

CRITERION 4

CURRICULUM & LEARNING PROCESS

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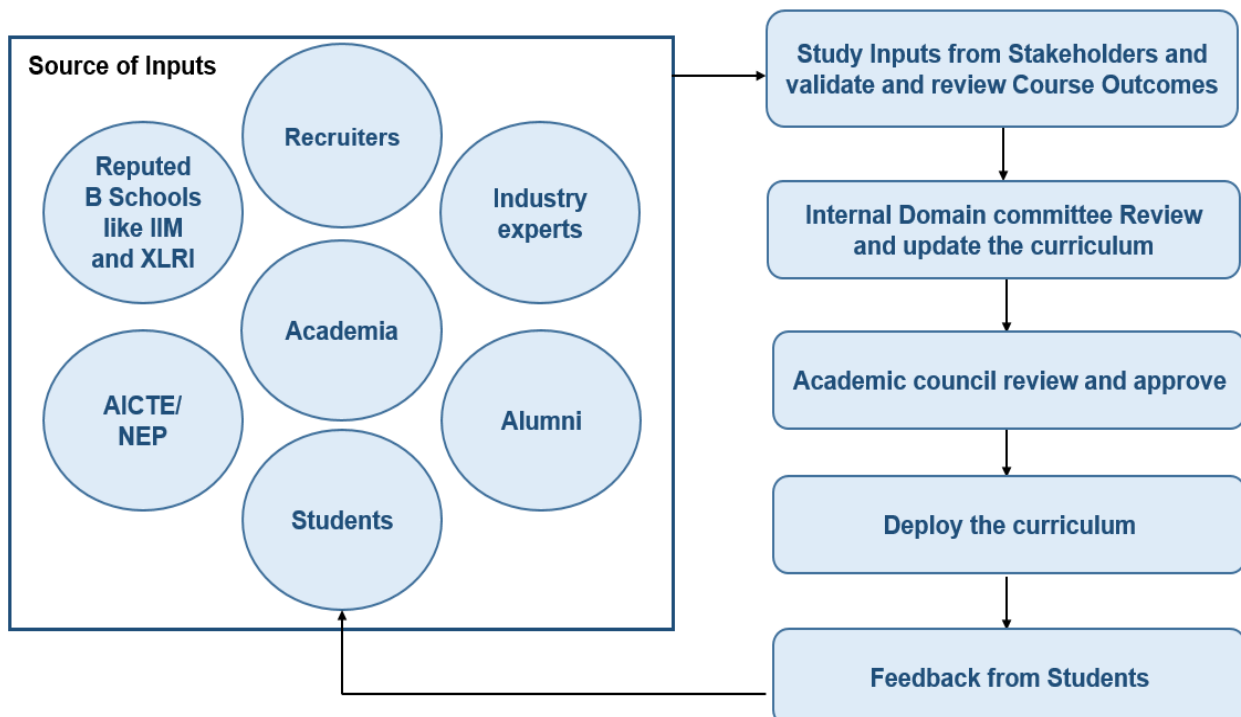
4.1. CURRICULUM (50)

4.1.1. State the process for designing the program curriculum (10)

(Describe the process that periodically documents and demonstrates how the program curriculum is evolved or give the process of gap analysis, whichever is applicable, considering POs)

XIME has been offering the PGDM Programme for the last 27 years. Keeping the needs of the industry and adopting practices derived from reputable Business schools like IIMs, XLRI etc. the programme content and course design have been formulated and these have been value added through periodical curricular revisions. The programme is a highly successful one with strong industry acceptance.

Curriculum Design Process



Process:

The Institute has been constantly reviewing and updating the curriculum both to ensure sufficient academic content and to meet the emerging industry needs. The PGDM curriculum is revised on the basis of inputs gathered from different sources.

Sources of Information for Curriculum Revision

- Besides the Academic Council, inputs are obtained from industry experts, alumni and from leading academicians and faculty members of premier management institutions.
- “The Silver Jubilee Review Committee”, of 2016 with industry / academic experts headed by former Tata Steel Vice chairman Mr. B. Muthuraman was a noteworthy source of inputs.
- Information on management education and training in management skills is sourced from similar B-Schools both within the country and outside. The annual international conferences hosted by the institute over the years have been a useful source of ideas.
- With the Institute looking for greater global exposure it has sought to collaborate with B-Schools overseas and in particular BRICS countries through membership in international Associations such as ABBS (Association of BRICS Business Schools) and by interacting with International Accreditation bodies. These are sources from which the Institute could gather vital information about the changing/latest trends in management education.
- Another source for obtaining feedback that is relevant to curriculum revision has been the placement activity. The recruiters’ comments after completion of placement exercises are significant pointers to identify gaps in management learning and to take appropriate actions for curriculum modification from the perspective of industry relevance of the PGDM programme.

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- AICTE norms on model curriculum for PGDM programme are an important guiding principle factor for curriculum revamp.
 - XIME has also considered provision of NEP 2020 in its continuous reflections on the curriculum.

An Internal Review Committee was head Dr. M.V. Mahesh, Dean, deals with the task of preparation for curriculum revision under the guidance of Director/Chairman.

Internal Review Committee

- Along the lines indicated above the Institute has been updating/modifying the course contents and adding new courses or revising the course credits from time to time.
- The Programme Outcomes are decidedly a key determinant for the syllabus updates. Every year, the Programme Outcome attainment level of the passing out batch is scrutinized so as to identify the gaps to be rectified.
- The Internal Review Committee along with Area Heads reviews such need for rectification and makes suggestions having a bearing on curriculum/pedagogy.
- After deliberations and with collaboration of external experts the Committee formulates proposals for revision of the syllabus.

Academic Council

- The Academic Council of the Institute reviewed the proposals and approved the curriculum, with modifications as deemed necessary.
- The Academic council consists of experts from Academia, Industry and Alumni, Retired Senior Administratives and Entrepreneurs.

While such changes are made as often as necessary the last two major revisions took place in May 2018 and in May 2022.

Process of Gap Analysis

There are two processes of gap analysis

- (1) Examining gaps at the level of expectations on the programme by stakeholders
- (2) Gaps in the attainment of PO already ascertained at the programme level.

The first level gaps –gaps within the programme are identified through the following methods.

- The feedback from companies where our students are placed.
- Feedback from the Alumni on the curriculum
- Feedback from experts participating in the curriculum development as part of the subject wise Expert Committee and/or as members of the Academic Council
- Benchmarking the curriculum with selected B Schools – including IIMs and other premier B Schools in the country
- Feedback from the faculty and students.

All such feedback is presented and discussed in the Academic Council and the curriculum updated with the gaps attended to.

The second gap analysis is against the attainment of POs of the programme. This is done after calculating the PO attainment level at the programme level. If there are gaps, proposals to deal with them are prepared by the Dean (A) seeking the support of IQAC and senior faculty members and, thereafter modifications introduced in the teaching, learning and assessment processes. Some of the steps taken to loop the gap in the attainment of POs are;

- Providing additional study materials both printed and electronic materials including videos.
- Expert lectures by people from the Industry
- Organizing additional Industry visits
- Increasing the case studies

- Providing live project tasks/opportunities wherever possible
- Additional training wherever necessary
- Appropriate change of faculty based on feedback

We shall keep table below until we have the CO PO analysis is done.

