

Internal Quality Assurance cell (IQAC) is established mainly focuses on the quality initiatives of the institution. Institution's IQAC is vibrant and is constituted as per the norms of NAAC. It has representation from most of the departments and has an amalgam of senior and junior teachers.

The IQAC mainly focuses on:

- Realizing the Mission and Vision of the institution.
- Defining the POs Institutionalizing the quality policies
- Documenting the quality assuring strategies
- Continuous improvement in the strategies after thoroughly assessing the attainment.
- Redefining the new goals and observing the attainment level.

The objectives of IQAC are:

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

IQAC of the institute persistently strives from framing strategies to bring about an effective, cohesive and mutually beneficial networking between the members of the alumni, to improve the teaching-learning process through increased use of ICT, expanding the scope of the library, skill development courses, arranging for industrial visit/training of students, assisting in placements, providing information on latest happenings by organizing seminars, conferences, workshops, guest lectures in the institution, training program, career consultations (higher studies, developing communication and interpersonal skills of students for interviews).

IQAC facilitates the creation of learner centric environment by adopting the required knowledge and technology for participatory teaching and learning process. IQAC maintains institutional database, also analyzes feedback from various offline and online sources. IQAC periodically conducts academic and administrative audits and follow up procedures.

IQAC prepares and submits Annual Quality Assurance Report as per the guidelines and parameters of NAAC and also aware teaching and non-teaching staff on benefits and need of

accreditation by various external bodies.

Process for designing the program curriculum

The curriculum and learning procedures are intricately crafted and executed, with established processes in position to ensure that the acquired knowledge aligns seamlessly with program objectives. Regular faculty gatherings, evaluation sessions, and research policies collectively emphasize providing students with up-to-date perspectives and competencies that are well-matched with the demands of the industry.

International Institute of Management Studies stands as an AICTE and Ministry of HRD, Government of India approved business school, offering comprehensive two-year full-time PGDM programs guided by an Outcome Based Education model. The institution is dedicated to endowing students with the most current knowledge and remains at the forefront of program development, continually adapting course content to align with evolving demands. In 2018, the AICTE proposed a model curriculum, and IIMS as a regular feature undertakes a meticulous review of its program structure. This process of revision is shaped by insights from diverse stakeholders, including the industry, alumni, AICTE's model curriculum, a thorough analysis of IIMS recruiter job descriptions, faculty input, and a comparative examination of program structures with peer institutions.

The provided flowchart illustrates the approach employed at IIMS to formulate the Program Structure.

Step 1:- Formation of Academic Committee

International Institute of Management Studies has established a committee to formulate the PGDM program, led by the Director as its chairperson. The chairperson holds the authority to enlist the participation of faculty members in this endeavor. The committee comprises the following members

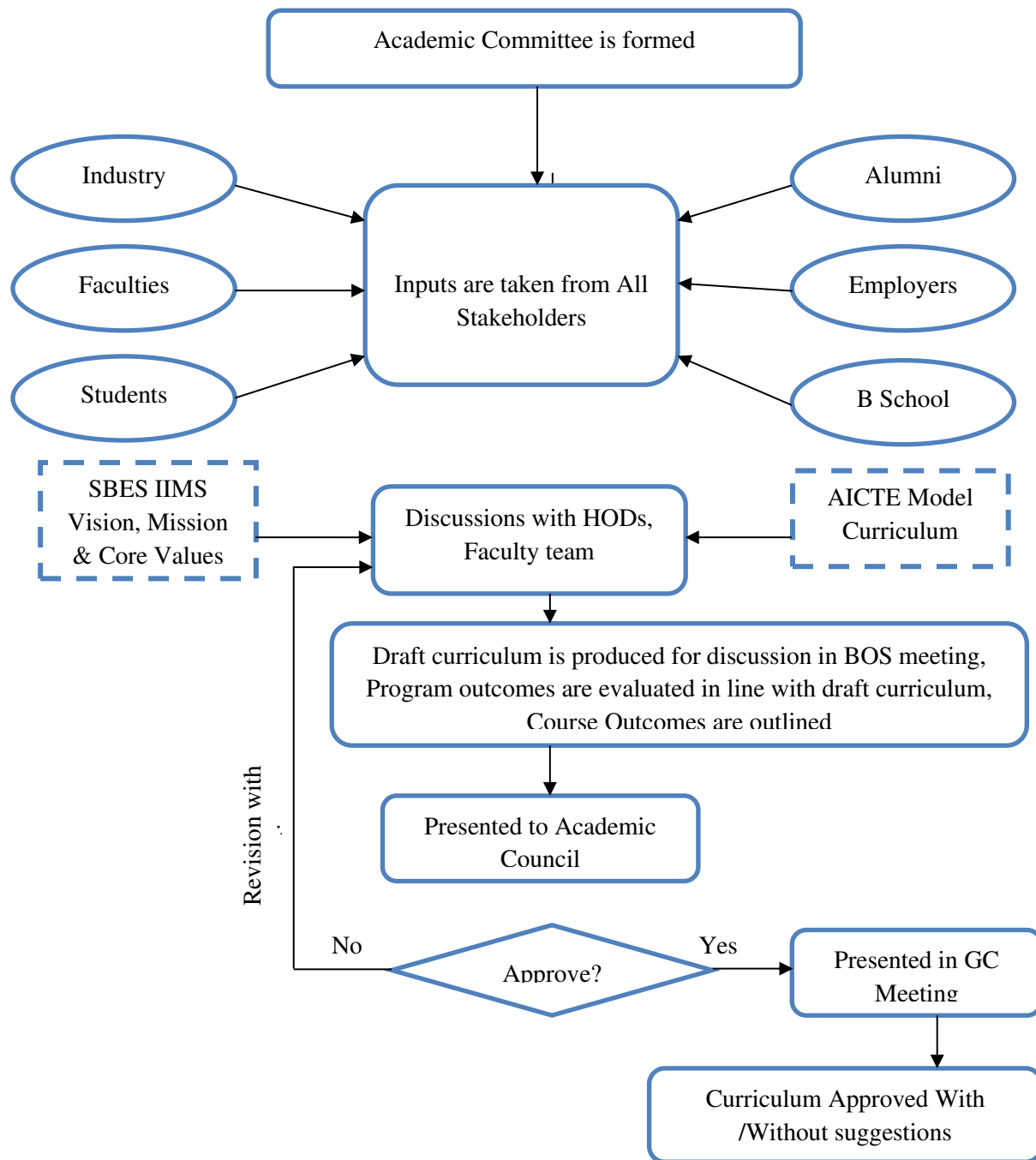


Figure- Program Structure

Step 2: - Inputs from stakeholders:

Inputs from several stakeholders of IIMS like Industry, Students, Faculties, Alumni, Employers, B-Schools were taken into consideration. IIMS takes inputs from different industries, students, faculties, alumni of IIMS, Job Description from recruiters of IIMS and benchmarking B-Schools for designing the curriculum.

