6.5.2-The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

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.
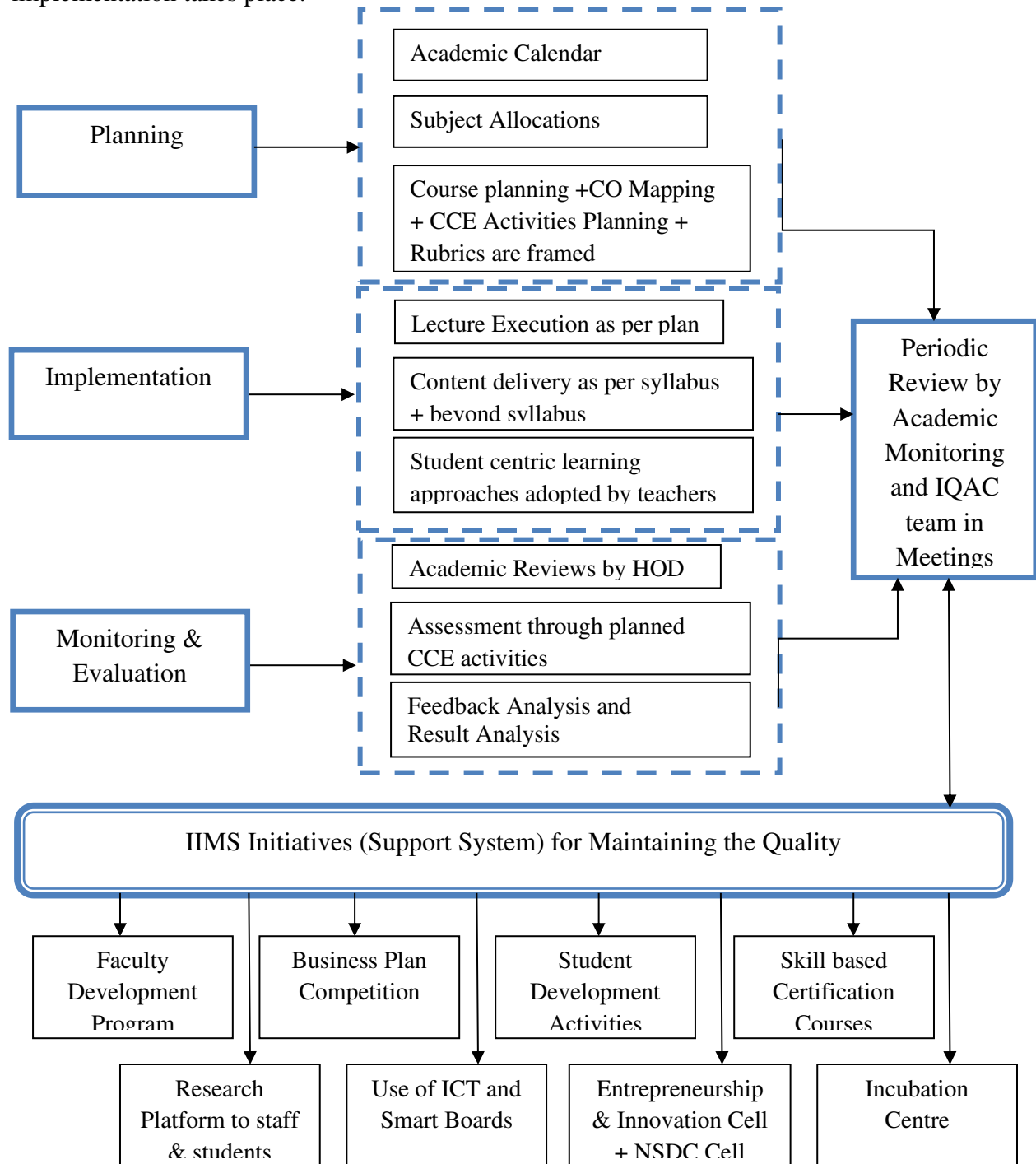