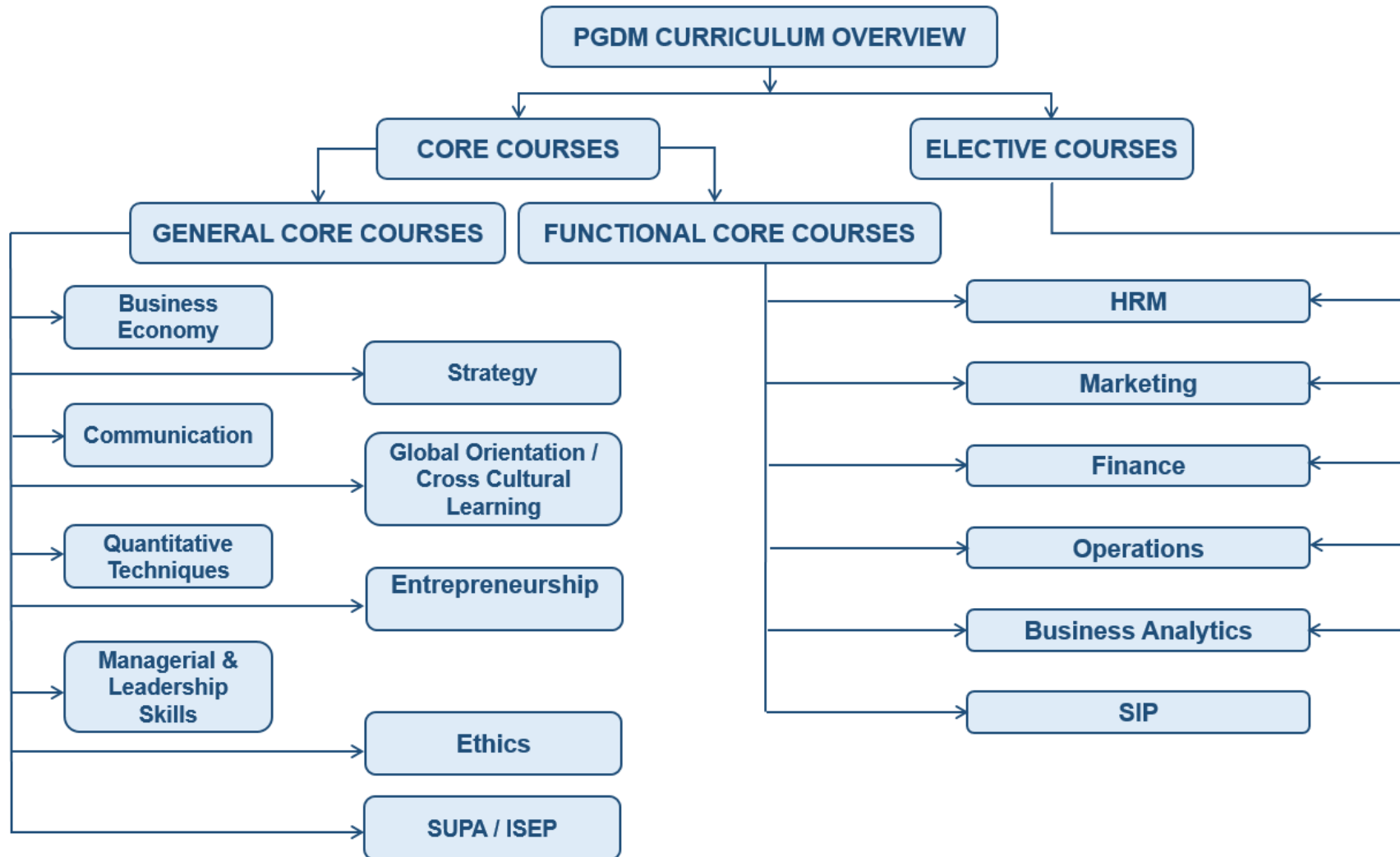
Gap Analysis

GAP ANALYSIS TO BE DONE

Program Outcome	Target	Gap	Action Plan
PO1 Apply knowledge of management theories and practices to solve business problems	3		
PO2 Foster Analytical and critical thinking abilities for data-based decision making	3		
PO3 Ability to develop Value based Leadership ability	3		
PO4 Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business	3		
PO5 Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment	3		

Courses Alignment

All the courses are mapped to one of the Areas as mentioned in the diagram below. Core courses are mandatory for all students. From the electives, students can choose as per their interest.



4.1.2. Structure of the curriculum (10)

The structure of the curriculum is given below as per the NBA format.

Course Code	Course Title	Total No of contact hours				Credits
		Lecture (L)	Tutorial (T)	Practical (P)	Total Hours	
FIN_C_FAR	Financial Anlaysis and Reporting	30	6	0	36	3
OP_C_SMDM	Statistical Methods for Decision Making	30	6	0	36	3
HR_C_OB1	Organizational Behaviour	30	0	0	30	3
GM_C_EWC	Effective Written Communication	10	0	10	20	2
GM_C_PS	Presentation Skills	5	5	15	25	2
GM_C_BGS	Business Government & Society	20	0	0	20	2
GM_C_ME	Managerial Economics	30	5	0	35	3
MA_C_MM	Marketing Management	30	0	0	30	3
MA_C_MPI	Marketing Planning and Implementation	20	0	0	20	2
FIN_C_CMA	Cost & Management Accounting	30	0	0	30	3
GM_C_MaE	Macroeconomics	20	0	0	20	2
HR_C_OB2	Organizational Behaviour -II	20	0	0	20	2
OP_C_OpMod	Optimization Models	20	0	0	20	2
GM_C_EIS	Environmental Issues and Sustainability	20	0	0	20	2

RM-C_RM	Research Methodology	20	0	0	20	2
AN_C_BAF	Business Analytics Fundamentals	20	0	0	20	2
GM_C_CBE1	Contemporary Business Environment-1 (CBE)	15	0	0	15	1.5
FIN_C_CF	Corporate Finance	30	0	0	30	3
HR_C_HRM	Human Resource Management	30	0	0	30	3
HR_C_ME	Managerial Effectiveness	20	0	0	20	2
OP_C_OpsM	Operations Management	30	0	0	30	3
GM_C_LS	Learning Circle	15	0	0	15	1.5
GM_C_RP	Research Project	20	0	0	20	2
AN_E_TT	Technology Trends	20	0	0	20	2
AN_E_ITPM	IT Project Management	20	0	0	20	2
GM_E_CON	Consulting	20	0	0	20	2
GM_E_BH	Business History	30	0	0	30	3
GM_C_SUPA	Socially useful Productive Activity	0	0	100	100	2
GM_C_BS	Business Strategy	30	0	0	30	3
GM_C_EN	Entrepreneurship	30	0	0	30	3
GM_C_CBE2	CBE - II	15	0	0	15	1.5
MA_E_ASP	Advertising & Sales Promotion	30	0	0	30	3
MA_E_SM	Services Marketing	30	0	0	30	3
MA_E_CB	Consumer Behaviour	30	0	0	30	3

