



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -2)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES
C-20852
Karnataka
BANGALORE
560027

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	AL-AMEEN INSTITUTE OF MANAGEMENT STUDIES BANGALORE Karnataka 560027
2.Year of Establishment	1991
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	1
• Departments/Centres:	2
• Programmes/Course offered:	2
• Permanent Faculty Members:	15
• Permanent Support Staff:	17
• Students:	528
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. Its a co-educational minority self-financing urban college ISO certified affiliated to the Bangalore City University with recognition of 2f and 12B. 2. There are programmes BBA and MBA with specialization in marketing finance and Human resources. 3. The top management showcases strong commitment and visionary leadership to provide high quality professional programs.

5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 25-10-2024 Visit Date To : 26-10-2024
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Ranjit Tamuli
Member Co - ordinator:	Narendra Chotaliya
Member:	Manjushree Bobade
NAAC Co - ordinator:	Dr. Sujata Shanbhag

Section II:CRITERION WISE ANALYSIS

*Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion***(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)**

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QIM) in Criterion1)

1.1	<i>Curricular Planning and Implementation</i>
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	<i>Academic Flexibility</i>

1.3	<i>Curriculum Enrichment</i>
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	<i>Feedback System</i>

Qualitative analysis of Criterion 1

Al-Ameen Institute of Management Studies is affiliated with Bengaluru City University (BCU) and follows its prescribed curriculum, which is designed by the university. The institution enhances student learning by going beyond the syllabus, offering industrial visits, guest lectures, seminars, workshops, and collaborative programs. The Internal Quality Assurance Cell (IQAC) also contributes to student and faculty development through various initiatives, including workshops and development programs. Remedial classes are available for slow learners, and staff meetings are regularly held to monitor teaching progress.

The curriculum focuses on holistic development, incorporating global citizenship education, sustainable development, and ethical values. Feedback from stakeholders is collected and implemented each semester to ensure continuous quality improvement. Students are assessed through a combination of internal and external evaluations, which include tests, assignments, presentations, and participation in extra-curricular activities. Internal assessments carry 30 marks, with two tests, attendance, assignments, and other tasks contributing to the total. The Internal examination committee monitors the internal assessment process to ensure its effectiveness.

Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum. The institution conducts monthly value education classes for both students and faculty to promote ethics, integrity, and good governance. Special lectures on topics like human values, corporate spirituality, and environmental sustainability are part of the curriculum to ensure students understand the importance of these issues in today's world. Additionally, the institute provides library resources to help students further explore these values.

To enhance environmental and social awareness, the institute organizes activities like observing Earth Hour, planting trees during Vanamohatsav, and maintaining a Free Plastic Zone on campus. Collaborations with organizations like Red Cross, NCC, and NSS further strengthen the focus on these values. Al-Ameen also prioritizes gender equality, celebrating Women's Day and promoting respect for women through lectures and programs. Various committees, such as the Anti-Ragging and ICC, ensure a safe and inclusive environment, reinforcing the institution's commitment to these critical issues.

Around 60% of students undertake projects that focus on these crosscutting issues, helping them apply their knowledge in real-world situations. To ensure continuous improvement, the institute has a robust feedback system in place. Feedback from students is collected, analyzed, and necessary actions are taken. The results are communicated to the relevant bodies, and the feedback process, along with the outcomes, is hosted on the institution's website. This system ensures that the curriculum remains relevant and responsive to the needs of students and society.

***Criterion2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrics(QIM) in Criterion2)***

<i>2.1</i>	<i>Student Enrollment and Profile</i>
<i>2.2</i>	<i>Student Teacher Ratio</i>
<i>2.3</i>	<i>Teaching- Learning Process</i>
<i>2.3.1 QIM</i>	<i>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</i>
<i>2.4</i>	<i>Teacher Profile and Quality</i>
<i>2.5</i>	<i>Evaluation Process and Reforms</i>
<i>2.5.1 QIM</i>	<i>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</i>
<i>2.6</i>	<i>Student Performance and Learning Outcomes</i>
<i>2.6.1 QIM</i>	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>

2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words
<i>2.7</i>	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

The college maintains a student-teacher ratio of 36.9, indicating a manageable class size that facilitates personalized attention and interaction between students and faculty. This ratio fosters a conducive learning environment, allowing students to engage more directly with their instructors and cultivate meaningful educational relationships.