Fig :Teaching Learning Process

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

ACADEMIC CALENDAR

1st June 2023 to 30th June 2024

PGDM - 1st Year Batch: 2023-25

S.N.	Date	Activity
1	1st June 2023 – 30th June 2023	Foundation Program
2	1st July 2023 – 15th July 2023	Induction Program
3	17th July 2023 – 31st October 2023	Commencement of 1st Semester Regular Classes
4	1st November 2023 – 5th November 2023	1st Semester Examination
5	6th November 2023 – 14th November 2023	Diwali Vacation
6	15th November 2023 – 31st December 2023	Winter Internship Program
7	1st January 2024 - 4th April 2024	Commencement of 2nd Semester Regular Classes
8	5th April 2024 – 10th April 2024	2nd Semester Examination
9	11th April 2024 – 30th June 2024	Summer Internship Program
10	1st July 2024	Commencement of 2nd Year

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:

Initiatives	Recipients
Faculty Development Program	Faculties
Business Plan Competition	Students
Students Development Activities	Students
Skill Based Certification Courses	Students
Research Platform	Faculties and Students
Use of ICT Smart boards	Faculties and Students
Incubation Center	Faculties and Students
Entrepreneurship & Innovation Cell	Faculties and Students

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.

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- **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.

Live Project

Marketing Project

- **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.

Start Up and Family Business Conclave

- **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 - P**rovides 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

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│        PHASE I – Design and Plan Learning Process            │
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Understand student needs by assessing them through interaction/ Counselling	Design & plan learning activities for Weak and Advanced learners

Advance Learner….
- Research Assignments
- Seminars and Group Activities
- Certifications
- Additional Internships

Weak Learner…….
- Remedial Sessions
- Mentoring
- Tutorials
- Extra doubt solving sessions

Case study discussions, Role play, Simulations, Presentations, etc.

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
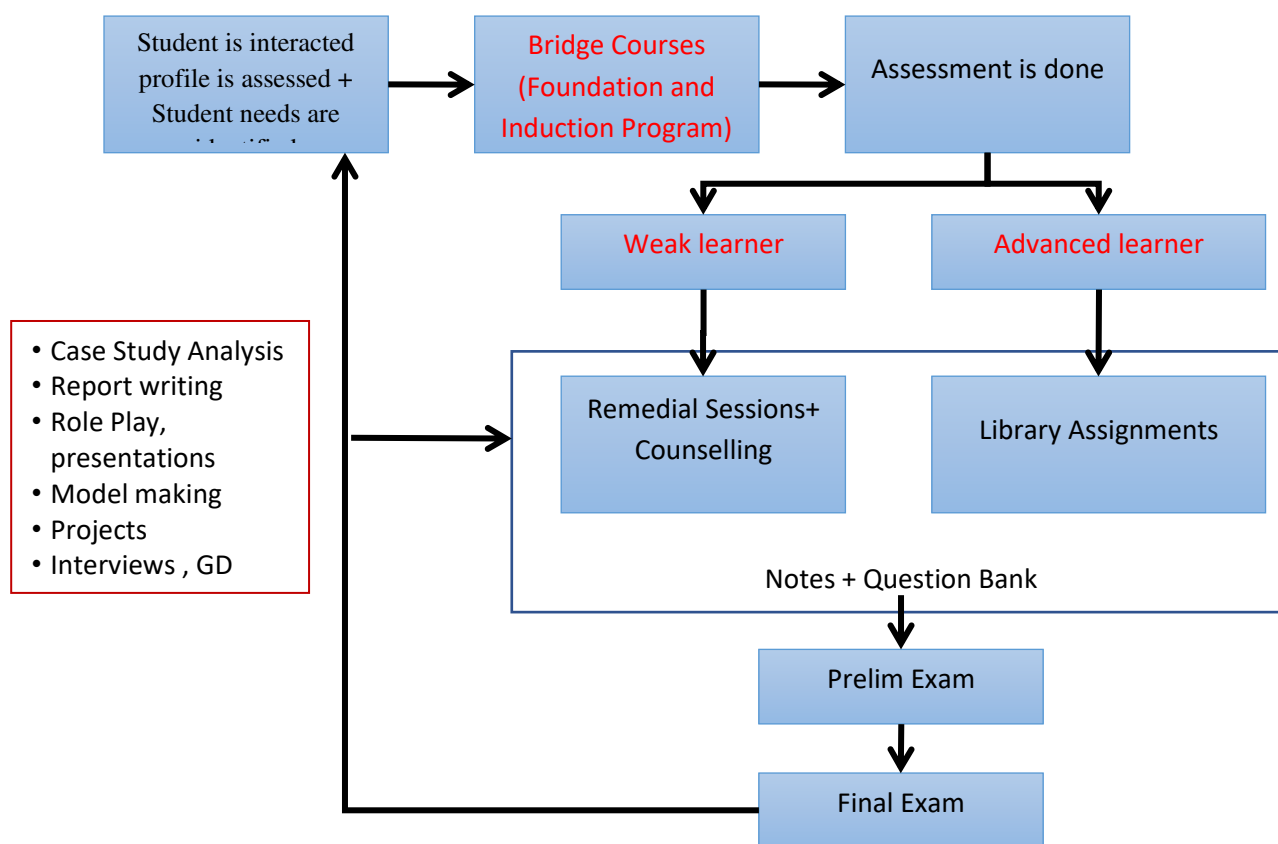
Fig : Teaching Learning Process at IIMS