Step 3: - Discussions with HODs and Faculty team:

While discussion with HoD's and faculty members on inputs received from stakeholders; vision & mission of IIMS and AICTE Modular Circular were taken into consideration.

Step 4: - Presented before BOS

After the thorough discussion between HOD's and Faculty members, draft curriculum is produced for discussion in BOS meeting, where program outcomes are evaluated in line with draft curriculum, and course outcomes are outlined.

Step 5: Approval by Academic Council

The Program structure developed by the Program Academic Committee was presented to the Academic Council along with the curriculum. Once, Academic Council approves the curriculum it went to next step, else draft curriculum sends back to step 3 for discussions with HODs and Faculty team.

Step 6: Approval by Governing Council

The revised program structure was presented to the Governing Council for approval with or without suggestions.

Step 7: Implementation of the revised Program Structure

On approval of the Program Structure by the Academic Council and by the Governing Council, the structure has been used from the academic year 2021-22.

Overall Quality and Level of Program Curriculum

To involve students in a globally pertinent knowledge framework and application-oriented approach, it is crucial to extend their education beyond the established curriculum. Consequently, the emphasis on teaching and learning endeavors at International Institute of Management Studies is directed toward the comprehensive development of students, exposing them to diverse aspects across various disciplines. International Institute of Management Studies is confident that the revised Program structure aligns with the specified quality criteria. The institute has bolstered its Outcome-Based Education framework, consistent with the institute's current practices, by

incorporating quality benchmarks into the updated Program Structure. These benchmarks encompass:

1. Conforming to AICTE's recommended credit requirements.
2. Comprehensive coverage of program courses.
3. Practical industry oriented curriculum meeting industry expectations ensuring employment generation.
4. Aligning with the principles of Outcome-Based Education.
5. Enhancing students' learning experiences at par with global standards.
6. Skill development as per NSDC guidelines and in accordance with the NEP.

The PGDM curriculum at International Institute of Management Studies has evolved through continuous innovation and ongoing evaluation. The curriculum content and its design place a strong emphasis on incorporating best practices in management, which are reinforced by a robust framework that aligns with emerging challenges and issues in the field of management. The program offers a comprehensive learning experience that encompasses innovative teaching methods, hands-on learning, community projects, and extracurricular activities, all aimed at nurturing critical thinking and leadership qualities in students. Each faculty member aligns course outcomes with program outcomes and employs a diverse range of teaching methods such as case studies, article reviews, quizzes, group projects, and live projects to achieve the desired learning outcomes.

The quality of the curriculum is upheld and consistently enhanced through a combination of the following actions:

- **Design of the program curriculum:** The program curriculum design is modern and draws inspiration from the best-in-class standards, incorporating insights from industry professionals, renowned academics, and subject matter experts.
- **Ongoing enhancement of course content to ensure its contemporary relevance, as well as the introduction of new elective courses.**
- **Strong Implementation:** in the context of educational activities, these encompass in-person classes, guest lectures, industry engagements, workshops, seminars, visits to industrial

establishments, summer internships, end-term projects, online learning resources, assignments, collaborative group presentations, mid-term assessments, quizzes, and final examinations.

- **Monitoring of quality:** through a collaborative endeavor involving the director, faculty council, faculty members, Heads of Department, Program Coordinators, and the Examination Cell.
- **Pedagogy:** Sustained enhancement involves the integration of the most current cases, articles, research papers, software tools, simulations, databases, electronic resources, books, journals, online assessments, and group assignments.
- **Guest Faculty** members from various sectors including industry, academia, public life, government, and leadership roles in the armed forces.
- **Alumni** are also encouraged to deliver courses, lead workshops, and take part in seminars and conferences.
- **Practical assignments in the field and live projects.**

Teaching learning process in IIMS

IIMS follows a systematic and well defined Teaching learning process. At the beginning of every Academic Year every department decides the academic activities and accordingly planning and implementation takes place.

