Service
- Good Governance
- Service to the nation
- Service to the Divine

The institute is an equal opportunity provider and maintains gender parity. Regional, linguistic and cultural diversity is promoted and nationalistic spirit is evident in all its facets. Social & Environmental Awareness (SEA) campaigns are conducted in schools and colleges for sensitizing youth whereas, Fun with Purpose is a community development initiative for the rural and semi-urban communities.

Institute's **Personality based Counseling and Behavioural Training through ?etas-** The OB Lab, is one of the best practices that empowers students to explore themselves and remain focused in their efforts to achieve

their desired goals.

Another special practice of the institute is Competency based learning through **Competency Incubator & Assessment Centre (CIAC)**. The practice uses two HRD concepts to enhance employability, entrepreneurial abilities and productivity.

The uniqueness of the institute is a **collaborative model of integrating virtues, wisdom, and human conscience in professional education to promote universal well-being**. Knowledge, skills and abilities are essential to achieve success in life. However, wisdom and spiritual well-being is a necessity for leading a happy life.

With an aim to make the world a better place by converging the insights of modern education with the age-old spiritual wisdom, YUGMA is organized every year on the Divine Mother's (of Pondicherry) birthday. Spiritualism is integrated with the Personal Effectiveness Programme for nurturing emotional maturity, and Social and Environmental Awareness Programme to induce empathy. **This unique three-level approach addresses the student's virtuous self, social wisdom and an elated consciousness.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASTHA SCHOOL OF MANAGEMENT
Address	Plot - 261, Panchamukhi Vihar, Atala, Baliana
City	Bhubaneswar
State	Orissa
Pin	752101
Website	www.asthaeducation.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sharmila Subramanian	0674-2474138	9178255354	0674-2474128	asthaschoolmgm@gmail.com
IQAC / CIQA coordinator	Manoranjan Nayak	0674-2474148	8917638080	0674-2474128	iqac@asthaeducation.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Orissa	Biju Patnaik University of Technology	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2022	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot - 261, Panchamukhi Vihar, Atala, Baliana	Rural	2.48	4851

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, Management	24	Passed Bachelor Degree of minimum 3 years duration(10+2+3) with at least 50% marks(45% marks in case of reserved category)	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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				2				16			
Recruited	2	1	0	3	0	1	0	1	10	4	0	14
Yet to Recruit	0				1				2			

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				10
Recruited	6	4	0	10
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	1	0	1	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	9	4	0	14
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/M CH	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	1	0	0	0	0	0	1
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
	8		2		10

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	128	2	0	0	130
	Female	50	0	0	0	50
	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	23	32	7	8
	Female	9	6	4	5
	Others	0	0	0	0
ST	Male	4	4	3	2
	Female	3	4	0	1
	Others	0	0	0	0
OBC	Male	37	30	27	21
	Female	20	6	12	6
	Others	0	0	0	0
General	Male	64	56	38	52
	Female	18	35	25	22
	Others	0	0	0	0
Others	Male	2	7	2	2
	Female	0	0	1	1
	Others	0	0	0	0
Total		180	180	119	120

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Circumscribed by the traditional approach of the affiliating university, ASTHA School of Management still has a novel style for developing the students' insight by following the educational principles of Sri Aurobindo. Current Practice: Management study is multidisciplinary in nature. It draws knowledge from economics, law, psychology, sociology, statistics, operations research, Information Technology, Language & Linguistics and so on. The institute ensures inquiry based learning, through case analysis, field study, situation handling & live projects, to maintain multidisciplinary fabric of the programme. Future Plan: Institute plans to integrate liberal arts, cultural studies, Indian Knowledge</p>
--	--

	<p>System and modern technological streams for interdisciplinary study in the future. For example, a Programme on International Business Management may include electives like History of Business & Trade, Peoples and Cultures, Management Practices of the Vedic Era, Artificial Intelligence for global business, Sustainable Development, Universal human values and ethics along with the regular electives suggested in a management programme. Institute also proposes to deploy interdisciplinary approach to pedagogy. For example, use of fine arts & applied arts in business and management studies; using CBT & simulations for learning psychology and cultural studies etc.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>A complete depository is the need of the hour and that can be worked out by logging into NAD. The University completed the Academic Bank of Credit formalities by training all the principals and deans of the affiliated institutes on 3 June 2023. The students can avail all the facilities of ABC. The credentials will be available to the student anytime through ABC portal.</p>
<p>3. Skill development:</p>	<p>Current Practice: Institute has indigenously developed Competency Incubator & Assessment Centre, which hones the requisite knowledge, skills & abilities of the students. CIAC is process driven but the human touch is provided by faculty mentoring. Institutional Innovation Ecosystem has been developed to promote entrepreneurial skills among the students. Every year the institute produces entrepreneurs. Future Plan: Institute foresees amalgamation of its ecosystem with Atal innovation Mission.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Current Practice: Adhering to the teachings of Sri Aurobindo that rear the idea of evolution of human mind—the Supramental Man, the institutional motto of “Ensuring Complete Transformation” derives its energy from IKS. Our Personal Effectiveness Programme, and Employee Well-being are designed using IKS. Future Plan: Institute is ready to integrate empirical evidence-based courses with ancient wisdom. Example, Architectural Archaeology, Vedic studies for sustainable development, Integral Yoga, Growth of Historical Consciousness, Developing Cultural Literacy etc.</p>

5. Focus on Outcome based education (OBE):	Institute practices Outcome Based Education focusing on COs, POs & PSOs. The process of attainment is also recorded periodically and the feedback is shared as suggested in NEP 2020.
6. Distance education/online education:	Although the institute does not impart any Distance Education Courses, Online education is provided through Video Conferencing and online videos. The virtual lessons are imparted in bilingual medium to facilitate better understanding among the students. ASTHA School of Management is prepared for implementing NEP 2020. The faculties are competent to use regional language to deliver management courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	A Higher Education Institute is required to strengthen the democratic system of the nation by reiterating the fundamental rights and duties of the citizens. The institute should conduct activities that can sensitize the voters to participate in the electoral process. It is also important to make a student of 18 years and above a responsible voter. ASTHA School of Management provides its students an environment where they get sensitized as well as showcase their electoral literacy. The institute constituted the Electoral Literacy Club recently. However, it has been conducting electoral literacy activities for the past 3 years.
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?	The club has 10 members for coordinating various activities. There is representation from girl students, boys, SC/ST, minority and general category.
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	<p>Proctorship Sessions: The proctors encourage their mentees to get enrolled in the voter's list. This they do during the first meeting soon after the induction. This enables the students to get a voter id card (in case they do not possess it). This is an initiative to make the students aware of the gravity behind casting our votes. One to one discussion with the proctors motivate the students to be an active electorate.</p> <p>Group Discussions: The Competency Incubator & Assessment Centre activities include group</p>

<p>citizens, etc.</p>	<p>discussions. The topics also include electoral engagement, importance of secret ballot, electoral procedure, importance of adult franchise etc. The group discussions give them an opportunity to freely express their thoughts on the policies and actions of the government. Students find these forums interesting and enriching. Students' Corner: Students post messages, news, posters etc. in the students' corner. They also post messages on electoral literacy. The corner is decorated with sketches, slogans, collage and photographs that showcase the electoral literacy of the students. Nation First Initiative: The Preamble of our Constitution, and our duties towards our nation is displayed in the library, the students' club and in the tutorial rooms. This includes electoral awareness also.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Awareness March: The students conduct awareness march in the nearby vicinity so as to make the local community aware of their voting rights. They try to encourage the marginalized, the disabled and the super senior citizens to cast their votes. They also motivate the complacent ones to go and vote.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>All the students are enrolled voters and execute their voting rights during all levels of elections viz. panchayat/ municipal, state and centre.</p>

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
352	294	237	234	234

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

2 Teachers

2.1

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

Response: 28

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	14	14	14	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
257.99	186.88	246.21	239.84	162.80

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

ASTHA School of Management imparts Outcome Based Education. Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are prepared, evaluated and mapped periodically. The curriculum provided by Biju Patnaik University of Technology (BPUT) offers choice based credit system that is implemented by the institute.

Planning: Curriculum of the MBA Programme is planned by the affiliating University, BPUT. Add-on courses, co-curricular activities, outreach programmes and other innovative initiatives are planned at the institute. Various committees of the institute prepare the curriculum support plan, and the academic calendar. This is duly approved by the IQAC. Continuous Internal Evaluation process is carried out by the faculty as per the institutional practice and course plans. Framework of the curriculum support plan comprises four components,

- 1) Induction & Orientation,
- 2) Indigenously developed Competency Incubator & Assessment Centre (CIAC) Model,
- 3) Value Added Courses (VAC),
- 4) Co-Curricular Activities.

Institutional calendar guides all activities. The sequence of important dates in the calendar includes:

- 1) Starting date of a semester
- 2) Indicative schedule for internal exams
- 3) Indicative dates for uploading the internal marks in the BPUT portal
- 4) Dates for registering for the Semester Exam (University Exam)
- 5) Indicative dates for the University Exam
- 6) Semester break

7) Dates for the Commencement and Conclusion of SIP

8) Registration for the next semester

9) Starting date of the next semester

10) Indicative date of declaration of results

Regular activities like the Competency Incubator & Assessment Centre (CIAC), Value Added Courses and other co-curricular activities are also conducted as per the calendar and the timetable. The institute calendar is in sync with the BPUT calendar.

Execution: To impart the curriculum, physical, virtual as well as hybrid classes are conducted. The curriculum follows Choice Based Credit System, and is delivered through a well-documented content delivery plan as per course specific learning objectives, programme objectives, and programme specific objectives. Novel teaching methods ensure effective learning.

Assessment: The evaluation process is continuous and transparent. Continuous Internal Evaluation (CIE) is of 50 Marks for each subject. CIE includes quiz, Project work/ field work/assignment/ presentation, and class test. Internship is evaluated by internal guide and an external expert. Seminar presentation, in the fourth semester, is evaluated by the Subject Seminar Committee.

Classroom assessment and feedback help identify different categories of learners. They receive appropriate learning experience.