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.

PHASE II – Imbibing Research, Social and Professional Culture

IIMS process for Building Research Aptitude, social and professional culture among Students & Faculties

Research paper publication Incentives, Rewards

SIPs are converted in to Research papers

IIMS Journal – Bi-Annual Research Journal

Industry Visits are executed

Research Project competitions

Startup and Family business Conclave

Linkages with Industries

International Research Conference- Vishleshan

Rotract Club Managed By students

Expert talks every Saturday from National and International forums

All events managed by Students
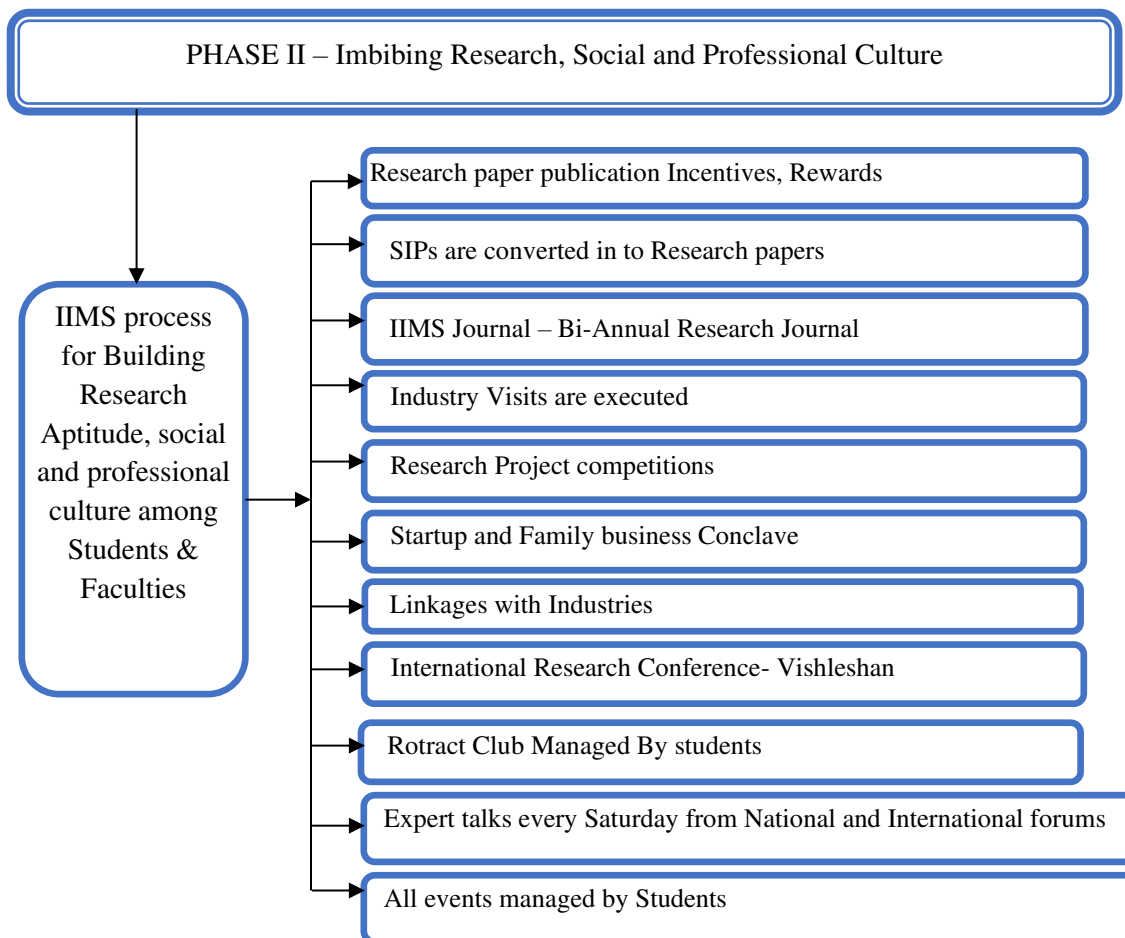
Fig : Imbibing Research, Social and Professional Culture