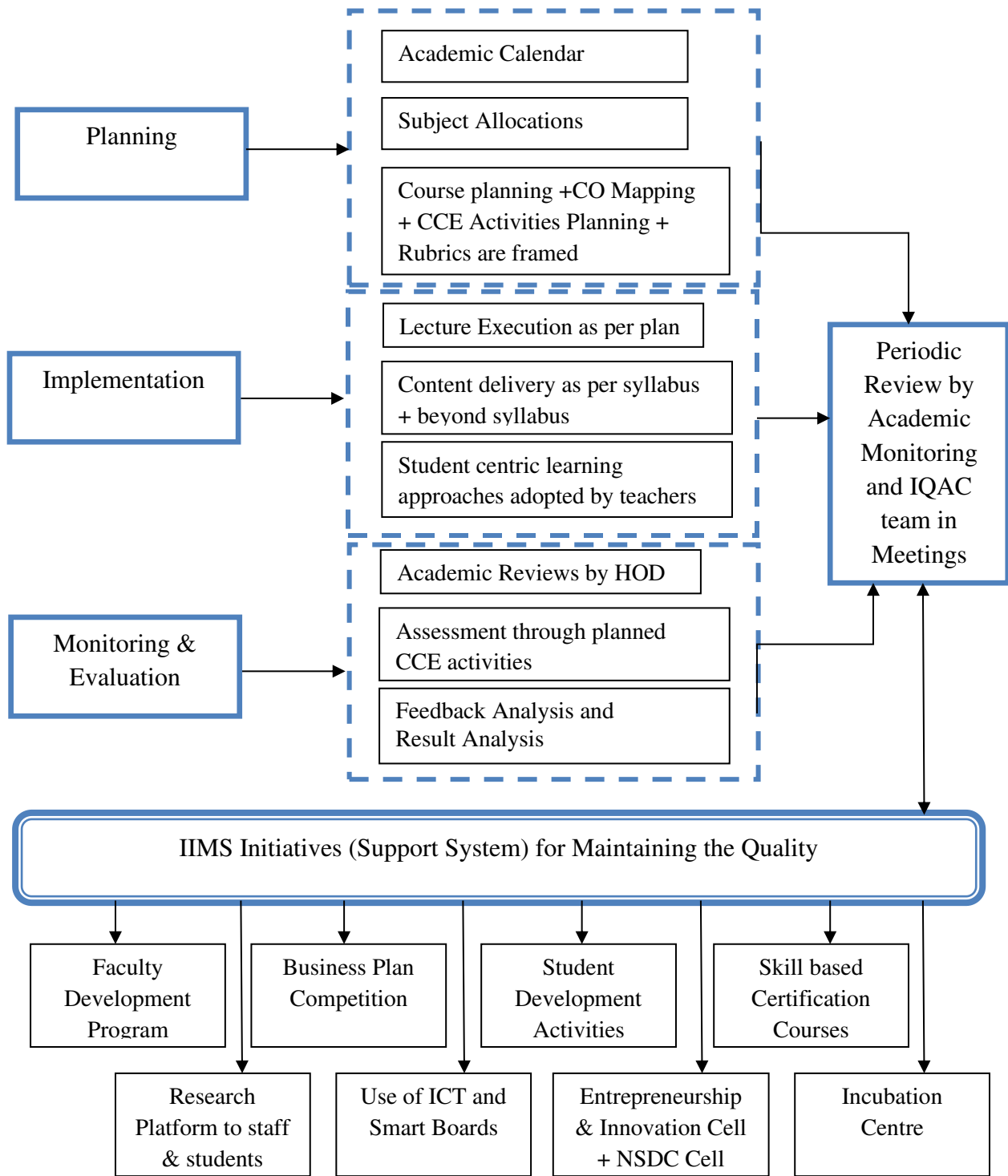


Fig : Teaching Learning Process

International Institute of Management Studies is committed to delivering high-quality management education through the implementation of an efficient teaching and learning approach. This approach entails carefully planning tasks and activities that contribute to the holistic development of students. Sufficient room for value addition, tutorials, foreign language instruction, peer group learning, mentorship and similar activities. Schedule includes a sufficient number of slots allocated for conducting tutorials in subjects such as Economics, Statistics & Quantitative Techniques, Accounting, and others. Special Communication sessions are included which enhances their prospects for better job placements.

Step 1: Planning:

In planning stage, academic calendar is prepared, subject allocation to the respective faculties to be planned, planning of the course and sessions, mapping of Course Outcome, planning of Continuous and Comprehensive Evaluation (CCE Activities) and Rubrics are framed

Step 2: Implementation:

In this stage, implementation of sessions to be done as per the planning. Faculty must deliver content as per the curriculum and beyond curriculum if needed. Faculties of IIMS concentrates on student's centric learning approach while taking sessions in the classrooms.

Step 3: Monitoring and Evaluation:

At this stage, monitoring of activities are happened. Academic reviews by the HOD's are done. Assessment of planned CCE activities is evaluated. Feedback and Result analysis is also evaluated.

Step 4: Review by IQAC:

At this stage, meetings of IQAC team members were held periodically for review of academic monitoring and evaluation. These reviews evaluated all the 3 stages of teaching-learning process such as, planning, implementation and monitoring & evaluation

Step 5: Initiatives of IIMS:

IIMS initiates several initiatives for maintaining the quality in teaching-learning process. It includes for students and faculties as well:

Collaborative learning is facilitated with the help of Group Projects, Class projects, Group Presentations, social projects, Group case discussions, simulations group exercises and the like.

Group projects and class projects enable the students to interact with their group members and mentors to analyze the data. Social projects raise the students' awareness of social issues and foster a sense of civic responsibility to connect them more closely with society through the introduction of social projects.

The approach of **improving instructional methods and using pedagogical initiatives** leads the faculty at IIMS to employ a variety of pedagogical tools to enhance teaching quality and ensure effective learning. Here are some of the tools currently utilized by the faculty:

- **Case Studies** - At IIMS, instructors utilize case studies to cover certain topics in their courses. These cases are sourced from a range of published materials. The institute encourages its faculty members to create and publish their own case studies **Instructional Cases (Faculty Developed Cases)**, which are then extensively utilized in classroom instruction. IIMS is committed to delivering high-quality management education through the incorporation of contemporary teaching methodologies and advanced business practices. A prominent aspect of our teaching approach is the active utilization of the case study method.
- **Experiential Learning** - Hands-on experiences to complement theoretical knowledge through Winter Internship opportunities. This experiential learning approach enables students to delve into the complexities of their chosen fields, gaining insights into industry practices, building professional networks, and refining their skill sets in a real-world context.
- **Industry Visits** – Enabling students to gain insight into the practical application of theories.
- **Individual Development** - Mock exercises to practice group discussions, interviews, and other related activities
- **Lab Sessions** - Workshops to provide practical experience with various software applications and databases are also arranged.
- **Industry-Academia Interface Forums** - Throughout the year, students have numerous opportunities to engage with industry leaders. Students take the initiative to organize and moderate conferences, conclaves and panel discussions.

- **Summer Internship** - IIMS provides summer internship of 60 to 90 days for the students. This hands-on experience helps students gain insight into industry requirements, making them better prepared to secure employment in today's competitive environment.
- **Research Projects** - Students in their final year of studies are required to undertake Research Projects as part of their coursework.
- **Guest Lectures** - Throughout the year, corporate executives visit the IIMS campus to deliver guest lectures on a wide range of subjects within various functional domains.
- **Utilizing Films and Videos for Learning:** Certain faculty members incorporate movies and videos sourced from various outlets as part of their teaching methods to elucidate complex concepts for students.
- **Simulation** - experiential exercises that help students to practice and/or refine already acquired knowledge and skills, identify gaps or weaknesses in their knowledge and also to develop new relationships among concepts and principles.
- **Role Play** - Role-playing has become an integral part of business training programs and it serves to boost confidence, enhance listening skills, and foster creative problem-solving abilities.
- **Live Projects** - Acquisition of enduring knowledge through real-life experiences. Students are motivated to undertake live projects based on invitations extended by the industry.
- **Mentorship Program** - Provides personalized guidance tailored to the individual needs of students. Under the mentorship program the Alumni Mentorship Program enables students to receive guidance from graduates of the institution.

Sector and Company Presentations – to familiarize the students with information about sectors and company. It is used to enable the students to refine their communication skills and enhance their understanding of various companies. Additionally, students can apply their knowledge of companies when faculty members teach cases in the classroom.

- **Social Projects** – To sensitize the students with social issues and bring them close to society with civic sense.
- **ICT Supported Learning** - Our state-of-the-art, fully networked classrooms are equipped with dedicated LCD projectors, Smart Board, integrated audio-visual systems, and

software tailored to manage and integrate all these IT components with students' laptops. Such an environment promotes group learning through active interaction and participation.

- **Learning Management System (LMS)** – The LMS of International Institute of Management Studies which is designed for the planning, execution, and retrieval of specific learning resources.

Faculty members make a concerted effort to understand the specific needs of individual students and devise plans to address those needs. This approach ensures that both **weaker and**

brighter students receive tailored support.