University conducts End-Semester Exams. Analysis of final scores of students, and their feedback help assess the Programme Outcome. Assessment of Value Added Courses and CIAC maps the overall development of students.

Curriculum Support: Four major components include:

Induction, Orientation & Research

1. ASTHA Avishek in Semester I
2. Sapare Aude for research orientation for internship
3. The learning Vistas for third semester orientation

1. Competency Incubator and Assessment Centre Model for enhancing managerial competencies.
2. Value Added Courses (Mandatory & Choice-based) for the holistic development of the students.
3. Unique events like:

1. YUGMA, the national level oratory contest to evoke the spiritual "I" among the youth.
2. Social and Environmental Awareness (SEA)
3. Fun with purpose (street-plays for rural audience)

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

1.2 Academic Flexibility

1.2.1

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

Response:

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
352	294	237	234	234

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

ASTHA School of Management runs the MBA programme as per the curriculum provided by Biju Patnaik University of Technology (BPUT). The outcome based programme is augmented by a continuous internal evaluation process. The curriculum offers dual-specialization choice based credit system in the form of elective courses. A student is free to choose electives from any two specialization areas. This curriculum has a 3-Credit course that includes issues relevant to environment and sustainability, and professional ethics (18 MBA 109 Business, Environment & Ethics). Some of the topics in the course include Environmental and Social Issues, Cause, Effect and Control measures of pollution (Air, Water, Soil, Marine, Noise, Nuclear hazards); Cause, effect and control measures of urban and industrial wastes; Managing Natural Disasters (flood, earthquake, cyclone and landslides) and Manmade Disasters., Contemporary social issues affecting business environment.

Professional Ethics: The course on business ethics takes care of the cross cutting issues in Business Ethics. It covers, objectives of Business Ethics, factors influencing business ethics, characteristics of business ethics, ethical aspects in marketing, finance, HR, and decision making.

Addressing Human Values: A compulsory Value Added Course on Personal Values and Universal Human Values called Personal Effectiveness Programme (VAC 02) is offered in the first year of MBA and is mandatory so that every student is sensitized towards Universal Human Values. The course includes personal values and human values, emotional intelligence and knowledge of world religions.

Addressing Gender Issues: Through various events and activities, issues related to gender and social stigma are addressed. The students learn as well as make the community aware of gender bias. International Women's day is celebrated every year during which symposium, debate, poster making and movie shows are conducted to encourage the students to participate in gender equality and women empowerment related issues. Experts are invited for symposium and rest activities are carried out by the students.

Environment & Sustainability: The activities carried out to deal with social and environmental issues are “Fun with Purpose” and “SEA among Youth”. Fun with purpose is an initiative by the students to make the rural and the semi-urban people aware of environmental and social issues like ill-effects of deforestation, contaminating water resources, domestic violence against women and so on. Here, the students perform Odia street plays or dance-dramas to educate the masses. The complete activity is carried out by the students under the supervision of a faculty in-charge.

For SEA (Social and Environmental Awareness) among Youth, students plan communication activities like seminars, quiz contests, learning through games etc... for students of schools and colleges. They also distribute posters and prizes to the winners of various quizzes and games. They visit the schools and run the show. They do programmes of current significance like use and misuse of mobile phones, drug abuse, sexual harassment etc...

There are regular workshops on disaster management and students are given tips to help others during disasters like fire, floods, earthquake etc... This is conducted either internally or by external experts from ODRF.

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:

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

Response: 352

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

1.4 Feedback System

1.4.1

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	119	120	120

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	120	120	120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	58	45	40	39

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
85	85	56	56	56

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

2.2 Student Teacher Ratio

2.2.1

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

Response:

2.3 Teaching- Learning Process

2.3.1

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

Response:

“The first principle of Teaching is that Nothing can be Taught.”—Sri Aurobindo.

ASTHA School of Management believes that the best way to teach is to let the students learn through experience, participation, problem solving and self-reflection, which is enriched by the use of student centric methods.

EXPERIENTIAL LEARNING

All courses in MBA curriculum involve experiential learning through field work, live projects and the mandatory internship (SIP, 4 credits) of 45-60 days. Industrial visit, Prakalpa (Research contest) and Out-bound training also encompass experiential learning. Some of the best activities are cited as under:

Year	Course	Activity	Outcome
2022	ME	Field work Directorate of Statistics and Economics, Govt. of Odisha	Ability to relate the macro-economic decisions and economic surveys.
Year on Year	Core	Internship	Experience
	RM	Managing End of Season Sale at Pantaloons/ Central/ Brand Factory for experience.	Ability to manage retail store.
	BRM	Prakalpa Award for Best Research	Application of business research tools to complete research project.
	LTB/ CIAC	Out-Bound Training	Experiencing team effectiveness.
2019	OM	Dalmia Cement Factory visit	Relating manufacturing process described in the books with the real process.

PARTICIPATIVE LEARNING

Participation is key to active learning. Students participate in the learning process through group presentations, discussions, pair-work, seminar paper presentation, role plays, flipped classroom etc. Faculties ensure these methods to encourage participative learning.

Year	Course	Activity	Outcome
Year on Year	SDM	Role plays	Enhancing relevant skills.
	All core and elective courses	Group presentations	Presentation skills and group work
	BC/ IB	Group discussions	Knowledge, confidence and articulation
	CF/ MPP/ PMS	Pair-work	Knowledge & Interpersonal skills
	Core	Seminar Paper Presentation	Insights into various management fields through research and participative discussions.
	MM/HRM	Flipped classroom	Higher Order thinking

PROBLEM-SOLVING METHODS

Organisational problems are solved by managers. Thus, students should have problem-solving acumen. Solving case studies, Out-bound exercises, In-basket exercises, management puzzles and games, situation analysis, Behavioural Event Interview, quizzes and assignments ensure holistic learning.

Year	Course	Activity	Outcome
Year on Year	All core and elective courses	Case study analysis, quizzes and assignments	Higher Order Thinking
	OB/ Behavioural Modification	Out-bound exercises	
	MPP	In-basket exercises	
	DS/SAPM	Management puzzles and games	
	PA/ IFSS	Situation analysis	
	HRM/ CIAC	BEI	

ICT TOOLS FOR A BETTER LEARNING EXPERIENCE

All the classrooms are ICT enabled. The Wi-Fi campus, audio-visual systems, Digital Language Lab and Virtual Workspace ensure enriched learning experience. Reading materials are available at Google workspace and in WhatsApp Chatbot. Audio-visually aided lectures and Virtual classes via Google Meet is a practice. Surveys, feedback, and online exams are conducted using G-Suite. This provides a hybrid learning environment.

ICT TOOL	ACTIVITY	Outcome
Computer Lab	IT Skills training, CV Preparation, Online Assessments, IT related VAC, Project Preparation	Skill Development
Language Lab	English language training, MTI correction, CD VAC	Language proficiency
OB Lab	Focus Group	Behavioural Modification
Classroom projectors	Slide show, AV display	AV learning
24/7 Internet	Web-browsing, VC, reading online	Self- study
DelNet	Browsing Journal articles/ research materials	
J-Gate Plus		
Sage Online		
G-Suite	Virtual classes, video assignments	Anytime learning
WhatsApp Chatbot	Downloading Notes, curriculum, information	

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

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

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	4	2	2

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

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:**

ASTHA School of Management has incorporated Continuous Internal Evaluation. Precise evaluation & assessments are conducted through the following:

1. Session-wise assessment and feedback
2. Evaluation to attain COs
3. Assessment to map competencies
4. VAC Evaluation

The expected outcomes of these assessments include identification of slow learners, improved teaching methods, self-awareness, self-development, corporate readiness, entrepreneurial vision and adherence to human values.

EVALUATION MECHANISM

Transparency: 1. The evaluation criteria is clearly communicated to the students through Lesson Plan, Academic Orientation and Digital Platforms. 2. Evaluated sheets are discussed with the students. 3. Marks are displayed on the notice board and posted in the university portal. 4. Project Presentation, Class test II, and SIP Presentations are evaluated by a panel of subject experts from among the faculty and external experts.

Robustness: 1. Different sets of question papers are prepared with model answers. 2. Post-evaluation discussions are facilitated through special feedback sessions. 3. Students are given model answers for improved understanding of the results. 4. The exam rooms are under CCTV surveillance. 5. The faculties act as the invigilators during the exams.

The University recommends 3 components for internal assessment but the institution has incorporated multiple components. The faculties have the freedom to choose from the components like group discussion, quiz, assignment, project work, fieldwork, presentation or viva. Two class tests are mandatory. Internal evaluation is for 50 marks and the external evaluation is for 100 marks.

External Assessment is done by the affiliating University and is conducted as per the University guidelines and calendar. The examination proceedings are recorded and submitted. The assessment is carried out through e-evaluation process ascertained by the University. The development of evaluation process of the University is as under:

Name of the Process	Year of introduction	Development De
E-Evaluation	2015	Scanned answer sheets are for evaluation
Bar code System	2015	Answer sheets carry

Financial reform for Online Exam Paper distribution	2019		
Online Exam	2020	Due to Pandemic, Online conducted	
Examiner Enrolment Portal Reforms	2022	Examiners re-registered portal.	
Online Exam Paper distribution with 2-level security	2023	Improved Security System paper download	
Odisha One Portal BPUT Services (migration, exam issues, results etc...)	2023	New services have been l Govt. portal to facilitate matters.	

THE EXAM/ EVALUATION GRIEVANCE HANDLING MECHANISM

Grievance handling system is time-bound and efficient. The exam cell is headed by Examination In-charge. Student grievance is brought forth by the Proctor of the student and is handled by the exam cell immediately (See Process).

The students with issues related to health or family emergency route their issues through the proctor. The examination in-charge solves it as per exam rules of the institute. Issues beyond exam rules are referred to the Grievance Handling Committee.

For external evaluation related grievance, the institute helps the students apply for rechecking and guides the students as per the university guidelines on evaluation related matters.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

ASTHA School of Management adopts **Outcome based Education (OBE)** with a student-centric approach that follows a rigorous teaching-learning process. For this the institute has the following POs & PSOs that are displayed in the institution's website.