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.

PHASE III – Developing Learning Aptitude, Culture and Resources

IIMS Initiatives for establishing learning culture amongst students and faculty members

Weekly FDPs are arranged

Infrastructure is developed

Smart Boards are installed

NSDC Centre is opened

Industry oriented skill based certifications are provided

SAP license

Leadership, Entrepreneurship and Innovation, cell is established

Students are involved in various Committees

Case studies, Quizzes, Case lets are prepared by faculties

Continuous internal assessment and mapping with COs and POs

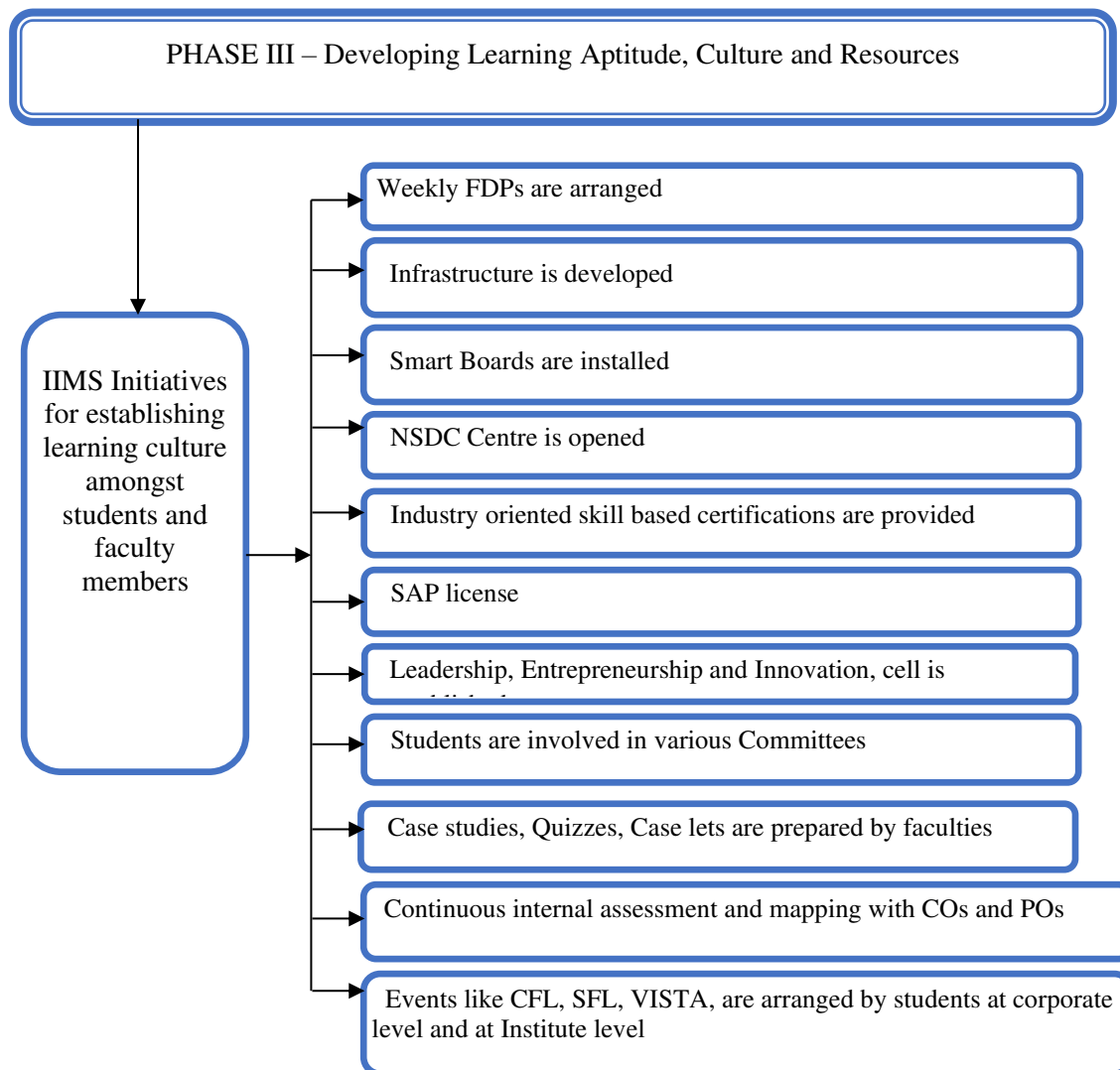Events like CFL, SFL, VISTA, are arranged by students at corporate level and at Institute level