AN_E_BDATL	Big Data Analytics (Theory and Lab)	10	0	20	30	3
AN_E_DBDWBI	DB DW BI	10	0	20	30	3
FIN_E_FD	Financial Derivatives	30	0	0	30	3
FIN_E_IBFS	Indian Banking and Financial Services	30	0	0	30	3
FIN_E_IAPM	Inverstment Analysis and Portfolio Management	30	0	0	30	3
FIN_E_FA	Finance Analytics	15	0	15	30	3
HR_C_HRA	HR Analytics	15	0	15	30	3
HR_E_LD	Learning and Development	30	0	0	30	3
HR_E_TaM	Talent Management	30	0	0	30	3
HR_E_PeM	Performance Management	30	0	0	30	3
OP_E_SCM	Supply Chain Management	30	0	0	30	3
OP_E_ERP	Enterprise Resource Planning	20	0	10	30	3
OP_E_TQM	Total Quality Management and Lean (check with Dean)	30	0	0	30	3
GM_C_IB	International Business	30	0	0	30	3
GM_C_BE	Business Ethics	20	0	0	20	2
GM_C_LA	Leadership in Action	15	0	0	15	1.5
HR_E_BL	Business Law	20	0	0	20	2
GM_C_SIP	Summer Internship Programme	0	0	380	380	4 ? is 5 or 4
FIN_E_M&A	Mergers & Acquisitions	30	0	0	30	3

FIN_E_FIS	Fixed Income Securities	30	0	0	30	3
FIN_E_ERM	Enterprise Risk Management	30	0	0	30	3
MA_E_DM	Digital Marketing	30	0	0	30	3
MA_E_RM	Retail Marketing	30	0	0	30	3
MA_E_B2B	B2B Marketing	30	0	0	30	3
MA_E_MA	Marketing Analytics	30	0	0	30	3
HR_E_SHRM	Strategic HRM	30	0	0	30	3
HR_E_CBM	Competency Based Management	30	0	0	30	3
HR_E_IREW	Industrial Relations and Employee Welfare	30	0	0	30	3
HR_E_CoBenM	Compensation & Benefits Management	30	0	0	30	3
OP_E_SCA	Supply Chain Analytics	30	0	0	30	3
OP_E_SOIM	Strategic Operations and Innovation Management	30	0	0	30	3
OP_E_SOM	Services Operation Management	30	0	0	30	3
OP_E_PM	Project Management	25	0	5	30	3
AN_E_AM	Agile Methodology	30	0	0	30	3
AN_E_CCIOTAI	Cloud Computing, IOT & AI	20	0	10	30	3
AN_E_ISM	Information System for Managers	30	0	0	30	3
AN_E_DM	Data Mining	20	0	10	30	3
MA_E_PBM	Product and Brand Management	30	0	0	30	3

MA_E_RM	Rural Marketing	30	0	0	30	3
MA_E_SDM	Sales and Distribution Management	30	0	0	30	3
MA_E_MR	Market Research	30	0	0	30	3
MA_E_CRM	Customer Relationship Management	30	0	0	30	3
MA_E_SM	Strategic Marketing	30	0	0	30	3
MA_E_MM	Marketing Metrics	30	0	0	30	3
FIN_E_CT	Corporate Taxation	30	0	0	30	3
FIN_E_VCPE	Venture Capital and Private Equity	30	0	0	30	3
FIN_E_IF	International Finance	30	0	0	30	3
OP_E_OPC	Operations Planning and Control	30	0	0	30	3
OP_E_PMM	Procurement and Materials Management	30	0	0	30	3
OP_E_SDMS	Systems Dynamics modelling and Simulations	30	0	0	30	3
OP_E_DT	Design Thinking	20	0	10	30	3
HR_E_PGL	Personal Growth Lab	30	0	0	30	3
HR_E_OPD	Organization Planning and Development	30	0	0	30	3
HR_E_OD	Organization Development	30	0	0	30	3
AN_E_BARP	Business Analytics using R & Python	30	0	0	30	3
AN_E_ITS	IT Strategy	30	0	0	30	3
AN_E_DT	Digital Transformation	30	0	0	30	3

TOTAL CORE	Core	675	22	0	697	93
TOTAL ELECTIVE	Electives	300	60	0	360	14 ? to check
SUPA	SUPA	0	0	100	100	2
SIP	SIP	0	0	380	380	5
TOTAL		975	82	480	1537	114

The Courses listed above include both Core and Electives. In order to successfully complete the PGDM Program, the students are required to take all core courses and a minimum of 14 Electives.

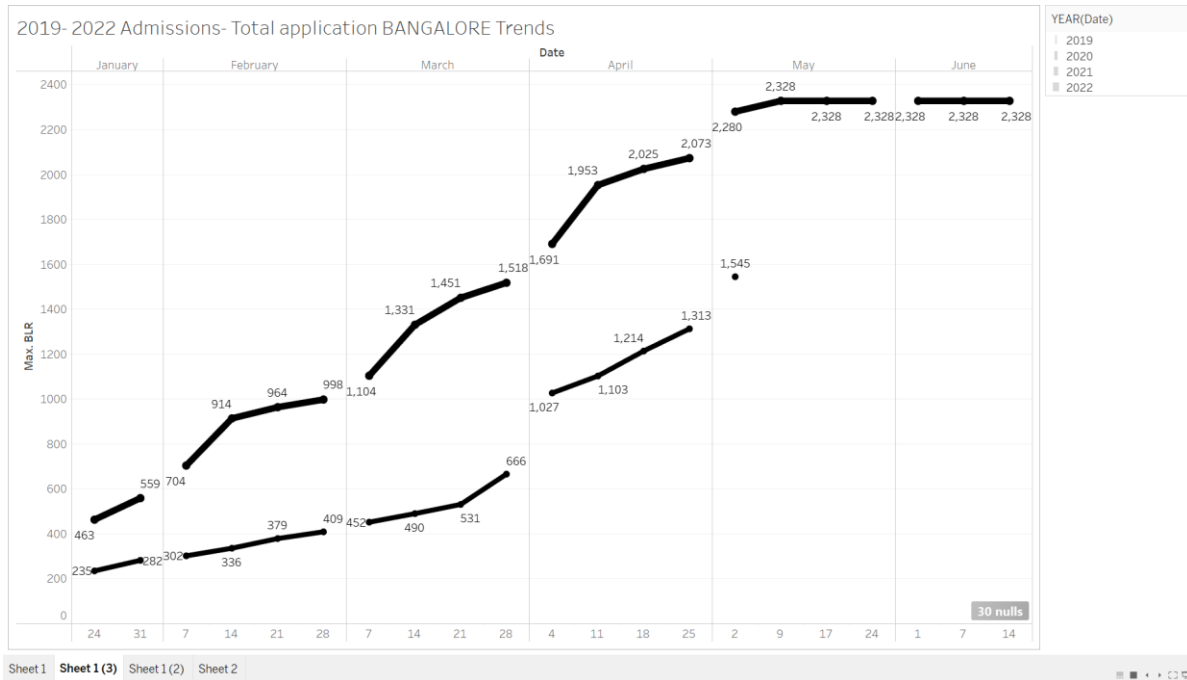
4.1.3. State the components of the curriculum (15)

Course Components	Curriculum Content (% Number of total number of credits of the program)	Total number of contact hours	Total number of credits
Core Course	69	697	62
Open Electives	32	360	31
SUPA (Socially...)	2	380	2
Summer Internship	5	1100	5
Total No. of Credits	100 %	1562	114