- At IIMS, we welcome students from diverse states and academic backgrounds, resulting in variations in their learning patterns.
- To address these differences, students are assigned faculty mentors who regularly engage with them to assess their learning abilities. If a student encounters any challenges, the faculty mentor communicates these issues to the coordinator or director, and appropriate actions are taken.
- A percentage of the students may experience difficulties in fluent English communication, often due to inhibitions. The Communication faculty members closely observe such students during their sessions and provide specialized training.
- Additionally, all students are encouraged to participate in presentations, which are video recorded and shared with the class. This activity helps boost the confidence of slower learners by exposing them to faster learners and proficient communicators.
- Furthermore, remedial sessions are conducted for students who require additional assistance in courses where they are falling behind for example subjects such as Accounting, Quantitative, and IT.

For students who may require additional support, International Institute of Management Studies offers assistance right from the beginning of their sessions. Faculty members identify students who may need extra guidance, and these students are then paired with a faculty mentor who provides support and addresses their concerns. The program is structured to leverage the experience and

expertise of the institute's faculty in meeting the professional and personal development needs of the students.

The high-achieving individuals are provided with opportunities such as Live Projects, allowing them to engage with the industry and gain valuable experience. Additionally, the institute recognizes excellence through various awards which are presented to outstanding students.

Feedback plays a crucial role in evaluating the effectiveness of teaching and learning within the campus. International Institute of Management Studies employs a robust mechanism to consistently gather feedback from students and implements corrective measures as needed. Student feedback plays a vital role in enhancing the quality of teaching. At the institute, we gather feedback from students at regular intervals for every course. Following the analysis of feedback, each faculty member is provided with written feedback.

Action taken: -

IIMS take faculty feedback from the students of each course and that feedback form contain 10 parameters. IIMS consider 8 and more points out of 10 points to be acceptable. Those faculties who scores between 6 to 8 points, counselling has been provided to that faculty to improve their feedback. And below 6 points in the feedback, they have been relieved from their duties.

Phase wise learning process at IIMS

International Institute of Management Studies follows three phase learning process to ensure the impactful learning. IIMS believes in Outcome Based Learning and so phases are drafted.

Phase 1: - Design and Plan Learning Process

Phase 2: - Imbibing Research, Social and Professional Culture

Phase 3: - Developing Learning Aptitude, Culture and Resources

Phase 4: - Encouraging Innovations and Following Best Practices

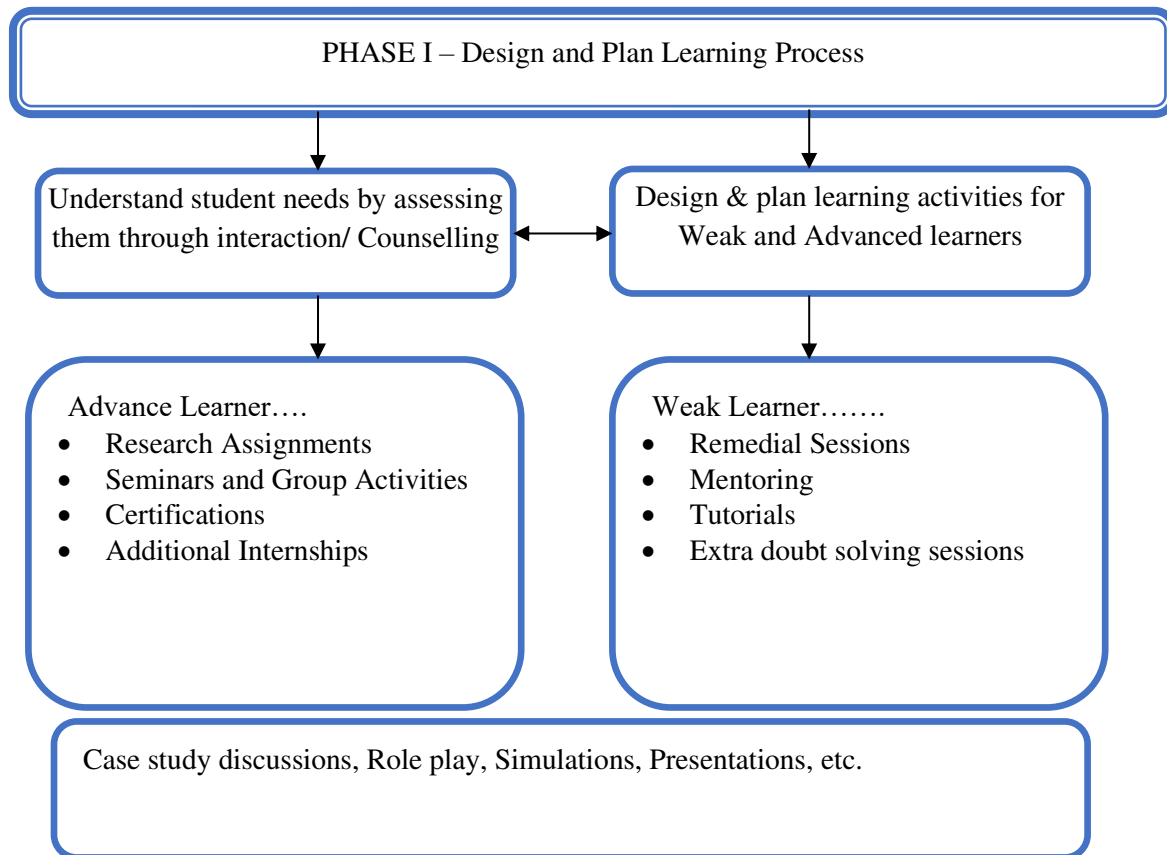


Fig : Phase wise learning process

PHASE I – Design and Plan Learning Process

This phase depicts the designing and planning of learning processes. At first, we understand the needs of our students by making one-to-one interaction with them. After understanding needs of each student, we make plan for weak students and advanced students as well.

IIMS provide remedial sessions, extra doubt clearing sessions, mentoring to weak students and research assignment, additional internship, to the advanced students.

Case studies, presentations, simulations, role plays etc. are provided to both advanced students and weak students as well.