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.

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│   PHASE IV – Encouraging Innovations and Following Best Practices │
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        │   Include Awards given by SBES on Foundation Day │
        └──────────────────────────────────────────────┘

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        │   Innovation and Incubation Centre is established │
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EmQ -Employability Quotient

MQ -Moral Quotient

FQ -Fitness Quotient

Student Development Model

IQ -Intelligent Quotient
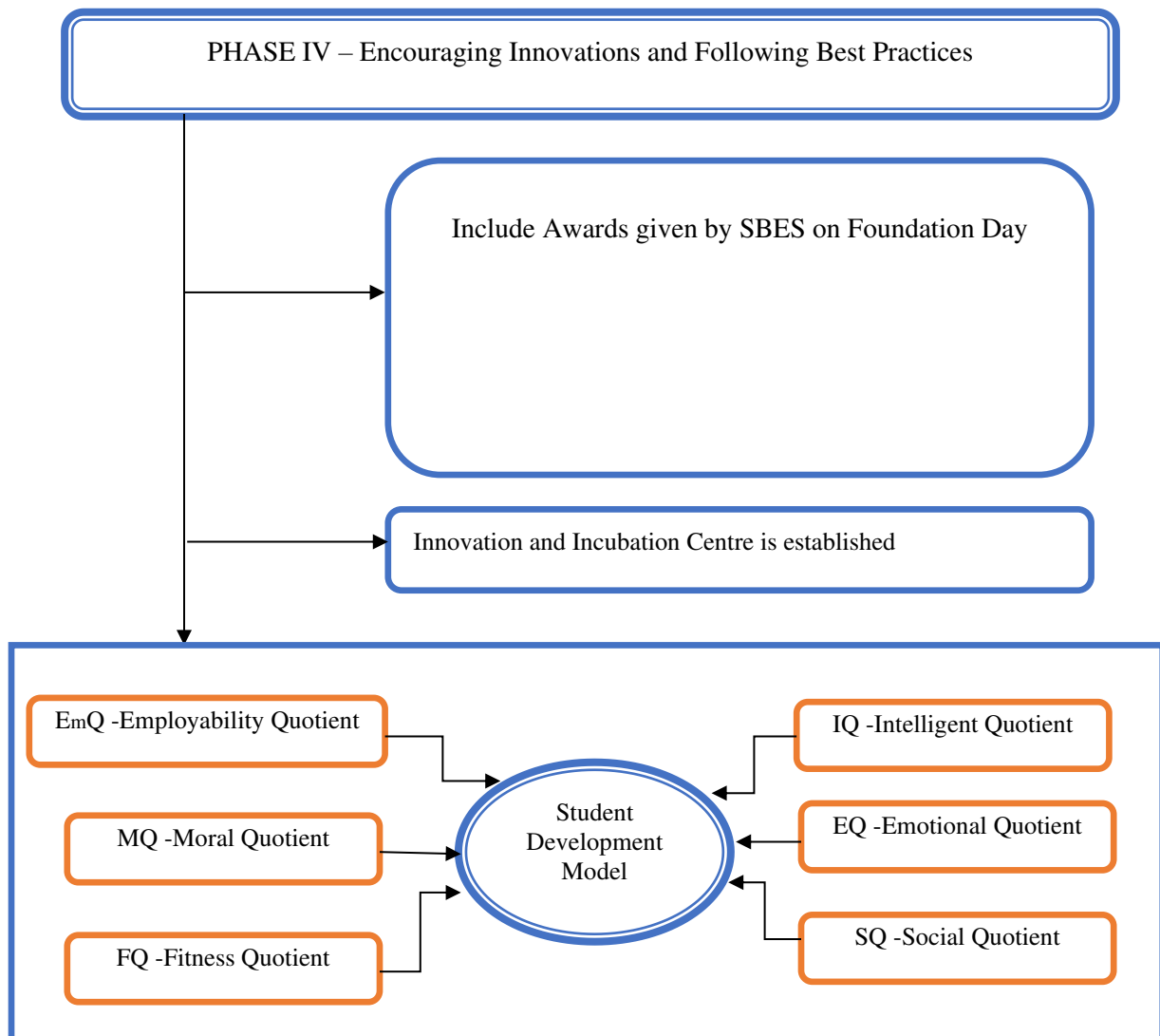
EQ -Emotional Quotient

