ACADEMIC POLICY FOR THE YEAR 2023-24

The academic policy of Kirloskar Institute of Management deals with the academic process and delivery

Objectives of Academics

In order to fulfil its stated Vision & Mission, the department is committed to

a) Academic & professional excellence:

The Department emphasizes academic and professional excellence through diverse activities, empowering students to stay updated with industrial advancements. It equips them for leadership positions in business organizations at local, national, and international levels, ensuring their market readiness and success in dynamic industry environments.

b) Continued learning:

We prioritize the importance of lifelong learning and emphasize the development of capabilities in our graduates to assume productive roles. Our aim is to instil a mindset of continuous learning during their stay at the institute.

c) Dedication:

The department is dedicated to the holistic development of students by providing them with quality education, exposure to knowledge, and opportunities in sports, co-curricular, and extracurricular activities. Students' active involvement in clubs and committees demonstrates their refined skills in problem-solving, socializing, teamwork, and professionalism.

d) Holistic development:

The Department ensures that learners are exposed to the latest trends in relevant fields of knowledge, fostering their competence and creativity to effectively tackle global challenges.

e) Innovative pedagogy:

The aim is to foster ongoing innovation in teaching, learning, and research activities, while actively promoting the adoption and dissemination of knowledge outputs to contribute to human development.

f) Value-based development:

The objective is to provide students with quality and relevant education, creating awareness and sensitizing them to their evolving roles in society through engaging activities and role-playing exercises.

2. Academic Advisory Council:

The Academic Advisory Council is responsible for implementing best practices and maintaining the institute's standards. Its key responsibilities include establishing clear admission requirements, ensuring academic discipline, facilitating program functioning, making decisions on referred cases, implementing suggestions for improvement, and framing academic rules.

3. Board of Studies

The Board of Studies plays a crucial role in academia by overseeing syllabi review and updates. Comprising diverse stakeholders, including the Area Chair, industry representatives, academic members, and alumni, they collaborate to ensure curriculum relevance. Thorough evaluations, feedback analysis, and industry trend consideration drive enhancements. The Board's commitment to regular review equips students with the knowledge, skills, and competencies needed in a rapidly changing world. By engaging experts from academia, industry, and alumni, the curriculum remains responsive and prepares students for real-world challenges. The collective efforts of the Board of Studies guarantee a high-quality education that empowers students to thrive in their chosen fields.

4. Faculty

a) Pedagogy

Innovative pedagogy is a key aspect of management education, and institutions like KIM embrace various methods to enhance the learning experience.

- **Case study** analysis enables students to apply theoretical concepts to real-world scenarios, fostering critical thinking and problem-solving skills.
- **Business simulations** simulate real business situations, allowing students to make strategic decisions and understand their consequences.
- **Role plays** provide experiential learning by immersing students in simulated business roles.
- **Group discussions** encourage collaborative learning and diverse perspectives.
- **Movie analysis** helps students analyse management themes and draw insights.
- **Management games** offer interactive learning experiences.
- **Live projects** and capstone projects allow students to tackle real business challenges, applying their knowledge and skills.

These pedagogical approaches empower students with practical skills and prepare them for the dynamic business world.

b) Project and Other Assignments in Courses

All project reports and submissions of course related assignments, etc. should be submitted to the program Office/ faculty concerned as per the dates announced. Late submissions may invite penalty in the grade awarded, as decided by the faculty concerned. After finalization of marks any such late assignment(s) will not be considered.

c) Live Projects

In addition to the commitment to academic excellence, the Institute encourages the students to take up live projects available with companies. These projects can be obtained by personal contact of the students, individual faculty, or through institutional contacts. If the live project is obtained by the Institute, then allotment of the live project to the students will be based on merit.

d) Participating in Paper Presentation/ Conference/Management Fest

Students are encouraged to present papers in conferences at the national and international level. They are also encouraged to participate in management fests of reputed B-schools.