Programme Outcomes

PO1: Apply key management principles, models, and applications for effective managerial decision making.

PO2: Demonstrate analytical and critical thinking skills in business related situations.

PO3: Demonstrate written and oral skills appropriate for business communication.

PO4: Employ empirical research approaches to planning and decision making.

PO5: Demonstrate entrepreneurial skills and abilities for sustainable entrepreneurship and business.

PO6: Develop an understanding of business ethics and the dynamics of social behaviour for effective organizational performance.

PO7: Apply technology to enable business growth, development, and sustainability.

PO8: Demonstrate an understanding of international business trends and practices to internationalize domestic business.

Programme Specific Outcomes

PSO1: Develop students for diverse careers in business management, administration, and entrepreneurship.

PSO2: Enable students to apply digital technologies, analytics, and research methods to solve innovative and complex business problems.

PSO3: Develop socially responsible students and trustworthy citizen of the country.

PSO4: Prepare students as effective leaders to face the challenges of the corporate world.

The COs are designed by the faculty in sync with the course objectives and the POs & PSOs. Faculty of each course plans the sessions and the learning outcomes based on Bloom's Taxonomy. This entails the students to gain experiential and conceptual knowledge. The COs are measurable and correlate with the POs and PSOs. For every course, there are 4-8 COs. Sample of COs is presented as under:

Subject: Business Communication

Subject Credit: 3

Subject code: 18 MBA 106

Session: 2018-19

Semester- 1st Semester

Course Outcomes

This course aims to enhance the knowledge, skills and abilities of the students in the ways, which are listed as the course outcomes, and the LOs are based on Bloom's Taxonomy.

- **CO1: Demonstrate the use of communication theories, models and principles in business contexts for effective decision making**
- **CO2: Develop effective listening, speaking, reading and writing (LSRW) skills of English language**
- **CO3: Develop creative and critical thinking for communicating in various business contexts**
- **CO4: Prepare business documents including research projects and business proposals using appropriate language and format**
- **CO5: Read and critique business texts for decision making**
- **CO6: Create and deliver Effective Presentations**
- **CO7: Perform effectively in GDs and interviews**

Institute provides an integrative approach across management domains like Finance, Human Resource, Marketing, IT, Operation, etc. There is a continuous assessment mechanism to monitor student's progress and map the CO, PO & PSO.

Mechanism of communication of COs, POs and PSOs to the various stakeholders are as follows:

Sl. No.	Stake-holders	Mode of communication
1	Students	Orientation Course Manual Class room mentoring Library Notice Board Institution Website portal Notice Board Chatbot (ICT)
2	Faculties	Library NB Course Manual Institutional Website
3	Parents	Parents Meet Course Manual.
4.	Industry personnel	Institutional Website
5.	Public	

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

ASTHA School of Management provides an integrative approach across management domains like Finance, Human Resource, Marketing, IT, Operation, etc. Following the Outcome Based Education, there is a continuous assessment mechanism to monitor student's progress and map the CO, PO & PSO.

The calculation for mapping the CO-PO-PSO attainment is as under:

CO Attainment:

a. Direct Method- 80%

b. Indirect Method- 20%

Guidelines for mapping CO-PO-PSO

1. Minimum attainment level of each assessment of all the COs in the internal exam is 50%, and the external exam is Grade C.
2. University marks are weighted to 67% and Internal assessment is weighted to 33% because University exam is of 100 marks and Internal assessment is of 50 marks.
3. Attainment level of each Individual CO is based on the Correlation levels:

(if $0.5 \leq X < 0.6$ then $X = 1$, else $0.6 \leq X < 0.7$ then $X = 2$, else $0.7 \leq X < 1$ then $X = 3$) where,

Scale used is 0- No Correlation, 1- Low Correlation, 2- Moderate Correlation, 3- High Correlation

Indirect attainment is achieved through students' feedback. The scale used is a 5-point scale,

(if $1 \leq X < 2$ then $X = 0$, $2.5 \leq X < 3$ then $X = 1$, $3 \leq X < 3.5$ then $X = 2$, $3.5 \leq X < 5$ then $X = 3$)

Scale used is 0- No Correlation, 1- Low Correlation, 2- Moderate Correlation, 3- High Correlation

Attainment of COs is mapped in the following way:

CO-PO Mapping of Business Communication

CO-PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	
CO1	2	2	3	2	3	2	2	3	
CO2	3	3	3	3	3	2	3	3	
CO3	3	3	3	3	3	3	3	3	
CO4	3	2	3	3	2	3	3	3	
CO5	3	3	3	3	2	2	3	2	
CO6	2	2	3	3	2	3	3	3	
CO7	3	3	3	2	2	3	2	2	
AVG	2.7	2.6	3.0	2.7	2.4	2.6	2.7	2.7	

Example of PO attainment:

Actual attainment	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
3.0	CO1	2.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0
3.0	CO2	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0
3.0	CO3	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.0	CO4	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0
3.0	CO5	3.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0
3.0	CO6	2.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0
3.0	CO7	3.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0
PO/PSO Attainment		2.7	2.6	3.0	2.7	2.4	2.6	2.7	2.7

Attainment of PO Example:

Average	2.69	PO
----------------	-------------	-----------

Each PO attained is assessed to evaluate the overall attainment of a Programme Outcome. The average attainment of all the POs in a year is calculated to evaluate the overall Programme Outcome of MBA programme in the given year. The report is then generated and discussed for improvement. Measures are taken for improving the attainment level year on year.

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

2.6.3

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

Response:

2.6.3.1 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
160	113	116	113	113

2.6.3.2 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
166	114	118	114	114

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.6	1.14	15.12	21.89	15.13

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

ASTHA School of Management is an integral part of an ecosystem that holds its stakeholders via exchange of knowledge, skills, expertise, resources and goodwill. It provides an excellent platform to interact, inquire and innovate. Institutional programmes nurture the innovative ecosystem.

Entrepreneurship Development Course

The institute runs a 3-credit course on Entrepreneurship Development that sensitizes all the students on starting a new business, managing family business, or establishing start-ups. Students develop enough understanding on entrepreneurship through this course. (ED Course)

Entrepreneurship Skill Development

The institute organizes entrepreneurship skills development workshops, seminars and expert talks on a

regular basis. There is one workshop during the students' induction week itself. Seminars on Make in India, Be Vocal for Local etc. are being conducted regularly. Experts are invited to conduct sessions on creating new ventures. Youth from the local community, small time entrepreneurs and business persons are invited to attend these programmes which benefit the community.

Brainstorming Sessions for Bhubaneswar Smart City Limited (BSCL) and governments

The students conduct Think-Tank sessions to discuss their ideas for the BSCL city changer lab initiatives, and the Ideathon initiative of the Government of India. Their innovative ideas and processes are shared with the respective organizers as per their need. These innovations are for social wellbeing, better living, greener planet and sustainable livelihood.

Ideas like Pot-Peepal, Edible Cutlery, Kitchen Waste Compost for organic gardens, Bank loan repayment model to curb NPA etc... are some of the innovative ideas provided by our students to the Government Authorities and have been implemented as well.

The people from the local community and the alumni come up with their ideas and discuss it with the management and faculty during brainstorming sessions. These are facilitated informally and are held round the year.

Advocacy Initiatives

The institute promotes the participation of students and teachers in advocacy programmes. This is done through awareness programmes, door-to-door campaign and surveys, nukkad nataks etc. These are new ways to make the rural and semi-urban community well-informed and learned. Programmes like educate the girl child, financial inclusion, vaccination drive, safe use of mobiles, limiting use of plastic, cleanliness drive etc... have been conducted to sensitize and empower the local community.

Facilitating Research & Training

As a part of the innovative ecosystem, the institute provides a platform for intellectual deliberations during Seminars. The participants contribute their ideas that are compiled and published as a book. Similarly, corporate research is promoted and is published in Anweshan: Astha's Management Journal.

Corporate training is carried out by the faculty members of the institute regularly. Training Need Analysis and Evaluation of Training Effectiveness are also done by the faculty.

Pedagogical Innovation Sessions

The faculty meeting after each semester is an attempt to showcase novel ideas for conducting sessions in the upcoming semester. Students' needs are discussed at length, and the faculty present their novel methods of teaching. This adds new methods like *WhatsApp simulation exercise for written communication*, *Learn Your Product Game*, *Understanding Risk Behaviour- A Ball Game*, *Focus Group @ canteen!*

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:

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
5	5	9	9	8

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:

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
2	1	1	0	1

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

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:

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
0	10	7	6	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

“Service to man is service to God” with this aim, ASTHA School of Management carries out various activities in different locations of Odisha as a part of its community awareness and development initiative. The institute is also a partner to Bhubaneswar Smart City Limited through the Youth Connect Programme. Some of the programmes under which the students participate in the social development activities include:

1. Social and Environmental Awareness (SEA)
2. Fun with Purpose
3. Extension and Outreach programme
4. Youth Connect Programme

SEA started as a pedagogical experiment for a course called Business, Environment and Society (MNG 202) in 2015. The students chose themes to sensitize undergraduate, junior college and school students on social and environmental issues through quiz, role play and presentation at their respective college/school. When the University discontinued the course, ASTHA continued the initiative under SEA. Thus, the programmes like Prevent Air Pollution, Anti-Tobacco, Anti-Alcohol, Stop Drug Addiction have been conducted by students.

FUN with PURPOSE is an annual activity where students reach out to neighbourhood and remote communities to sensitize them through Nukkad Natak. Programmes on SAY No to PLASTIC, SAVE the GIRL CHILD, Anti Dowry, Digital Awareness, Cyber Security, Stop Child Labour, Educate the girl child etc. have been conducted by students.

Extension and Outreach Programmes are conducted either singularly or in collaboration with other bodies. The institute has conducted programmes on blood donation, cleanliness, career guidance, AIDS Awareness, tree plantation, COVID Awareness etc.

Under **the Youth Connect Programme**, the institute participates in city changer lab initiatives as well as awareness campaigns like love your grandparents, waste management, eat healthy, fitness, gender sensitivity etc. The students have provided innovative ideas under the city changer lab initiative like Pot Peepal, Edible Cutlery, Sustainable Community Kitchen Waste Management and so on.