SQ -Social Quotient

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.

Quality of continuous assessment and evaluation processes

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 assignment s 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

Periodic meetings are conducted to review curriculum progress and CO Achievements

Rubrics are set

Accordingly, Evaluation strategies are drafted

Term End Exams

Assessment Tools used by IIMS Teachers

Class Test

Field Visits

Projects/ SIPs

Case Discussions

Role Play/ Simulations

Assignments/ Presentations
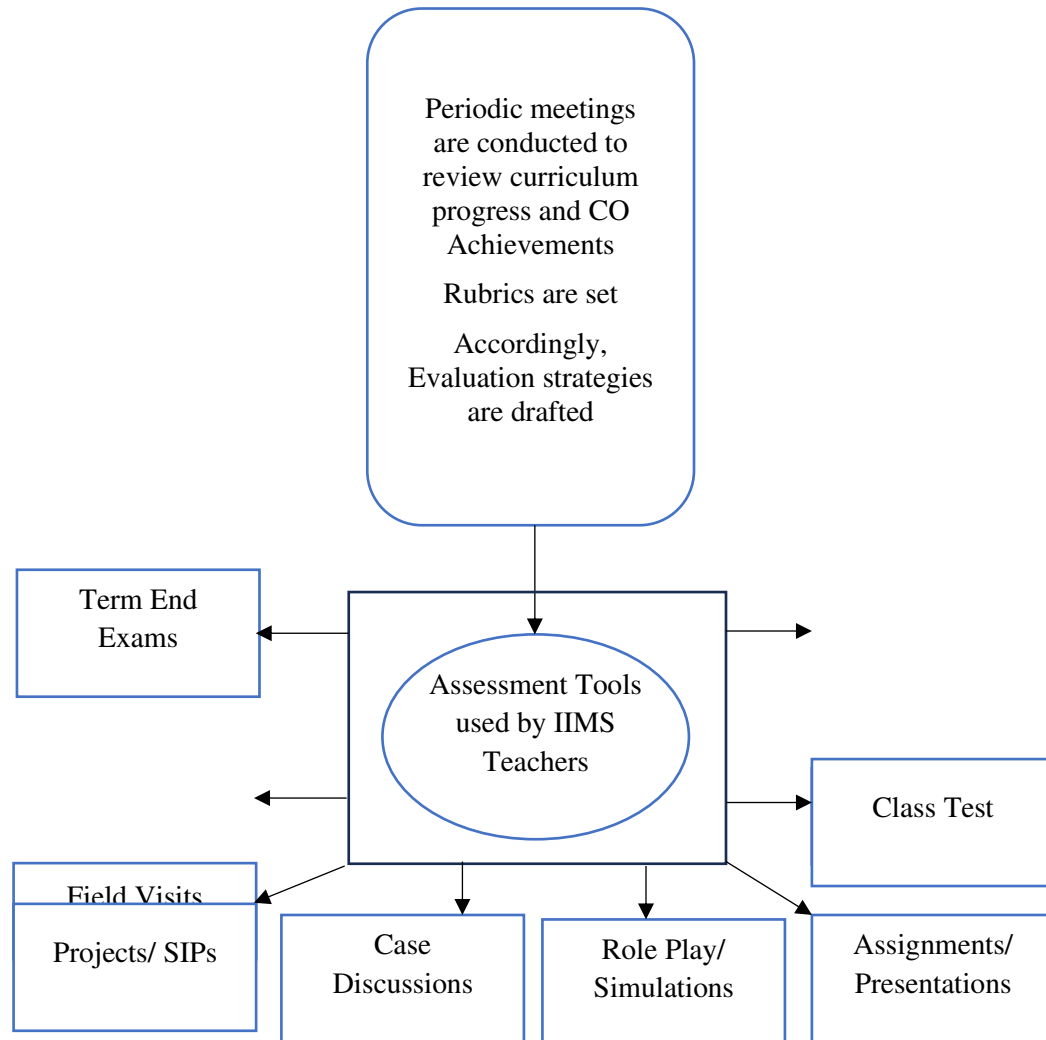
Fig : Quality Assurance at Learning Level

B) Quality Assurance at Evaluation

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│ Board of    │───────▶│ Question paper Assessment framework is designed, │
│ Examination │        │ discussed and issued to faculty members.         │
│ team        │        │ Rubrics, Blooms guidelines are discussed.        │
│ is formed   │        └─────────────────────────────────────────────────┘
└─────────────┘              │                          │
       ▲              ┌──────────────┐          ┌─────────────────────┐