Students who intend to attend conference/management fest have to follow the below mentioned procedure :

1. Present the paper/task to the concerned Area Chair/ faculty body for initial approval.

2. The Area Chair, based on the quality of the work, will recommend the same to the Dean Academics for approval.

3. The Dean Academics/Director will take a call based on the recommendation.

4. Attendance will be provided to a student who is allowed to attend Conference/Management Fest.

5. A limited number of research assistant-ships from time to time may be available for all students of Full Time PGDM Program

6. There will be a notice from concerned faculty inviting applications from students to assist them in doing a research project for a stipulated period of time.

7. Students will be selected by the faculty under whom they wish to work.

8. Students will be sponsored to attend academic competitive events in premier institutes (based on CGPA till last term).

9. In case a student/group of students wish to participate in academic or in industry sponsored competition on their own with prior approval of the Director, they may be given a waiver of loss of attendance. Director's approval will be based on academic merit of the students concerned

e) Value added workshops/ activities

a. Soft skill training is of paramount importance for management students as it equips them with essential non-technical skills that are crucial for their professional success. These skills encompass effective communication, teamwork, leadership, problem-solving, and adaptability, among others. Such training enhances their ability to navigate complex business environments, build relationships, and effectively manage teams. Additionally, it cultivates their emotional intelligence, cultural sensitivity, and critical thinking, making them well-rounded professionals. Types of soft skill training for management students include communication workshops, leadership development programs, conflict resolution training, presentation skills coaching, and interpersonal skills development sessions.
b. Outbound Training (OBT) extensively used by the corporate and academic world in India and overseas. The Outbound Training (OBT) enables learning and experiencing challenges in unfamiliar terrain. Creative activities, nature trails, interactive exercises are woven together to enhance team building, inculcate leadership and delegation abilities as well as learn about the latent facets of one's own personality. The OBT program works on the principles of experiential learning, and challenges one to take risks and operate out of one's comfort zone, thereby providing enough data for self as well as group development and leadership. These sessions will be conducted by the student committees under the guidance of the faculty members.

c. Mentor-Mentee- StEP (Student Enrichment Program): The students are facilitated with a mentor throughout their PGDM program wherein they are prepared for personal interviews, group discussions, improving self-confidence, grooming for interview, general knowledge and any other guidance required for their course. Weekly one session will be conducted.

d. Current News and Business Analysis (CNBA): KIM Harihar, has provided a student subscription of the Business Standard, wherein the daily distribution is done to every individual student in campus. Here the faculty will conduct sessions of the News and Business area-wise.

   Weekly two sessions will be conducted. This is to enhance the student's general knowledge and information in current affairs.

Integrated Learning Environment (ILE)

i. KIM goes beyond the regular PGDM Program curriculum by incorporating student personality enhancement activities to develop their attitude and managerial skills through workshops and seminars. The institute's unique initiative, the Student Enhancement Plan (StEP), facilitates overall personality development under the mentorship of senior faculty members. Currently being transformed into an Integrated Learning Environment (ILE), the program assesses and rates students' competencies, enhancing their cognitive and personality traits essential for success.

By considering individual interests, strengths, skills, and qualifications, the ILE identifies professional and educational development opportunities, empowering students to actively pursue self-improvement. As a dynamic document, the ILE continuously aligns with short and long-term objectives, providing students with measurable guidelines to track their progress towards personal goals.

ii. To determine competencies required for career growth, KIM analyzes job descriptions of past alumni. The ILE then focuses on developing these competencies in students' chosen areas of interest, aiding in mapping the specific skills needed for their desired career paths. This comprehensive approach ensures that KIM students are well-equipped to excel in their professional journeys.

iii. KIM offers comprehensive training in business communication, emotional intelligence, interpersonal skills, public relations, negotiation, stress management, corporate etiquette, and leadership to foster effective team building and business excellence.