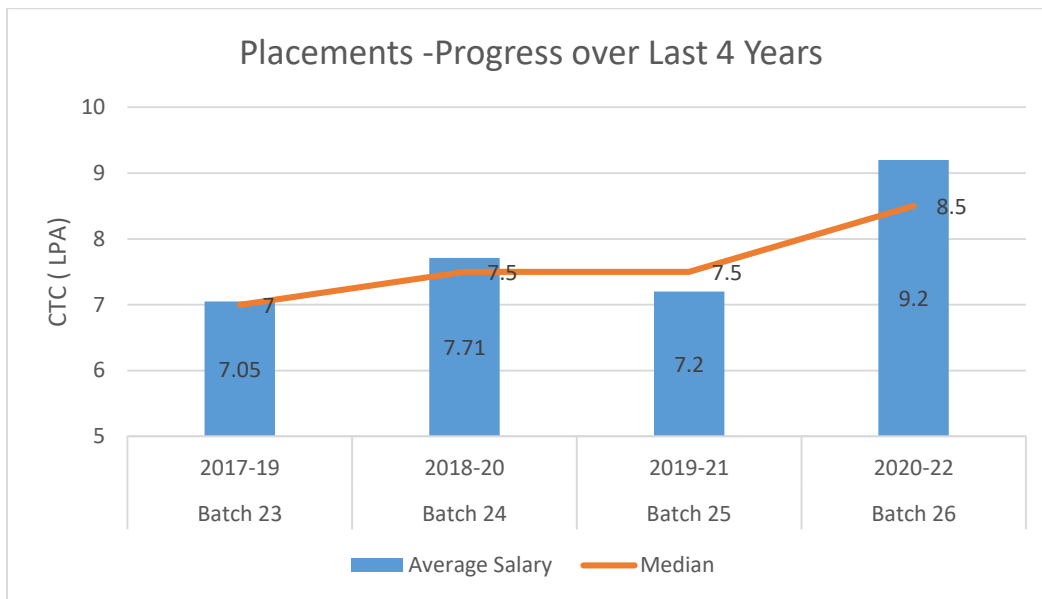
4.1.4. Overall quality and level of Program Curriculum (15)

The overall quality of XIME's PGDM curriculum is evident from the large number of applications we receive, from the quality of our placements and high rankings from rating/ranking agencies/media surveys. The information regarding admission, placement and rankings is given below in table/Chart format:

Admission Applications. Admission window was closed during May First week



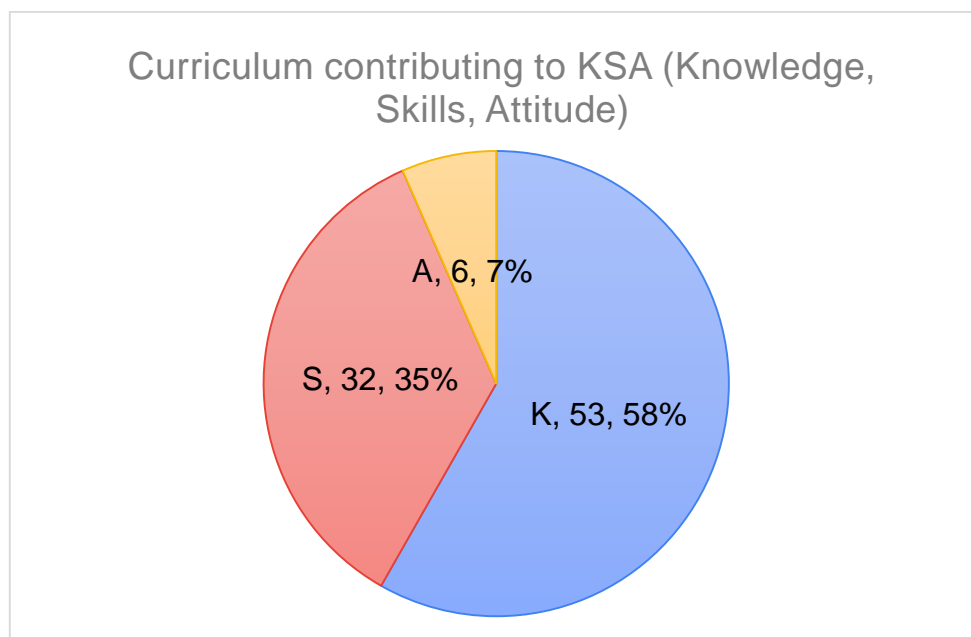
Quality of Placements

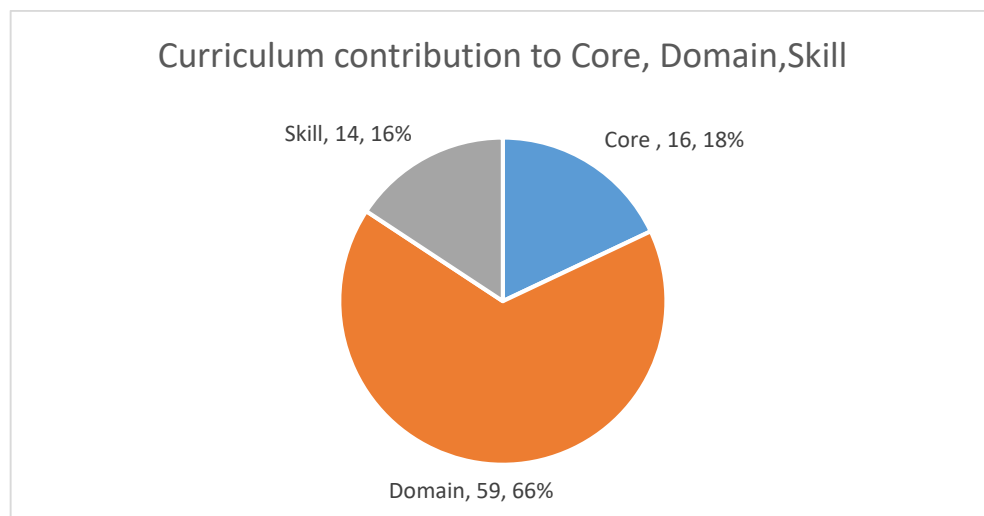


Ranking done by various agencies				
Ranking Agency	Category	2019	2020	2021
CSR-Ready Reconer (Top Private B School)	All India			9
Business India	All India	22	21	
Carrer 360	All India	21	51	
Business Standard	All India	22	A1 Category	
MBA Universe	All India	33	38	
Business World	All India	79	72	
EdUniversal	Asia	3 Palmes of Excellence	3 Palmes of Excellence	3 Palmes of Excellence
Outlook	All India			30- All India 21- South Zone