Some of the examples are presented below:

Programme	Year	Activity
Say No to Plastic	2021-22	Nukkad Natak at VSS Na
KUDDA Prabandhan Upaya	2021-22	Community Seminar & I Baliana Village
Beta Beti Ek Saman	2021-22	Baliana Gram Panchayat
Plantation Drive	2021-22	Atala Area
Smart Phone Kheluchi Chaka Bhaunri	2019-20	Nukkad Natak at Saptasaj

Say No to Alcohol	2019-20	Quiz at Christ College	
Excuses never save a life, Quit Alcohol	2018-19	Nukkad Natak at Saptasaj	
Stop Child Labour	2018-19	Nukkad Natak at Ramcha	
Hate AIDS not People	2018-19	Balianta Marketplace	
A step towards Digitalization	2017-18	Campaign at Balianta Baz	
Cleanliness Drive	2017-18	NALCO Nagar	
Pot Peepal	2017-18	Bhubaneswar Smart City	
Orphanage Support Programme	2017-18	Village at Balasore	

These activities help the students empathize with the community at large. To work on such extension activities, the students read and research extensively on issues that stigmatize the local community. Based on the research, they develop activities all by themselves that suits the target audience. Creating Nukkad Natak, posters, quizzes etc. pave way to the holistic development of the students. Thus, the institute provides cognitive, physical, emotional, social and spiritual development platform to all the students.

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

3.4.2

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

Response:

Awards and recognitions received by the institute for its extension activities are as under:

Year	Award/ Recognition	Recognizing Body	Govt./ Govt. body
2017	Consolation Prize - 1	Bhubaneswar Smart City Limited (BSCL)	Govt. body
2018	Letter of Appreciation	NALCO	Public Sec
2019	Certificate of Appreciation	Commissionerate Police, Cuttack - Bhubaneswar	Govt. Bod
2021	Letter of Appreciation	Sri Jayadev College of Education & Technology	Govt. reco
2022	Letter of Recognition	Sarpanch, Balianta	Govt. body

“When you are truly changed, everything around you will also be changed.”

– *The Mother*

ASTHA School of Management undertakes a number of extension activities believing that change can be brought only if we are willing to change. Thus, the awareness programmes carried out by the students through Fun with Purpose, Social & Environmental Awareness (SEA), Youth Connect Programme, and Outreach Activities, aim at nothing but change and improvement of the people in the society. It expects no rewards or recognitions as its intention is to make the world a better place to live in. However, time to time, the institute has been appreciated for such activities by different government and government recognized bodies. Some of the recognitions are illustrated below:

1. Four students presented their ideas under City Changer Lab organized in 2017 by Bhubaneswar Smart City Limited (BSCL) – Bhubaneswar Municipality Corporation (BMC) in collaboration with UNFPA towards making Bhubaneswar socially smart. The concept of “Pot Peepal” won a cash reward of Rs. 5000/- as Consolation -1 prize. The project has been implemented with a modification as Neem-Peepal corridor.
2. The faculties and students together carry out cleanliness program in the neighbourhood on a regular basis. Under the aegis of Swachh Bharat Abhiyan, the institute was appreciated for its involvement in the Swachhta Pakhwada Program organized by National Aluminium Company Limited (NALCO) in 2018.
3. Students of the institute were praised by the Sarpanch of Kapilas for their street play on Anti Dowry System and Save the Girl Child in 2018.
4. Blood donation has always been endorsed as noble deed by the society. ASTHA School of Management in association with Red Ribbon Club of Red Cross and Commissionerate of Police, Cuttack – Bhubaneswar regularly organizes blood donation camps in its premises where students, faculties and members of local community donate blood. Such efforts of the institute were lauded by the Commissionerate of Police, Cuttack – Bhubaneswar in 2019.
5. Students of the institute also carried out stage performances on “Digital Literacy” in different UG-level colleges located in the neighbourhood for creating awareness about online transaction and payment methodologies and systems in 2021. Such initiative of the students was recognised by the authorities of Christ College, Cuttack, Odisha.
6. Students enacted a street play on the concept “Say NO to Plastic” at Balianata Marketplace, Bhubaneswar in 2022. The Sarpanch of Balinata provided them with a Certificate of Appreciation.

The institute expects holistic development of the students through the outreach activities. These activities embellish them with empathy and humility- the greatest rewards!

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	13	11	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

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:

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

ASTHA School of Management has created adequate infrastructure for running MBA programme as per the AICTE norms.

Total Area : 2.48 Acres

Built up Area : 4581 sq.mt

The Campus

The lush green campus spread over 2.48 Acres at Atala, is Wi-Fi enabled with a total download speed of 100 mbps. The architecture of the institute building facilitates free movement of people. It has provisions for the movement of persons with special needs without any hiccups. The hostels are within the campus and accommodates over 150 students. There is a power back-up of 100 KV facility that lets the activities in the institute continue uninterruptedly.

Classrooms

There are 6 spacious classrooms to accommodate the students of both first year and second year. The classes are well ventilated, and are fitted with ACs. All the classes are ICT enabled and can facilitate activity-based sessions, hybrid classes, AV classes as well as expert sessions through Video Conferencing.

Laboratories

Institute has a computer lab (60 seater), a language lab (30 seater) and a behavioural lab (30 seater). The computer systems, in the lab, are upgraded on a regular basis in order to facilitate curriculum based teaching, value added courses, computer based selection tests conducted by the recruiters, simulation exercises and tests.

The language lab is powered by Orell Digital Language Lab (ODLL). It has a teacher console and 30 systems for the students that facilitates both teacher tutored training as well as self-learning & practice. The institute procured another version of ODLL to be used for online training during the pandemic.

Language lab assists the CIAC sessions as well as the value added course on Communication Development.

The institute has setup an organisational behaviour lab for bringing about behavioral change in the students that best suits the professional environment. This lab is fixed with a rotatory camera that helps monitoring student behaviour while they are in a focused group, team activity or individual task. The recordings help in giving feedback to the students. It has a capacity of 30 and acts as an excellent infrastructure for conducting Assessment Centre Activities.

Auditorium & the Dome

Auditorium acts as the hub for cultural events, seminars and other congregations. It has a capacity to seat 200 persons at a time. The events are conducted smoothly in the auditorium as its interiors are re-shapeable and the acoustics is appreciable. Another auditorium with a capacity to seat 600 persons is under construction.

The dome is used for indoor games and display of creative art like Rangoli, Painting and Sketching and Photography.

Lawns

Lawns serve as the OBT (Out Bound Training) and fitness ground for all the learners. Yoga activities, sporting events like badminton, handball, cricket and kabaddi are held in the lawn. Lawns are also used for OBT that are a part of the behavioural lab and Personal Effectiveness Programme (VAC).

Gymnasium

Institute has a tie-up with the nearby gym for fitness activities. This also acts as the institutional responsibility of supporting the business of the local community.

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

4.1.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.75	26.01	78.84	58.96	3.08

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is semi-automated with LMS 4.8. It is open from 9.00 AM to 8.00 PM from Monday through Saturday. There is a huge collection of books, journals, magazines, newspapers and research reports in the library. Collection of books include texts on Economics, Managerial Economics, Financial Accounting, Business Communication, Communicative English, Organisational Behaviour, Statistics, Decision Science, Management Principles, Marketing Management, Business Law, Direct Tax, Indirect Tax, Business Ethics, Entrepreneurship Development, Information technology, ERP Solutions, Digital Marketing, Business Research Methods, Research Methodology, Services Marketing, Integrated Marketing Communication, Product and Brand Management, Consumer Behaviour, Human Resource Management, Industrial Relations, Personnel Management, Performance Management, Strategic Management, Strategic Human Resource Management, Finance Management, Manpower Planning, Human Resource Planning, Training & Development, Marketing Research, Financial Research, Behavioural Finance, Corporate Finance, Security Analysis & Portfolio Management, Credit Analysis, Project Appraisal, Employee Relations and so on. The library is also equipped with AV materials like CD-ROMs, Study Material, Magazines, Books for preparation of Competitive Exams, General Knowledge Books, Newspapers, Project Reports and Non-fiction reads.

Library has subscribed to DELNET (<https://discovery1.delnet.in/>), J-Gate Plus (<https://jgateplus.com/home/>), SAGE (<https://journals.sagepub.com/>) and e-Shodhsindhu (<http://ess.inflibnet.ac.in/>). The members are also encouraged to use the National Digital Library (All these e-resources can be accessed anytime from anywhere. The students are trained to use the library resources as well as e-resources by the librarian in Semester 1. The library support is available through WhatsApp ChatBot 24*7. The faculty, staff, and students are offered library membership. They can

access all the books, e-books, and e-resources as per the library rules. The timing for issue and return of books is from 10 AM to 5 PM.

There is a weekly library session in the first semester to acquaint the students with library, as well as to motivate them to use the library on a regular basis. The average daily footfalls in the library ranges from 60-100. Fifty persons can use the reading room facility at the library at one go. The library management ensures proper maintenance of library resources, timely purchase of resources, timely renewal and preservation of old and damaged resources.

Write-off provisions are in place for old/damaged books are no longer required, with due procedure and approval Requisition for procurement of books is available round the year to facilitate the addition of latest books and journals.

Library stocks are subject to annual stock verification. Damaged books are also maintained with necessary measures periodically.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT facility is updated regularly. There are specific guidelines that are followed to keep the IT facilities updated. This takes place in two basic categories:

1. Updated Regularly:

1. The servers are updated yearly.
2. Anti-virus is installed regularly.
3. Software is updated on a regular basis.
4. Google Suite monthly subscription.

1. Contingency

1. Purchase of hardware as per requirement.
2. Purchase and installation of accessories as per requirement.
3. Increase of bandwidth as per requirement.

Up to 100 mbps internet speed along with Wi-Fi is available in the institution campus to ensure uninterrupted connectivity. This helps ICT based teaching-learning through video conferencing with experts, online videos and research material. Using Google Suite during COVID and beyond has makes hybrid classes and webinars possible. Classrooms have multimedia facility.