To enhance learning experiences, the institution effectively employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies. These approaches actively involve students in their education, promoting a deeper understanding of the material. The college empowers students to take ownership of their learning, fostering motivation and academic success.

The integration of ICT-enabled tools and online resources into the teaching process enhances instructional effectiveness, reflecting the college's commitment to modern educational demands. This technological integration not only makes learning more interactive but also provides students with greater control over their educational resources. Additionally, the provision of industrial visits, internships, and research opportunities enables students to gain practical, hands-on experience, bridging the gap between theoretical knowledge and real-world application.

Participative learning is another key feature of the college's educational strategy. Regular participation in inter-collegiate events, seminars, quizzes, role plays, and group discussions encourages collaboration and peer learning. This approach helps develop essential skills such as communication and teamwork, which are crucial for future careers. Furthermore, the emphasis on problem-solving through case studies prepares students for the complex challenges they may encounter professionally.

The college also ensures accessibility to learning materials through the increased use of Open Educational Resources (OER), enhancing students' ability to learn independently. The institution implements internal assessments that focus on competencies beyond rote memorization, aligning with modern educational standards and promoting higher-order thinking skills. A transparent mechanism for both internal and external assessments ensures fairness and accountability, while the efficient grievance redressal system allows students to voice concerns promptly.

With a pass percentage of 93.25 over the last five years, the college demonstrates a strong track record of academic success. This impressive statistic reflects the effectiveness of the college's educational strategies in

preparing students for their future endeavors. The positive feedback from an online student satisfaction survey, averaging 3.6 regarding the teaching and learning process, underscores the overall satisfaction of students with their educational experience. These observations highlight the college's commitment to providing a high-quality, student-centered education that prepares graduates for successful careers.

***Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)***

<i>3.1</i>	<i>Resource Mobilization for Research</i>
<i>3.2</i>	<i>Innovation Ecosystem</i>
3.2.1 QIM	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
<i>3.3</i>	<i>Research Publications and Awards</i>
<i>3.4</i>	<i>Extension Activities</i>
3.4.1 QIM	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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
<i>3.5</i>	<i>Collaboration</i>

Qualitative analysis of Criterion 3

The institution emphasizes the vital role of entrepreneurship in driving economic growth, fostering social change, and promoting community development. Recognizing the need to shift from merely producing job seekers to cultivating job creators, the institution established an "Entrepreneurship Development Cell" (EDC). This move was spurred by the challenges faced in B-school graduate placements during business cycles, especially during economic recessions. By creating an entrepreneurial ecosystem, the institution has aimed to equip students with the skills and opportunities to launch their own ventures, mitigating the impact of fluctuating job markets.

Initially, students were hesitant to engage with the EDC, as entrepreneurship was not part of the university curriculum. However, through sustained efforts, including partnerships with organizations like the Entrepreneurship Development Institution of India (EDII) and the Association of Women Entrepreneurs of Karnataka (AWAKE), the institution successfully organized workshops, seminars, and guest lectures that highlighted the potential of entrepreneurship. Over time, student interest grew, and the institution further enriched the entrepreneurial ecosystem by introducing a 50-hour certification course in collaboration with Monk's Learning Lab, offered at no extra cost, helping students gain practical entrepreneurial skills and experience.

The institution has actively engaged in extension activities to promote social responsibility and holistic development among its students. Through initiatives like the "Al-Ameen Scholarship Committee," which has been supporting meritorious underprivileged students since 1968, the institution extends its help beyond its own students, impacting communities across Karnataka and beyond. The faculty and alumni have also joined hands in this effort, with faculty contributing 0.5% of their basic salary monthly since 2015 and alumni donating school fees for underprivileged children. These activities not only benefit the recipients but also foster a sense of social commitment among students.

To further sensitise students to social issues, the institution has partnered with the NGO CMCA – Children's Movement for Civic Awareness, exposing students to themes like diversity, social justice, gender equality, and democratic citizenship through interactive methods such as debates, role plays, and field trips. Students are also involved in community outreach activities, such as raising awareness about scholarships in nearby slums, promoting social entrepreneurship, and encouraging long-term social

responsibility. The Social-Rural Immersion Programme and Outbound Learning Programme further enhance students' understanding of societal concerns and leadership, contributing to their holistic development.

The institution received INR 0.62 lakhs in grants from government and non-governmental agencies for research projects and endowments over the last five years. A total of 32 workshops, seminars, and conferences, including those on Research Methodology, Intellectual Property Rights (IPR), and entrepreneurship, were conducted during this period. The number of research papers published by teacher in UGC CARE-listed journals over the last five years is 11. 16 books are published by the faculty members during assessment period.. While no awards were received for extension activities, the institution partnered with organizations such as Rotary Club, Lion's Club, and CMCA for various outreach programs.

***Criterion4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics(QIM) in Criterion4)***

4.1	<i>Physical Facilities</i>
4.1.1 QIM	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.)
4.2	<i>Library as a Learning Resource</i>
4.2.1 QIM	<i>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</i>
4.3	<i>IT Infrastructure</i>

4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection <i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i>
4.4	<i>Maintenance of Campus Infrastructure</i>

Qualitative analysis of Criterion 4

The institution is dedicated to providing a comprehensive infrastructure that supports effective teaching and learning. Spanning 2.86 acres, the campus is equipped with modern facilities that significantly enhance the overall learning experience. Classrooms are spacious, well-lit, and ergonomically designed, incorporating ICT-enabled equipment such as LCDs and smart boards to foster interactive learning. The computer lab boasts 85 computers and 10 printers, fully meeting the technological needs of the students, and is complemented by a Learning Management System (LMS) that keeps pace with evolving educational practices. A well-appointed seminar hall, with a seating capacity of 125, offers advanced facilities including video conferencing, enabling students and faculty to engage with global resources and expertise. Additionally, the library serves as a vital resource, providing high-speed internet, a diverse range of books and journals, and access to e-learning resources, all supported by modern reprographic facilities.

Recognizing the importance of extracurricular activities in promoting holistic development, the institution provides a variety of facilities for cultural and sports activities. A well-equipped recreation room offers indoor games such as carrom, chess, and table tennis, while a modern gymnasium supports physical fitness. The institution accommodates outdoor sports, including volleyball, badminton, and kabaddi, with dedicated spaces and nearby grounds hired for cricket tournaments. An amphitheater and an open auditorium, with a seating capacity of 1,500, host cultural events, graduation ceremonies, and other major functions, creating a vibrant campus environment. Informal learning areas and a sprawling lawn are utilized for various events, facilitating both formal and informal learning opportunities.

The library at Al-Ameen Institute of Management is fully automated, utilizing the Integrated Library Management System (ILMS) "NEWGEN LIB," which was implemented in 2016. This system enhances resource access through features like barcode-based book issue and return and an Online Public Access Catalogue (OPAC) for easy browsing of the library's collection. By regularly updating its resources, the library plays a crucial role in creating a conducive ecosystem for teaching, research, and learning, ensuring seamless access to information anytime and anywhere.

The institution continuously updates its IT infrastructure to meet modern educational and administrative demands. With a fully Wi-Fi enabled campus supported by a 5 Mbps ACT leased line and additional BSNL broadband, connectivity is further enhanced by four Wi-Fi nodes. The computer lab features 85 computers equipped with Intel Core i5 processors, complemented

by advanced Dell laptops. Classrooms include LCD projectors, while the digital language lab enhances interactive learning and soft skills development. Since April 2022, the EMBASE Pro Suite has been used for ERP implementation, enabling efficient academic tracking via OPTRA, an online performance tracking system for students, staff, and parents. The library is fully digitalized with access to e-journals and online resources, and the campus employs DigiLockers for paperless governance alongside CCTV surveillance for security. Additionally, technological tools such as the LMS for customized learning management and SYSTAT for statistical analysis support students' academic pursuits. Over the last five years, the institution has spent 4.62 lakhs on maintaining physical and academic support facilities, with a student-to-computer ratio of 2.67, ensuring ample access to technology. Furthermore, 5.88% of total expenditure has been allocated for infrastructure development, underscoring the institution's commitment to enhancing its academic environment.

***Criterion5 - Student Support and Progression
(Key Indicator and Qualitative Metrics(QIM) in Criterion5)***

<i>5.1</i>	<i>Student Support</i>
<i>5.2</i>	<i>Student Progression</i>
<i>5.3</i>	<i>Student Participation and Activities</i>
<i>5.4</i>	<i>Alumni Engagement</i>
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

Over the years, there has been a significant change in how educational institutions connect with their alumni. In the past, alumni and their schools were often seen as separate entities. However, with the rise of social media and digital platforms, schools now actively engage with their alumni, turning these relationships into valuable resources. Strong connections with alumni not only benefit the institution academically and socially but also help current students with professional networking opportunities.

The registered Alumni Association plays a crucial role in the development of the institution. It meets regularly with the administration, and its members act as ambassadors, helping to facilitate internships, research, and job placements. Many alumni have achieved remarkable success in various fields and often return to share their experiences through guest lectures and mentorship programs. Their commitment is further evident as some have even volunteered to help educate underprivileged children associated with the institution. This strong bond between alumni and the institution enhances the overall educational experience.

Over the past five years, the institution has successfully provided scholarships and freeships to 80.18% of its students, supported by a range of sources, including government and non-government bodies, industries, individuals, and philanthropists. In addition to financial aid, the institution emphasizes capacity development and skills enhancement through various activities aimed at improving students' capabilities. These activities encompass soft skills, language and communication skills, life skills (such as yoga, physical fitness, and health and hygiene), as well as ICT and computing skills. Notably, 55.13% of students have benefitted from guidance on competitive examinations and career counseling offered by the institution.

To ensure a safe and supportive environment, the institution implements comprehensive measures for addressing student grievances, including cases of sexual harassment and ragging. This includes adhering to the guidelines set forth by statutory and regulatory bodies, conducting organization-wide awareness initiatives on policies that promote zero tolerance, and providing mechanisms for students to submit their grievances online or offline. All grievances are addressed promptly through appropriate committees, ensuring effective resolution. In terms of student outcomes, the institution reports a 100% placement rate for outgoing students, while 0.3% have qualified in state, national, or international level examinations. Despite not receiving any awards or medals for outstanding performance in sports or cultural activities

at various competitive levels, the average participation of students in sports and cultural programs over the past five years stands at 9.2.for everyone involved.

**Criterion6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)**

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	<i>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.</i>
6.2	<i>Strategy Development and Deployment</i>
6.2.1 QIM	<i>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</i>
6.3	<i>Faculty Empowerment Strategies</i>
6.3.1 QIM	<i>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</i>
6.4	<i>Financial Management and Resource Mobilization</i>
6.4.1 QIM	<i>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)</i>
6.5	<i>Internal Quality Assurance System</i>

6.5.1
QIM

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

Qualitative analysis of Criterion 6

Al-Ameen Educational Society operates under a robust governance and leadership framework that aligns closely with its vision and mission. Founded in 1966, the society has established itself as a non-profit, secular institution dedicated to empowering minority students through education. Since the inception of the Al-Ameen Institute of Management Studies in 1991-92, which has an annual intake of 120 students for BBA and MBA courses, the institution has experienced remarkable growth. This progress is attributed to effective governance, which prioritizes leadership and teamwork, fostering collaboration among all stakeholders. This cooperative approach ensures a uniform distribution of responsibilities and promotes academic and professional development, paving the way for the institution's success.

Central to Al-Ameen's governance model is the implementation of the National Education Policy (NEP), which emphasizes skill development and holistic cognitive growth. The institution, affiliated with Bengaluru City University, adheres to SEP guidelines in its course offerings, ensuring that students receive a comprehensive education that prepares them for the challenges of the modern workforce. Al-Ameen is committed to continuous improvement through strategic initiatives that optimize resources, enhance stakeholder experiences, and promote quality education. These initiatives include leveraging technology, industry collaborations, and providing scholarships and financial aid to deserving students. By focusing on sustainable growth and a knowledge-based economy, Al-Ameen aims to create an inclusive society that fosters equitable access to education.

The Internal Quality Assurance Cell (IQAC) plays a vital role in maintaining and enhancing educational standards at Al-Ameen. Through regular meetings and stakeholder feedback, the IQAC implements improvements in teaching and learning methodologies, ensuring that the curriculum remains relevant and effective. Faculty and students benefit from ongoing professional development opportunities, including workshops, seminars, and industry interactions, which help to keep them updated with the latest trends and practices. The institution also maintains a transparent grievance redressal mechanism, promoting accountability and responsiveness to stakeholder concerns. With a focus on quality assurance and strategic resource management, Al-Ameen Institute of Management Studies not only achieves high academic results but also fosters an environment conducive to student success, ensuring that graduates are well-equipped to excel in their future careers.

Over the last five years, 0.63% of teaching and non-teaching staff have participated in Faculty Development Programs (FDP), Management Development Programs (MDPs), and other professional training, while 39.68% of teachers have received financial support to attend conferences and workshops and for membership fees of professional bodies. Additionally, the institution effectively implements e-governance in its operations, encompassing administration, finance and accounts, student admissions and support, and examinations.

***Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)***

7.1	<i>Institutional Values and Social Responsibilities</i>
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	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)
7.2	<i>Best Practices</i>
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	<i>Institutional Distinctiveness</i>
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

Al-Ameen Institute of Management Studies embodies the philosophy of "Empowering through Education," steadfast in its commitment to integrating marginalized sections of society into the educational mainstream. Established in 1966 by the visionary late Dr. Mumtaz Ahmed Khan, Al-Ameen Educational Society stands as a significant educational movement, encompassing 175 institutions across India. Its primary mission is to eradicate illiteracy and uplift the living standards of the Muslim community and other backward communities.

Central to this mission is the Al-Ameen Scholarship Trust, founded in 1968, which provides essential support to students from underprivileged backgrounds. This trust not only aims to foster academic excellence but also cultivates a sense of community among the beneficiaries. The commitment to this philanthropic endeavor is reflected in the contributions of faculty and staff, who generously donate 0.5% of their monthly salaries to the scholarship fund. This collective effort underscores a shared sense of social responsibility and a dedication to improving the educational opportunities available to all students.

Additionally, the involvement of alumni has been noteworthy, with many choosing to donate school fees for deserving children, furthering the mission of inclusivity and empowerment. The Scholarship Committee plays a crucial role in ensuring that the disbursement of funds is both transparent and equitable, strictly adhering to ethical standards to guarantee that aid reaches those who need it most.

In pursuit of a knowledge-based society capable of addressing contemporary global challenges, Al-Ameen continuously evolves its knowledge delivery system. The institute is keenly aware of the need to adapt its curriculum and teaching methods to meet the ever-changing demands of society and the economy. Al-Ameen aspires to redefine the role of education by addressing pressing societal issues, such as inequality and the skills gap in the workforce.

Through promoting impactful research, demonstrating empathy via scholarships, and innovating educational programs, Al-Ameen is determined to nurture future generations equipped to drive positive change. By instilling values of social justice and community service in its students, the institute aims to create leaders who are not only academically proficient but also socially responsible. This holistic approach to education ensures that Al-Ameen remains a beacon of hope and empowerment for marginalized communities, fostering a brighter, more inclusive future for all.

Section III:OVERALL ANALYSIS (based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

Overall Analysis

1. **Visionary Leadership and Commitment:** The top management showcases strong commitment and visionary leadership to provide cutting-edge infrastructure and high-quality professional courses.
2. **Strategic Location:** Situated in the heart of the city, the college benefits from easy access to industry interactions that enhance student engagement and placement opportunities.
3. **Commitment to Ethics and Gender Sensitization:** The institute promotes a competitive spirit while emphasizing ethical values, gender sensitization, and women empowerment, fostering an inclusive environment for all students
4. **Financial Support:**Teachers provided with financial support to attend conferences/ workshops and persue PhD
5. **e-governance:** Institute implements e-governance in operations of administration, finance & accounting, student admission & support and examination.

Section IV:Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)
(It is not necessary to indicate all the ten bullets)

- General physical infrastructure facilities, such as proper parking, a canteen, and indoor games, can be improved. Capsule lift may installed for disabled students in the college building.
- Introduce more add-on, value-added, and certificate courses and motivate students to enroll and complete MOOCs.
- Motivate students to enroll in MOOCs and complete them.
- • Establish a dedicated Research Grants Committee to identify funding resources for research projects
- • Motivate faculty members who publish papers in UGC Care listed journals.
- Develop partnerships with local businesses for consultancy agreements, showcasing faculty expertise and create a directory of faculty specializations to promote consultancy services.
- Engage alumni in networking to solicit donations for innovation and incubation
- Motivate teachers to participate in FDPs and MDPs and non-teaching staff for administrative training every year.
- Establish a Budget Review Committee to prioritize allocations for maintenance and augmentation
- Create talent development programs to nurture student abilities in sports for outstanding performance at university and upper level

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution
Seal of the Institution

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
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1	Ranjit Tamuli	Chairperson	
2	Narendra Chotaliya	Member Co-ordinator	
3	Manjushree Bobade	Member	
4	Dr. Sujata Shanbhag	NAAC Co-ordinator	

Place: Date