Teaching Learning Process at IIMS

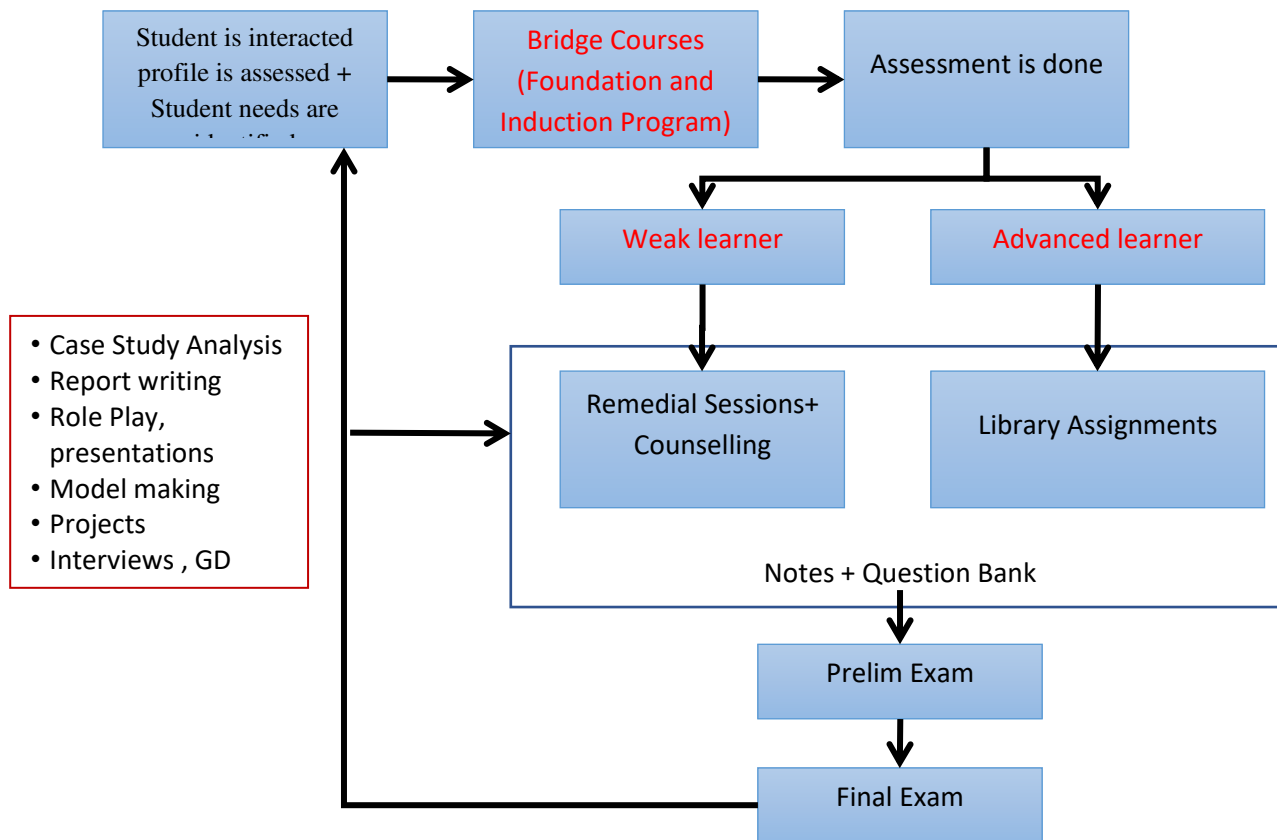


Fig : Teaching Learning Process at IIMS

Here, interaction with each student happens and needs of students identified. Foundation and Induction Program is organized to bridge the gap. Followed by, assessment of foundation and induction program is carried out to identify status of weak students and advanced students arrives. Remedial sessions and counselling are provided to weak students. Library assignments provided to advanced students. Later on, notes and study material distributed to the students and examination were done.

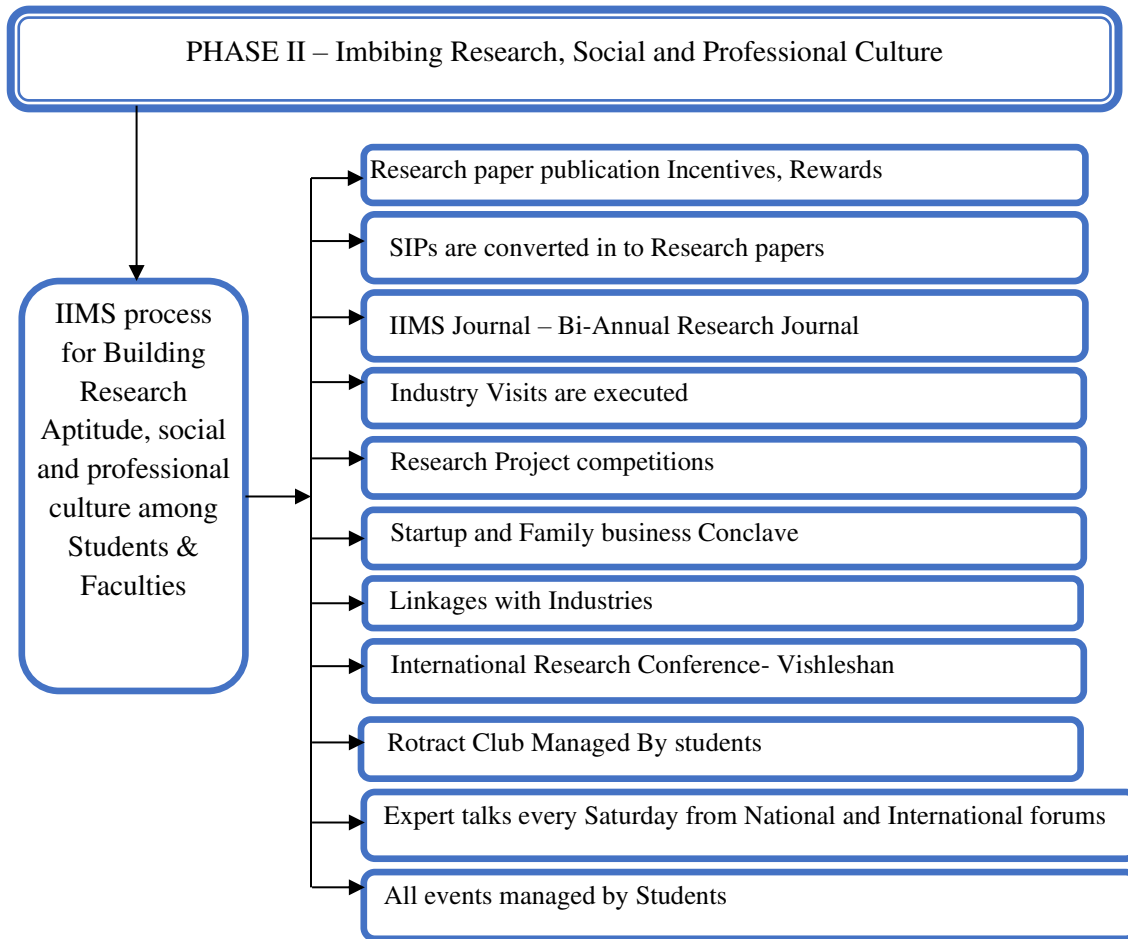


Fig : Imbibing Research, Social and Professional Culture

PHASE II – Imbibing Research, Social and Professional Culture

This phase deals with building of research skills, professional culture and social activities amongst faculty members and the students.