All the faculties and administrative staff members have been provided with either desktops or laptops. The institute has 1 static IP for the purpose of internet connectivity. The class rooms, tutorials, auditorium, language lab, behavioural lab, library and tutorials are facilitated with internet. Audio system and public addressing provisions are in place. One biometric attendance system is installed for staff and faculties and the campus has CCTV surveillance too.

There is optimum utilization of the Lab for preparation of SIP projects. Routers are installed at various sub-supply system points. All users have Wi-Fi access points. The Boys & Girls hostels have also been facilitated with 24x7 internet supply. The campus too has a language lab, consisting of 30Pcs and with intranet working system duly connected with servers. The details are appended below:

Sl no	Description	Qty	Remarks
1	Desktop in Computer Lab	60	Window-7, MS Office-7, Abode Winzip,VLC, Quick Heal Total security .
2	Desktop in Language Lab	30	Windows-7, Orell Language Lab Software
3	Desktop for Staff	34	Window-7 & 10,MS Office-7 & 16 , Total security .Tally Prime, Coral draw X3 CS3,Adobe premiere
4	Laptop	04	Window-7,10 &11
5	Biometric finger print attendance software	01	Employees-Attendance-& Leave
7	Audio Systems	10	Auditorium, Language Lab & OB Lab
8	LAN Internet	01	Upto-100 Mbps (BSNL)
9	CCTV Surveillance	24	For insightful safety
10	Printers	10	Office support facilitation
11	Scanner & Printer All in one	1	Office support
12	LCD Projector	11	Class Rooms, & Tutorials
13	Switches	07	Distribution network
15	Routers	02	Distribution network
18	Boys & Girls' Hostel	09	Dual Band Gigabit Wi-Fi Routers

The IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology. The entire Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities. Staffs are also provided with individual system (Laptop or Desktop) with internet facility.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response:

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

Response: 110

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response:

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
212.89	127.94	132.06	154.04	133.43

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
350	253	164	195	199

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response:

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

5.1.3

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

Response:

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
352	294	237	234	234

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

5.1.4

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

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

Response:

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

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:

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	105	114	101	102

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
160	113	116	113	113

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

5.2.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	2	1	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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:

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
5	0	0	1	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response:

5.3.2.1 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
15	5	14	15	14

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

5.4 Alumni Engagement

5.4.1

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

Response:

ASTHA School of Management Alumni Association (ASMAA) is a progressive association of ASTHIANS that contributes significantly in student mentoring, institutional building and community work.

Alumni Contribution

The association is actively involved in supporting the good work carried out by the institution. The alumni are involved in the following activities:

1. **Mentorship Programme:** The alumni volunteer for mentoring students to make them corporate ready. This process is integrated with the innovative CIAC model indigenously developed by ASTHA.School of Management. A group of students are in constant touch with their alumni mentor and receive inputs for their future growth. Mr. Jabir (batch 2016-18) acts as a mentor to students for e-commerce companies like Flipkart. Ms. Bishnupriya (batch 2016-18) is an HR mentor to the students. Mr. Ankit Agarwal (batch 2013-15) acts as a mentor to students interested in becoming entrepreneurs. These are some instances of the alumni mentorship programme
2. **Career Talks:** Alumni come for career talks at the institute and share the best avenues available for the students. They also share their valuable insights with the students.
3. **Events and Observations:** Alumni are also a part of events that are organized at the institute. They are invited for observations and celebrations like Independence day, Republic day, Rangrez, Prakalpa, Shuttle Smashers, Seminars and Talk Shows.
4. **Value Added Courses:** Alumni provide their inputs in adopting, designing and delivering Value Added Courses in the institute.
5. **Feedback:** Alumni provide feedback on curriculum and institutional activities on a regular basis. The feedback is reviewed and action is taken at the IQAC meetings.

Genesis and the Process

The Alumni Association at ASTHA School of Management began through an internal coordination committee in the year 2013. The coordination committee constituted 4 members from the teaching and non-teaching staff, and 6 student volunteers. The committee was assigned the following tasks:

1. Informing Alumni about institutional activities.
2. Inviting Alumni for seminars and talks.
3. Requesting them to provide internship and placement assistance.
4. Requesting them to mentor the students.
5. Receiving feedback from them on various aspects.

By the end of the year 2019, the need for registering the alumni association was strongly felt. Thus, the Alumni Coordination Committee drafted the guidelines and bye-laws for the association. The draft was approved in the IQAC meeting in January 2020, and the association was to be registered in the name of ASMAA (ASTHA School of Management Alumni Association). However, due to COVID-19 the process got stranded. ASMAA will be registered as soon as the association registrations get started at the

court.

ASMAA has virtual group and all the constructive ideas are discussed and deliberated. Proposals are drafted and approvals are sought. Meetings are also conducted virtually at regular intervals. On-campus meet is planned once in a year.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

ASTHA School of Management is run by Sri Panchamukhi Educational & Charitable Trust. It is a philanthropic venture to raise the level of Higher Education in Odisha. The trustees come from a variety of entrepreneurial backgrounds like education, agriculture, pisciculture, real estate and trading. Therefore, they have natural inclination towards management and entrepreneurship.

With the Vision, *“To create a forward-looking dynamic institution that can produce globally competent management professionals and entrepreneurs who are committed to develop the State of Odisha and ever willing to contribute to the regional & national growth in all possible ways,”* the institutional leadership promotes participatory governance, systematic approach and dynamic practices.

The Management of ASTHA school of Management is also committed to accomplish its Mission, *“To promote research, innovation and entrepreneurship through professional and technical education with a purpose to ensure sustainable development of industry, agriculture & allied services.”* Thus, the institute has developed an open-door mechanism to facilitate free-flow of exchanges inside the institutional ecosystem.

Management Leadership

The institute is always vibrant with activities. The energetic faculty, staff and the students keep bubbling with ideas that require frequent and timely funding. To make the process smooth, ED-cum-Secretary of the institute is always available for financial and moral support. General body meetings with the faculty and staff ensure systematic execution of institutional plans and welfare schemes. Meeting the students formally and informally, boosts the confidence of students.

Principal and the Academic Council

The Principal is the IQAC head and is responsible for planning and execution of curricular, co-curricular, corporate-campus connect, skill development, community-outreach, placements, development activities, and events. This is meticulously done through decentralization. There are committees created for accomplishing various tasks. The faculty members, staff and the students execute plans as a part of various committees. The Academic Council is a think-tank that advises the Principal on various matters of academics, research & development, training & placements, and extra-curricular activities. Finally, the approval is granted by the IQAC.

Internal Quality Assurance Cell (IQAC)

IQAC of the institute has been there since 2016. It is the driving force behind the success of all academic and institutional activity. It proposes, approves, plans, sets standards, monitors, controls and leverages feedback for improvement and development. IQAC has 15 members and is coordinated by the Associate Dean (Academics). The cell has the following key functions:

1. Promoting innovative teaching-learning methods for imparting education of distinguished quality.
2. Promoting activities of research, publication, innovation, training and development.
3. Collaborating for T&P, VAC, Experiential learning through MOUs.
4. Collaborating for maintaining innovative ecosystem.
5. Conducting seminars, conferences and other academic events.
6. Collaborating with organisations for fieldwork and industrial visits.
7. Collecting feedback from the stakeholders; assessing the feedback and developing an improvement plan for implementation.
8. Conducting internship and placement reviews and approving future action plans.
9. Encouraging the use of ICT for various activities like documentation and reporting of academic and administrative activities of the institute in a procedural manner using technology.
10. Conducting Academic Audit through an expert for submission at the university.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute maintains utmost transparency in its operations across all the areas like academics, administration, recruitment & selection, service policies, development plans and so on. It has well drafted policies for systematic governance. The vision is to ***create a forward-looking dynamic institution that can produce globally competent management professionals and entrepreneurs who are committed to develop the State of Odisha and ever willing to contribute to the regional & national growth in all possible ways.***

The mission is ***to promote research, innovation and entrepreneurship through professional and technical education with a purpose to ensure sustainable development of industry, agriculture & allied services.***

There are guidelines and policies for all the functions carried out. Following act as the guidelines for

running the institute effectively and efficiently:

1. Admission Policy and Scholarship Guidelines
2. Research Policy
3. Student Empowerment Guidelines
4. Examination Policy
5. Training & Placement Policy to ensure employment
6. Staff & Faculty selection Guidelines
7. Performance, Policy
8. HR Policy

Policies and guidelines are available to the concerned stakeholders through appropriate communication channels. Institute maintains a note-sheet based correspondence system to file its procedures and practices. Though conventional, it is comprehensive in terms of documentation. All the events and activities are filed manually.

Strategic growth and developmental plan

The institute aims to expand and diversify using the following time line:

2023 NAAC Accreditation, Continuing with Green Audit & Indoor badminton court

2024 Establishing AIC & Enhancement of MBA seats and adding UG programmes

2025 Implementing NEP 2020 in its true spirit

2026 Achieving Autonomous Status & Diversification into interdisciplinary areas of study

2027 Starting PhD programmes in various disciplines & Student exchange programmes from South East Asian Countries

2028 Achieving top rank in NIRF Ranking & Establishing Centre for studies on Management by Consciousness

2029 Achieving Accolades from NAAC in Cycle 2 & addition of more programmes

2030 Achieving University Status with multiple schools of studies

The blue print of the developmental plan pertaining to the above strategic goals is also available.

The Critical Success factors for the institute are as follows:

1. Academic Culture & Student Engagement

KPI- 100% student enrollment and participation in all academic events and activities

2. Student's Employability/ Entrepreneurship

KPI- 100% students are productive

3. Research & Innovation

KPI- 5 Publications/ year, 1 patent/ copyright/ year; one publication per faculty per year in an indexed journal; 5 Research & Innovation facilitation programme/ year

4. Technological advancements and augmentation

KPI- Adding latest technology every year in the infrastructure; Adding technology driven courses of study every year

5. Ethics, Values and Conscience for Community Service

KPI- 100% students' participation in events and advocacy programmes on citizenship behaviour and ethics.