┌──────────────┐      │ Orientation  │          │ Papers are set by   │
│ Observations │      │ Session is   │          │ faculty members for │
│ are          │      │ conducted for│          │ respective          │
│ communicated │      │ faculty      │          │ Assessment tool(s). │
│ to BOE, HOD  │      │ members      │          │ [Questions are      │
│ and faculty  │      └──────────────┘          │ designed considering│
│ members for  │                                │ CO-Unit wise        │
│ corrective   │                                │ mapping]            │
│ actions      │                                └─────────────────────┘
└──────────────┘                                          │
┌──────────────┐    ┌──────────────────┐    ┌─────────────────────┐
│ Corrective   │◀───│ Attainment Ratio │◀───│ Evaluation is done  │
│ measures are │    │ is observed      │    │ by Faculty members  │
│ discussed in │    │ through direct   │    └─────────────────────┘
│ staff meeting│    │ and indirect     │
│ and IQAC     │    │ approaches       │
│ meetings     │    └──────────────────┘
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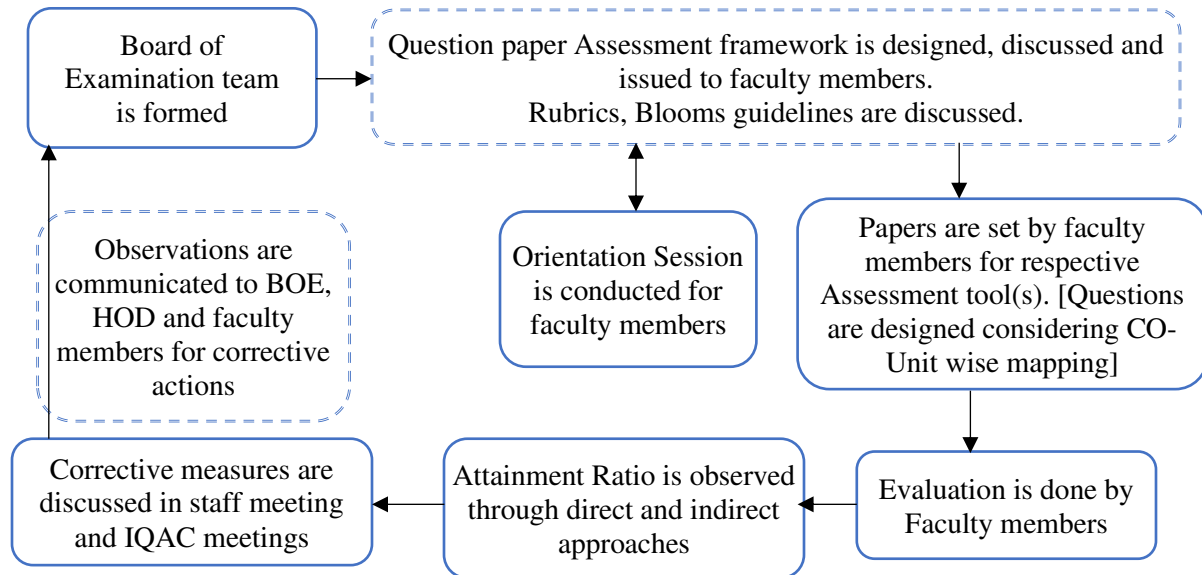
Fig : Quality Assurance at Evaluation

