



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
INSTITUTE OF EXCELLENCE IN MANAGEMENT SCIENCE
C-35547

Hubballi
Karnataka
580026

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	INSTITUTE OF EXCELLENCE IN MANAGEMENT SCIENCE Hubballi Karnataka 580026	
2.Year of Establishment	2007	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	12	
Permanent Support Staff:	3	
Students:	219	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. 1. The college is located in the midst of industrial area 2. 2. Well connected with road and rail and air 3. 3. Institution having 45 percent female students.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 14-02-2025 To : 15-02-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RANJIT TAMULI	FormerVice Chancellor,DIBRUGARH UNIVERSITY
Member Co-ordinator:	DR. ANIL KUMAR SHARMA	Professor,Indian Institute of Technology Roorkee
Member:	DR. MOHAMED ILYAS T	FormerPrincipal,ISLAMIAH COLLEGE
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics 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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)

1.1	Curricular Planning and Implementation
1.1.1 QIM	<p>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</p> <p>The Institution is affiliated to Karnatak University, Dharwad, and offers a PG program in MBA with three specializations and students are required to choose any two out of three specializations as major and minor. The institution provides reasonable infrastructural facilities and enhances learning resources based on the course curriculum. Faculties choose subjects based on their expertise before each semester. A faculty meeting is held to finalize subject allocation. Internal pedagogy sessions are conducted every semester to discuss pedagogy and methodology. The institution deputed teaching staff to Pedagogy Meet organized by KIMS, Karnatak University. Students are encouraged to take SWAYAM, MOOC, and online courses, with 18 certificate courses introduced. The institution integrates professional ethics, gender, human values, environment, and sustainability into the curriculum. Feedback on the course curriculum is regularly collected from stakeholders. Suggestions received are implemented on a priority basis to improve the curriculum. The institute curriculum is industry oriented and revised as per the direction of the affiliating University from time to time. Some of the faculty members of the institute are also invited by the University for modification and updation of the syllabus. Outcome based education and choice-based credit system is incorporated in the curriculum. The implementation of NEP-2020 is yet to be implemented in the institute.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></p> <p>The institute adapts the affiliating University curriculum which integrates cross cutting issues like gender equality, human values, environmental ethics and sustainability. The strength of girl students being 45% helps to maintain gender equality and promotes ethical and value-based education. Gender equality is supported not only amongst students but faculty as well as well the non-teaching employees resulting into women empowerment. Students are taught professional ethics along with professional education which helps them to become better citizens and professional. The institute has a green campus spread in area of about one acre filled green trees, flowers and rainwater harvesting facilities. To promote sustainability students are imparted the environment related ethics which helps them to keep the campus clean and green. Solar panels have been installed to harvest the solar energy and supplement the power supply in the campus. To promote better waste management practices a vermicompost unit has been installed where organic fertilizers are generated and used for supporting campus flora. To develop the students professionally a habit of scanning daily newspapers has been in the students so as have the latest knowledge of current affairs like stock market, foreign exchange and bullion market happenings. To inculcate better human values special talks are organized in the institution from time to time.</p>

Qualitative analysis of Criterion 1

The institute curriculum happens to be industry oriented and revised from time to time as per the direction of

the affiliating university/AICTE/UGC. This helps the students to find better placement and grow in the professional life. The institute offers three specializations and students are required to opt for dual specialization one as major and another specialization as minor. Dual specialization helps students develop themselves in two broad areas of management and facilitates the professional diversity. Apart from the class room teaching, students are required undergo industrial training and industrial visits are organized from time to time. To enable every faculty member competent enough to engage the course curriculum effectively, the Institution deputed all the teaching staff to the Pedagogy Meet organized by the PG Department, Kousali Institute of Management Studies (KIMS), Karnatak University