Performance & Feedback

Performance is measured using feedback from all the stakeholders on areas of leadership, governance, academics, co-curricular activities, sports, events etc. Feedback is analysed, reported and action is taken based on the feedback analysis.

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

6.2.2

Institution implements e-governance in its operations

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

Response:

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

According to Herzberg's two-factor theory, hygiene factors are the basic amenities that allow employees to work comfortably in an organisation. The motivational factors like promotion, job enrichment, incentives, special schemes etc. act as performance boosters in an organisation. ASTHA School of Management ensures the following welfare measures to ensure motivated staff performance.

- 1. Working Hours:** The institute has convenient working hours that ensure employee productivity. Lady faculties get relaxation in the working hours to maintain work-life balance.
- 2. Holiday, Leave and Vacations:** The holiday list is provided by the affiliating University and the institute adheres to it. However, special holidays are provided by the management to the employees during New Year, Raja, and Durga Puja. There is a well drafted leave policy for the employees which includes EL, CL, Duty Leave and Special Leave. Duty leave is provided to the faculty and staff who go for attending conferences, training programmes etc. Special leave is provided to the employees during wedding, birth and death in the family.
- 3. Ward Welfare Scheme:** The institute provides monetary support to the wards of Grade four employees especially for child's education, and marriage of the girl child.
- 4. Rewards and Recognition:** Institute provides rewards and recognition to its employees for their services. This includes duration of service (longest serving employee award) and commendable work for the institute as well as the society.
- 5. Statutory Welfare:** Statutory welfare measures like leave, working hours, gratuity, savings for future, insurance, increments, special allowances, maternity benefits, safety and security etc. are followed systematically.
- 6. Group Insurance:** The institute has group insurance scheme to benefit the employees during any unfortunate critical ailment.

- 7. Salary Advance:** The institute extends salary advances to its employees who are in dire need of the amount during exigencies.
- 8. Provision for Uniform:** Grade IV employees are provided with institutional uniform.
- 9. Free Lunch and Dinner:** Grade IV employees enjoy free lunch and dinner at the canteen on all working days. All the canteen staff take their food in the canteen on all days.
- 10. Outings and Get-togethers:** The employees enjoy outings and get-togethers organized by the institute. This helps building camaraderie.
- 11. Training & Development:** The employees are provided training and development opportunities every year. Many of the programmes are conducted internally on a regular basis. Employees are also encouraged to join Faculty Development Programmes and Staff Development Programmes organized by other agencies.

Performance Appraisal of employees is done yearly. The faculty face a 360 appraisal whereas, the non-teaching staff have dual rating system. The Grade IV employees are appraised by the supervisor and the management. Every individual is communicated about their role, responsibilities and KPAs before the beginning of Academic Year. Performance monitoring is however, a continuous process and it is carried out at the end of each semester for the faculty. The non-teaching staff are monitored monthly, and given feedback on half-yearly basis.

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:

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
2	1	1	1	4

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	26	25	25	26

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
13	12	11	11	11

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Enterprise or institution that wishes to flourish needs to work on its finances and resources prudently as these are vital to its sustainability. ASTHA has the following resources and funds for mobilization and optimal utilization:

1. Students' fees: Institute majorly relies on the fees of students for regular operations as well as development. The fee is regulated by the fee fixation committee, Govt. of Odisha. The committee has fixed a fee of Rs. 80,000/ year per student (recently revised to Rs. 86,500/ year per student).
2. Internal Revenue Generation Committee: Institute has a committee that generates revenue for the institute. It conducts corporate training programmes, shares training resources, counsels, consults etc.
3. Rentals: Institute receives rent from telecom service providers viz. BSNL and Bharti Airtel for the towers erected in the campus.
4. Contribution from the trustees and the alumni: Sometimes trustees and alumni contribute funds for conducting socially productive programmes like plantation, cleanliness, blood donation etc.
5. Interest from the Bank: The institute receives interest from the bank in lieu of its deposits.
6. Sale of forms and prospectus: Institute sells its forms and prospectus to the aspirants and collects some revenue.
7. Hostel fees: Students residing in the hostel pay fees for their rooms. Those who have lunch and dinner, pay as per actuals.
8. Transportation fees: Some students avail the transportation, and pay for it on a yearly basis.

The revenue generated is judiciously spent on various activities that are appropriately recorded in the

financial statements of the institute. The following are the areas where the institutional expenditure occurs:

1. Capital expenditure on infrastructure development, procurement of library books, creating ICT facilities for OB and Language Lab, buying equipment & accessories.
2. Administrative expenses are incurred as recurring expenditure on salaries, payment of electricity & Wi-Fi bills, EMIs, Insurance, maintenance of systems, maintenance of classroom equipment, vehicles, landscape etc. The non-recurring expenditure is on tours and travels, repairs, write-offs, damages and so on.
3. Academic expenses on events, seminars, conferences are met with on a regular basis.
4. Social expenses are incurred on outreach programmes conducted by the institute for social welfare and advocacy.
5. Training & Placement expenses are made on placement-related training and guidance as well as On-campus selection process.
6. Corporate Liaison expenses are incurred due to corporate visits of the faculty for strengthening corporate-campus-connect.
7. Expenditure is made on Admissions and Scholarships. Marketing for admission purpose requires adequate funds that is provided by the institute. Institutional scholarship is a noble attempt to encourage students from economically weaker section as well as students from regional diversity to study at ASTHA.
8. Audit expenses are incurred on internal and external audit process.

Internal audit is carried out by a committee headed by the Accounts Officer. This done once in a year. This is followed by external audit conducted by Dwarika and Associates. The audit reports are duly received, acknowledged and presented to the AICTE and the BPUT for approval and affiliation purpose year on year.

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:

Internal Quality Assurance Cell was established in 2016 in ASTHA. It is the hub of quality maintenance at the institute. IQAC meets twice (July End/ August First Week and January First Week) in an Academic Year for planning and review. It provides approval to committees for all the curricular, co-curricular and developmental activities. It operates in the following 10 dimensions:

Curriculum Implementation through effective teaching-learning process: The curriculum is provided by the university. However, the implementation plan is approved by IQAC for effective learning. The Session Plans and Course Outcomes are approved after receiving the recommendation from the Academic Committee.

Collaborating for T&P, VAC, Experiential learning through MoUs: There are committees that present various proposals for collaborations with organisations for placements, internships, experiential learning and Value Added Courses. All these as well as signing of MoUs with organisations is duly approved by the IQAC.

Collaborating for maintaining innovative ecosystem: IQAC monitors various events, activities and programmes undertaken for maintaining innovative ecosystem. All the reports and feedback are presented at the IQAC meetings for information, ratification and future course of action.

Collaborating with organisations for fieldwork and industrial visits: The reports on fieldwork and industrial visits are presented at IQAC meetings for information and planning.

Promoting activities of research, publication, innovation, training and development among teaching and non-teaching staff: IQAC promotes development activities by facilitating research and publication activities. Committees are formed to carry out various developmental activities. The reports and feedback are reviewed at the IQAC meetings. Approval is granted by IQAC for conducting T&D activities for teaching and non-teaching staff of the institute.

Conducting seminars, conferences and other academic events: There are committees that carry out seminars, conferences and other academic events. IQAC provides its approval in the beginning of the Academic Year to conduct all the events.

Collecting feedback from the stakeholders; assessing the feedback and developing an improvement plan for implementation: The feedback collected from various stakeholders is reviewed and discussed in IQAC meeting. Improvement plan is then initiated and implemented in the next Academic Year.

Conducting internship and placement reviews and approving future action plans: The placement cell plans and implements the internship and placement activities approved by the IQAC in the AY beginning, when the placement feedback of previous year is collected and also reviewed by IQAC.

Encouraging the use of ICT for various activities like documentation and reporting of the academic and administrative activities of the institute in a procedural and systematic manner using technology: IQAC deliberates, discusses and approves new technological tools for use in the institute.

Conducting Academic Audit through an expert for submission at the university: Every year the institute conducts Academic Audit by inviting an expert empaneled by the university. IQAC organizes and preserves the report for future improvement and development.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response:

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Like “Charity begins at home”, at ASTHA School of Management, gender equity begins from the top. The institution is headed by a lady and is amply supported by all the faculty and the staff members. There is an equitable representation of men and women in the institution. Out of a faculty strength of 18, 7 are ladies; out of the 11 administrative and technical staff, 4 are from the fairer gender. Thus, there is 38% (approx..) representation of women in the institution. And the institute is committed to maintain not just gender equity but also gender parity. The statutory committee on POSH is operative and ever active to prevent/ reprimand any offense.

Meetings are held every quarter or as per requirement.

Admitting & Training Girls

ASTHA School of Management provides a congenial environment for the girl students to learn and flourish. The initiatives include:

- The institute provides career guidance and counselling to girl students of various colleges in Odisha for encouraging girls to take up higher education.
- Girl Child Scholarship is provided to attract parents of girls to admit their daughters.
- Equal opportunity is provided to the girls to participate in training and placement activities.

Conducive Environment

- The institute provides a safe and secure environment for girls with 24*7 security and surveillance.
- The girls’ hostel is inside the college campus and is well guarded to keep the girls trouble-free.
- There is no gender bias or discrimination in the campus during any process (teaching-learning, training & development, co-curricular & sporting activities).
- The proctorship programme provides a protective environment to all the students especially, girls.

Celebrations & Festivals

- International Women’s Day is celebrated on 8 March every year to champion the cause of United Nation’s agenda. Events like movie show, panel discussion, quiz, speech, poster making, photography etc... are organized.
- ***Raja- Unique festival that celebrates womanhood;*** it is facilitated by the institute. The

management provides special holidays to all its staff as a mark of respect to the women in everyone's life. It is a unique festival of Odisha. And adhering to this beautiful culture, the institute provides a festival break for 3-5 days.

- **Divine Mother's (Sri Ma of Pondicherry) Birthday** is celebrated in a grand way year after year on 21 & 22 February as *YUGMA*. A national level oratory contest is held to celebrate unity, harmony and world peace on these days. The institute proliferates the teachings of The Mother & Sri Aurobindo that considers every girl child as the manifestation of the Divine.