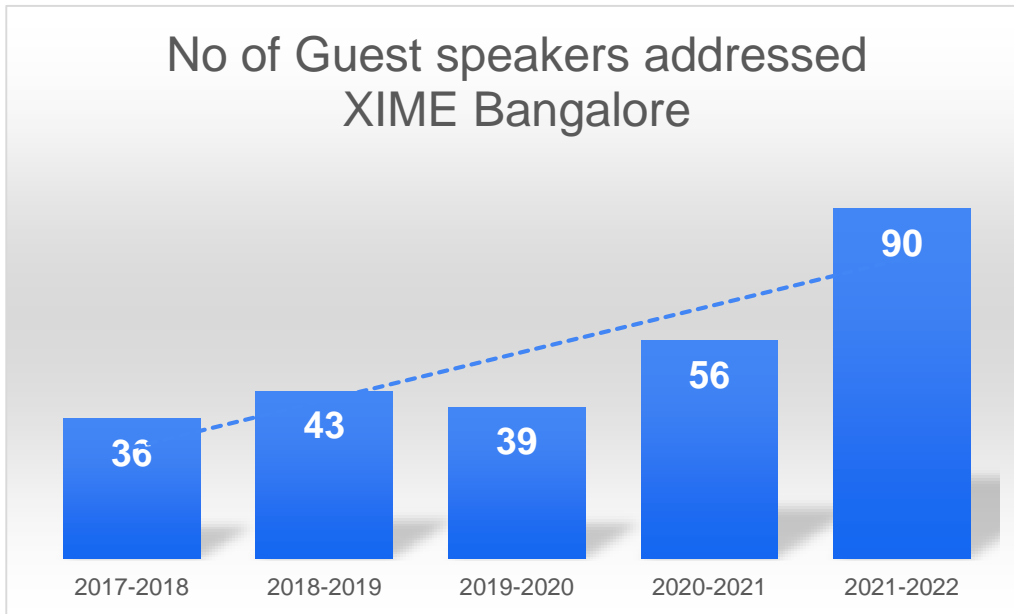
The quality of the programme curriculum is ensured through:

- **Right mix of KSA.** The PGDM programme is a fully residential programme which amply enhances opportunities for learning. Students from different regional cultures and backgrounds, when staying together at the campus, are able to develop many skills that are required to manage diverse workgroups in future. The PGDM curriculum in XIME is comprehensive enough to give the right KSA –knowledge, skills and attitude to the students. Introduction of OBE into the curriculum has brought greater emphasis to skilling than in the past.





- **Instruction in / Sensitizing to Current Business.** The curriculum immerses students in the current setting of business. The institute regularly arranges Industry experts to hold lecture sessions for the students so that they are put in touch with the industry needs and trends. It also arranges Industry Visits to train students. The general norm of the Institute is to have at least 6 case studies discussed for each course. The Institute spends significant amounts in purchasing case studies including HBR studies. In addition to them, there are also active use of case studies authored by XIME faculty themselves and are published in book form.



- Every Elective it is expected to have at least 6 case discussions
- **Unique value addition courses** introduced in our programme:
 - Personal growth lab
 - SUPA (Socially Useful and Productive Activity)
 - Managerial Effectiveness.
 - Presentation Skills
 - Leadership in Action.
 - Course on Technology Trends and Decision Support Tool (practice oriented)
 - Learning Circle (*encourages the students to enlarge their conceptual skills and knowledge base by reading select classics in management disciplines, articles and studies*)
 - Contemporary Business Environment – Linking classroom instruction with business and industry on a day-to-day basis.

All these courses are credit courses and they together have 15 credits.

- **Leadership in Action**

Students have many opportunities to develop their leadership and managerial ability through club activities. There are 12 clubs and various committees and they organize a large number of programmes, both intra and inter collegiate.

- The following table gives the number of activities organized and/or participated in by students during the year **AY 2021-22**

Club Area	Club Name	Events Organised	Speaker series	Articles on social media
Communication	X-Oration	6	2	
Rotract	Rotaract	6	1	
Social club	X-seed	10		
Marketing	MarkXime	5	3	
Operations	X-Ops	5		
Cultural	Cultural Club	14		
Finance	Finitiative	6	2	6
HR	Hruday	17	5	
Sports	Sports	5		
Analytics	X-Insights	8	1	
Entrepreneurship	Empresario	11	1	
		93	15	6
Club Area	Club Name	Events Participated	Top 3 positions	Between 3 and 5
External events	Xime Winners	33	7	7

- **Developing research and analytical capabilities.**

- Student researches and publications are systematically encouraged by XIME. Research methodology is a core course for all students.
- Notable achievements will be seen in the field of Research during 2021-22

Category / Year	Research Data July 2016 to June 2022					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ABDC/ABS	2	2	5	3		2
Scopus			1	9	10	13
Web of Science				2		1
Indian Citation Index			1	2		0
Google Scholar	1	3	3	5	16	10
UGC		5	14	6	8	37
Peer Reviewed	1	2	1	2	6	38
Book				0		0
Edited Book		1	2	3	2	3
Magazine/Newspaper	1	1	2			0
Total	5	14	29	32	42	104

- Volume 3 of Compendium of teaching cases has already been released with 20 cases. Plans to release the next volume of teaching cases in December 2022 are under way.
- UGC approval for the Institute's, "Journal of Management and Entrepreneurship" (JME), published since 2006 was obtained during 2021 - 22
- The look and feel of JME has been redesigned and double blind peer review introduced.
- **Entrepreneurship Development.** Another key area of the PGDM curriculum is Entrepreneurship Development. Among the core courses is a two credit course on Entrepreneurship. The Institute's Entrepreneurship Development Cell headed by a Professor and the students club for entrepreneurship development called "*Empresario*" are active in organizing events such as interactive sessions, workshops and national level business plan competitions. In the past XIME has also held entrepreneurship development programmes for BRICS countries.
- **State Award for Best performance in the Small & Medium Industrial Sector.**

XIME has initiated a State Award for the best performing SME to be selected in

consultation with and the active involvement of the Karnataka SME Sector.

Accordingly, the best SME was given the award during the Year in a well-publicized event hosted by the Institute on 09th April 2022, partnered by the BCIC (Bangalore Chamber of Industry & Commerce)

- **Foreign Languages:** Students are required to choose any one of the foreign languages from among German, French or Spanish offered for study at the Institute. It is, however, a non-credit course.
- **Summer Internship:** The Summer Internship Project (SIP) is the most substantiated interface of the students with industry and business. All students are required to engage with a business/industrial organization as part of the project dealing with a live problem and working under the guidance of industry and academic mentors. They are expected to apply the knowledge and skills obtained through the PGDM programme to suggest solutions to the problem. Students are required to make their presentation on SIP before a panel for evaluation.
- **International Exchange Program:** The students have opportunities to go to XIME's partner business schools overseas for campus immersion and take part in experiences/or study visits for a period upto 2 - 3 weeks during winter. Till the Covid 19 pandemic in 2020 around sixty students have been benefitting from this facility annually in three foreign campuses – Audencia, France, GDUFs, China and Nagoya University, Japan. These exchanges have proved invaluable for cross cultural exposure for the participating students. In 2021, the exchange program with Audencia was held virtually.
- **International Study Tour:** With its commitment to providing international exposure to the students, XIME has been sending its students for a two-week international study tour to Asia or Europe. During the tour the students visit B-Schools and a few modern manufacturing units to observe and learn about their operations. This programme, however, has had to be suspended since the Covid pandemic in 2020.

4.2. LEARNING PROCESSES (75)

4.2.1. Describe the process followed to improve the quality of Teaching & Learning. (20)

(Processes may include adherence to academic calendar and improving instruction methods using pedagogical initiatives such as real world examples, collaborative learning, analysis of data etc. encouraging bright students, assisting weak students etc. The implementation details need to be documented)

Excellence and Innovation are 'values' expressly stated as part of XIME's philosophy. Hence, the Institute seeks ways and means of improving continuously the quality of teaching and learning. The Institute's vision sets out that it has students at the center of its aspirations and endeavors and believes that faculty is key to its performance, growth, and vibrancy. Hence the special emphasis on development of faculty competencies.