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p>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</p> <p>The Institution has achieved over 97% enrollment at the entry level, with more than 88% of students belonging to reserved categories. Student – Teacher Ratio is 25:1. Only 27% of Full Time Teachers are fully qualified. Only two faculty members are qualified with Ph.D., and two have registered for Ph.D. at different universities. The institution practices few important student centric teaching-learning methods. The institution's evaluation process assesses students' skills and abilities, providing timely feedback for improvement. The teaching is two-way process where both teacher and students facilitate the learning process. Apart from course delivery by the teachers, students also prepare presentations on different topics, do industrial projects, assignment, group discussions and participates in the process through presentations. The faculty members are using g ICT tolls such for curriculum delivery.as overhead projects, smart board and ppts. Industry experts are also invited to share their experiences and expertise relevant to the course curriculum. The faculty uses e-resources like research journals, magazines and case studies for imparting better and updated professional education. The practical learning is support by encouraging the students to do live industrial projects, have frequent indusial visits and learn on the job in the practical manner. Smart board though installed in one class room only proves to be user friendly and a better ICT tool.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</p> <p>The institution's evaluation process assesses students' skills and abilities, providing timely feedback for improvement. The institute has internal as well as external evaluation system as per the norms of the affiliating university based on their number of course credits. For courses with four credits, 50 percent evaluation is done by the institute and the other 50 percent evaluation is done by the University. In the courses with three credits, 25 marks evaluation is done by the institute through CIA and remaining 50 marks evaluation is performed by the university through external examiners. The internal evaluation system consists of Continuous Internal Assessment (CIA) and Semester End Examination (SEE). The CIA and SEE carry equal weightage for 4-credit courses. The faculty has developed Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) aligned with academic and industry standards. The institution strives to nurture students academically, resulting in over 90% passing percentage of outgoing students. The evaluation process helps identify areas of improvement and enhances student understanding. In case of any grievance from the students about their evaluation process the institute has better grievance redressal system in place and necessary efforts are made to address and resolve the students grievances in a reasonable time. Overall, the institution's evaluation process and academic efforts have yielded positive results.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></p> <p>At the institute, the faculty takes significant steps to ensure that the Programme Outcomes (POs),</p>

	<p>Programme Specific Outcomes (PSOs), and Course Outcomes (COs) that are well-structured and accessible to all stakeholders. Given that Karnatak University Dharwad does not provide these outcomes for MBA subjects, the institute has developed and implemented its own set of outcomes that are aligned with academic and industry standards.</p> <p>The Institute ensures transparency and accessibility by displaying the MBA Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) on the institute's website. These outcomes outline the programme outcomes that students are expected to develop over the course of the program. The POs focus on essential managerial skills such as critical thinking, leadership, and decision-making, while the PSOs are tailored to specific functional areas like finance, marketing, and human resources, encouraging students to develop specialized skills for their careers. At the institute, for every MBA subject offered, the Course Outcomes (COs) are also displayed on the website. These COs clearly outline what students should be able to achieve after completing a course. IEMS has also created Cos versus POs correlation matrices for all subjects, which are showcased on the website. This matrix helps in visualizing how the learning outcomes of each course (COs) contribute to achieving the overall program outcomes (POs), thus providing clarity and alignment in the learning process. This process helps the students to attain better professional skill s and place themselves in the industry as valuable resources.</p>
2.6.2 QIM	<p><i>Attainment of POs and COs are evaluated.</i></p> <p>Explain with evidence in a maximum of 500 words</p> <p>To further aid students in understanding the alignment between coursework and program outcomes, the institute provides Internal Assessment Question Papers with COs clearly mentioned. This practice ensures that students are aware of the specific learning goals being assessed. Additionally, the Internal Assessment Booklet includes not only the COs but also the POs and PSOs. This helps students see the bigger picture of how their assessments align with the overall program. Similarly, Assignment Question Papers with COs are made available. This ensures that every assignment is designed to reinforce specific course outcomes. Alongside this, the Assignment Booklet, complete with POs and PSOs, is provided to guide students in understanding how each assignment contributes to their broader educational and professional development. At the institute, they focus on evaluating Programme Outcomes (POs) and Course Outcomes (COs) to ensure that the students gain the necessary skills and knowledge throughout the MBA program. Although they lack access to university exam data for complete CO-PO mapping, they have developed an effective system using internal assessments and assignments to track student progress. Their evaluation relies heavily on Internal Assessments (IA) Tests, Assignments, and project evaluations. These methods allow them to align each course's objectives with the overall goals of the MBA program, ensuring that students' learning is measured appropriately. Internal Assessment Tests and Assignments: These are the primary tools for assessing how well students understand the course content and how it relates to broader program outcomes.</p>

Qualitative analysis of Criterion 2

The Institution has achieved over 97% enrollment at the entry level, with more than 88% of students belonging to reserved categories. Student – Teacher Ratio is 25:1. Only 27% of Full Time Teachers are fully qualified. Only two faculty members are qualified with Ph.D., and two have registered for Ph.D. at different

universities. The institution practices few important student centric teaching-learning methods. The institution's evaluation process assesses students' skills and abilities, providing timely feedback for improvement. The internal evaluation system consists of Continuous Internal Assessment (CIA) and Semester End Examination (SEE). The CIA and SEE carry equal weightage for 4-credit courses. The faculty has developed Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) aligned with academic and industry standards. Karnatak University Dharwad does not provide these outcomes for MBA subjects, so the institution has developed its own.

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

3.2	Innovation Ecosystem
3.2.1 QIM	<p>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</p> <p>For mini project to be done by the students, the Institution has received financial assistance from Karnataka State Council of Science & Technology and Mahatma Gandhi National Council of Rural Education. The Institution has created an ecosystem for creativity and innovativeness, with an EDP Cell for entrepreneurial education. An annual event, B-IDEATIC, encourages students to explore innovative business ideas. The Institution has subscribed to 22 academic journals and provides financial assistance (only registration fee) for attending conferences and seminars. The IEMS Journal of Management Research is a biannual journal publishing research papers by the faculty from the Institute and outside. Over 25 workshops, seminars, and conferences have been conducted in the last five years. Very few Research Papers have been published by Faculty Members in UGCCARE journals. Few books were authored by Faculty Members. The Institution conducts awareness programs and extension activities to imbibe social, moral, and ethical values among students, and has signed 07 Functional MoUs for collaborative activities. The institution had conducted 04 FDPs and 29 special talks. Faculty has published 20 research papers and 06 books during the assessment period. Since the institution is quite small in size extensive research activities are not possible and expected from the stakeholders.</p>
3.4	Extension Activities
3.4.1 QIM	<p>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.</p> <p>The institute with the support of socials organisations like Rotary club and Women Empowerment Cell, Rotract Club, etc. regularly conducts awareness programme and extension activities at the neighbourhood community. One of the key initiatives in 2022-23 was the Voting Awareness Campaign in Tarihal Village. By encouraging civic participation and educating the local community about their voting rights, this campaign highlighted the significance of democracy. Students were actively involved, helping them understand their role in the electoral process and the importance of being informed and responsible citizens. Healthcare initiatives have been a prominent aspect of Institute's outreach programmes. In 2022, a Free Eye Check-up Camp was organized in collaboration with the Jayapriya Medical Foundation Eye Care Hospital and the Karnataka Material Testing Association, offering vital healthcare services to the local community. The donation of a Mobile Eye Care Van, in partnership with the Rotary Club, further extended healthcare accessibility to underserved areas. Such activities helped students recognize the</p>

	importance of public health services and their role in community well-being. Environmental conservation was also addressed through events like the World Environmental Day in 2022, conducted in association with the Rotary Club. This event focused on raising awareness about environmental sustainability and encouraged students to adopt eco-friendly practices.
3.4.2 QIM	<p>Awards and recognitions received for extension activities from government / government recognised bodies</p> <p>The institute actively participates in various community service activities. Though the institute has not received any awards from government bodies, their work has been appreciated by well-known organizations. In the academic year 2022-2023, the institute was recognized by Jayapriya EyeCare Hospital, Hubli, with a Certificate of Appreciation for donating a Mobile Eye Care Van. This van has helped bring much-needed eye care services to people living in rural areas, where access to proper healthcare happens to be limited. By providing this support, they have contributed to ensure that people in need get the medical attention they deserve. Along with this, in the same academic year, the institute also received appreciation for organizing a Free Eye Check-up Camp in collaboration with Jayapriya Medical Foundation Eye Care Hospital, Hubli and Karnataka Material Testing Association, Hubli. This camp was part of their outreach programs aimed at the residents of Tarihal. Through this initiative, they helped address health issues in the community and reinforced their commitment to serving society beyond academics. In the academic year 2018-2019, the institute was appreciated by Rashtrotthana Blood Centre, Hubli, for organizing a blood donation camp. This camp brought together students, faculty, staff, and the local community to contribute to a life-saving cause. The recognition they received highlights their dedication to promoting health and well-being in the community.</p>

Qualitative analysis of Criterion 3

The institute is striving well to add value adding research activities to their programme profile. To inculcate the research culture among faculty members, the Institution has subscribed 22 academic Journals and providing financial assistance for registration in the conferences/seminar for paper presentation. The IEMS Journal of Management Research introduced by the institute is a biannual journal that focuses on the publication of conceptual, and review papers, enriching the realm of management. As an intellectual platform for knowledge exchange, the IEMS Journal of Management Research facilitates the sharing of insights, experiences, and ideas concerning the theory and practice of management. The journal specifically welcomes articles showcasing action-based research, such as case studies and reviews, addressing business-related issues, as well as conceptual-based research, where researchers propose purpose-driven solutions through academic research. During the assessment period, most of their faculty members have contributed research articles which are published in this Journal.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>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.)</p> <p>The institute has a green and clean campus spread in 1acres and 02 gunta with built in campus area of 2466. sq. ft. The institute has necessary infrastructural facilities as per AICTE and Karnatak University, guidelines. The Institute has 01 ICT enabled class room and 05 class rooms fitted with PowerPoint projectors. 03 class rooms are mounted with speaker and Bluetooth. In the case of special lecture conducted in specific class room, the portable speakers and mic are effectively utilized. The college has a computer laboratory with 40 desktop computers. The computers are of old version and lack necessary software support. Computer Lab is equipped with an Internet Connection. Students are allowed to use the computer lab for their project work and other learning objectives. The institute has a genset required to be used in case of power failure from regular sources. The building is equipped with a powerlift for the differently abled persons associated to the institute. The institute has a canteen, bus facility and drinking available in the institute. The institute lacks proper sports infrastructure and gym as no indoor or outdoor facilities are available for the students. Students try to learn cultural activities on their own which need to be supported by the institute.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><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></p> <p>The institute has a library at the second floor of the institute building which covers 108 square meters. The library has 8,517 books, including textbooks, reference books, case studies, journals, and other non-fiction materials. In addition to this, the library also offers e-resources like digital documents (pdfs'), CDs, and e-books, which can be accessed at the library desk or in the computer laboratory. To help students further, the library provides general reading materials, including fiction, non-fiction, self-help, and motivational books, as well as books for placements, competitive exams, and the MBA question papers of Karnatak University. Famous authors like C.R. Kothari, Philip Kotler, and Stephen P. Robbins are included to ensure quality academic content. The library offers a variety of e-resources through subscription platforms like N-Digital Library, where students can find e-journals, e-books, and research papers. Students from reserved category are provided books from the library for one full semester whereas, other students are allowed to borrow books from the library for a period of one week. At present there exists the space constraint in the library which needs to be enhanced on priority so as to make it more usable by the students. The books with latest editions on relevant subjects need to be procured for the benefit of the students and the institute faculty. The library data management system doesn't function properly and needs to be improved.</p>
4.3	IT Infrastructure
4.3.1 QIM	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

The institute houses a computer lab with about 40 computer which are of old version and need immediate improvement and updation. The computers lack appropriate software support. The campus is equipped with wi-fi network with a lease line from BSNL. The internet connectivity is extended to Director's chamber, Administrative Block, laboratory, central library, support service units, staff rooms, class rooms, seminar hall, etc. This infrastructure supports teachers and students alike in fulfilling their academic requirements with dependable internet access available throughout the computer laboratories. Furthermore, a dedicated lab assistant regularly assists all faculty members and students for effective usage of the facilities. The institute also uses laptops equipped to ensure optimal performance across various tasks and applications. LAN access to the buildings, and optical fiber internet access is also available within the campus. Wireless routers are also installed in administration office and director cabin in accordance with the specifications. Computers, speakers, and LCD projectors with internet connectivity are provided in every classroom and seminar space. The computer lab available to the students and the faculty during institute hours only and no further access is provided to the stakeholders after the institute working hours. The computer lab lacks proper printing facility for the students and the faculty. The computers with very old version lack better lab facility to be used by the students which sometimes fails to generate the interest of the students to visit the computer lab. The improvement of lab must be done with utmost priority.

Qualitative analysis of Criterion 4

The institute has a green and clean campus spread over 1 acre and 2 guntas with a built-up area of 2466.2 sq. ft. The institute has necessary infrastructural facilities as per AICTE and Karnatak University guidelines. The institute has 01 ICT-enabled classroom with modern amenities like smart board etc. out of total 07 class room available in the building. A computer laboratory with 40 desktops and internet connection is available but computers available in the lab are not updated. The college has a canteen facility providing free food and beverages to students and non-teaching staff. Free transport facilities are available to pick and drop students from nearby localities. The institution has a central library covering 108 square meters with a reading room and digital library. The library is partially automated with E-Lib Software and subscribes to 22 academic journals.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	<p>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</p> <p>The Institution has an unregistered Alumni Association. The Association meets once in a year, identify the students' requirements in line with academics and other facilities. They also seek the suggestions from the staff of the college. Alumni conduct interactive sessions on critical industry topics, sharing their expertise and discussing current industry trends with students, thus bridging the gap between academics and practical knowledge. Alumni sometimes contribute to career guidance by informing the institute and faculty about job opportunities and offering mentorship to help students excel during interviews and in their professional growth. Sometimes alumni visit the campus for recruitment, contributing to student placements by offering opportunities within the companies they are working in. Alumni provide invaluable support by offering internships in their companies, helping students gain real-world experience through Summer Internship Programs (SIP) and Major Corporate Projects (MCP), which are key components of the MBA curriculum. During the peer team visit, only 06 alumni were available in the institute for interaction and necessary insights including two persons associated with the institute as faculty and staff. The peer advised the alumni to get the association registered and make it more effective and functional organisation for the support and improvement in the working environment of the institute.</p>

Qualitative analysis of Criterion 5

During the assessment period, some students benefited from government scholarships however at the time students' interaction not a single student confirmed the receipt of the scholarship. Some students are awarded scholarship by the management based on means and merit criteria. The institution conducted capacity-building activities to enhance soft skills, language, and communication skills, life skills, and ICT skills. Experts and professionals were invited to deliver special lectures on career guidance and placement. The institution implemented statutory cells and conducted awareness lectures. Regular on-campus placement drives were conducted, with prior training for job aspirants, resulting in about 50% outgoing students getting placed. Students participated in over 12 events in sports and cultural activities at different levels. The institution has an Alumni Association which is yet to be registered.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><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></p> <p>The institution operates with a well-defined organizational structure that ensures smooth functioning and strategic decision-making. The Governing Body holds the highest authority, overseeing management decisions and guiding the alignment of policies and processes with institutional goals. Adhering to regulations from bodies such as the All-India Council for Technical Education (AICTE) and Karnatak University Dharwad, the institution follows established rules and guidelines meticulously. Governing body consists of 07 members, of which four are from a management side one AICTE representative, one from affiliating university and the director of the institute as its ex-officio member, Besides this, the institute has an advisory board with 07 members out of which 02 are from management side, one member from Deshpande Startups and one member each from Atal incubation centre, Jyoti Institute of technology Banagaluru and one from ION exchange India Limited Bangluru and another a consultant on Startups. These two bodies are the governing authorities to look after the overall management of the institute. Besides this, there is a IQAC centre along with 07 statutory committees for proper and better functioning of the activities of the institution. IQAC needs to be expanded by constituting a committee having nominating members from industry, academia, alumni, professionals and student representatives.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><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></p> <p>The policies and plans of the institute are implemented and enforced by the Governing body and the advisory committee. The governing body has its own plans and procedures for the development of the institute which are implement from time to time. Such policies pertain to the development of infrastructure, appointment of the teaching and non-teaching staff, deciding their salary and benefits structures and other related matters. Besides GB proposes the new courses to be introduced as per the current requirements and arranges resources for the same. GB is associated to both the long-term as well as short term development and growth of the Institute with a complete controlling stake and tries to implement new ideas effectively. The director of the institute along with his teaching and non-teaching staff is responsible for implementation of the academic and non-academic plans as proposed by the Governing body and the relevant regulatory authorities. The Governing body of IEMS plans to expand the existing academic landscape of the institute by adding some new programmes like integrated MBA, BBA, BCA and residential MBA programme. The institution also has different committees and cells for proper implementation of various plans and programmes which are academic and non-academic in nature for the benefit of the students in particular and the institution as a whole. The institution has followed proper mechanism for conducting the examination, collection of feedback from students as well as staff and to resolve any issues pertaining to the student, faculty and staff.</p>
6.3	Faculty Empowerment Strategies
6.3.1	The institution has performance appraisal system, effective welfare measures for teaching

QIM	<p>and non-teaching staff and avenues for career development/progression</p> <p>The institute has a comprehensive staff performance appraisal system in place. For teacher appraisal a structured process is followed to ensure a comprehensive evaluation. As first part of the appraisal system, the teachers are required to complete a self-appraisal form, where they assess their own performance and achievements over the evaluation period. Thereafter, all points and evaluations are discussed in a personal meeting between the faculty and the Director to ensure a thorough and transparent appraisal process. The completed self-appraisal is reviewed by the Director and one representative from management, who provide feedback and remarks based on the teacher's performance and contributions. The Director of the institute forwards the appraisal along with their remarks to the chairman of the institute for the necessary action at his end and for the award of annual increment. The subject matter of the appraisal system contains information about subject preparation and delivery, communication skill, command over class, related case study discussion, comprehensive concurrent evaluation (CCE), planning and evaluation, feedback from students, semester end results, subject taught, mentorship programme, research paper publications, participation/organising conference, workshops, seminar/webinar and FDPs. A separate form is designed for Performance appraisal of non-teaching staff which collects the information about different parameters. All non-teaching staff fills self-appraisal form and the points are discussed with the Director of the institute.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>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)</p> <p>The institute has implemented effective strategies for mobilizing funds, with the primary revenue source being fees collected from students. Additionally, the institute generates revenue through fees collected from participants attending workshops, Faculty Development Programs (FDPs) and conferences. The institute follows a well-defined procedure for the utilization of financial resources. Revenue is allocated to various expenditure heads, including administration, placement, events, academics, infrastructural maintenance, vehicle maintenance, campus security, marketing campaigns, library and payments to regulatory authorities like AICTE and the University. Additionally, the institute spends on uniforms, canteen, industry visits and transportation for students. The institute has established a transparent financial system and maintains thorough records, supported by regular internal and external audits. The internal audit is conducted monthly by the society. The internal audit ensures that all financial transactions are properly verified and recorded. This includes verifying entries in the books of accounts, receipts, and other related documentation. The external audit is conducted annually by a Chartered Accountant appointed by the society. The external audit evaluates the overall presentation of the financial statements. The accounting statements are finalized in June or July, and the audited statements are signed by the Chartered Accountant. The institute also prepares various returns based on the annual accounts for submission to other government offices, such as Professional Tax Returns, Provident Fund Returns, Employees State Insurance Corporation and IT returns, all of which are submitted following the external financial audits.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process,</p>

structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

<p>The Institution has established IQAC on 4th January 2022. It consistently focuses on quality improvement for overall functioning of the Institute. A contribution is made by IQAC in formulating strategies and implementing various quality policies and innovative practices. After the establishment of IQAC it has taken number of initiatives such as participating in internally organized pedagogy programs and holding regular pedagogy meetings. These efforts ensure that the faculty is well-prepared and aligned with the latest teaching methodologies, ultimately enhancing the quality of course delivery and student learning experiences. By brainstorming before each semester, the faculty can collaboratively develop strategies tailored to the specific needs of the courses and students. During the pedagogy meet various opportunities in teaching the particular subject with various pedagogical tools are discussed and noted for execution. Before IQAC was established the institution was conducting internal tests without any specific test booklets. Introducing specific booklets for internal tests and assignments in 2021 was a significant step towards improving the organization and consistency of assessments. This change likely helped streamline the evaluation process, making it easier for both students and faculty to maintain records, track progress, and ensure that all submissions are uniform and properly archived. IQAC lacks a proper committee and has only one faculty as its coordinator.</p>

Qualitative analysis of Criterion 6
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<p>IEMS' strategic decisions are made by the Governing Body, guided by core values and inputs from various departments. The Institute has established an Internal Quality Assurance Cell (IQAC) in 2022 to ensure quality education and holistic students' development. Various cells, including EDC, CDC, and IQAC, organize events and workshops to develop students' skills. Statutory cells, such as Prevention of Sexual Harassment Cell and Anti-Ragging Cell, have been formed. Financial provisions have been made for research-related seminars and conferences. The Institution has implemented partial MIS for e-governance and a Self Appraisal System. Faculty members are provided financial assistance (only registration fee) to attend seminars and conferences. Most faculty members have attended professional development programs organized by the different organizations. The college has qualified and experience director and IQAC Coordinator.</p>
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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p><i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>The Institute authorities Examine issues related to gender equality, gender roles, and gender-based discrimination. It encourages sensitivity towards gender issues and promotes gender equity in all spheres of life. It also explores the impact of societal norms and structures on gender relations. Since 45 percent of the students in the institute are girls so it testifies that the institutes promote gender equalities and creates a congenial environment for the female students in the campus. Similarly, the existence of women staff in the faculty and non-teaching also verifies the attempts of the institution to promotes gender-pro environment. The institution organizes various programs aimed at empowering women and addressing gender issues. This includes folk dance competitions, health check-up camps, and awareness programs on women's rights and empowerment, particularly around International Women's Day. The Institution has an Women Empowerment Cell (WEC) comprising of students representative. With the help of WEC, the Institution regularly conducts gender equity and women empowerment activities. The Institution gives equal scope to students including girls, to compete at various competitions, fest, etc., organized by the competent. On the occasion of International Women's Day, every year the Institution identify the successful women entrepreneurs, professionals and felicitate them. This has motivated good number of girl students.</p>
7.1.4 QIM	<p>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)</p> <p>The institute promotes the constitutional values and creates an environment for the inclusive and sustainable growth of all the stakeholders. On the occasion of Rashtriya Ekta Divas, to inculcate the national integration among students, Oath/Pledge is read by all the students and staff. Further to strengthen the constitutional initiates, the institute has also organised a rally on voters' awareness at Tarihal Village. To promote equality and communal harmony institute provides a uniform and a blazer to all the students studying in the institute. The Institution has displayed Preamble of the Constitution at the corridor of the premises. Staff motivate students to read it regularly. The Institution conducts Assembly on every Monday between 9.30am –11.00am, which includes HR, Marketing, Finance, Sports, Employment News read by student and the programme wind up with National anthem. To promote communal harmony and inclusivity, the students are encouraged to learn the culture and cultural values of the different parts of the country and respect the beliefs and religious faiths of different communities. Conferences, seminars and special lectures are also conducted from time to time to raise the awareness level of the students about nationalism and constitutional obligations. All the important national days are celebrated with full dedication and commitment in the institution and its all stakeholders.</p>
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</p> <p>1. The institution has properly adopted and implemented the course curriculum prepared by the affiliating university for running the MBA programme which it more value adding,</p>

	<p>industry oriented and makes the students employable.</p> <ol style="list-style-type: none"> 1. To develop healthy eating habits and lifestyle amongst the students, free food and water is provided to all the students studying in the institute. This helps students to maintain their energy levels throughout the day. At the same time, it demonstrates institutional commitment to student welfare and well-being. It also helps to develop the culture of <i>"Saha Jeevana Saha Bhojana"</i>. 1. Another best practice is found in the institution is the provision of free transportation facility and uniform to all the students. This helps to enhance the students' timely participation in curricular, cocurricular and extra-curricular activities. It also helps to retain the students' participation in the college till the last classes in the afternoon.
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>The institute has a wide spread outreach programme which helps them to serve the society and the underprivileged sections. Healthcare initiatives have been a prominent aspect of IEMS's outreach. In 2022, a Free Eye Check-up Camp was organized in collaboration with the Jayapriya Medical Foundation Eye Care Hospital and the Karnataka Material Testing Association, offering vital healthcare services to the local community. The donation of a Mobile Eye Care Van, in partnership with the Rotary Club, further extended healthcare accessibility to underserved areas. Such activities helped students recognize the importance of public health services and their role in community well-being. Environmental conservation was also addressed through events like the World Environmental Day in 2022, conducted in association with the Rotary Club. This event focused on raising awareness about environmental sustainability and encouraged students to adopt eco-friendly practices. The institute's commitment to social welfare extended to disaster relief as well. In 2019, the Helping Hands initiative was launched to aid rain-affected families in Gamanagatti Village, where students played a key role in delivering relief materials. Additionally, in 2021, the institute donated two oxygen concentrators to the Dharwad District Administration to support the local community during the pandemic. In support of broader societal causes, the institute made a donation to the Army Welfare Fund in 2019, and in 2018, it collaborated with Rashtrorothana Blood Bank and HDFC Bank to conduct a Blood Donation Camp, emphasizing the life-saving importance of such contributions.</p>

Qualitative analysis of Criterion 7

The Institution has conducted a Gender Audit and implemented its observations to promote gender equity activities. The campus is secured with a compound wall, CCTV surveillance cameras, and has attracted over 45% female students. Statutory cells, including Prevention of Sexual Harassment Cell, Anti Ragging Cell, and SC/ST Cell, have been established. The Institution has implemented eco-friendly initiatives, including solar panels, rainwater harvesting, and a green environment. The campus is disabled-friendly with ramps and lift facilities. A Quality Audit has been conducted to maintain a green atmosphere, and promotional activities

have been organized in the neighborhood community. Various committees and cells, such as Human Resource, Marketing, and Women Empowerment Cell, have been formed to encourage student participation in curricular and extracurricular activities. These initiatives promote a safe, inclusive, and sustainable learning environment.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

- The Institution is set up in the midst of Industrial areas which has become easy exposure for field work, study tours, micro projects, assignments, etc.
- Complimentary breakfast and lunch at Canteen for all students and staff.
- Secured All India 148 Rank among 400 MBA Institutions in Internshala Annual Rankings in the year 2023.
- Having required number of faculty.

Weaknesses:

- Some of the students enrolled are from rural belt and still influenced by regional language
- Limited scope for Student / Faculty Exchange programmes.
- Most of the faculty members are without PhD/NET qualification.
- Lack of proper sports facilities both indoor as well as outdoor games.
- The college is yet to register under section 2 (f) and 12 (B) of the UGC.

Opportunities:

- To enhance Capacity Building activities.
- To increase Industry-Academia collaborative activities.
- To introduce more Job Oriented certificate/diploma courses
- To upgrade the central library from partially to fully automated
- To enhance the e-governance facilities

Challenges:

- Academic cycle is controlled by the University and hence it is a challenge for placing the students in companies at their required point of time.
- Time constraint for the conduct of co-curricular and extra-curricular within stipulated period of semester
- Inadequate response of the students for introduction of new courses/subjects
- Not possible to expand horizontally due to limited space

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)

- 1. The institute should get recognised by UGC under section 2(f) and 12 (B)
- 2. The institute IQAC must be properly constituted with adequate representation from different stakeholders
- 3. The institute alumni association must be got registered at the earliest
- 4. The institute must develop adequate sports infrastructure for both indoor and outdoor sports facilities and appoint a full-time sports faculty/director.
- 5. The institute must appoint more qualified faculty with PhD/NET/SET qualification and implement UGC pay structure.
- 6. To implement NEP 2020 the institute may introduce some integrated programmes.
- 7. The institute must set up NCC and NSS units in the institute
- 8. To improve the research environment, better facilities like databases and software may be procured in the institute.
- 9. Institute may improve employee welfare measures by enhancing financial and other support to the staff.
- 10. All the relevant cells and committees must meet on regular basis in the institute and maintain the proper minutes of the meetings.

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

Sl.No	Name		Signature with date
1	DR. RANJIT TAMULI	Chairperson	
2	DR. ANIL KUMAR SHARMA	Member Co-ordinator	
3	DR. MOHAMED ILYAS T	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date