Quality of Students Report/ Dissertation

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.

SIP Project Report Evaluation Criteria: (100 marks)

SIP Project Viva Evaluation Criteria: (100 marks)

Summer Internship:

Internships serve as a pivotal bridge between classroom knowledge and practical skills acquired in professional environments. At IIMS, the internship process, along with the presentation of completed assignments, is thorough and emphasizes quality.

➢ The summer internship program spans 60 to 90 days and occurs at the conclusion of Semester II for PGDM students, typically commencing in the second week of April.

➢ The selection of industries for students' industrial training/summer internships is carried out through a rigorous process of keeping the Program Objectives in mind and selecting the company on that basis.

➢ Students who have first selected their specialization select the companies they want to do their internship in on the basis of their analysis of the exposure they would get.

➢ Upon embarking on their summer internships, students are each assigned a faculty mentor to guide and advise them throughout the internship period in the ratio of 1:20.

➢ Students are given the required hand holding – higher during their Winter Internship and lesser during their Summer Internship to enable effective report writing.

➢ During Internship and Projects, the Mentors are visiting the actual sites and also online guidance is given for students who are doing their Internships outside Pune.

➢ Workshops are conducted for students to enable proper report preparation.

➢ The corporate guides also read and monitor the reports of the students.

➢ As students approach the conclusion of their internship, a schedule for Summer Internship Project (SIP) presentations is announced, typically taking place in the first week of August before the commencement of Semester III.

➢ During the SIP presentations, HOD of the specialization along with placement cell member evaluates each student's presentation, and includes a question-and-answer session. The students are given a specific format of 7 slides which include the introduction, Objectives, Activities Undertaken, Learning sands mainly the student is ask to rate the internship. This

rating helps the institute to decide the feasibility of continuing with that company for the future internship processes. The faculty panel offers feedback and suggests changes to be made in the report. Following the presentation, students submit a soft copy of their report to their respective faculty mentor and engage in discussions to address the mentor's suggestions and advice.

➤ After this consultation with the faculty mentor, students are required to provide a hard copy of their SIP report along with a letter from their recruiters. The hard copy report is evaluated by the same faculty panel, assessing various parameters such as the title, objectives, introduction, literature review, methodology, fieldwork and data collection, data analysis, inferences, conclusions, managerial insights, identification of five best practices observed in the visited companies, suggestions, and references. Subsequently, the panel assigns evaluated marks to each candidate.