Structured Curriculum:

The curriculum is published in the Programme Bulletin along with details of 1 to 6 trimesters. All students are given a copy of the Programme Bulletin as soon as they join the programme. The execution plan of the curriculum is formulated through the Academic Calendar. It is rigorously implemented. Each faculty prepares a lesson plan, shares it with the students and the Dean's office, and adheres to the same while teaching.

The classroom teaching and learning include effectively configured methods such as case discussion, audiovisual presentations, role plays, games, simulations, field visits, and live projects in addition to the conventional modes and with the overall thrust on preparing the students to meet the needs of the competitive business world. Practical sessions, live projects and workshops are added wherever possible.

Adherence to Academic Calendar:

The Dean prepares the Academic Calendar for the year and after approval from the Director the calendar is disseminated among students and faculty members. The Students' Handbook gives the roadmap to execute the Institute's academic activities

- The Academic calendar is published well before the academic year begins and forms part of the students' handbook.
- The Academic calendar is the guide for tracking all academic activities. Changes in the academic calendar are seldom permitted and if at all there is a need for any change it will be reviewed and necessitates the approval of the top management.
- Dean (Academics) tracks activities and reports to the Board of Governor. A sample tracking of the 2021-22 academic year data is presented below:

		PLANNED				ACTUAL			
Term	Class	Start Date	Mid Term Exam	End Term Exam	End Date	Start Date	Mid Term Exam	End Term Exam	End Date
I	PGDM First Year	02-Aug-21	6-8 Sep 21	18-21 Oct 21	21-Oct-21	02-Aug-21	6-8 Sep 21	18-21 Oct 21	21-Oct-21
IV	PGDM Second Year	02-Aug-21	6-8 Sep 21	18-21 Oct 21	21-Oct-21	02-Aug-21	6-8 Sep 21	18-21 Oct 21	21-Oct-21
II	PGDM First Year	25-Oct-21	29 Nov - 01 Dec 2021	10 - 13 Jan 2022	13-Jan-22	25-Oct-21	9- 11 Dec 21	10- 13 Jan 22	13-Jan-22
V	PGDM Second Year	25-Oct-21	29 Nov - 01 Dec 2021	10 - 13 Jan 2022	13-Jan-22	25-Oct-21	9- 11 Dec 21	12 - 18 Jan 22	18-Jan-22
III	PGDM First Year	07-Feb-22	14 - 16 Mar 2022	25 - 28 Apr 2022	28-Apr-22	14-Feb-22	16-18 Mar 22	25- 28 Apr 22	28-Apr-22
VI	PGDM Second Year	07-Feb-22	14 - 16 Mar 2022	25 - 28 Apr 2022	28-Apr-22	17-Jan-22	3-5 Mar 22	18-21 Apr 22	21-Apr-22

The above table needs to be expanded (its to crowded)

Provisions on Weak and Meritorious students

Every faculty is responsible for identifying the weak and meritorious performers in the class and will take appropriate measures to support their learning needs. The following are the few approaches used by the faculty:

1. Personal guidance on study

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2. Encouraging improved performance by weak students through counsel and advice.
 3. Remedial courses where essential
 4. Additional study/learning materials- including videos
 5. Buddy system/ peer teaching or coaching by grouping the weak and meritorious students
 6. Supplementary tests/assessments – including oral examination
 7. Giving counseling support through the Institute’s Counselor.
 8. Engage fellow classmates in team/group studies
 9. Any other approach as suggested by faculty members

As to meritorious students there are many opportunities to sustain and develop their higher performance. They are given assignments in special/notable events hosted by the institute such as conferences and nominations for participation in overseas campus immersion programmes and annual BRICS Student Meets in India or abroad. Many opportunities to participate in intercollegiate competitions are also offered to them. Winning students are specially acknowledged in many ways. There are also many high value scholarships to encourage meritorious students. In the year 2021-22 alone the Institute has spent 31 lakhs as scholarship support alone.

Occasionally, circulars are also sent by the Dean (Academics) reminding all faculty members to take necessary actions to motivate and sustain the learning of students.

Quality of Classroom Teaching

There are three levels of process grouping to improve the quality of teaching and learning

Process Step 1: - Prepare and Develop a course Plan and syllabus

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- Courses are designed and a course plan is prepared with a mapping to outcomes (CO). All faculty members are trained/oriented to develop the course plan.
 - Course plans and Lesson Plans are integrated.
 - Student feedback at every trimester. The feedback is shared with faculty members

Process Step 2: - Integrate Academics with the research group and infrastructure

- Research methodology as part of mandatory courses.
- Research paper is a credit course
- Case studies are mandated as part of the lecture
- Classrooms are equipped with desktop, projectors, Audio systems, Smartboards, whiteboards and wifi to give students a better learning facility

Process Step 3: - Integrate with learning support systems

- SIP and SUPA as part of curriculum
- Club activities are planned and faculty mentors are trained to take up the responsibility
 - MarkXIME
 - Finitiative
 - HRuday
 - XOration
 - Empressario
 - XSEED
 - XOPs
 - Insights
- CollPoll is part of the Learning Management System
- All faculty members are encouraged to improve the teaching effectiveness with

innovative approaches

- Case studies are mandated wherever applicable and are part of XIME's pedagogy. So also are group discussions, Industry visits, External guest speakers, and Industry experts as part of classes.

Fully Residential

Since PGDM is a fully residential programme, the opportunity for team assignments and collaborative learning is fully leveraged even after the class hours. Learning from practical business issues being critical, the Institute lays utmost emphasis on case study method. In each course a minimum of 6 cases is the norm. Formal arrangement has been made with Harvard Business School for using its published cases at a cost of Rs.8.66 Lakhs per annum, both in the text form and multimedia. Students are provided with the cases in advance to assure sufficient preparation for discussion. The faculty serves as a facilitator.

Databases and Online Resources

The Institute has both paid and free online resources in the library. They are put to use by faculty and students to enhance the quality of instruction.

Important databases available in the library are:

- EBSCO
- OPAC
- HBSP
- Statista
- Refinitive Elkon
- DELNET
- DOAJ
- NPTEL

-
- NDLI
 - Bloomberg
 - SWAYAM
 - Many e-books

Reuters Finance Lab

To sharpen the students' understanding of subjects like Economics, Finance and Marketing the Institution has subscribed to highly valuable database like Thomson Reuters' Eikon, Euro Money's EMIS, SPSS, ERP (SAP), R, Tableau etc. The Institute has also subscribed to physical and digital copies of important Journals and Magazines. The students are expected to refer to Journals, Magazines and financial dailies and the above database to work on assignments given to them. Certain assignments as in subjects like Contemporary Business Environment require the students to explore and use optimally the relevant academic resources available on the campus.

A modern computer lab with latest software is being used for teaching & learning of certain subjects, particularly Business Analytics, CRM, and Metrics.