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:

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

7.1.3

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

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

Response:

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

7.1.4

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

Response:

Sri Aurobindo said, "... But by whatever means, in whatever way, the division must go; unity must and will be achieved, for it is necessary for the greatness of India's future."

ASTHA School of Management stands by this dream of the greatest saint, freedom fighter, philosopher, poet and spiritual guru of India. It maintains inclusive environment and acts as an equal opportunity employer.

Regional & linguistic Inclusion

People come from eastern, northern and southern parts of India. 80% of the seats is reserved for OJEE candidates, yet the institute strives to build a Mini-India. There are Odiya, Hindi, Telugu, Bengali, Urdu and Tamil speakers. Dialects like Sambalpuri, Kui, Kurmi etc... are also spoken by some students who come from different parts of Odisha.

Communal Inclusion

There is good representation of minority community in the institute. The staff and students are from different faiths. Permission is given for Friday prayer to those who follow Islamic faith.

Women and Persons with Disabilities

The institute inducts women and persons with special needs. In fact, there is a faculty with such special needs who is treated with fairness and empathy. The office timing for women employees is convenient to maintain work-life balance.

National Pride and Citizenship Behaviour

National days are celebrated with utmost sincerity and dedication. The students perform during these days to showcase their love and respect for their nation. Dance, speech, skit, song, rangoli, mehendi, unity march etc. are conducted to celebrate our national pride. Citizenship behaviour is developed through the involvement in various community development activities. This includes blood donation camps, cleanliness drive, waste management awareness activities etc... Social and Environmental Awareness (SEA) among youth is an initiative for developing citizenship behaviour.

- The Preamble of our constitution is posted in all the important places.
- The National Anthem is sung during every congregation.
- The Institutional Pledge reminds the students and the faculty of their duties towards the nation.

Institutional Values and Professional Ethics

Human values are inherent in the institutional values and the culture. The core values of ASTHA School of management are:

- Competency based education: CIAC helps in imparting education that develops competencies in students.
- Commitment to excellence: Innovation ecosystem works towards achieving excellence.
- Community Service: The institute is committed to serve the community through education, entrepreneurship and social welfare.
- Good Governance: Good governance is guaranteed through transparency, communication and participation.
- Service to the nation: Imparting education is service to the nation. Enhancing employability and encouraging entrepreneurship contributes towards nation building.
- Service to the Divine: Culture of the institute ensures practicing human values, and serving the Divine.

Nationalistic pride and universal human values are embedded in institute's culture. Regular GDs (CIAC), talks, and movie shows sensitize the students and staff towards citizenship behaviour and nation building. Through the Youth Connect Partnership of Bhubaneswar Smart City Limited, institute organizes programmes addressing human rights, fundamental duties etc... **YUGMA is the greatest example of celebrating human values, brotherhood and harmony.**

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Competency based learning through Competency Incubator & Assessment Centre (CIAC)

Objectives

KSA (knowledge, skills, abilities) Model of Competency is used by corporate to assess employability for which the Institute has an indigenous assistive model called the Competency Incubator & Assessment Centre (CIAC) to enhance KSAs.

1. To develop managerial competencies among students for job as well as entrepreneurship.
2. To enhance their creativity, business acumen and soft skills.
3. To prepare them for placements in their chosen field (specialization and sector).

Context

Competency is a set of demonstrable characteristics that enables performance. CIAC targets developing managerial competencies like business knowledge, analytical thinking and soft skills; proactivity, patience, emotional control and respectfulness. The conceptual incubator nurtures the students' professional competencies. The Assessment Centre method is used for evaluation. Assessment techniques used are:

- Outbound activities
- Simulations
- Case Analysis
- Group Discussions
- Personal Interviews

Practice

The Competency Incubator (CI) nurtures business and managerial competencies. Incubation process begins by developing requisite knowledge, skills and abilities from the fundamental level. Assessment Centre (AC) is used to examine candidates for various job roles, and different testing techniques and feedback mechanism help students map their own development.

Period	Description	Assessment	Outcome
The Induction Week	*Sensitization about the competencies to be built as a management professional. *Interaction with entrepreneurs.	Feedback	Understanding of career and KSAs
Semester One CIAC	*Training in business fundamentals, language skills, business etiquette, public speaking, analytical skills and creative thinking.	The assessment is continuous, and the feedback for improvement is given to students regularly.	Development of Fundamental knowledge and skills
Semester Two CIAC	* Training in domains of management, and areas of interest (discovered through personality tests and counselling). It also includes soft skills, group discussion and dyads/ interviews. Training is imparted to prepare the students for internship and specializations.	The assessment techniques include presentations, simulations, outbound and interviews.	Development of technical competencies
Semester Three CIAC	* Training in areas of	The assessment includes	Development of managerial

	specialization. Sensitization and Corporate Mentoring are the key features in this phase; GD and PI training. Corporate mentors guide the students.	Sector Aptitude Tests, Case analysis, Presentations, GD & PI	competencies
Semester Four CIAC	* Individual attention by faculty mentors as well as corporate mentors. One-to-one training is conducted.	Feedback sessions	Complete transformation

Evidence

Success Stories:

Name	Batch	Designation	Company & Pa
Mr. Abhaya Ranjan Sahoo & Mr. Mir Sakil Akhtar	2020-22	Asst. Customer Relationship Managers	Ujjivan Small Rs. 11.25 lakhs
Mr. Gobinda Mandal	2019-21	Branch Manager	Spandana Sph Lakhs/ annum
Ms. Priyanka Padhi	2019-21	Functional Analyst	Ebix Technolo Lakhs/ annum
Mr. Nikhil Kumar Sahoo	2019-21	Senior Equity Advisor	Axis Securitie annum
Mr. Rabi Narayan Das	2017-19	HR Executive (Odisha)	Reliance Retai Lakhs/annum
Ms. Chumki Kumbhar	2017-19	Deputy Manager	Kotak Life In Lakhs/ annum

Problems

The CIAC model systematically combines two developmental processes i.e. competency incubator and assessment centre. The challenges are:

- Commitment from the trainer, mentor and students can only yield expected results.
- Compulsory personality related inputs makes customized trainings inevitable.
- Practice is time taking and expensive.

Best Practice 2

Individual Personality based Counselling and Behavioural Training

through ?etas- The OB Lab

Objectives

1. Discovering the personality of individuals through established psychometric tests and map it against the management domains and areas of interest
2. Helping students identify their goals
3. Preparing a self-development schedule to suit their domain of interest

Context

Personality is combination of qualities that forms an individual's distinctive character. To understand the personality of an individual, personality tests are conducted so that the individuals understand themselves better.

Students usually have no rationale while selecting a specialization- most of them have no work experience, and they have little understanding of MBA as a career. Thus, there is a need to map an individual's background, interest, and personality for providing customized career guidance.

Practice

Sem1: Students take self-awareness tests like the Meyers-Briggs' Type Indicator (MBTI), and Preferred Learning Styles (VARK- Visual, Auditory, Reading, Kinesthetic) to understand their Personality Type for self-reflection and Learning Style. The result of VARK is used to design pedagogy to suit students' learning needs.

Sem2: Counselling session helps the students to map their personality with their specialization interest. They are guided to identify their strengths and weaknesses and choose an appropriate career path.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Personality test	Counselling Session	Specialization Selection	Training & Development Activities	Placement
*Self-awareness	*Matching personality type with career options & interest areas *Understanding importance of behavioural training	* Based on inputs from Counselling	*General training *Focused training	*In the focus that assi personality compatibility interest

Evidence of Success

1. Ms. P. Kavya (batch 2018-20), selected by HDFC Asset Management Company through CRP, could not join due to Pandemic. Counselling & training made her confident to get Finance Analyst position at KPMG.
2. Ms. Zeba Taj (batch 2018-20), determined to work in the field of HR, got DMIT position at Pantaloons (ABFRL). Because of the personality based training, she became Store People's Officer within one year.
3. Mr. Lilan Das (batch 2019-21), interested to be an entrepreneur was counselled and trained for

entrepreneurship, though his personality was less suitable. He joined Spandana Sphoorti Financial Limited, but later he established Protective Security Services Pvt. Ltd.

4. Mr. Bagirathi Nayak (batch 2020-22), came from EWS and had no idea about MBA. Through personality tests and counselling, he joined as Business Analyst in Craft Silicon.

Problems

The behavioural lab intervention provides customized training to the students. The challenges are:

1. When the timeline of the University does not match the Institute's Planner, the time set for the lab activities has to be painstakingly adjusted.
2. Customizing trainings is expensive and time consuming.
3. Dedicated faculty team is a challenge in the long run.

Note:

India Today Report on employability says only 1 in 4 MBAs is employable. The main reason is lack of competency. To counter this, institute has a system to assess individual personality to develop apt competencies through rigorous training and counselling.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

INTEGRATING VIRTUES, WISDOM, AND HUMAN CONSCIENCE IN PROFESSIONAL EDUCATION TO PROMOTE UNIVERSAL WELL-BEING

The value of education should be measured by the virtues it has inculcated among the learners. However, in the realm of profit-maximization, human values, conscience and spiritual goals have taken a back-seat. Thus, Higher Educational Institutions (HEI) have a greater responsibility in inducing values, virtues and wisdom among the Youth. To accomplish this, HEIs need to organize **courses, programmes and events that help the youth discover their virtuous selves.**

Institute's vision is to “produce globally competent management professionals ...committed to develop the

state.... and... contribute to the national growth...”. To accomplish this vision, the institute integrates all the aspects of education- the physical, the mental, and the conscience. Thus, the distinctive area of our priority is “addressing Human Conscience through education that includes virtues, wisdom and spiritualism”.

Social and Environmental Awareness (SEA) Among Youth is a programme organized for school and college students. It is planned and executed by the students of ASTHA School of Management.

Objectives of SEA

1. To develop concern for people & the planet through social and environmental awareness.
2. To develop empathy.

SEA is an inventive concept, though, it may appear as an outreach programme. The themes for SEA promote sustainable development and harmonious living. The tools used for executing these themes (“beat plastic”, “stop tobacco use”, “cyber security”, “curb global warming”, “crimes against women”, “gender equality” etc...) are edutaining (educational & entertaining).