- Institute provides incentives on research paper publication to faculties.
- Conversion of SIP into research projects.
- Institute has Journal for research papers titled “SaiBalaji Education Society’s International Institute of Management Studies, Journal of Management” with Registration Number MAHENG14684/1384027/14/12/2022. IIMS Journal of Management is Bi-Annual Journal.
- Industrial Visits are organized

- IIMS organizes 2 days Startup and Family Business Conclaves every year, where new startup and family business are invited.
- Interaction with industry professionals on regular basis
- Vishleshan (International Research Conference) were organized every year, where research paper presentation competition takes place for faculties and students as well.
- IIMS formulates Rotaract Club for the students by the students every year to perform several social activities.
- IIMS organizes expert talks on every Saturday from National and International forum.

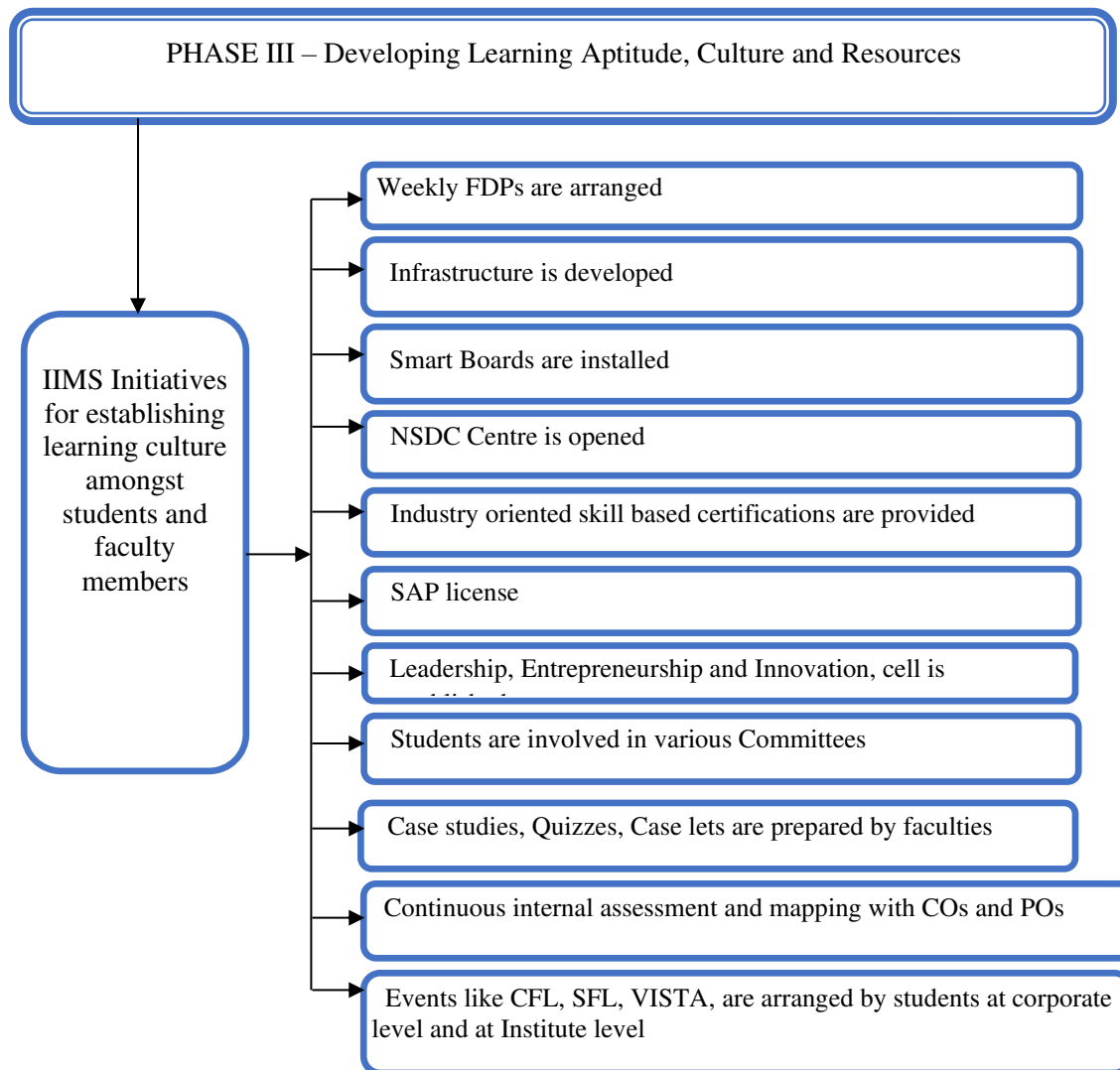


Fig : Developing Learning Aptitude, Culture and Resources

PHASE III – Developing Learning Aptitude, Culture and Resources

International Institute of Management Studies took several initiatives to create learning culture amongst the faculty members and students by organizing several learning events for them. IIMS has necessary infrastructure for students and faculties. Smart boards and ICT teaching classes are installed. Weekly FDP 's are organizing for faculties on several topics. Certification program for improvement of skills is provided to the students. Case studies, quizzes, are developed and taught to the students. SAP is available for the students to give industry exposure.