Statista tool

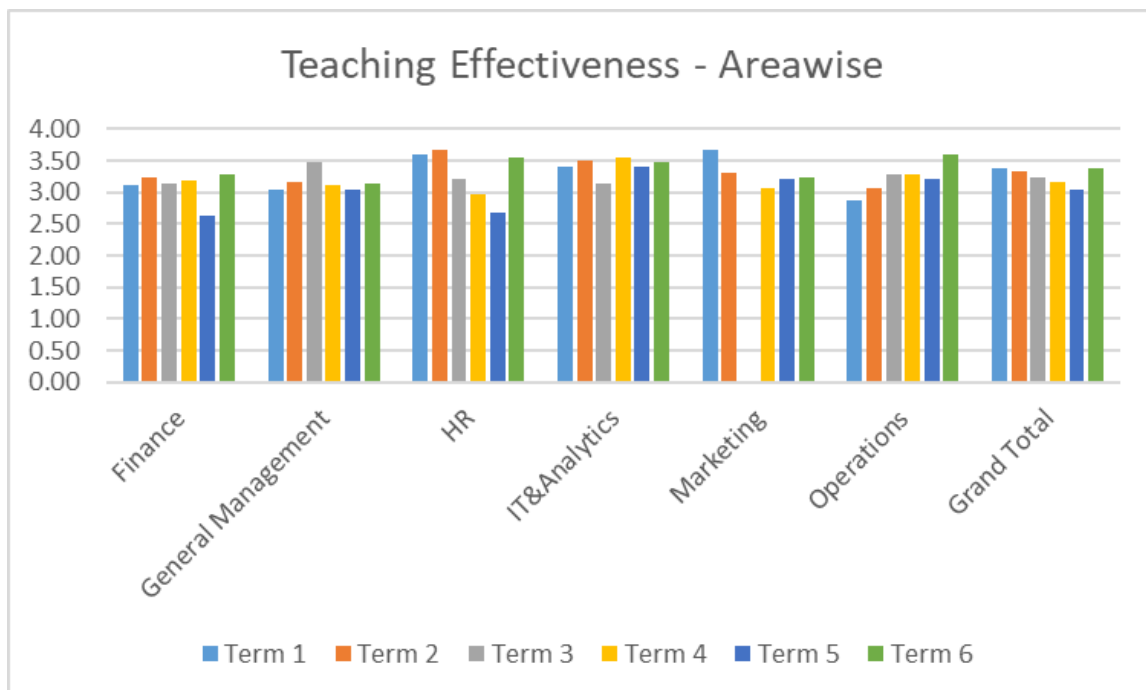
Industry data and statistics on more than 80,000 different topics from more than 22,500 sources are available on Statista platforms. Faculty and Students have access to the data for project work and research.

Student Feedback

Student feedback is taken for midterm and end-term and the report is shared with faculty members. There is also a meeting individually with faculty members as part of the annual feedback process. In this annual appraisal meeting, the student feedback is discussed and appropriate suggestions relating to the exercise are given to each

faculty. The summary report is also kept in the individual faculty file for reference and follow – up. Faculty members who score low are given time and support to improve their performance. They are also given opportunities to participate in different FDP conducted within and outside the Institute. Thanks to these steps, the teaching effectiveness at the institute is being continuously improved.

A sample record of teaching effectiveness (area-wise) for the year 21-22 is appended below:



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

Evaluation of students’ performance at XIME is a continuous and multifaceted process. The continuous assessment has 60% weight in determining the grades for a course.

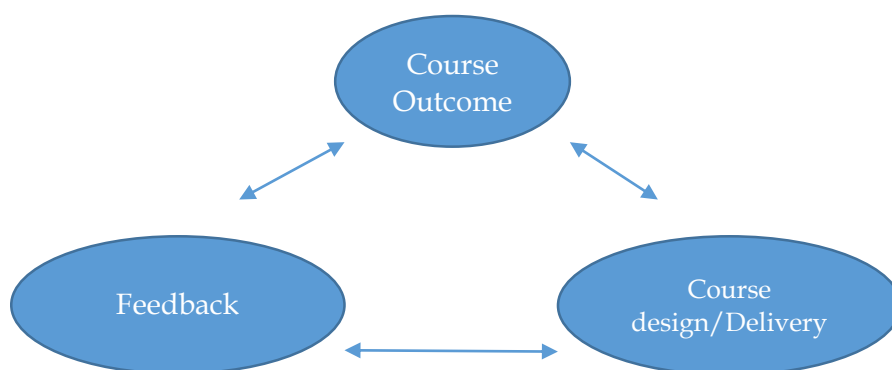
The exhaustive list of Assessment Tools used is given below. The faculty use a combination of the assessment tools based on the specific requirements of a course, such as are announced at the beginning.

1. Quiz

-
2. Class Test
 3. Case Discussion
 4. Class / Take Home Assignments
 5. Projects – Course Level Project and Summer Project
 6. Student Seminars
 7. Role Play / Simulation
 8. Presentation
 9. Public speaking
 10. Viva Voce
 11. Mid-Term Exam
 12. Final Exam

Process to ensure the quality of continuous assessment and adherence to COs

- Courses are designed based on three parameters, namely,
- Course design/Delivery, Course Outcome and Feedback control, all of which are intended to improve content and delivery.



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- Question paper setting and evaluation: XIME sets great store by faculty autonomy. Faculty members set the question papers in the prescribed format. The Area Heads vet the question papers before submitting them to the Dean's Office for evaluation based on the prescribed requirements for the course.
 - Each question is mapped to the respective CO and the level of Bloom's Taxonomy/ KDB Framework.
 - Assessment components like assignments, case studies, class tests etc., are prepared to help the faculty adhere to the Course Outcomes determined for each course
 - Quizzes / Class Tests are conducted with or without prior announcement. These tests are normally MCQs or True - False or Fill-In the blank kind and identified with the corresponding course outcomes. As such the evaluation is direct and simple.
 - Question papers for the mid-term and the end-term examinations are set collectively by the area faculty along with the Area Head to ensure conformity with course outcomes, inclusion of case studies and overall effectiveness of the examination process. The finalized question papers are then forwarded by the area coordinator to the examinations unit.
 - The procedure for conducting the examinations is clearly defined and notified. It is strictly adhered to. The timeline prescribed for evaluation of the answer scripts is also complied with by the faculty. A relative grading is followed.
 - The Area Head or the IQAC may on a random basis verify the implementation of the process and if found necessary may also scrutinize the appropriation of the evaluation of the answer sheets and the award of the grades.
 - The faculty members are made aware of the need to set the question papers with reference to the relevant course outcomes. Before commencement of Mid-term or End-term examinations faculty meetings are convened. The norms to

be followed in setting the question papers and the importance of relating them to the course outcomes are explained to all faculty members. The rubrics for the measurement of CO are revisited. The faculty members are required to assess the course outcome attainment level by students and to take necessary measures to loop the gaps, if any.

- Class assignments are an important tool for student evaluation. The Institute seeks to maintain utmost academic rigor in its PGDM programme. Having regard to this it continuously exhorts the faculty to ensure that assignments demand the best from the students. Typically, the assignments are sourced variously from companies, reported financial statements, policy pronouncements by Government, or case studies. These may necessitate collection of additional data or analysis of given data or application of tools and techniques learnt during the programme. These assignments are also aligned with the course outcomes.

4.2.3. Quality of Students Reports (15)

As an academic requirement students have to undertake two project reports namely;

1. Summer Internship Project (SIP) Report and
2. Report on Socially Useful & Productive Activity (SUPA) or International Student Exchange Programme (ISEP).

SIP carries 5 credits and SUPA carries 2 credits each. Detailed guidelines are available for both SIP and SUPA and these are followed.

Process

Project Allocation and Monitoring

- For SIP/SUPA a faculty coordinator is nominated and a student committee is formed to identify companies/organizations where the students can do the summer internship programme.

-
- These organizations propose the departments or areas where the projects can be undertaken along with the number of students that they will permit
 - Accordingly, the faculty coordinator deals with applications from the interested and eligible students keeping their functional specialization in mind. The organizations make the final selection.
 - Mentors are assigned to every student during the SIP process. The mentor reviews the status of the project throughout the course.
 - The duration of the project ranges from 8 to 10 weeks and most organizations offer stipends as per their policy. The organizations also nominate mentors from their side and the students report to them.
 - Before reporting to the organizations the students are given complete orientation about the process of carrying out the project. It includes a review of literature, identifying research gaps, setting up of objectives, collection of data, analyzing and drawing up conclusions and offering suggestions to the organizations.
 - Throughout this process the students obtain guidance from the mentors as well as from the faculty guides at specified intervals and, more often, if required.
 - The students submit their reports upon completion of the project. These are initially evaluated by the organizations' mentors. The faculty guides also evaluate the reports for their part.
 - Thereafter the students make a presentation before a Viva Voce panel which also includes an external expert. In many cases alumni are also part of the evaluating team. Thus the reports undergo multi-level evaluation. So much so that the output measure up to good quality and value for further follow-up.
 - It also enables students under the guidance of faculty to make research papers/case studies.
 - TURNITIN tool is used for plagiarism check of all reports, and our student

reports are checked for less than 10% plagiarism check

- Another salient feature of SIP is pre-placement offers the students can secure from the organizations based on their performance during the internship.
- The SUPA internship is intended to sensitize the students to societal needs by engaging them with NGOs or small industries for a period of 2 weeks. The process described for SIP is followed for SUPA as well. Nominating a faculty coordinator, identifying the NGOs/SMEs and the projects, preparing the students before the internship, faculty guide allocation, monitoring the progress of the internship, report submission, and evaluation thereof are all followed. Typically, more field work is envisaged. Grading (2 credits) is done after completion of the evaluation process.
- SUPA and SIP manuals are used as guidelines for submitting the reports, and all students are appraised on the manuals.
- The three international partner institutions for student exchanges are - Audencia Business School, France, Nagoya University of Commerce and Business (NUCB), Japan, and Guangdong University of Foreign Studies (GDUFS), China. The duration of the program varies up to 3 weeks.
- The students attend classes, give presentations, do assignments, and are evaluated accordingly. They do business and field visits. After returning to the Institute they submit a report. It covers the learning objectives, cultural immersion, and pedagogy of the host universities. The students make a presentation before the Viva Voce panel. An evaluation of the report is made similar to that of SUPA. It carries 2 credits.

Reports

After the evaluation the SIP reports are made available for future use. Project report is to be as per the following format and size. The sequence given below is to be strictly followed:

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- Cover Page & Title Page
 - Certificate from the Guide
 - Declaration
 - Plagiarism Report / Certificate
 - Acknowledgements
 - Abstract
 - Table of Contents
 - List of Tables
 - List of Figures
 - Chapters
 - Introduction
 - Theoretical Background Review of Literature (as relevant)
 - Methodology & Study Design
 - Profile of the selected Organization
 - Results, Analyses & Discussions
 - Summary of Findings, Conclusions,
 - Recommendations & Learnings
 - References
 - Appendices

Evaluation

While the student is evaluated on a continuous basis, the final presentation is evaluated according to the following parameters:

- Understanding of organizational profile
- Process mapping
- Problem Analysis
- Designing the solutions
- Learning effectiveness
- Impact of the work

Table 4.8 Rubrics for the evaluation of the project work/Internship valuation along with PO validation

Performance Indicators	Accurate	Adequate	Moderate	Non-Demonstration or Poor	Marks	Program Outcome Mapping with performance indicators
Apply knowledge of learnt in first year to real life situations (5)	Demonstration of relevant management concepts, theories, literature review, secondary data and other firm related database systematically with justification of scope of study accurately. (5)	Demonstration of relevant management concepts, theories, literature review, secondary data and other firm related database systematically with justification of scope of study adequately. (4)	Demonstration of relevant management concepts, theories, literature review, secondary data and other firm related database systematically with justification of scope of study moderately. (3-2)	Non-Demonstration of relevant management concepts, theories, literature review, secondary data and other firm related database systematically without justification of scope of study (1)	5	PO1
Problem Analysis (5)	Problem statement justified with clear, concise, relevant questions of the study, demonstrate the description of the issue(s),	Problem statement justified with clear, concise, relevant questions of the study, demonstrate the description of the issue(s),	Problem statement justified with clear, concise, relevant questions of the study, demonstrate the description of the issue(s),	Problem statement not justified clear, concise, relevant questions of the study, and not demonstrate the description of the issue(s),	5	PO2

	and method used to solve the problem accurately (5).	and method used to solve the problem adequately (4).	and method used to solve the problem moderately (3-2).	and method used to solve the problem (1).		
Design /Develop Solutions (5)	Demonstration Type of study design with justification, sources of primary & secondary data, Sampling, Preparation of a proforma or a Questionnaire for Collection of Data accurately (5).	Demonstration Type of study design with justification, sources of primary & secondary data, Sampling, Preparation of a proforma or a Questionnaire for Collection of Data adequately (4).	Demonstration Type of study design with justification, sources of primary & secondary data, Sampling, Preparation of a proforma or a Questionnaire for Collection of Data moderately (2,3).	Non-Demonstration Type of study design with justification, sources of primary & secondary data, Sampling, Preparation of a proforma or a Questionnaire for Collection of Data (1).	5	PO2, PO3

Table 4.8 Rubrics for the evaluation of the project work/Internship valuation along with PO validation (continued)

Performance Indicators	Accurate	Adequate	Moderate	Non-Demonstration or Poor	Marks	Program Outcome Mapping with performance indicators
Conduct Investigations (5)	Use of various charts /diagrams /Statistical tools/models for analysis of data collected through Primary/Secondary sources of Information and interpret the results accurately (5).	Use of various charts /diagrams /Statistical tools/models for analysis of data collected through Primary/Secondary sources of Information and interpret the results adequately (4).	Use of various charts /diagrams /Statistical tools/models for analysis of data collected through Primary/Secondary sources of Information and interpret the results moderately (2, 3).	Non- use of charts /diagrams /Statistical tools/models for analysis of data collected through Primary/Secondary sources of Information and interpret the results (1).	5	PO4

Possible impact (5)	Demonstration of the findings and results of the study, along with suggestions/recommendations and practical implications Accurately (5).	Demonstration of the findings and results of the study, along with suggestions/recommendations and practical implication Adequately (4).	Demonstration of the findings and results of the study, along with suggestions/recommendations and practical implication Moderately (2, 3).	Non-demonstration of the findings and results of the study, along with suggestions/recommendations and practical implication (1).	5	PO2, PO3, and PO5
				Total Marks	25	