Why is SEA Effective?

The students visit schools and colleges to conduct theme based sessions. Interactive talks, role plays, movie shows and demonstrations communicate the intended message. This is followed by evaluation like quiz, paragraph writing, speech making or on the spot poster making. The participants are then awarded for their committed efforts.

Process of SEA

The first year students, guided by a faculty, organize SEA. They generate themes, methods of delivery & evaluation; they prepare a road map for execution at the school and college. Once they receive permission, they travel to the venue and execute the programme.

Outcome

Year on year, students from nearby colleges and schools have got educated on the issues that remain only news. The expected outcome is to make these issues a personal agenda among the young people. And it has been successful!

After participating in SEA, Mr. Nikhil Kumar Roul, Raghunath Jew Degree College, Cuttack; Sibham Chandra Das, Christ College Cuttack; Saloni Mohapatra, Sri Jayadeb College of Pharmaceutical Science, Naharkanta became the young voices to promote Digital Literacy (2022) in their area of operation.

Personal Effectiveness Programme (PEP-VAC 02) is a Value Added Course that is compulsory for the first year students. PEP is a self-development course that helps the learners to explore themselves and move towards achieving their goals.

Objectives of PEP

- 1.To bring clarity of thought and purpose in life of the learner.
- 2.To appreciate human values and follow them.
- 3.To acknowledge the importance of Virtuous Spiral.

PEP has been running in the institute for the past 7 years. It can be seen as a preemptive Universal Human Values Course introduced by AICTE in 2020.

Why is PEP Effective?

Students experience the impact PEP in every aspect of their professional growth -- personality development, managerial ethics or leadership skills. It is in sync with the institutional vision.

Process of PEP

It is a 30-hour course with pedagogy ranging from rote learning, discussion, demonstration, outbound, case analysis, psychometric tests and self-reflection activities.

Outcome of PEP

The positive qualities and abilities are enhanced through this course that help students in building a strong character. Quintessence of PEP is recorded as under:

- 1.Ms. Firdaus Aria (2016-18), “It has taught me to be humble yet firm, polite yet assertive. I am a changed individual- calm and patient.”
- 2.MD. Asif Khan (2016-18), “Development of humanity rests on two pillars- Unity and Brotherhood. I am glad that I took this course.”
- 3.Mr. B. B. Madraj Ray (2020-22), “Life without values is a kite without string. The lesson learnt from the lives of great saints and philosophers has made me a matured professional.”
- 4.Ms. Nandini Swain (2021-23), “It has given me the ability to accept my mistakes with all humility. I can recognize my negative thoughts, confess, and work on curbing them.

YUGMA

ASTHA School of Management is committed to proliferate human values and universal brotherhood. Thus, YUGMA- A National-level Oratory Contest acts as a touchstone for Institutional performance in providing value-based holistic education.

YUGMA, a Sanskrit word, means confluence. Here, YUGMA is a confluence of knowledge, oratory skills and values. **It draws inspiration from** Sri Aurobindo's Philosophy of Education and the UHVs propounded by The Divine Mother of Pondicherry.

Objectives of YUGMA

- 1.To facilitate spiritual thinking through self-reflection.
- 2.To create an environment of Universal Brotherhood as exemplified by Sri Aurobindo and the Mother.

YUGMA is a unique contest in which youths showcase their patriotism, creativity, value-system and conscientiousness through speech, discussion, presentation and debate. The winner justifies, “**education is not just growth of intellect; it is the ascent of one’s soul**”. The below illustration shows the flow of the contest.

Outcome

YUGMA persuades the participants to think on topics that are for the betterment of humanity. The deliberations seek self-reflection and self-discovery. It targets transformation of the youth. Budding doctors, engineers, fashion designers, lawyers, managers, advertisers, botanists, linguists have all been a part of this journey since 2015. And more and more blessed souls are evolving as compassionate and empathetic citizens of the nation and the world. Dr. Pritiman and Dr. Subhashree- from a debater to an evolved individual- they are glaring examples of this journey of transformation.

Note

The NEP 2020 has given a clarion call for holistic value-based education to prepare our youth and develop our Nation, “**Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development**”. ASTHA School of Management has identified and implemented this vital aspect of education through SEA, PEP and **YUGMA**!

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

5. CONCLUSION

Additional Information :

ASTHA School of Management endeavors to bring about a complete transformation in the youth through various interventions. It leaves no stone unturned to contribute to the field of education and student development. True to Sri Aurobindo's educational philosophy, the institute is equally dedicated towards sporting and fitness activities as it organizes **state level open-door badminton championship** for management students and corporate personnel. The event is called **Shuttle Smashers- Whack n' win**. This event is highly appreciated by the students and the corporates. **Recognizing the event management proficiency of the institution, the Sambad Group (largest media house in Odisha) has signed an MoU with the institute for conducting their Corporate Badminton Tournament, "Let's Shuttle"**.

Dedication shown by the team ASTHA has been appreciated by luminaries like, Prof. Ishan Patro, Vice Chancellor, Ravenshaw University, Mr. R. S. Gopalan (IAS), Director, Agriculture and Food Production, Odisha; Prof. Kumar Das, Ex-Vice Chancellor, F.M. University, Odisha; Prof. K.S. Rangappa, Vice-Chancellor, KSOU, Karnataka; Dr. Padmaja Mishra, Vice-Chancellor, R.D. Women's University; Mr. Y.B. Khurania, Commissioner of Police, Bhubaneswar-Cuttack; Prof. C.R. Tripathy, Ex-Vice-Chancellor, Biju Patnaik University of Technology, Odisha. (See Chart for Comments)

What Luminaries Say...

1. Prof. Ishan Patro, "a great institute, well geared to achieve the best. Good efforts..." (2013)
2. Mr. R. S. Gopalan (IAS), "...impressed with the management team here in ASTHA...the hard work should bear fruit in this land..." (2013)
3. Prof. Kumar Das, "I am very much impressed by ASTHA...for its amazing learning-environment..." (2018)
4. Dr. Padmaja Mishra, "Visiting ASTHA is a unique and an excellent opportunity to interact with the students and the staff. I am extremely delighted by the culture of the institute and am thankful from the core of my heart." (2019)
5. Mr. Y.B. Khurania, "Visited ASTHA Institute on the occasion of blood donation camp and witnessed a quiz competition..." (2018)
6. Prof. C.R. Tripathy, "Nice experience to visit the ASTHA School of Management. The faculty members, the students and the management of the college are doing their best for the academic growth of the college. I wish this institute to proceed ahead and set an example for the country. Jai Hind!" (2021)

Concluding Remarks :

ASTHA School of Management has been applauded for its contribution in the field of education, entrepreneurship and social work. The awards received by the institute include,

- Best Academic Institution in 2023 (Odisha Education Leadership Award) by World Education Congress.
- Best College – Placement & Pedagogy in 2022 a state-level recognition provided by Shibanshi

Foundation, Odisha.

- Best Management Institute - Pedagogy & Placement awarded during Education Eminence Award Ceremony in 2021.
- Best Educational Institute Award by STATE BUSINESS LEADERSHIP Award 2020.
- Eduquest Odisha Excellence Awards for Excellent Campus Recruitment in B-Schools category in 2018
- Business School of the Year: East, during 5th National Awards on Excellence in Education in 2015.
- Emergent B-School of the State in 2013.

In conclusion, it is pertinent to mention that Academic Auditors of BPUT have found the institute progressive and promising. The qualitative remarks given during the audit is quoted below:

1. “We are impressed at the academic performance of the institute. The institute is all geared for NAAC accreditation. This is one of the finest institute’s under BPUT.” (9/10) Academic Year-2022-23.
2. “The professionalism in all spheres of activities is visible. All the stakeholders are serious about quality delivery and are found committed and dedicated.” (8.5/10), 2021-22
3. “We find the institute has put very good effort to come up to our expectation even if the system was in the grip of COVID. The faculty members have taken excellent efforts to conduct classes online. The management has been constantly striving to achieve excellence in all its activities.” (8/10) Academic Year- 2020-21
4. “By far this is an institute worth mention due to their infrastructure, commitment of the faculty members and academic delivery.” (8/10) Academic Year- 2018-19
5. “The institute has a good faculty base besides all faculties for all-round development of the students.” (7/10) Academic Year- 2017-18

While moving ahead with the agenda of NEP-2020, the institute strongly believes that the main purpose of education is to bring about a transformation in the learners, a transformation that should get translated into economic growth, societal well-being, and sustainability of the planet. And, **ASTHA School of Management Ensures Complete Transformation!**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 35 Answer After DVV Verification :9</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</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>96</td> <td>82</td> <td>53</td> <td>43</td> <td>46</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>70</td> <td>58</td> <td>45</td> <td>40</td> <td>39</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</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>94</td> <td>94</td> <td>62</td> <td>60</td> <td>60</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>85</td> <td>85</td> <td>56</td> <td>56</td> <td>56</td> </tr> </tbody> </table> <p>Remark : Value have ben updated Exclusive of supernumerary seats</p>	2021-22	2020-21	2019-20	2018-19	2017-18	96	82	53	43	46	2021-22	2020-21	2019-20	2018-19	2017-18	70	58	45	40	39	2021-22	2020-21	2019-20	2018-19	2017-18	94	94	62	60	60	2021-22	2020-21	2019-20	2018-19	2017-18	85	85	56	56	56
2021-22	2020-21	2019-20	2018-19	2017-18																																					
96	82	53	43	46																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
70	58	45	40	39																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
94	94	62	60	60																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
85	85	56	56	56																																					
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18																																			
2021-22	2020-21	2019-20	2018-19	2017-18																																					

7	5	9	9	8
---	---	---	---	---

Answer After DVV Verification :

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

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
1	4	1	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	0	1

Remark : Revised values as per attached 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
1	6	5	6	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	10	7	6	0

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 : 195

Answer After DVV Verification :153

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	2	3	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	0	1	0

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	14	25	26	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	5	14	15	14

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	26	25	25	26

Answer After DVV Verification :

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

31	26	25	25	26
----	----	----	----	----

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	11	11	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	11	11	11

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations