



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES

AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES HOSUR ROAD OPP,
LALBAGH MAIN GATE

560027

www.alameenbba.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Al-Ameen Institute of Management Studies, a Minority, private self financing institution is Affiliated to Bengaluru City University, Approved by AICTE, NAAC Accredited & ISO 21001:2018 certified institution. It was established in the year 1991-92 under the aegis of Al-Ameen Educational Society, founded by Late Dr. Mumtaz Ahmed Khan. It is located at the heart of the city, opposite the famous Lalbagh Gardens.

With a very modest start in 1991-92 had an annual intake of 30 students for BBA course, added MBA course in the year 1994-1995 with an annual intake of 20 students. Al-Ameen Institute of Management Studies at present has 120 annual intake of students each for BBA & MBA courses and has come up as a unique center of excellence in imparting management education.

Vision

WE ASPIRE TO BECOME A LEADING INSTITUTION IN MANAGEMENT EDUCATION WITH A GLOBAL AND DYNAMIC OUTLOOK BY CONTINUALLY EXPANDING AND DEFINING NEW FRONTIERS OF MANAGEMENT EDUCATION AND ITS IMPLICATIONS IN THE CORPORATE WORLD.

Mission

TO BE THE BEST VENDOR OF ETHICAL AND VALUE-ADDED HUMAN CAPITAL TO THE DEVELOPMENT OF CORPORATE AND INDUSTRY ECONOMY THROUGH QUALITY TRAINING AND CONTINUOUS LEARNING.

Our students Examination Results & our success rate of placements is high, which is a tried & tested metric of our High Standards of Education at Al-Ameen and are successful entrepreneurs & corporate professionals.

Al-Ameen Institute of Management Studies takes pride to be a part of the Al-Ameen Movement's philanthropic & secular mission of upliftment & empowerment of the financially underprivileged community in general and Muslim minority in particular. Al-Ameen Educational Society disburses scholarships to the meritorious & financial deserving students annually to the tune of Rs.2 Crores not only to students of our institutions but throughout India.

The Self Study Report of Al-Ameen Institute of Management Studies is a window to our institution's functioning and gives an insight into our commitment, passion & dedication of scaling new heights and raising the benchmarks of performance & quality.

I am deeply indebted to the Chairman, Mr. Umar Ismail Khan and the Hon.Secretary, Mr. Zubair Anwar Sait for their guidance and support in preparing the Self Study Report.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Top Management's commitment & visionary leadership to provide state-of-the-art infrastructure and high quality professional management courses to the aspiring students.
- We are catering to the educational needs of Minority and Economically Backward students in general and Muslim students in particular.
- Locational advantage, the institution enjoys due to its strategic location in the heart of the city, hence favoring Industry – Institute interaction.
- Encouraging Examination Results and Effective Placements.
- The Brand Equity of Al-Ameen being an established Management College in Bangalore for about 28 years now successfully surviving the test of competition & quality assessment criteria from time-to-time.
- Our strong Alumni network of about 1800+ MBA students working in senior executive positions in the corporate and Business Establishments across the world and about 2000+ BBA students.
- Inducing a Competitive Spirit coupled with Ethics & spirituality amongst the future management professionals in the making.
- We embrace the practice of gender sensitization, gender equity & women empowerment.
- Participative Management implemented at Al-Ameen Institute of Management Studies practicing delegation of authority & responsibility.

Institutional Weakness

- Our relentless efforts for creating and sustaining a conducive learning environment and upgrading our knowledge delivery system.
- Our thirst to bench mark our institution with the B-Schools of Global standards.
- Institution is private & unaided and research funding from government & private agencies is at a nascent stage.
- Revenue generated through consultancy & industry sponsored research has to be triggered.

Institutional Opportunity

- To leap into the domains of Research & Consultancy in the areas of Management Education with three of our faculty being recognized as Research Guides to guide Ph.D., scholars.
- In the wake of the “start-ups” era, Al-Ameen Institute of Management Studies focuses on strengthening its Entrepreneurship Development Activities.

Institutional Challenge

- Fierce competition from several B-Schools in India and foreign universities.
- To Attract and Retain Talented Faculty.
- To provide Professional quality Education without compromising on Al-Ameen’s Philanthropic Mission
- The real estate cost in Bengaluru is detrimental to the expansion & procurement of land for new buildings.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Although Al-Ameen Institute of Management Studies is affiliated to BCU & that we need to adhere to the Course Curriculum prescribed by the BCU we go that extra mile to give value addition to students to be in tune with the latest industry developments & emerging trends in the corporate world through guest lectures, seminars, workshops & collaborative programmes.
- The curriculum is prescribed by BCU & is revised once every 3 years factoring skill development, employability skill development and entrepreneurial subjects.
- We also factor co-curricular & extra-curricular activities. Our faculty are regularly deputed to various FDP, refresher programmes, seminars, workshops. Our faculty are also eligible for evaluation at BCU. Al-Ameen Institute of Management Studies Principal, Dr. B. A. Anuradha was also the Syndicate & Academic Council Member of BU & BCU between 2016 & 2020.
- Choice Based Credit system (CBCS) was introduced in 2015 for both BBA and MBA Programmes. In order to give a holistic development of the students we regularly conduct lectures on human value, corporate governance & ethics, environmental sustainability, gender equality, law of the land, civic sense, corporate social responsibility, road safety etc., from expert resource persons. Students are deputed compulsorily to undertake dissertations/projects/field projects as prescribed by BCU. Internal assessment tests are conducted regularly as per BCU norms in a fair & transparent manner.
- At Al-Ameen Institute of Management Studies we embrace a 3600 mechanism wherein we collect feedback from all the stake holders of the institutions viz., students, teacher, employers, alumni & parents and any shortcomings are immediately attended to. Workshops on entrepreneurship are conducted regularly and the institution takes pride to have churned atleast 200 entrepreneurs in the areas of retailing, project management, hospitality & consultancy.

Teaching-learning and Evaluation

- Al-Ameen Institute of Management Studies has a transparent admission process providing due share to the reservation categories following inclusive policy.
- The faculty working in the college are of high quality and they upskill themselves from time to time.

- Advanced teaching methods such as experiential learning, participative learning and other self paced learning methods are used. Technology interventions are integrated into the process to prepare the students for future-ready.
- The evaluation system is designed in such a way that it measures the outcomes of the course.

Key indicators of the Criteria are:

- **Student enrolment and profile:**

The process of admitting students to the programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory and governing bodies.

- **Student–Teacher Ratio:**

The ideal Student-teacher ratio is being adhered to enable teachers to pay individual attention to students to analyze their interests and competenc.

- **Teaching-learning process:**

Of late, ICT integrated pedagogy for learning are available and this makes learning more individualised, creative and dynamic. Lesson Plan's submission by subject teacher and approved by Principal have been adhered to.

- **Teacher profile and quality:**

Teachers take the initiative to learn and keep abreast with the latest developments, innovate, continuously seek improvement in their work.

- **Evaluation process and reforms:**

The purposes of evaluation is to provide development-inducing feedback. Our pass percentage are in the range of **90 to 100 percent**.

- **Student performance and learning outcomes:**

Student performance shall be analysed in terms of the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course .

- **Student satisfaction and survey:**

All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide.

Research, Innovations and Extension

- The Research Ethics Committee of the Institution ensures academic integrity promulgated by the code of ethics in research. “Plagiarism Checker X” is issued for academic integrity. Research Ethics is integral to the curriculum.
- Rs. 90,000/- is being paid for the faculty for continuing for Ph.D.
- Al-Ameen Institute of Management Studies sponsors, registration fees for faculty deputed to seminars, conferences and workshops.
- Functional MoU’s, Placement activities were held successfully during the last five years
- Al Ameen Institute of Management Studies has 17 functional MoUs with corporate to facilitate Industry Institute Interaction such as guest lectures, internship, research and Placements
- 100 % placements of outgoing students during the period 2017 - 2023
- 15 Research Papers were published and 17 books were authorized by our faculty during the period 2017 – 2023.
- Our Institute encourages extension programs through NSS/NCC/Red Cross/YRC etc.
- Institution has created an ecosystem for Innovations, Indian knowledge System (IKS) including awareness about IPR cell, establishment of IPR cell, including center and other initiatives for the creation and transfer of knowledge / technology and the outcomes of the same are evident.
- Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development and impact during the years

Infrastructure and Learning Resources

- This criterion explains that Al Ameen Institute of Management Studies has adequate Infrastructure and other facilities for teaching learning, classrooms, laboratories, computing equipment, ICT enabled facilities such as smart class, LMS etc. The Institution also has facilities for cultural and sports activities, yoga centre, games (Indoor and Outdoor), Gymnasium, Auditorium etc.
- Al Ameen Institute of Management Studies is a Wi-Fi Enabled campus, we have a leased line of 5 MBPS, 1:1 with 4 Wi-Fi Nodes ,smart boards and projectors are extensively used in the class rooms. We have a computerized students attendance.
- The Institution intends to upgrade the Information and communication Technology enabled Tools and Resources with the latest Configuration. It also looks into upgrading the existing IT Infrastructure with the improved version of Hardware, Software, Firewall etc. Faculty are provided with workstations. Nearly every classroom, Library, and Lab has been reshaped in some way by fast microprocessors, near limitless data storage, and creative software. The campus is composed of buildings & Grounds, parking lots, sports facilities seminar Hall and computerLab might appear only slightly affected by Technology.
- Further Library is fully digitalized with access to e-journals both National and International importance and e-learning resources, with 180 computers, learning materials notes, question banks for each subject as per the curriculum are uploaded on the library website to facilitate easy access to students.
- Al Ameen Institute of Management Studies has spent the total expenditure excluding salary for the past

5 years.

YEAR	Expenditure
2018-19	82,43,000
2019-20	77,26,000
2020-21	86,74,000
2021-22	37,41,000
2022-23	68,27,000
TOTAL	3,52,11000

- The Management of Al Ameen is committed to continuous Infrastructural Development & Upgradation and at the same time uncompromising with its Philanthropic ideals of Education.

Student Support and Progression

- A conducive ecosystem exists at the institution for the holistic development, progression and career growth of the students.

STUDENT SUPPORT:

- At our Institution we provide career guidance, placement cell, capacity enhancement programmes like soft skill development, remedial coaching, guidance for competitive exams, bridge courses such as personal counseling, grievance Redressal cell, Anti-Ragging and Anti-Sexual Harassment
- We provide value- added courses such as Social Immersion Program and Life Skill Development programme for students from Children's Movement for Civic Awareness (CMCA)
- 843 students have benefited directly from National Scholarship Portal (Government scholarships) amounting to Rs. 80,32,600/- from the period 2018-2023
- 247 students were benefited scholarship from Al- Ameen Institution of Management Studies and fee waiver amounting to Rs. 37,87,130/-from the period 2018-2023
- 204 students were benefited scholarship from philanthropies and NGO amounting to Rs. 27,38,700/- from the period 2018-2023

STUDENT PROGRESSION:

- Sustainable good practices to facilitate optimal vertical progression and remedial measures are taken
- Coaching classes are given for career counseling, tutorial and mentoring practices.
- 640 students passed out year wise during the last five years.
- 376 outgoing students placed and /or progressed to higher education year wise during the last five years

STUDENTS PARTICIPATION AND ACTIVITIES:

- AIMS has formed a student quality circle to give an opportunity for the students to organize social, cultural and leisure activities.

- Encouraging students' participation in various extra-curricular and co-curricular activities wherein students has won several prizes for the institution.
- Promoting participation in activities related to social justice, social responsibility and inculcating good citizenry amongst the student community.
- An average of 46 Sports and Cultural programs are organized by the institution during the period 2018-2023
- We have students who are active NCC Cadets and have participating in the Republic Day parade at Bangalore.

ALUMNI ENGAGEMENT:

- AIMS alumni association is registered.
- Contribution of the alumni association in academic matters, student support-both financial and non-financial
- Conducting alumni meetings periodically.
- Our alumni have regularly conducted guest lectures, orientation for students to facilitate Industry Institute Interaction.

Governance, Leadership and Management

- Leadership & Teamwork is always given importance at Al-Ameen & we ensure the involvement & cooperation of all the stakeholders for the accomplishment of its mission and vision, ensuring a uniform exposure & distribution of duties for academic & professional development thus paving way for the progress & success of the institution. This approach values the relevance of human intellect and strives for developing a good relationship with all the stake holders and brings about a conflux of qualities like increased communication & cooperation, joint decision making, quality circles, quality of work-life, increase in job satisfaction, conflict resolution, etc.
- To ensure robust & sustained growth we focus on good governance, resource optimization including financial, human & physical resources, better stakeholder experience, quality initiatives at the core, leveraging technology, innovation, add-on programmes, outbound learning, social, rural & global immersion programmes, early guidance in career planning, effective & efficient management, equal opportunity to quality education, cost effectiveness, financial aid & scholarships, access to information and updation on blooming industry markets, in-demand skills and industry-institute collaborations being strengthened from time to time.
- We have a 3 tier system viz., various academic & administrative committees well represented by both faculty & students; IQAC; and Governing Council as an integrated frame work for Quality assurance. All these helps promoting the spirit of Decentralization & Participative Management as well as transparency in governance.
- Deployment strategies are in line with the vision & mission of the Institution percolated from the commitment of top management about its governance aligning both academic & administrative aspects to ensure continuous improvement in quality and achieving academic excellence.
- Budgeting, optimum utilization of finances, mobilization of resources, Inspection from auditors(Internal & External), Local Inquiry Committees from the affiliating university, I.S.O Certification authorities and by the Management of Al-Ameen Educational Society are also in place as a part of the quality management strategy.
- We sponsor our faculty & staff for various professional developmental programmes. Annual

performance appraisal & feedback mechanism is in practice. We also provide adequate welfare measures for our staff.

- E-governance is implemented in administration, finance & accounts.

Institutional Values and Best Practices

- Al-Ameen follows the philanthropic mission of our Founder, Dr. Mumtaz Ahmed Khan - to Eradicate Illiteracy & Empower through Education, especially the marginalized & underprivileged sections of the society. Al-Ameen Scholarship Trust provides scholarships since 1968 and all the Al-Ameen staff has passionately joined hands in this endeavor & is donating 0.5% of their basic salary every month to this scholarship fund since 2015 & a few alumni donate school fees for poor children.
- Demonstrating values in various aspects of functioning be it academic, administrative or institutional is important as we pursue excellence and carry out the institute's mission. To serve through preeminence in creating, communicating, preserving & applying knowledge, and academic values, response to emerging trends with respect to national & global context; creating awareness about societal issues & challenges that pose a threat to the world around us like environment, climate change, global warming, gender equality, sustainability, professional ethics; deploy initiatives & practices to deal with such situations; thereby developing leaders and citizens who will challenge the present and enrich the future.
- Pedestrian friendly pathway in campus restricts the entry of vehicles.
- Green landscaping have been created in the campus.
- Few students also use bicycle.
- Water conservation facilities and water bodies are maintained.
- The institution has a disabled friendly barrier free environment with ramps, elevators and washrooms.
- We observe all the national and international commemorative days, events and festivals to instill communal harmony and national integration.
- We sensitize students and employees to constitutional, obligations, values, rights and duties of citizens.
- The values that we inculcate are (A) Integrity - We act with honesty and take responsibility for our actions. (B) Respect - We act in a way that acknowledges the humanity and contributions of each individual. (C) Inclusion - We create an environment where all can participate, are invited to contribute, and have a sense of belonging. (D) Equity - We create conditions that provide everyone an opportunity to thrive. (E) Ecosystem of Inclusion & Diversity - We welcome, acknowledges and appreciates our similarities and differences.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES
Address	AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES HOSUR ROAD Opp, LALBAGH MAIN GATE
City	BANGALORE
State	Karnataka
Pin	560027
Website	www.alameenbba.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B A ANURADHA	080-22114492	9880085736	080-22114493	anupratap2018@gmail.com
IQAC / CIQA coordinator	ABDUL RIZWAN SHARIFF	080-22441193	9900519754	080-22441193	iqacaim17@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes 2. Religious Minority.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Karnataka	Bangalore City University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-03-2014	View Document		
12B of UGC	19-09-2018	View Document		
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	15-05-2023	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	AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES HOSUR ROAD Opp, LALBAGH MAIN GATE	Urban	5.48	2150.6

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
UG	BBA,Ug,FINANCE MARKETING HR	36	PUC	English	120	120
PG	MBA,Pg,FINANCE MARKETING HR	24	Any Degree	English	120	89

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	2				2				11			
Recruited	1	1	0	2	2	0	0	2	5	6	0	11
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	8	7	0	15
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	1	0	0	0	0	0	0	0	1
Ph.D.	1	1	0	2	0	0	0	1	0	5
M.Phil.	1	0	0	0	0	0	1	0	0	2
PG	1	1	0	2	0	0	5	6	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	13		6	
	0		19	

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
UG	Male	82	12	0	0	94
	Female	25	1	0	0	26
	Others	0	0	0	0	0
PG	Male	49	9	0	0	58
	Female	30	1	0	0	31
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	2	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	114	115	100	128
	Female	26	42	31	32
	Others	0	0	0	0
General	Male	41	38	12	21
	Female	6	4	2	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
Total		193	199	145	186

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Vision : “We aspire to become a Leading Institution in Management Education with a Global and Dynamic Outlook by continually expanding and defining new frontiers of Management Education and its implications in the Corporate World”. Al-Ameen Institute of Management Studies is affiliated to Bengaluru City University and hence adheres to the rules & regulations, syllabi and curriculum prescribed by the university. However, along with the academic calendar of events notified by the university we factor all co-curricular & extra-curricular activities, regularly monitoring the overall Knowledge Delivery System, keeping in mind the latest developments in the corporate world. We ensure to offer a flexible and
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	innovative curricular which engages in credit based courses along with emphasis on topics related to ethics, corporate spirituality, governance, environmental awareness, civic sense, failure management, health & fitness, mental health, law of the land etc., providing holistic and multidisciplinary education to our students. All the subjects taught fall in line with the course matrix provided by BCU At the undergraduate level we provides multiple entry & exit options enabling a multidisciplinary & flexible curriculum as follows : 1) After completing One year - Exit Option with Certification. 2) After completing Two years - Exit Option with Diploma. 3) After completing Three years - Exit Option with Basic Bachelors Degree. 4) After completing Four years - Exit Option with Bachelor Degree Honors. Staff meetings are regularly held to monitor the overall Knowledge Delivery System. Based on the expertise of individual teacher, the syllabus is allotted to them and the subject teachers have to necessarily discuss lesson plan & submit revised lesson plans to the Principal & H.O.D. The syllabi of other premier universities are also compared by the faculty, to list out the additional modules that could be taught to the students beyond the prescribed curriculum as value Adds.
2. Academic bank of credits (ABC):	Since we are affiliated to BCU, we follow the Choice Based Credit System and syllabus as prescribed by the university with Semester Scheme with Multiple Entry and Exit Options for Under Graduate Course- as per NEP 2020. ABC will allow students of undergraduate and postgraduate degree courses to exit the course and enter within a stipulated period providing the option to explore more than one stream without any rigidity of combination of subjects. "Academic Bank of Credits shall deposit Credits awarded by Registered Higher Education Institutions, for Courses pursued therein, in the Academic Bank Account of the student and the validity of such credits shall be as per norms and guidelines issued by the Commission from time to time," as per UGC Regulation 2021. We are open to ABC since it is a virtual/digital storehouse containing information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and provide multiple options for entering and leaving colleges or universities thereby

	providing flexibility to the students and keeping the doors open for future. Further, the ABC Regulations intends to give impetus to blended learning Mode, allowing students to earn credits from various HEIs registered under this scheme and through SWAYAM, an online repository of courses. The student can earn up to 50 percent credits from outside the college/university where she/he is enrolled for the degree/diploma programme. Students will get a wide array of opportunity to obtain Credits by undergoing Skill-courses from Registered Higher Education Institutions offering vocational Degree or Diploma or Post Graduate Diploma or Certificate programmes, since these are also eligible for accrual and redemption of credits through the Academic Bank of Credits. Further, our faculty are encouraged to design their own curricular & pedagogical approaches by factoring extra modules in the lesson plan, for each & every subject, after comparing the syllabus of other universities as Value Additions. Along with this the latest developments in the corporate world are also taken up as case studies. The principal also gives suggestions to further improve & strengthen the curriculum.
3. Skill development:	Al-Ameen gives due focus on skill development by inking MOUs with IBM - Vision Digital India & Monks Learning Lab offering Certification Courses in “Business Analytics” and “Entrepreneurship” respectively which is of 50 hours duration each. Apart from this, regular guest lectures by experts are conducted to hone the soft skills. We have collaborated with an NGO – CMCA (Children’s Movement for Civic Awareness) to instill a sense of Corporate Social Responsibility in our students. We have taken up social immersion, rural immersion and global immersion programmes to enhance the students’ academic performance - proficiency, cognition, skills, aptitude, and gain more knowledge, thus paves way to design, articulate and make an impact in real life. The university as such has also allotted four skill enhancement/development courses to be studied in the first six semesters as part of the regular curriculum for the undergraduate students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our faculty provides flexibility in terms of teaching students in languages such as hindi, urdu and, kannada apart from the regular English language, whenever the need arises, to ensure effective

	knowledge delivery system enabling education to be relatable, relevant, interesting, and effective for all our students. Since India is a treasure trove of culture, we organize various events so that our students are well versed with the rich culture, tradition and heritage of India and can take pride in it.
5. Focus on Outcome based education (OBE):	Al-Ameen delves into approaches for learning outcomes and learning objectives that will help & guide students in the learning process. Learning outcome & learning objective help students map out their progress through a course; regardless of what stage or degree progression they are at. Transparency in these terms helps us as educators to take a student-centric approach to curriculum design. Feedback after each semester helps us incorporate changes in the curriculum taking into consideration the student's progress for each subject. Since it's important to define what students know, understand and are able to engage/do on completion of a unit of study. Learning management system enables faculty to identify outcomes to track mastery in a course, and add outcome aligned rubrics to the course for effective visibility. We make sure to take on the practical challenges of the corporate world. Hence we provide students hands-on experience through case studies, simulation, role plays, internships, projects, workshops, quiz sessions, seminars, conferences, paper presentations, book reviews, assignments, tests, exposure to guest lectures from experts and industry consultants. Our Faculty are also deputed regularly to seminars, conferences, webinars, refresher courses to get updated and enable the transfer of learning process.
6. Distance education/online education:	Switching over to Online Teaching Learning Process took precedence due to the outbreak of the Pandemic Covid-19 and subsequently prolonged lockdown of the Educational Institutions. All our faculty worked together on a war footing and developed learning materials of their respective subjects as per the curriculum & made it available on the college website link www.aimslibrary.blogspot.com and coaching through webinars. Our efforts did not go waste in this direction of developing online learning material & making it accessible for all our students in order to engage them on a Continuous Learning Mode and this quick action rolled out during the Pandemic crisis at Al-Ameen Institute of

	Management Studies, was recognized by a Research Company known as Begin Up Research Intelligence Pvt., Ltd., Bangalore & we were selected & honoured with an Award under the category “Outstanding Performance in Virtual Knowledge Delivery during the Pandemic”. Today, online teaching-learning continues as a trend and made it possible for our students and faculty to explore & widen the knowledge horizon through webinars.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The college has established an electoral literacy club since 2022.
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?	Faculty coordinating the work of ELC appointed by the principal of the college. ELC is functional in the college. Student volunteers are enrolled by the college, these students are taken from both BBA and MBA departments. These student volunteers are called campus ambassadors and represents their departments and participate in all activities of ELC under the guidance of faculty members of their departments.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC has undertaken various innovative programs and initiatives. ELC carries out awareness drive in the college to spread awareness about the electoral process. All students of 18 years or above are encouraged to make their voter card to participate in the electoral process. Registration of voters and creation of epic card to be linked with Aadhar card was done for all college students and staff under the guidance of BBMP. Various college level drives are initiated at departmental level to identify students who do not have voter card and their registration on the portal is done to enrol as voters online. Special camps are organised with the help of BBMP, to increase the voter’s registration of first-time voters with special emphasis on girls. The college NSS unit students work as campus ambassadors, they worked towards spreading awareness through voter awareness campaign. Guest lecture was conducted by the college to promote ethical voting and enhancing the participation of voters in electoral process.

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.	Law of the Land as Content creation was carried out in the form of lecture, to the students. Preamble of the constitution programme was conducted on 24th November 2023 to inculcate democratic values among the students and improve participation in electoral process.
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.	Every year the BBMP set up booths at college level and in various blocks to achieve 100% voters' enrolment. The list of students who have reached the voting age and who have to register as voters are prepared by faculty members and forwarded to the BBMP to ensure 100% voter registration while special emphasis is given on enrolment of PWD voters and women voters. Al-Ameen Institute of Management Studies is one of the polling booths and Facilities are provided by the Institution to enable conduct of the election in a hassle-free manner.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
480	438	462	511	496

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: 16

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	12	12	14

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
68.91	34.12	53.07	73.6	78.38

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:

The institution is affiliated to Bengaluru City University and hence adheres to the syllabi & curriculum prescribed by the university. The curriculum is designed by the Board of Studies constituted by the university by ensuring a proper & an adequate representation of senior academicians of member colleges, industry practitioners & consultants. Al-Ameen Institute of Management Studies goes beyond the curriculum to deliver Value Addition to students by conducting Industrial Visits, Guest lectures, panel discussions, collaborative programmes, seminars & workshops. The IQAC actively takes part in enhancing the students & faculty competencies through the intervention of workshops, student personality development programmes & faculty development programmes.

The academic calendar of events notified by the university is adhered to, after having factored all co-curricular & extra-curricular activities. Staff meetings are regularly held to monitor the overall Knowledge Delivery System. Based on the expertise of individual teacher, the syllabus is allotted to them and the subject teachers have to necessarily discuss & submit their lesson plans to the Principal & H.O.D.

Remedial & Special classes are conducted for the slow learners as and when deemed necessary.

Focus Areas of Curriculum & Learning encompasses of Holistic development & Learning of essential competencies, Youth Culture and competencies; ICT curricula and inclusive pedagogy contributing to relevant and effective learning outcomes; curricula to foster sustainable development; Global Citizenship Education - peace, human rights, sustainable development, values, ethics, multiculturalism, etc.

However, audit on the effectiveness and implication of these actions, be it offline or online is a must at Al-Ameen. Therefore feedback from all the stakeholders is collected, analyzed and implemented after each semester to ensure an inclusive, continuous and equitable quality education.

The university specifies both Internal & External evaluation to assess the students on the skills being gained by the students, as they are progressing to become full-fledged graduates. The Internal evaluation is a hybrid of conventional & modern approach which includes assessing performance along with written tests, assignments, group discussions, presentations, attendance regularity & punctuality, participation in co-curricular & extra-curricular activities. All these activities have honed the communication & interpersonal skills of the students.

SCHEME OF EXAMINATION

A) Internal Assessment Test

Each Paper will have two components as part of assessment i.e. the First Being Internal Assessment Test and Second being Semester end exams. The Internal Assessment (IA) is based on the continuous internal assessment. There shall be two internal tests conducted for each paper.

Each paper will carry 100 marks of which 30 marks will be for Internal Assessment and the remaining 70 marks for written examination (UE) to be held at the end of each semester.

Attendance is 5marks two internal tests 5 marks for assignments 5marks presentations 5marks quizzes on respective papers 5marks totally up to 30 marks

The BOE will monitor the process of Internal assessment test (Issue of Time table, preparing and transmitting the question paper via e-mail, followed by surprise check by BOE Members). The Directors of B-Schools are required to maintain the records pertaining to internal assessment tests.

File Description	Document
Upload 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: 3

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

1.2.2

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

Response: 68.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
325	312	310	344	343

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:

A core challenge, however, is how to integrate crosscutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum especially in an era of rapid and diverse social and global change. Never before has humankind experienced an era of such a rapid change or had to deal with such a range of practical and ethical risks as a consequence of this pandemic.

In order to sensitize students on Ethics, Human Values, Corporate Spirituality & Good Governance, Al-Ameen Institute of Management Studies conducts value education classes once every month to both faculty & students. We have equipped our library with ample books on value addition to ingrain elements of integrity, honesty, empathy, respect for others & civic sense into the personality of students.

Further, several lectures are delivered to students about environmental issues such as global warming, carbon emissions, rain water harvesting, significance of planting trees and effects of stubble burning & the significance of Sustainable Development Goals.

At Al-Ameen Institute of Management Studies, we observe earth-hour by switching off all the electricity between 1.00 p.m. & 2.00 p.m. every day, we observe vanamahatsav and Swachh Bharath programmes, a

Vehicle Pooling Day, and Free Plastic Zone inside the campus in collaboration with Red Cross, NCC & NSS units of our institute, for these units play a significant role & helps to further strengthen our motive.

We at Al-Ameen believe that “Education Can Promote Social Progress” since it inculcates & develops skill sets necessary for economic, civic, humanistic, and equity advancement be it in terms of improvement, maintaining prosperity & competing in a globalized economy; informed and engaged citizenship; developing human talents & interests for the expansion of knowledge & achievement; and as a vehicle for justice and greater social inclusion respectively. Outreach programs are conducted to instill these values in our students. A number of subjects are also taught as part of the syllabus.

In fact the Principal goes that extra mile to address the students on the importance of gender equality, women empowerment & safety. MOU with an NGO, Children’s Movement for Civic Awareness has been inked to sensitize, promote and educate our students on these important social issues.

Women’s Day is also celebrated compulsorily to reinforce among the students the achievements of women in all walks of life & lectures on various outcomes of practicing Gender diversity are delivered. Inculcating the practice of respect for women in the society is a predominant activity at Al-Ameen Institute of Management Studies.

Number of Committees have been constituted for redressal of issues, if any, as per the directions of BCU, AICTE & UGC such as Student Welfare Committee, Anti-ragging Committee, Sexual Harassment Committee and Grievance Redressal Committee and to reinforce our commitment to address these crosscutting issues.

1.3.2

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

Response: 60.21

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

Response: 289

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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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: 77.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	186	145	199	193

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

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](#)

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

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: 36.92

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:

We are in a time frame where, students' expectations are changing, especially with technology knocking on the doors of Educational Institutions and providing greater opportunities of learning with data-driven insights. The winds of change are blowing towards a more student-centric future for higher education globally, instead of just the traditional "classroom teaching-learning" or the teacher-based model.

Students succeed when what they are learning matters to them. Student-Centric Learning engages students as leaders and decision makers in their own learning process, giving them ample opportunity to understand more, learn more and feel more tuned to the classroom dynamics and tailored learning to match individual needs. Technology has been a boon for the students in these terms.

At Al-Ameen Institute of Management Studies, students are encouraged to indulge in all the student centric methods to enhance their learning experience such as :

Experiential Learning : Industrial visits, Internship training in corporate and dissertation titles chosen by the students gives a hands-on corporate experience to the students. Further students are encouraged to choose a research topic for delving into its depth through data collection & data analysis; developing, presenting & publishing research article in seminars/conferences. They are given orientation to prepare a Bankable Business Plan too.

Participative Learning : Students participate in several Inter-Collegiate Management events regularly & are deputed to attend several seminars/webinars, sponsored by the Institution. Regularly Quizzes, Role Plays & group discussions are also conducted.

Problem Solving : Students are taught management concepts & lessons through Case Studies for each & every subject as a compulsory teaching tool.

Use of **Open Educational Resources** has also been on the upsurge with the learning materials accessible through website. This enables out students to learn complex information and gives them more control over the learning material. Adding **Gamification** elements in learning incentivizes students to use learning management system and mobile apps.

At Al-Ameen we believe in adopting and investing in education technology. Use of dynamic and state-of-the-art learning infrastructure is prioritized so as to get Educational Technology plugged into the core delivery of teaching-learning process. Teachers are encouraged, trained and rewarded for making students go beyond the normal and explore learning using ICT tools as well as the global resources. We ensure that session plans, lesson plan, teaching aids and assessment are all integrated with ICT so as to match up with the emerging trends in educational technology. ICT enhances the work of educators and improves the quality and quantity of educational content, ensuring that learners will thrive.

With the pandemic hitting ever corner of the globe, prerecorded lessons have impacted the teaching learning process greatly and effectively. This has delegated a greater focus on the use of ICT. This has opened the doors for enhanced knowledge delivery, facilitating in workshops/lectures/webinars from other states of India as well as from abroad. This is a great adventure for both students and faculty, and just a click away. ICT & e-learning has resulted in higher academic performance, greater student engagement, and better learner outcomes.

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: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	13	15	14

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 30.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	4	3	3

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:

The changing nature of work and society means that the focus in today's world is not merely on students' acquiring information, but on their ability to analyze, synthesize, and apply what they've learned to address new problems, design solutions, collaborate effectively, and communicate persuasively.

Internal assessment allows for the assessment of competencies which are not easily accessed by external exam. These assessments are based around the specification of clear and detailed learning outcomes and assessment criteria.

We facilitate & factor "Reforms" in terms of increasingly ambitious performance assessments that require students to find, evaluate, and use information rather than just recalling facts & figures.

All the students of the institution are oriented about the evaluation process & the rules of which is published in the prospectus of the Institution as prescribed by the Bengaluru City University, as applicable to both Internal assessment & External assessment.

Mock tests, Model Question papers are given to students & evaluated by the subject teachers. The Internal examination assessment procedure as prescribed by the Bengaluru City University, gives weightage to attendance, class tests & presentations.

Further the university has introduced Optical Magnetic Recognition Answer Sheets to maintain transparency & confidentiality.

The academic success rests on the student's performance in assessments taken throughout the course of the programme. It is important, therefore, that the students meet certain basic standards expected during the assessment process..

A distinct Examination Committee oversees the overall conduct of Internal Assessment Examinations at Al-Ameen Institute of Management Studies so as to ensure that the evaluation is carried out in a fair & transparent manner. All the answer sheets & marks list records are maintained. After the evaluation process, the students are counseled one-to-one in the presence of their parents, about their performance & ways to improve.

Further, we ensure that the rules and regulations governing examinations are also displayed on the notice board well before the examination. If the students are not satisfied with the calculation made or recording of their examination results, it is possible for them to request for a recheck.

Students are free to approach the Examination Committee for sorting out Grievances (if any) & if the Grievance is not addressed, the principal solves anomalies (if any) .

The students must write examinations in accordance with the instructions contained within the question paper rubrics and in accordance with the instructions given by the invigilators. Failure to comply with the directions given to candidates may result in the student being penalized or even excluded from future examinations

As regards the external examinations, our institution takes pride to be recognized as one of the examination centres of BCU & the exams are conducted in a fair & a transparent manner with a strict vigilance. Students having grievances with the external examination evaluation process, have the option to apply for re-valuation & challenge evaluation at the University.

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:

Learning outcomes identify the specific knowledge and skills that the student should be able to gain by the end of the course. Articulating outcomes – and communicating them clearly and understandably to learners – has benefits to both learners and educators.

Benefits to learners :

- Identify what they should be able to do to be successful in the course.
- Take ownership of their learning

- Self-regulates their learning

Benefits to faculty :

- Facilitate selection of course content, and design of assessments and activities for various competencies
- Transparency with learners, on course expectations and end goal results
- Align level of mastery expected for the course with Continuous Internal Evaluation, Knowledge Delivery System, Competencies, Expertise and University Goals

BBA course offers simulation exercise in Management to develop Leadership skills and to take up Managerial roles in the Corporate World & promote Entrepreneurship too. The graduates of this course can gain employment in Government institutions, Corporate houses & Business Establishments. The course exposes them to several workshops, corporate gatherings, industries, guest lectures from Consultants & Industry Experts thus facilitating a meaningful Industry Institute Interaction & making graduates more employable & job-ready.

MBA course offers a real world corporate simulation exercise to the graduates to hone their communication skills, analytical reasoning skills, leadership skills & develop networks to create great career paths. Basically the course aims at crafting persons into “Business Specialists” in the areas of Marketing, HR, Finance and Entrepreneurship. At Al-Ameen Institute of Management Studies, we have all resources deployed to enhance the Business Acumen of “Management Professionals in the Making”.

The MBA course is designed to hone the following cognitive abilities of the students such as Remembering, Understanding, Applying, Analyzing, Evaluating & Creating all the Managerial Concepts in real life business scenario & enables students to take strategic decisions.

The BBA course is designed to hone the following cognitive abilities of the students such as Remembering, Understanding, Applying and Analyzing all the Managerial Concepts in real life business scenario & enables students to take executive decisions.

The course outcomes are published in the prospectus & website to facilitate students to make an informed decision about their career aspirations. Further, the students seeking admission to our college are counseled about the course outcomes & those who take admission are given an in-depth induction programme by the faculty.

The faculty are regularly sensitized by the Principal about the course outcomes, so that there is a reinforcement of it, by the faculty to the students, in the overall Knowledge Delivery System.

Thus Outcomes are set in order to measure the effectiveness of the course/program, and to check whether it has prepared the students to deal with the real world, where they could apply and use the skills, competencies and knowledge they’ve learned to good use.

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:

Program Outcomes are adequately addressed by the selection and attainment of Course Outcomes. And these measurements provide the basis for continuous improvement in the quality of learning & teaching.

These outcomes are more like signboards and roadmaps to help the learners reach where they're supposed to reach, and even go beyond what is expected in cases of advanced learners, and contribute to progress. Education focused on rote learning and scorecards are changed forever. With emphasis on outcomes, competencies, knowledge delivery, continuous assessment & evaluation, our higher education demands better, intelligent workflows for the sake of improving quality on a continuous basis.

The metrics used by Al-Ameen Institute of Management Studies, to evaluate the course outcomes would be the success rate of placements, the number of students turning into entrepreneurs and the overall pass percentage and % of first classes & distinctions in the final examination results declared by the university.

We make sure that :

- The assessments is in alignment with the COs
- Question paper is set to assess all COs
- The average marks obtained in assessments will indicate the CO attainment
- Faculty set targets of Outcomes for each subject
- Attainment gaps are therefore identified and measures are taken accordingly to enhance attainment targets.
- The performance of the students indicates the CO attainment.

Course Outcomes cover the core-course related outcomes and contribute to the overall attainment of Program Outcomes. They are set in order to measure the effectiveness of a program.

Course Outcomes

- Students will be able to work in groups and be part of an effective team.
- Students will be able to communicate business knowledge both orally and written.
- Students will be able to recognize and respond appropriately to an ethical and regulatory quandary.
- Students will be able to recognize and diagnose accounting problems.

- Students will demonstrate disciplinary competence.

We also seek inputs & intervention of the Industry experts & Consultants to deliver a few series of lectures on the emerging issues in the Corporate World. We sensitize our students on the paradigm shift & new age courses such as Digital Marketing, Business Analytics, Internet of Things etc., to keep them updated with the Industry expectations.

At Al-Ameen Institute of Management Studies, we believe in the concept of continuous evaluation of students' progress, in not only curricular but also in co-curricular & extra-curricular activities. The faculty mentors to whom the students are assigned regularly track the participation of students in class room presentations, tests, seminars, sports & cultural activities, etc in order to make them readily employable.

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: 93.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	133	161	137	133

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	148	164	150	145

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: 3.6

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
.12	0	0	.50	0

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:

Entrepreneurship plays a pivotal role in the growth of the economy; they spur industry transformations, create new markets and help build resilient communities. Thus Entrepreneurs benefit the society through economic growth, wealth generation, social change and community development. At Al-Ameen Institute of Management Studies we believe that facilitating “Job Creation” rather than job chasing is of utmost importance. Promoting an ecosystem that nurtures entrepreneurs is an important policy priority for the development of economies.

The challenging issues that had to be addressed in designing and implementing the practices were that B-Schools graduates’ placements are subjected to business life cycles. The phase of recession and the companies not visiting the campus for recruitments gave us a dire need for establishing an “Entrepreneurship Development Cell”.

Identifying entrepreneurs to share their success stories was initially a bit cumbersome but over a period of time we have developed contacts with Entrepreneurship Development Institution of India (EDII) and Association of Women Entrepreneurs of Karnataka (AWAKE) which has come to our rescue. With the result we have been able to organize regular workshops, seminars and guest lectures.

Further, students initially did not exhibit much of an enthusiasm when we introduced the Entrepreneurship Development Cell, as it was not a part of the curriculum prescribed by Bangalore University but over a period of time the students accepted it voluntarily after being informed of the prospects of Entrepreneurship.

A Certification Course in “Entrepreneurship” in collaboration with Monk’s Learning Lab was piloted for our students, which was of 50 hours duration, and with no additional cost.

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: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	3	4	10	3

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**Response:** 0.69**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	6	0

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:** 1**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	7	3	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:

Al-Ameen Institute of Management Studies as part of the Al-Ameen Movement has a legacy of imparting the importance of Extension Activities and leaves no stone unturned to help and provide support and sensitize our students about this important issue. To set an example, we have “Al-Ameen Scholarship Committee” since 1968 which provides support to meritorious underprivileged students of not only Al-Ameen Institutions but extends help to student community throughout Karnataka and beyond.

In order to take this forward, the staff & alumni of our institution, have passionately joined hands in this endeavour wherein the staff donates 0.5% of their basic salary every month since Feb 2015 & alumni donates school fees for poor children.

Al-Ameen Institute of Management Studies has inked an MOU with an NGO named CMCA – Children’s Movement for Civic Awareness for fulfilling Al-Ameen Institute of Management Studies extension activity for its students. Here the students are sensitized on issues such as Diversity & Social Justice, Equality & Gender, Democratic Citizenship, Composite Culture & Development of Social Scientific Temper through techniques such as visual aids, discussions, debates, role plays, stories, field trips & campaigns.

Further, our students create awareness campaigns about scholarship facilities & assistance available for poor children to pursue their education at Al-Ameen. We deploy our students to nearby slums to carry out such exercises to promote amongst them Social Entrepreneurship & Social Responsibility in the long run.

A “Social-Rural Immersion Programme” was organized by an NGO, LetsTagOn founded by an IIM(A) Graduate for an experiential learning as well as to sensitize the students towards social concerns.

An “Outbound Learning Programme” headed by (Retd.) Maj Gen VPS Bhakuni was organized to Hone Leadership Skills amongst 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:**

We have not received any awards however many extension activities in association with NGO and Government Recognised bodies such as Rotary Club, Lion's Club, CMCA (Campus Yuva) have been done.

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: 21****3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	7	1	8	2

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: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Education lays a crucial foundation to achieve development and growth, fostering individual, economic & social wellbeing. It is thus essential that educational infrastructure is designed to maximize the accessibility and effectiveness of the education being delivered. The potential of education can only be realized if education policies are evidence-based and well-targeted and if the whole system is designed to foster high-quality learning.

We have state-of-the-art physical infrastructural facilities and adequate resources to aid effective teaching-learning. Good facilities provides a profound impact on both teacher and student outcomes in terms of health, behavior, engagement, learning, assessment, evaluation and growth in achievement.

We are located on a campus of about 2.86 acres of land, amidst a beautiful landscaped garden opposite to the landmark of India, Lalbagh Gardens, the lungs of Bangalore. It has a spacious & well furnished seminar hall, AV room, adequate number of class rooms, computer lab, library equipped with resources, workstation for each & every faculty. We have two blocks, one for BBA & the other for MBA.

The seminar hall has a built up area of 229.42 sq. mts with a seating capacity of 125 with AC. It has a refreshment room & a recording room adjoining it. It is equipped with smart board, LCDs & video conferencing facility. We have an Audio-Visual room, with a built up area of 75.43 sq. mts equipped with a smart board too. The computer lab has a built up area of 156.85 sq. mts. Overall we have about 120 computers, 10 printers & scanners. In order to keep pace with the latest technology, we use Learning Management System (LMS) also.

The Classrooms are spacious, ventilated and well lit with ergonomically designed seats, LCDs and podium. We have a language lab with 12 systems to hone the communication skills of our students.

Library is equipped with a high speed internet, with 5 mbps 1:1 capacity & Wifi facility too. It has a reprographic facility too with about 13,840 titles, 24,377 volumes, 13 national journals, 08 international journals & several e-learning resources too.

We have a recreation room for indoor games like carom, chess, table tennis & badminton and gym

equipments like tread mill, butterfly, cardio, cycle and weight/hypertension bench are provided for the benefit of the students and staff.

We have a playground to support throw ball, volley ball, badminton and kabaddi matches. We hire a nearby ground to conduct cricket tournaments.

We also have an amphi theatre and an open auditorium with a capacity of 1500 to conduct cultural events apart from a seminar hall and an AV room. We utilize our beautiful sprawling lawn area to organize various events like graduation day, alumni meet, one day venture etc.

Extensive use of technology in the classroom, mobile learning, computer lab, deputation to webinars is also in practice. We also use informal learning spaces to encourage social aspects of learning such as discussions, meetings and informal learning conversations between principal, staff and students.

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

4.1.2

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

Response: 5.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.48	5.33	3.06	3.84	1.39

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:

Al-Ameen Institute of Management Library has been redefined as facilitators to a world of information far beyond physical collections, providing access to global information through online resources and systems, and at the same time creating our own knowledge content. Faculty and students expectations are developing in line with these changes in a conducive teaching, research and scholarly ecosystem. Library has taken a major role in supporting students and faculty value addition much to the expectations and requirements of information users. A library needs to provide an excellent search and discovery experience for both the faculty and students. As access to gadgets like a mobile device becomes inevitable, users expect seamless access to information and services; providing information from anywhere, anytime and for everyone.

The college library is automated with an Integrated Library Management System (LMS), "NEWGEN LIB", in the year 2016. New arrivals of books are regularly updated in the library software and made available for the students and faculty. Library has a computerized barcode based issue and return process. Online Public Access Catalogue (OOPAC) facility is made available in the central library.

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:

Nearly every classroom, library, and lab has been reshaped in some way by fast microprocessors, near-limitless data storage, and creative software. Furthermore, technology has not finished transforming higher education. Massive open online courses (MOOCs), flipped classrooms, and adaptive learning systems are disrupting the sage-on-a-stage model of teaching.

The campus—the actual physical campus, composed of buildings & grounds, parking lots & sports facilities, seminar halls & labs—might appear only slightly affected by technology. Yet, technology is indeed reshaping the planning, design, operations, and management of the entire campus built environment. Since the potential for transformative technological change in facilities is growing rapidly for

Al-Ameen Institute of Management Studies has state-of-the art IT facilities and ensures extensive use of these facilities for efficient functioning of the institute and proficient Knowledge Delivery System.

The Computer Lab has 120 Computers with Intel (R) Core i5 3470S CPU @ 2.90 GHz, RAM – 4 GB, HDD – 500 GB, Monitor – 17”, TFT. We have 3 laptops from DELL with VOS 3500/S (11i5/8/512/W11/MS21/FHD) and latest Intel® Core™ Processor. The campus is Wifi enabled and we have an ACT leased line of 5 Mbps, 1:1 with 04 Wifi nodes and the office is additionally connected with BSNL Broadband too. We also have LCD projectors mounted in the classroom.

The Digital Language Lab is an effective tool that facilitates classroom engagement as well as effective interaction between the teacher and students. It motivates the students in different ways and helps in developing various soft skills through which students can improve their personality and are gives a boost to their confidence while facing interview.

We seek the support of OPTRA which is a multi channel student Online Performance Tracking System. It is used for tracking and communicating the academic performance and key information from anywhere, anytime as per the requirement and convenience such as attendance, marks and alerts on notifications & circular related to the university / college activities & events, holidays, special classes and so on. Parents, Students and staff have access to this facility with a help of an unique ID to log into the portal. Since April 2022 we are using EMBASE Pro Suit for ERP implementation in order to facilitate delivering high-quality education.

As an initiative towards paperless governance we are utilizing the services of “DigiLockers”. The campus has a CCTV Surveillance system too. The Library is fully digitalized with access to e-journals, e-learning resources and learning material, notes and question banks, for each subject, as per the curriculum are uploaded on the Library website to facilitate easy access to students. This also keeps the students in a continuous learning mode.

We have also subscribed to the Weekly Online Business Quiz “BizWhiz” from Thoughtkrats which engages both faculty & students to keep in pace with the latest corporate development. In order to keep pace with the latest technology, we are using LMS (Learning Management System), a software application to assess the learning process. It has customizable management features and provides feasible Learning environment & solutions through flexible tool sets.

We are also using SYSTAT which is a statistical data analysis package for statistical visualization and provides professional training. It uses multivariate methods such as multidimensional scaling, factor and principal components analysis and cluster algorithms and eligible presentation graphs.

We also have smart boards with video conferencing facility. We have capsule courses for “Business Analytics” and “Entrepreneurship” with IBM Certification.

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 2.67**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 180

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

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: 4.62**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.29	3.22	1.90	0	5.83

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: 80.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
382	358	365	410	399

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
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: 55.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
361	388	0	291	276

File Description	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: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 54.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	82	46	81	83

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	133	161	137	133

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

5.2.2

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

Response: 0.3

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description**Document**

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: 9.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	1	11	9

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:

Over the years, there has been a radical change in the way educational institutions see and interact with

their alumni. While earlier, alumni and their alma-mater were considered as different entities, alumni relationship today has taken a different flavor. All thanks to the digital transformation and social media! With the advent of social networking, educational institutions have now started harnessing the power of alumni via various tangible networking platforms too. Strong alumni relations are a strategic asset for the institution and paves way for a lifelong learning opportunity, significantly benefitting academically, socially, and professionally.

Al-Ameen Institute of Management Studies has registered its Alumni Association under the Societies Registration Act 1980. The association regularly meets & interacts with the principal. Our Alumni are the brand ambassadors of Al-Ameen, spread across the globe & they are the binding forces of the Institution & Industries thus facilitating training, research, internships, tie-ups & placements.

Our Alumni have made us proud by occupying top notch positions in the corporate world & a few of our Alumni have turned out to be successful entrepreneurs. Alumni is a great way to encourage and motivate the current students for they volunteer to deliver Guest Lectures to our students; mentoring in their area of expertise; sharing their success stories, experience & challenges; work shadowing; keeping us abreast with the latest in the corporate world and facilitating Industry-Institute Interactions, thereby facilitating Internships, Projects & Placements of our existing students.

The passion and engagement of our alumni with the institution is demonstrated by the fact that over the years, they have been on the faculty roll providing insightful contributions to the Knowledge Delivery System. As faculty, Dr. Abdul Rizwan Shariff, the present Vice Principal, Mr. B A Ravish, Dr. Lubna Ambreen, Mr. Ameen Ahsan, Mrs. Shameema Khatoon & Mr. Azeezuddin Akbar Arafat are members of our proud alumni.

They have also contributed voluntarily for educating underprivileged children of Al-Ameen Nursery & Primary School.

The office bearers of the Alumni Association strengthen the network of members year on year & conduct regular meetings to facilitate enhanced Industry-Institute Interactions. We have a strong Alumni Association with about 2000 members till date

Leveraging the alumni community can be a win-win situation for both the institution and the alumni. In order to express their love and gratitude towards their institution, alumni are eager to associate with their alma-mater. Likewise, alma-mater offers many different opportunities to their alumni community like inviting them to participate in various activities & programmes at the institution. Both alma mater and alumni are therefore playing a vital role in improving and strengthening the educational systems. Thus creating an engaged, supportive alumni network is crucial to an institution's success.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Al-Ameen Educational Society is a non-profit, secular, philanthropic, and a minority institution founded in the year 1966, by our Founder, Late Dr. Mumtaz Ahmed Khan. It is the effective governance and leadership that from a modest start in 1991-92, Al-Ameen Institute of Management Studies today has an annual intake of 120 seats each for BBA & MBA courses.

Leadership & Teamwork is always given importance at Al-Ameen & we ensure the involvement & cooperation of all the stakeholders for the accomplishment of its mission and vision, ensuring a uniform exposure & distribution of duties for academic & professional development thus paving way for the progress & success of the institution.

NEP focuses on governance & leadership in higher education since it envisions a education system that focuses on skill development, holistic cognitive growth (be it academic, social or personal growth) and on the importance of training the teachers. Bengaluru City University has implemented NEP in its subjects & course curriculum for BBA & MBA and we are adhering to these norms since we are affiliated to BCU.

To ensure robust & sustained growth we focus on good governance, resource optimization including financial, human & physical resources, better stakeholder experience, quality initiatives at the core, leveraging technology, innovation, add-on programmes, outbound learning, social, rural & global immersion programmes, early guidance in career planning, effective & efficient management, equal opportunity to quality education, cost effectiveness, financial aid & scholarships, access to information and updation on blooming industry markets, in-demand skills and industry-institute collaborations being strengthened from time to time. All this requires a continuous improvement strategy & approach that emphasizes on feedback, evaluation & data-driven decision making to increase the impact and reach. This is imperative to create knowledge-based economy, an equitable, just & inclusive society with focus on sustained growth & development, continually improving to maintain a competitive edge.

Faculty & students are represented in various Academic & Administrative committees thereby promoting the spirit of Decentralization and Participative Management.

We ensure regular consultations with subject & industry experts for developing and implementing the Knowledge Delivery System. Several checks & balances through Governing Council meetings; Inspection from auditors, Local Inquiry Committees from the affiliating university & I.S.O Certification authorities are in place to impose strict Governance & Compliance of the vision, mission & ethical procedures to manage both funds as well as the overall Knowledge Delivery System. Year on year we are

upgrading our infrastructure too.

The IQAC, Principal & the Management of Al-Ameen Educational Society are in cohesion with each other to see to it that the objectives & purpose of the decisions made, is accomplished. The principal along with the members of the IQAC keenly observes the day-to-day working of the institutions administration, governance, management & academic activities and imposes adequate checks & balance. The principal communicates to the faculty & staff about the decisions of the management & ensures that they are implemented properly by continuous monitoring and evaluation with the support of IQAC.

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:

Al-Ameen Educational Society is a movement with a philanthropic mission of empowering Minority Students through Education, especially to the impoverished sections of the society, to create awareness, eradicate illiteracy & to raise the standard of living of the poor students in general & Muslim students in particular.

To further this noble cause initiated by our beloved Founder, Al-Ameen Scholarship Committee was established in 1968, to provide scholarships to meritorious & financially poor students. The Scholarship Committee disburses annually about one to two crores INR of scholarship to all the deserving students pursuing education, not only at the Institutions of Al-Ameen but across all other institutions too.

Inspired by this noble service & part of individual social responsibility, all the faculty & staff working at Al-Ameen, have passionately joined hands in this endeavour, by voluntarily donating 0.5% of their basic salary every month to the Al-Ameen Scholarship fund since Feb 2015. This act of giving has become infectious, wherein our Alumni students have also donated voluntarily to support the education of deserving students.

A competitive institution must continually fuel its quality engine with people, capacity and resources. Al-Ameen provides an integrated, holistic approach to learning and teaching that happens anywhere, at any time, throughout students' lives. Thanks to the ever evolving technology which is increasingly more stable, ubiquitous, expected, and invisible with every passing year. And now it's pushing our vision & mission into the next gear.

For the effective design & implementation of the quality policy, the management of Al-Ameen, principal, IQAC, faculty & staff work together as a Team. The principal is the head of the institution providing the requisite leadership to the system. Al-Ameen Institute of Management Studies is an affiliate of Bangalore City University; the principal ensures that all the statutes, bylaws and the regulations of Bangalore City University are adhered to. The principal convenes meetings of the Governing Council once in 6 months with Management, Principal, University Nominee, Vice-Principal & Special Invitee on board; Advisory Committee and all other academic & administrative committees of the institution and the recommendations are put forward to the Management of Al-Ameen for discussions and decisions for implementation.

Grievance Redressal mechanism is in place that looks into the grievances & complaints of its stakeholders in a prompt, effective and transparent manner. Moreover various committees & clubs are constituted for an effective delivery of functioning & transparency at every level to increase the overall value & performance.

Al-Ameen Institute of Management Studies has a Quality Policy as mentioned below which reflects our Vision & Mission :

“A platform for professional Business and Management Education, where Values meet Excellence; to be achieved with constant upgradation of Conceptual, Entrepreneurial, Technical & Human Resources Skills and Ethical Values through Continuous Industry-Institute Interactions, Faculty Development and Student Personality Development programmes and Research”.

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: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	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:

To ensure that each employees focuses on the vision, mission and core values of the institution, it becomes necessary to have an effectuate evaluation and review process. Performance Appraisal is an influential tool that helps systematize and categorize the institution to organize and coordinate the power of every employee towards the achievement of its strategic goals.

Performance appraisal helps to identify the employees' rates of growth, competencies, employee engagement & potentials and serves a very useful role in reconciling the needs of the employee and the needs of the institution.

Performance Appraisal is an annual exercise and is a compulsory pre-requisite for rewarding the faculty with incentives & promotions. Speaking about the Performance Appraisal of Teaching Staff, each faculty is subjected to a 3600 appraisal by their own self, students, principal, peer group and alumni on various parameters in order to have an objective and holistic evaluation. Each of the appraisal evaluation forms are designed in the most comprehensive manner & is exhaustive.

The non-teaching staff Performance Appraisal takes place in 2 phases

(a) Self Appraisal

(b) Appraisal by the Principal.

In the process of carrying out the Appraisal & Reward of the Teaching or Non-Teaching staff, if under any circumstances the Principal identifies scope for improvement of Performance of the staff, timely intervention & counseling is provided by the Principal to enhance their performance capabilities in the work areas assigned to them.

Al-Ameen Institute of Management Studies embraces the practice of considering employees as “Human Resource”. We are committed to creating an equitable and inclusive working environment by identifying welfare measures & support services for our employees. Wellbeing is multidimensional. In order to achieve wellbeing, our employees must have a balance in these key elements – Emotional, Career, Social, Financial & Physical aspects.

Well-being is a process focused on life-long learning that promotes and sustains optimal health, personal connectedness, meaningful experiences, and a purposeful life. When employees have a high sense of well-being, they are better able to bring their best and authentic selves to work, be physically and mentally prepared to show up, communicate well, and serve the institute’s vision & missions.

Al-Ameen is committed to staff development and believes that the performance appraisal and planning process is an integral part of that development. This process is designed to improve job understanding, promote more effective job performance, and establish future goals for career growth that inspires continuing commitment from all its employees and provides a supportive environment.

Research Allowance package is given to faculty pursuing Ph.D., from recognized universities and the faculty are deputed to FDPs, Conferences & Workshops which are sponsored by the college. Non-teaching staff are encouraged to pursue higher education, through distance education.

The happiness quotient of employees at Al-Ameen Institute of Management Studies is high, going by the employee attrition being less than 3%.

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: 39.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	2	9	8

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: 0.63

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	20	21	23

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

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:

Al-Ameen Institute of Management Studies is a self financing institution and the only source of income resource is the fee collected from the students. Many of our students seek scholarship assistance and loans to pay the fees. There is no other source of income other than the prescribed & nominal college fees being charged to the students.

All the fee receivables from the students are in the form of Demand Drafts or online transfers & there are no cash receipts whatsoever. All accounts are maintained in the TALLY and are regularly update the accounts as & when, any transaction takes place.

We provide assistance to students in terms of clerical, administrative and liaisoning with KMDC, SSP & Banks for scholarships & loans. Further, the management provides scholarships through Al-Ameen Scholarship Committee also. Apart from this our students get scholarships from a number of philanthropers.

Before the beginning of each financial year, a Budget is prepared, presented & submitted by the Principal for approval to the Management of Al-Ameen Educational Society. The budget explicitly provides for all incidental, recurring & non-recurring revenues & capital expenditure. There are several rounds of discussions between the Principal & Management before approving the final budget. The approved budget estimates are the guidelines and followed stringently. Very rarely do we exceed the budgeted expenditure & in case of exigencies or any unforeseen expenditure, the Management makes provision without any second thought.

The internal & external audit are intended to assist the institution in accomplishing our objectives by bringing a systematic, disciplined approach to increase the effectiveness and efficiency in management, control, and governance processes.

These days, audit is no longer about just verifying vouchers and accounting records for accuracy, completeness and reliability but is a professional approach that adds value and improves an institution's

operations, and the institution's corporate governance. Audit offers highly competent, independent & objective, expertise & solution providers.

Thus, Audits provides us with analyses, appraisals, and recommendations concerning the activities reviewed to assist in maintaining and improving the overall control and process environment and achieving the broad objectives of the institution.

Internal Audit is stringently carried out at regular intervals & the Financial External Audit is carried out diligently at the end of the Financial Year. An audit involves performing procedures to obtain audit evidence about the amounts & disclosures as well as evaluating the overall presentation in the consolidated financial statements by both the Internal & External team of Auditors.

Income and expenditure is factored in the Budget which is scrutinized by the Management in its Annual Budget Meeting and any resulting observations and recommendations by the Management and helps strengthen controls and/or process efficiencies. Further, the audited reports of our institution are placed for ratification by the Management in its Executive Committee meetings & Annual General Body meetings. Apart from this, each year ISO Auditing is also in place as part of the continuous evaluation process.

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:

Quality Assurance is institutionalized when it is formally and philosophically incorporated into the structure and functioning of an institution, and is consistently implemented, supported by a culture of Quality, as reflected in our Values and Policies that advocates Quality in Knowledge Delivery System.

Regular IQAC meetings has enabled our Institution to ideate and implement curricular, co-curricular & extra-curricular activities aimed at holistic student development, faculty enrichment, placements & overall brand building of Al-Ameen Institute of Management Studies.

Al-Ameen Institute of Management Studies has a 3 tier system viz., various academic & administrative committees, IQAC, and Governing Council as an integrated frame work for Quality assurance. The IQAC is the planning body, collecting feedback from all the stakeholders & proposing plans to the Governing Council for approval of its implementation. We also have an annual ISO audit, 3600 appraisal

of faculty & staff, annual Inspection from the visit of Local Inquiry Committee by BCU plus monthly reports on activities/events are sent to the management. All these initiatives have enabled the Institution to ensure that right documentation of all activities & events conducted is in place, plus these checks & balances helps us to identify deviations & initiate corrective actions, wherever required.

We believe that replacing “pipeline” with “pathway” is a better metaphor and will unlock new insights and improve higher education. We are on a constant look out to grapple how to better prepare teachers through Learning and Engagement. Using adaptive learner-centered approach with blended learning will definitely broaden the teaching-learning experience. In order to have a profound impact on the students’ learning experiences, we constantly improve education through holistic teacher support and technology integration.

At the start of every semester, the principal discusses on the integrities of the subjects being handled by the respective subject teacher. The lesson plan includes modules prescribed by BCU in addition to which case studies, presentations & assignments on related topics are integrated to students. Subsequently, the modified Lesson Plans are documented.

After each semester, the modules are revisited based on the following thematic strands :

- Curriculum
- Understanding learners
- Planning for learning
- Pedagogy
- Assessment
- Professional practice.

IQAC ensures that all the faculty & students are updated with the latest developments in the Corporate & Business World. The faculty are deputed to FDPs, seminars, webinars, conferences, workshops & refreshers courses. The students are provided with business newspapers; organize guest lectures and are deputed to several competitive events, paper presentations, conferences & webinars for knowledge exposure & confidence building. Assignments, class room presentations, group discussions, debates, quizzes & simulation exercises are regularly conducted and monitored.

Students’ performances are continuously evaluated & their progress is tracked. Tests are conducted after each & every chapter to continuously assess the student’s aptitude. Remedial classes are conducted for slow learners.

All these efforts of the IQAC has culminated in obtaining almost 100% results in the final examinations conducted by the university and in securing placements for the graduating students.

File Description	Document
Upload 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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
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:

- Annual gender sensitization action plan
- Specific facilities provided for women in terms of
 1. Safety and security
 2. Counselling
 3. Common Rooms
 4. Day care centre for young children
 5. Any other relevant information

At Al-Ameen, we embrace gender equity by promoting women in leadership and furthering women's education. Both women staff and students are given equal representation in various committees; they are encouraged to actively take part in various curricular & co-curricular activities. All possible help and guidance is given to encourage women/girl participation. At the time of admission, care is taken to ensure that more number of girl students are encouraged to take up the course. And we have succeeded in this, since the number of girl students enrolled has increased over the past few years. Utmost care for Health & Safety, Common Rooms, CCTV Surveillance, Security Personnel and Counselling are also a regular practice.

By creating awareness, encouraging discourse and sharing knowledge we can dismantle prejudices. And only then can we Create a more Equal Future. The Sustainable Development Goals 5 represents an integrative approach to development by addressing intersectional linkages of poverty that lead to global inequality. The fifth SDG entitled "Gender Equality" is a strong example of this cross-cutting new approach. SDG #5, measures gender equality along various broad dimensions including increasing access to education for girls, ending gender discrimination, eliminating sexual violence, addressing unpaid work, and increasing female participation in all aspects of life. We at Al-Ameen have identified four key insights as critical steps to improve gender inequality.

- **Provide all students, irrespective of genders, opportunities to establish empathy.** The first step is for students to understand why gender equality exists, why most difficult issues in society are not gender neutral, and why working towards gender equality is a worthy pursuit. For this we need to establish empathy amongst the students, so as to motivate them to work on this challenge area and heighten their awareness of problem implications.
- **Support faculty and conduct classes that engage in gender dimensions.** For some students,

classes provide a “critical awakening” or a first exposure to the complexities of gender dimensions in development and everyday life. Teach students about the different gender dimensions of global challenges for eg. gender implications of the lack of water & sanitation, and the work needed to address these issues.

- **Connect students with mentors. Mentorship can drive students’ connections to impact areas.** Mentors can take many forms: a faculty advisor shaping a research endeavor, alumni providing project feedback, or a peer student with experience in a particular subject area. Interviews with students reveal that mentors often inspire students to take on specific projects/areas as well as enlighten students to a dimension they previously had never thought to incorporate, through their expertise.
- **Broaden innovation ecosystem to encourage action from diverse sectors** especially about gender-based inequality and violence, at the same time broaden the horizon & provide ample opportunities for women to become leaders in their respective fields.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment’s for the facilities created under this metric	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:** D. Any 1 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document

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:

Al-Ameen fosters an Inclusive Environment and practices Secularism, Professionalism, promotes Harmony and respects Cultural Differences. The objective of promoting inclusive learning environment is by identifying and addressing the individual needs of all learners and working towards removing barriers if any. The most effective method of differentiating is to ensure that resources and assessment methods are planned and executed accordingly.

Inclusive learning & teaching not only helps addressing the Basic Human Right – Education for All, thereby recognizing all students entitlement to a learning experience that respects diversity & promotes full participation irrespective of various backgrounds but also transforms the face of education itself. In essence, inclusive learning gives every student a chance to succeed while participating in a community that marginalizes no one and welcomes all.

We, at Al-Ameen have Students & Employees from Hindus, Christians, Sikhs & Muslim community and there is a perfect religious harmony amongst each other. Every one jointly celebrates cultural and religious festivals. Motivational lectures of eminent persons are arranged for mutual understanding, cohesiveness & all-round personality development of the students and to make them responsible citizens following the national values of social, communal harmony and national integration. We have a tie-up with an NGO, Children's Movement for Civic Awareness – CMCA which helps fosters these values in our students.

We observe Ethnic Day & Cultural Day for students to showcase their community's unique culture too. And we are happy that there have been no untoward incidents of Racial discrimination whatsoever at our campus till date.

India has a glorious history of democracy, and includes individuals with different backgrounds viz.,

cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race or sex. Fundamental responsibilities are thus the moral obligations that all citizens of a nation must follow in order to encourage patriotism and reinforce India's unity.

The preamble can be referred to as the preface which highlights the entire Constitution, makes it very clear that the ideals of the Constitution have to percolate to every citizen of India. We sensitize the students and the employees of the institution to the Constitutional Obligations about values, rights, duties, and responsibilities of citizens which enables them to imbibe as a responsible citizen.

The affiliating University curriculum is framed with mandatory courses like Professional Ethics and Human Values, Constitution of India, Essence of Indian Traditional Knowledge, as a step in the right direction to inculcate constitutional obligations amongst the students.

The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The institute conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, etc. involving students. We have a tie-up with an NGO, CMCA to further this cause, and we have experts from CMCA visiting our institution twice a week to instill & ingrain amongst our students the importance of being responsible citizens of India.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Promoting the spirit of Entrepreneurship amongst the students.
2. Knowledge Management

	Entrepreneurship	Knowledge Management
1. Title		
2. Objectives	Entrepreneurship is a primeIn today's competitive world, one catalyst for Job Creation, and inof the most important facets is today's world we witness a strongKnowledge Management. Earlier,	

	upward trend line between only a few enterprises entrepreneurship & employment actually had a growth. And this contributes comprehensive knowledge greatly to the overall development management practice in operation. of the economy. At Al-Ameen Advancement in technology and Institute of Management Studies the way we access and share we recognize this importance and information have catapulted the so believe in facilitating “Jobsignificance of Knowledge Creation” rather than job chasing. Management. The need of the hour is to determine the potential role of Knowledge Management from a broad prospective. This implies the need for a strong tie to corporate strategy, understanding of where and in what form knowledge exists, “creating” processes for continuous learning, new knowledge creation, sharing and refinement in order to create relevant knowledge assets that will help improve & motivate the end-users.
3.The Context	The challenging issues that had to be addressed in designing and implementing the practices were principal of the institution that B-Schools graduates’ introduced a practice of “Book placements are subjected to Review” presentations by the business life cycles. The phase offaculty& students on all the newly recession and the companies notpublished & launched books in the visiting the campus forfield of management. recruitments gave us a dire need for establishing an “Entrepreneurship Development Cell”. Identifying entrepreneurs to share their success stories was initially a bit cumbersome but over a period of time we have developed contacts with Entrepreneurship Development Institution of India (EDII) and Association of Women

	Entrepreneurs of Karnataka (AWAKE) which has come to our rescue. With the result we have been able to organize regular workshops, seminars and guest lectures.	
4.The Practice	At the institution we have conducted guest lectures, seminars, workshops by inviting successful entrepreneurs to share their hands-on experiences. We have inked an MOU with Monks Training Lab providing a certification training programme in Entrepreneurship (Build Local Gostudents. By doing so, all the Global) which is of 50 hours duration. Our library subscribes to the magazine We also subscribe to a Journal “The Journal of Entrepreneurship” We are conducting a three-day Entrepreneurship Awareness Certification in association with EDII (Entrepreneurship Development Institute of India) We are observing “Entrepreneurship Week” for our students to practically simulate the entrepreneurship classroom learning experience.	The Principal is actively involved in the hand picking of books for the library and the faculty & students are encouraged to suggest the new book arrivals relevant to Business Management. These books are distributed to the faculty & students, related to their areas of specialization, to thoroughly analyze the book and present before the other faculty and students. By doing so, all the faculty & students of the institution are sensitized to the latest concepts/practices/paradigms/ philosophy. We have also subscribed to the Weekly Online Business Quiz “BizWhiz” from Thoughtkrats which engages both faculty & students to keep in pace with the latest corporate development. The faculty are deputed to seminars /conferences/workshops and are oriented to give a presentation of the intellectual offerings of the conference to all the faculty & students. Faculty are also being deputed as interns to the companies related to their fields to comeback with

	We are also members of NEN (National Entrepreneurship Network) which is Wadhwanic Foundation's flagship initiative in India, to hand hold the entrepreneurial incumbents'.	hands-on enriched experience and transfer the learning in the classrooms. Our faculty have also authored books, presented papers and published articles. Regular FDPs' are also being conducted to hone their teaching skills. The latest trends from the corporate world is also continuously reviewed and analyzed and these topics are also included while delivering lectures, such that each topic is captivating and interest evoking for the students.
5. Evidence of Success	Most of our students come from families with business background and this is a healthy atmosphere promoting the spirit of entrepreneurship. Our Alumni have made us proud by proving to the world that they are in a position to offer jobs	These practices have kept our faculty agile and facilitated them to think on their feet. The tangible effect of these practices can be witnessed by the encouraging results of our students not only in examinations but also in their placements. The classroom activities are supplemented with role plays, simulation exercises, assignments, presentations, group discussions, debates and subject quizzes to make the lectures inspiring.
6. Problems Encountered and	Al-Ameen	Institute of In facilitating the practice of

Resources Required	Management Studies leaves no stone unturned in its pursuit of Best Practices. The management of Al-Ameen Institute of Management Studies has never by virtue of the management full-posed any constraints what-so-ever be it in terms of financial or human resources. Since we are strategically located in the heart of Bangalore city we are absolutely having no problems in rolling out & implementing entrepreneurship initiative on our campus.	Knowledge Management at Al-Ameen Institute of Management Studies it is not difficult to identify the resource persons or materials by the managements full-fledged support and our strategic location & collaborations with professional bodies and industry associations such as All India Management Association (AIMA), Bangalore Management Association (BMA), Association of Indian Management Schools (AIMS) and National Institute of Personnel Management (NIPM).
7. Any other information about Best Practices	The purpose of our best practice is served going by the above list and the institution is delighted even if it churns out one entrepreneur out of 240 students graduating each year.	

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Al-Ameen practices the philosophy of “Empowering through Education”. The marginalized sections of the society are identified, encouraged and brought into the mainstream of Education.

Al-Ameen Institute of Management Studies takes pride to be functioning under the aegis of Al-Ameen Educational Society founded in 1966 by late Dr.Mumtaz Ahmed Khan. Al-Ameen Educational Society is guided by the philanthropic ideas of our beloved founder to provide education to the impoverished section of the society, to eradicate illiteracy and to raise the standard of living of Muslim community in particular and other backward communities in general. Al-Ameen is an Educational Movement having 175 educational institutions across India.

Al-Ameen Scholarship Trust has deep roots in the history of Al-Ameen; and dates back to the earliest days of Al-Ameen Educational Society and has distinctive features since its establishment in 1968. This philanthropic mission of Al-Ameen has provided a home base for not just students of Al-Ameen but to a large section of the weaker section of the society and provide the advantages of a closer-knit community experience.

Al-Ameen is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice. This has only been possible with the support & help of a myriad of friends, well wishers, philanthropists, leaders, many of whom are Patron & Life members of Al-Ameen Educational Society; who have a passion for advancing knowledge and ensuring a healthier, more sustainable, prosperous, and secure future for our future generations, demonstrating excellence efforts to provide scholarship across a wide range of fields.

Al-Ameen's global outlook and urbane location provide students with a transformative educational experience, equipping them with the knowledge, skills and competencies needed to navigate in our rapidly changing world.

All the faculty and staff working at Al-Ameen have passionately joined hands in this endeavor by donating 0.5% of their basic salary every month to this scholarship fund.

Few of our Alumni have donated school fees for the deserving children.

The Scholarship Committee disburses annually a huge amount of scholarship to all the meritorious and deserving students pursuing education not only at the institutions of Al-Ameen but across all other institutions too.

Further, through rigorous planning and management, the institution focuses at delivering the best of its abilities in tune with the vision of the college. It has been a matter of utmost importance to provide the best education possible to students who deserve it. Through several institutional practices, we try to make this journey an enriched experience & affordable.

Al-Ameen Scholarship Trust has an active governing committee that meets regularly and is responsible for setting the mission and strategic direction of the committee as well as the administration of the finances, operations, and policies with the utmost commitment & due diligence. The resources of the committee are also managed with responsibility and prudently. The disbursement of funds is carefully scrutinized as per the Code of Ethics that Values Respect, Fairness and Integrity in all its pursuits. Further to ensure transparency, regular audits are also in place.

In order to create a knowledge based society with a scientific temper, team spirit and dignity of labor to face global competitive challenges and to provide highly motivated and skilled manpower to the society, we are overhauling our Knowledge Delivery System regularly to keep in pace with the changing scenario.

Milestone and Aspirations

The first aspiration is to have Al-Ameen as a driving force in defining and enhancing the role of education in global society. Whether that means addressing issues of inequality, thinking about the

impact of climate change, or reimagining the role of capitalism, we must demonstrate the ways education creates positive change, and bring our influence to bear on future generations of leaders.

The second aspiration is research in action. As scholars, we strive for impact and also want our research to enhance the practice of management and reflect the shifts that are occurring in the world of business, such as digitization & data sciences and scale accordingly pan out our knowledge delivery system.

The third aspiration is to demonstrate empathy and understanding how to make a difference in society-through scholarships to deserving meritorious students. Because everything we do is in service to our mission of educating the future generation who will make a positive difference to the world.

The fourth aspiration is bringing transformation in our educational programmes. This includes both what we teach and how we deliver that content. We continue to ensure innovation in all of our programmes, equipping future generations with the judgment and skills to manage an even more global and diverse workforce.

This means leveraging the power of Al-Ameen, building bridges to the humanities, helping every member of our community & society to be the best they can be and creating transformation through innovation and adaptation of its core activities of teaching, research, scholarships and disseminating ideas.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- Al-Ameen Institute of Management Studies was awarded under the category “**Outstanding & Most Trusted Management College of the Year**”, Karnataka & also “**Outstanding Performance in Virtual Knowledge Delivery during Pandemic**” on 23rd Sep 2021 by **Begin Up Research Intelligence Pvt., Ltd., Bangalore**.
- We have a Certification Programme on “**Business Analytics**” from IBM Certified Trainers & an MOU to this effect has been inked.
- We have a Certification Programme on “**Entrepreneurship**” by MONKS Learning Lab founded by an IIM(B) Graduate & an MOU to this effect has been inked.
- Social & Rural Immersion Programme conducted by LetsTagOn founded by an IIM(A) Graduate.
- Outbound Learning has been included to provide a platform for self discovery & self development through adventure activities while inculcating a love for the outdoors with Eagles Unbound Adventure Park, Bengaluru.
- As a part of the Global Immersion programmes we have initiated (a) Interaction with Experts – Ottawa University, USA; (b) “A Case Study on Project Management” by Dr. Sarvesh Swarup & (c) Talk on Project Mgt by Mr. Dr. Mohan, former Nasa Chief Engineer from Cannada.
- Under Unnat Bharath Abhiyan Scheme for Rural Development, we carried out a survey of five villages viz., Madagondahalli, Kadunur, Kalludevanahalli, Budumanahalli & Yerappanahalli of Bangalore district. This project was sanctioned & sponsored by the Ministry of Human Resources Development (MHRD) through ITT, Delhi, Government of India. This scheme leverages Knowledge Institutions to help enrich and build the architecture of an inclusive India.
- Our NCC student, Abhay Sharma received an NCC Commendation by the Deputy Director General, Karnataka & Goa Directorate, National Cadet Corps for rendering service of high order by winning laurels & enhancing the image of NCC Directorate, Karnataka & Goa in 2022.
- Ammanuddin Shariff, a BBA III year student who is a Senior Under Officer (SUO) has lead the NCC Contingent Karnataka & Goa Directorate as Commander in the 75th Independence Day Celebrations held at Bangalore.

Concluding Remarks :

Al-Ameen Institute of Management Studies is a learning organization with the philanthropic mission of educating humanity at affordable cost without any discrimination. Al-Ameen Institute of Management Studies is no doubt a minority institution nevertheless it is highly secular with the commitment to impact Professional Business Management Education.

We are operating amidst a tight rope walk situation of providing High Quality Knowledge Deliverables without causing financial burden to the students & their parents. The implementation of this Motto could be verifiable

with the fee structure that we have prescribed. Being in an expensive cost of living of Bengaluru City our BBA fees is Rs.22,500/- per semester and our MBA fee structure is Rs.80,000/- per semester inclusive of free uniforms, economic times newspaper, value addition & certification programmes.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 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 Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>180</td><td>125</td><td>115</td><td>136</td><td>125</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>325</td><td>312</td><td>310</td><td>344</td><td>343</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.	2022-23	2021-22	2020-21	2019-20	2018-19	180	125	115	136	125	2022-23	2021-22	2020-21	2019-20	2018-19	325	312	310	344	343
2022-23	2021-22	2020-21	2019-20	2018-19																	
180	125	115	136	125																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
325	312	310	344	343																	
1.3.2	<i>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</i> 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 151 Answer after DVV Verification: 289 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.																				
2.1.2	<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> 2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>43</td><td>32</td><td>22</td><td>43</td><td>21</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	43	32	22	43	21	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
43	32	22	43	21																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

120	120	120	120	120
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2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.6.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69	133	161	137	133

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
127	133	161	137	133

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
137	148	164	150	145

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
134	148	164	150	145

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	1	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	6	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	1	3	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	7	1	8	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :20

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.71030	0	00	0.28000	0.24500

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.48	5.33	3.06	3.84	1.39

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.47923	12.94629	3.06119	3.84269	1.39438

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.29	3.22	1.90	0	5.83

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
147	175	142	167	162

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
382	358	365	410	399

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
361	388	0	291	276

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	82	46	81	83

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84	82	46	81	83

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
142	133	161	137	133

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
127	133	161	137	133

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	4	5	6

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	20	21	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	20	21	23

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : C. Any 2 of the above
 Answer After DVV Verification: D. Any 1 of the above
 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Number of students year wise during the last five years				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	209	186	145	199	193
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	480	438	462	511	496
2.1	Number of teaching staff / full time teachers during the last five years (Without repeat count):				
	Answer before DVV Verification : 14				
	Answer after DVV Verification : 16				
2.2	Number of teaching staff / full time teachers year wise during the last five years				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	15	13	13	15	14
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	13	12	12	12	14
3.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs)				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	68.27	37.41	86.74	77.26	82.43
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	68.91	34.12	53.07	73.6	78.38