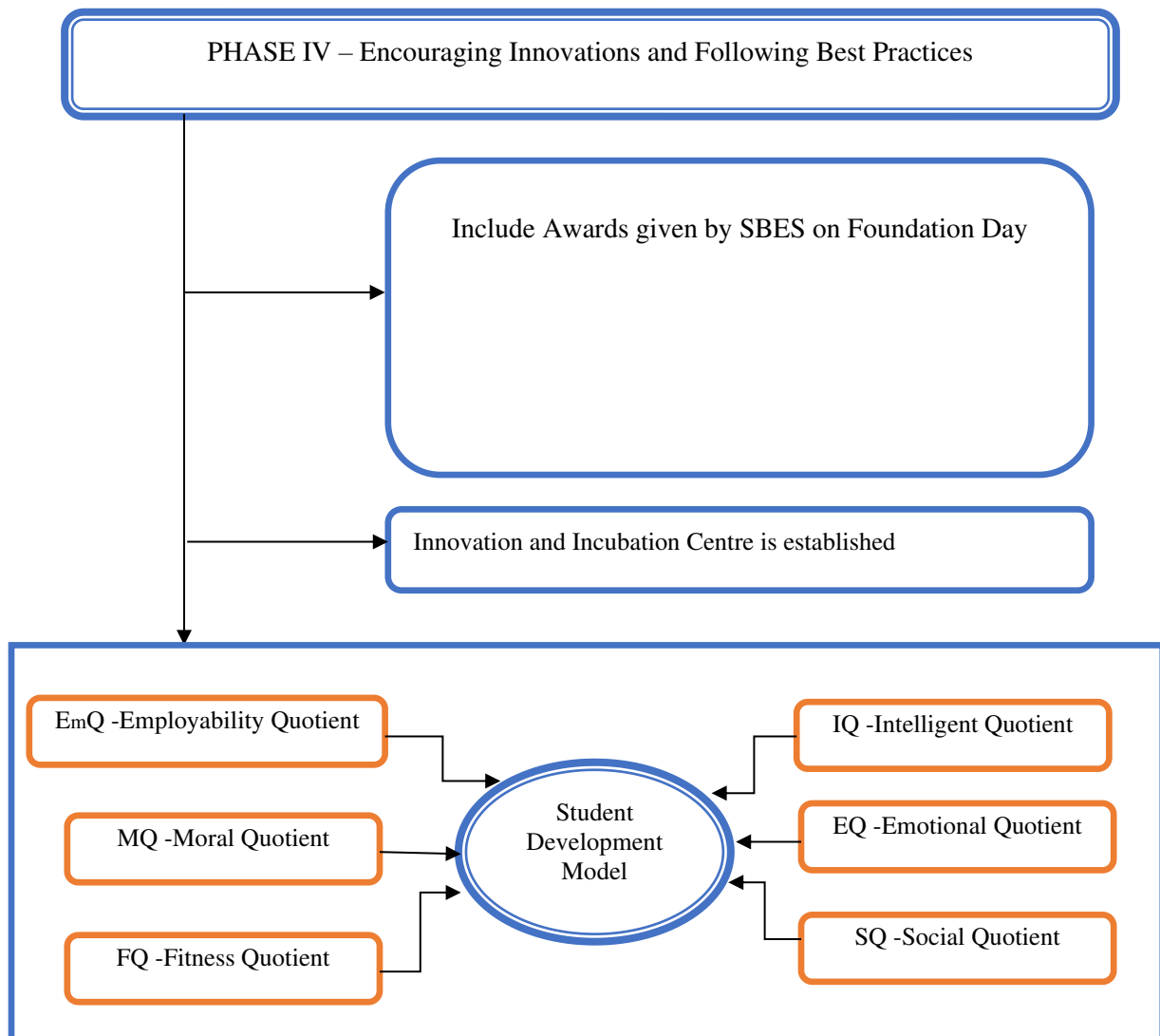


Fig : Encouraging Innovations and Following Best Practices

Phase IV: - Encouraging Innovations and Best Practices

IIMS delivers Innovations and Best Practices. IIMS offers awards to their staff and faculty members on Foundation Day i.e. 26th October every year. This award ceremony motivates staff and faculty members. IIMS establishes Incubation Center for innovative ideas. IIMS also focuses on Students Development Model by Employability Quotient, Intelligent Quotient, Emotional Quotient, Social Quotient, Fitness Quotient, Moral Quotient.

4.2.2. Quality of continuous assessment and evaluation processes (40)

The PGDM Program at International Institute of Management Studies is an autonomous program. So, to ensure quality, the institute focusses on a very strong and rigorous assessment and evaluation process, which has been designed keeping in mind international practices and benchmarking with the best in the industry. In the pursuit of excellence, following measures are taken to measure the quality of continuous improvement:

- Established a Board of Examination
- Representatives from the Internal Quality Assessment Committee (IQAC)
- Each and every faculty who is conducting a 100 marks paper has been trained for various quality assessment techniques by using various Faculty Development Programs
- The Blooms Taxonomy and the methodology used by Blooms is used as a guideline for the setting of question papers, tests and assignments for various courses.
- Further the Course Outcome (CO) of every course is kept in mind before designing/setting any assignment, mid-term or final exam.

International Institute of Management Studies executes the examination procedures through clearly defined **Process for Internal Question Paper Setting and Evaluation**.

- Every faculty member responsible for the course is invited on a day which is fixed at the beginning of the semester for the process of exam paper setting.
- The Course Outcome is kept in mind and based on that the faculty designs the question paper.
- The exam department has made a framework which is given to the faculty on the basis of which the faculty should prepare the question paper. The framework is in the format of MCQs as well as analysis of case-based questions.
- The faculty prepares the examination question papers, ensuring they cover Course Outcomes (COs) and Bloom's Taxonomy Levels (BTL) relevant to the course.
- The faculty gives 3 sets of question paper in a sealed cover.
- The Examination Department releases the examination schedule.
- Subsequent to the exams, the faculty members assess the papers and the marks are communicated via announcement by the Examination Department.

International Institute of Management Studies executes the examination procedures through clearly defined processes.

- Mid-term Examinations are administered in every semester.
- The faculty member responsible for the course prepares the examination question papers, ensuring they cover Course Outcomes (COs) and Bloom's Taxonomy Levels (BTL) relevant to the course.
- A minimum of 40 percent of the syllabus is typically included in the midterm examination.
- The Examination Department releases the examination schedule.

Considering the CO and PO the Mid-term examination are formatted as a combinations of MCQs, short notes, long answers as well as analysis of a case study.

Subsequent to the exams, the faculty members assess the papers and the marks are communicated via announcement by the Examination Department.

Process, Sample Assignment Guidelines and Training has been given to the faculty. Assignments are assigned with the aim of offering students practical experience and enhancing their proficiency in the subject matter. Group assignments or class projects are also promoted to facilitate the acquisition of skills related to group dynamics. Assignments are given as in class or also take-

home assignments which help hone the research skills of the students. Class Tests are also given which are in MCQ format or also can be attempted in open book format. Pop quizzes are also assigned.

A) Quality Assurance at Learning Level

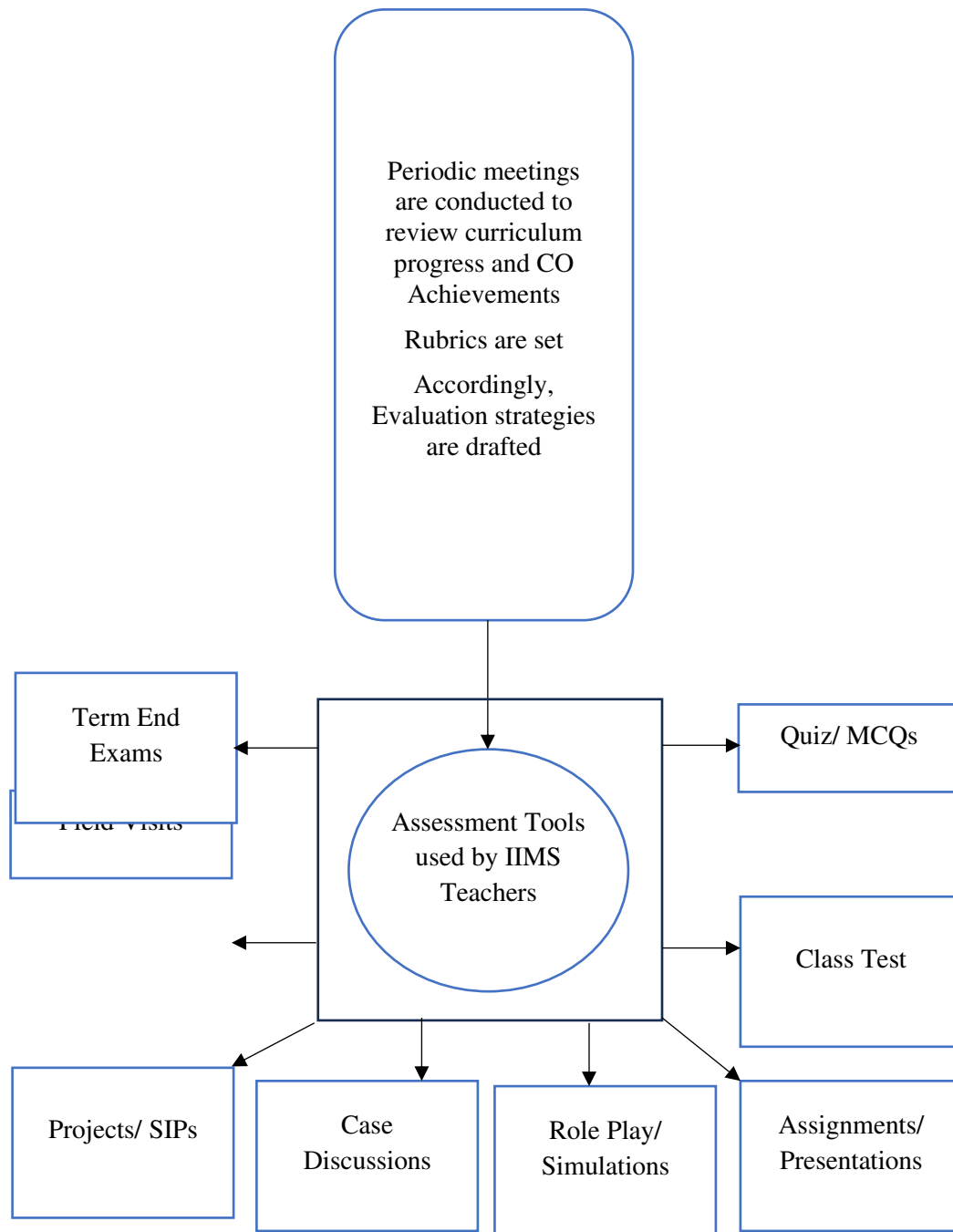


Fig : Quality Assurance at Learning Level

B) Quality Assurance at Evaluation

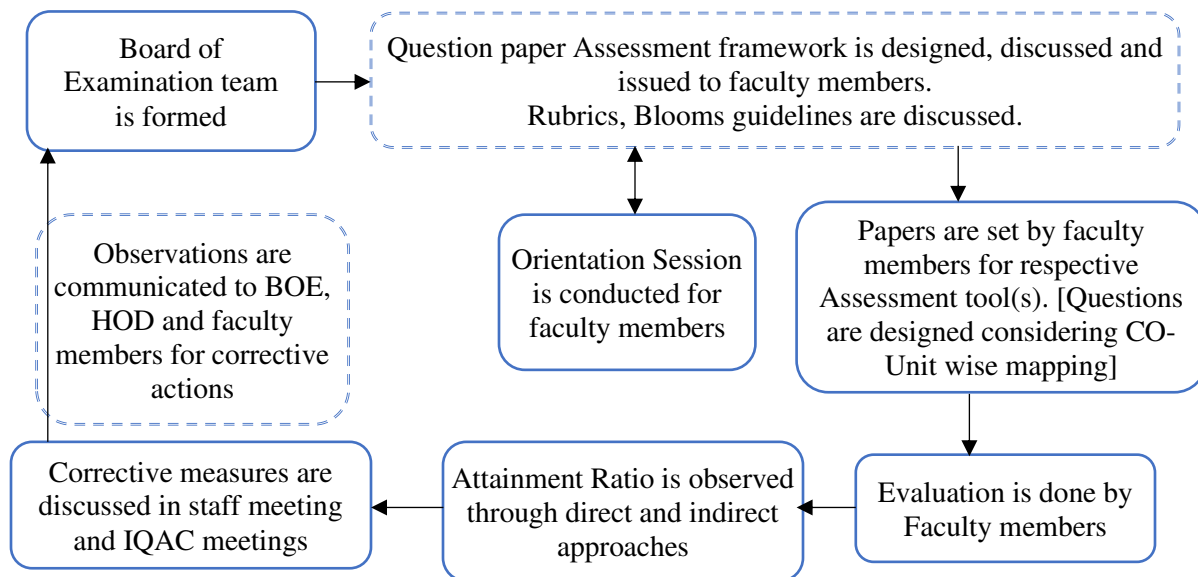


Fig : Quality Assurance at Evaluation

4.2.3: Quality of Students Report/ Dissertation (15) (20)

The project's quality is evaluated in relation to and the assessment criteria for the project include:

- Clearly defined and concise objectives.
- A well-defined methodology, with technical terminology that outlines all steps and tools.
- Adequate references to current, high-quality literature.
- Transparency in the research methodology.
- Explicit benchmarks or assumptions.
- Interpretation of results with sound justifications and validation.
- The overall presentation quality of the report.

Summer Internship:

Internships at IIMS bridge classroom learning with practical skills. The Summer Internship Program (SIP), spanning 60–90 days post-Semester II, is aligned with Program Objectives. Students select internships based on specialization and exposure, guided by faculty mentors (1:20 ratio). Support includes workshops and on-site/online mentoring. SIP presentations, held in August, are evaluated by HODs and placement cell members using a 7-slide format covering objectives, activities, learning, and internship rating. Post-presentation, students refine and submit reports, evaluated on methodology, analysis, insights, and best practices. Marks are assigned, ensuring quality and future internship feasibility with companies.