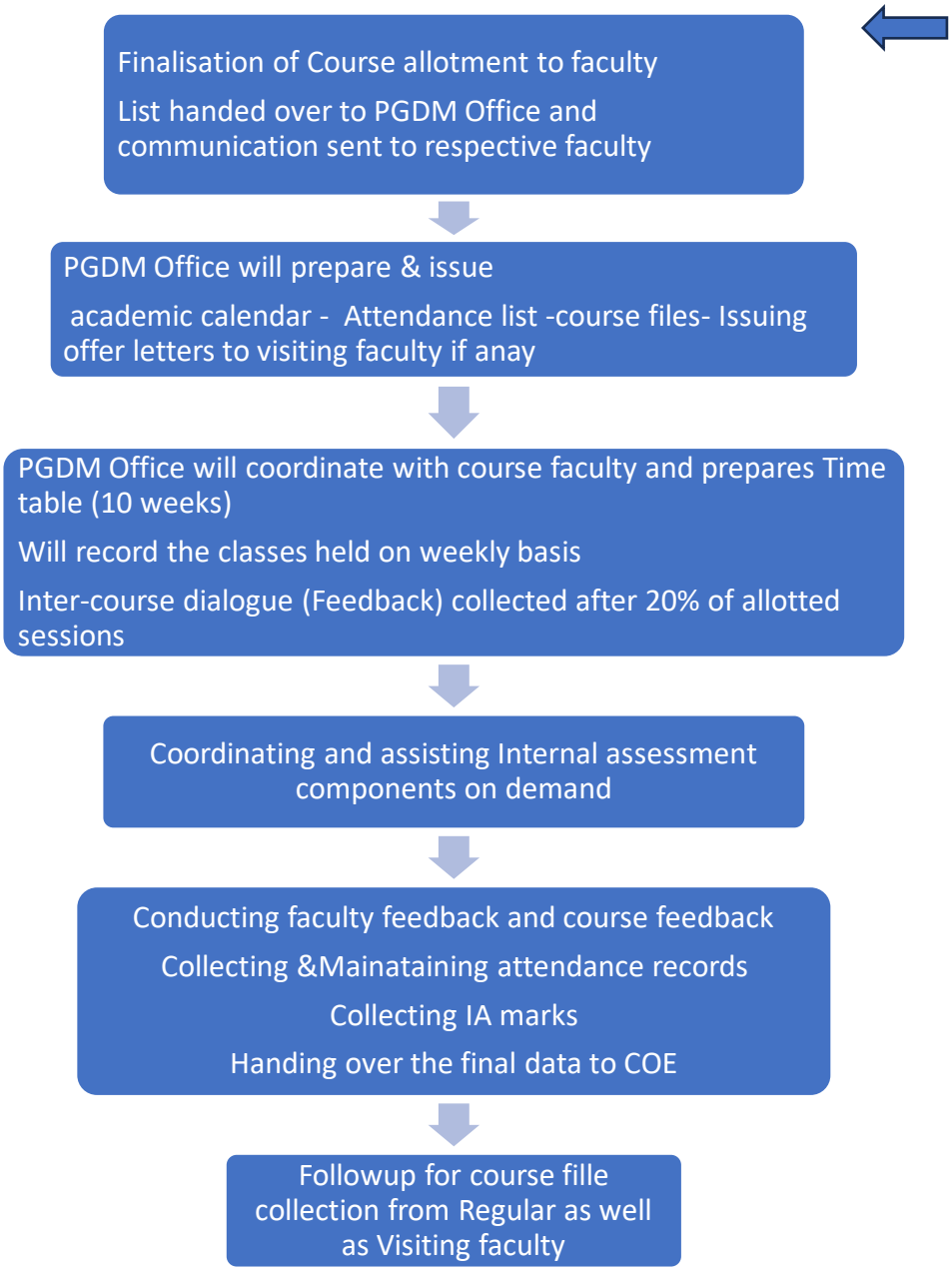
Academic process supervision

Academic process is under the supervision of Dean Academics assisted by PGDM 1office (for first year covering 1st, 2nd and 3rd trimester) and PGDM 2 office (for second year covering 4th, 5th and 6th trimester).

The academic process

Office bearers of PGDM 1 and 2 will ensure that each term will conclude as per academic calendar.

Inputs and requirements provided by Area Chairs


Finalisation of Course allotment to faculty
List handed over to PGDM Office and communication sent to respective faculty
PGDM Office will prepare & issue
academic calendar - Attendance list -course files- Issuing offer letters to visiting faculty if anay
PGDM Office will coordinate with course faculty and prepares Time table (10 weeks)
Will record the classes held on weekly basis
Inter-course dialogue (Feedback) collected after 20% of allotted sessions
Coordinating and assisting Internal assessment components on demand
Conducting faculty feedback and course feedback
Collecting &Mainataining attendance records
Collecting IA marks
Handing over the final data to COE
Followup for course fille collection from Regular as well as Visiting faculty

PGDM Office will maintain academic
file consisting of –Academic calendar, Course allocation list, time tables, academic report – one file for 3 terms.

Course files checklist

Course file consists of the following documents

CHECK LIST OF DOCUMENTS

1	Vision, Mission & Program Outcomes	
2	Curriculum with CO-PO Mapping	
3	Session Plan	
4	Time Schedule	
5	Attendance	
6	Materials Shared in the class (T-L Resources)	
7	Internal Assessment (IA) Modes with CO Mapping	
8	Sample IA Documents	
9	Rubrics developed to evaluate	
10	Term End question paper with CO mapping	
11	CO-wise Students' MARKS LIST	
12	CO Attainment Summary	
13	Faculty Feedback	
14	Course Feedback	
15	Remedial Session Details (If Any)	
16	Evaluation Scheme	

Course delivery

- Respective course faculty will deliver the course guided by session plan.
- Faculty shares course objectives, course outcomes, assessment details and session plan to the students in the first session
- Total hours of engagement is determined by the total credits allotted to a course. Typically 1 credit = 10 hours of engagement.
- Faculty will have to engage sessions as per session plan and complete the course as per session plan.
- In case if there is any deviation from the session plan and the facilitator requires additional classes, the matter is reported to the Dean Academics and he can instruct PGDM office to allot additional classes either to support slow learning pace of students and brush up the concepts.
- The faculty will have to maintain regular attendance and report
- Faculty should complete his assessment as per the session plan. Ideally, he/she should complete 1st assessment during 8th-10th class. The 2nd assessment can be between 17th - 19th class. The final component before 30th session.
  Typically a 2 credit course requires minimum 2 assessments and a 3 credit course requires minimum 3 assessments

- The IA components should be aligned to Course outcomes and conducted for a total of 50 marks
- In case of courses having only continuous assessment (no final exam) the IA should be carried out for 100 marks
- Before Term End Exam (TEE) IA marks should be submitted to PGDM office in the CO mapping sheet provided by the PGDM office
- Need to submit 2 sets of question papers, to Controller of Examination (CoE) along with Solution scheme in the prescribed format

Identification of slow learners and remedial measures

The slow learners can be identified at three stages

Stage		Remedial measures
1	During the course delivery- identifying early strugglers	Counselling and providing specific support and inputs
2	Once substantial assessment is done and few are not able to perform well in different assessments	Providing additional tutoring hours- peer group learning -Additional materials
3	Post TEE failure	These students are assisted with specific exam related measures. Solving IA papers, TEE papers, previous papers. Question banks and Additional assignments are also considered

Encouragement to merit students

Process of identification of merit students

Identification course toppers

Overall proficiency awards - Every year overall proficiency awards are announced during the foundation day celebration.

Challenging tasks assigned

Firstly, quick learners are identified especially during the first year courses (quant papers). They are encouraged to engage in mentoring slow learners in the class.

The quick and active learners are identified and encouraged to participate in competitions, presentations and conferences.

Feedback mechanism

The PGDM Office is responsible for collecting feedback from the students. The faculty feedback is collected at 2 stages. Initially after completion of 6 classes, a feedback is collected whether the students are learning through the course. This feedback is called as Inter-Course Dialogue (ICD).

At the end of the course, faculty feedback is collected and included in course file once the faculty completes all the academic responsibilities and submits the file.

Dean Academics will appraise the faculty regarding corrective actions if the feedback falls below ……

The faculty will be replaced if the students have expressed serious concerns in ICD. If overall feedback is below the acceptable level, the faculty is given one more chance to improve, then the faculty is replaced from the course.

The PGDM office is also responsible for collecting course feedback.

Annexures

1. Academic Calendar format
2. Course allocation format
3. Academic report format
4. Visiting Faculty attendance formats
5. Faculty feedback format
6. ICD format
7. Course feedback format

Annexure AC1: Academic Calendar

Kirloskar Institute of Management **Yanthrapura, Harihar. 577601** **Academic Calendar**	
Academic year	**June 2023-2024**
Batch	**2023-2025**
Term	**1, 2, 3**
Opening Day	**20th June 2023**
Induction program	**20th June 2023 to ……**
Beginning of course sessions	
Ganesh Chaturthi celebration	

Annexure AC2: Course allocation format

Date:

To

The PGDM Coordinator

KIM Harihar

SUB: Course wise faculty allocation for trimester …….. of Batch ……..

Find the following course allotment to the respective faculty for term …… of batch ……. The allotment has been done based on the discussions and inputs received from the respective Area chairs.

Sl.No	Course Code	Title of the Course	Faculty name

The contact details of Visiting faculty can be obtained from the faculty file.

For your records and needful action

Dean Academics

KIM,Harihar

Annexure AC 3: Academic summary report format

Kirloskar Institute of Management
Yanthrapura, Harihar. 577601

Academic Activity -summary Report

Batch						
Term						
Week	**Date from**	**to**	**no of sessions held**	**instructional days**	**NIDs**	student Activity held
1				3	Nil	
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Signatures

PGDM Coordinator

Dean Academics

Annexure AC 4: Visiting faculty diary

Kirloskar Institute of Management **Yanthrapura, Harihar. 577601**				
Faculty name				
course name				
Trimester and batch				
Visit no	**class date**	**no of sessions**	**contents covered**	**signature**
1		2		
1		4		
		6		
		8		
		10		
		12		
		14		
		16		

		18		
		20		
		22		
		24		
		26		
		28		
		30		

Annexure AC5 : Faculty Feedback Form

KIRLOSKAR INSTITUTE OF MANAGEMENT, HARIHARA.

FEEDBACK SHEET

Date:
Course Title:
Faculty Name:
Term:

Dear Students, we request you to provide us with open feedback to make the teaching process more effective. We shall really appreciate your time in filling up this form. The rating scale is:
5- Outstanding, 4- Exceed Expectations,
***3- Meet Expectations,* 2- Needs Improvement,**
1- Poor
(Please write your remarks in case the rating is 3 or below)

	DIMENSION	*RATING*	*REMARKS*
	FACULTY		
1	The faculty had a full scale plan of teaching at the beginning of the course and an online was provided of way forward for the semester.		
2	The faculty conducted sessions on time with not many cancellation or delays.		
3	The faculty displayed a good hold on the subject being covered and expertise in the field is noticeable.		
4	The faculty demonstrated command in teaching skills and makes sure that a topic is well understood by all.		
5	The faculty used multiple & relevant methods of teaching to ensure better comprehension of topics covered.		
6	The faculty was able to handle questions in a judicious manner and has been able to drive rich discussions in the class.		
7	The faculty was consistently linking theory with practical nuances of the corporate / business world.		
8	The faculty conducted relevant evaluations in an efficient manner to help reinforce conceptual understanding		
9	The faculty was approachable and has assisted as appropriate.		
10	The faculty ensured that the course adds value.		

Additional feedback, if any

Annexure AC6: Initial Course Dialogue **form**

Kirloskar Institute of Management

Initial Course Dialogue-Class Feedback by Students [At the end of initial 6 Hrs of teaching a Course]

Course:
……..

Name of the Course Facilitator:…….

Date:

Batch: Term:

Sl.	**Dialogue**	**Your feedback (Tick ü in the space provided)**				
		High	Moderate	Low	Can Follow in next few classes	Can't follow
1	**Are you able to follow the classes with clarity?**					
2	The supporting documents relevant to the course are shared appropriately	Yes	No	NA	(Tick ü wherever applicable)	
3	The activities relevant to the course are being conducted	Yes	No	NA		
4	Do you need any change in the teaching approach?	Yes	No	……		
5	*If you need change in teaching approach, has it been shared with the respective Faculty Member?*	*Yes*	*No*	……		

Remarks (If any):

(Signature)

Annexure I-AC7: Course exit feedback form

Kirloskar Institute of Management
Yantrapur, HARIHAR
Course Exit Form - Program: Post Graduate Diploma in Management

Course Name: **Term**
Student's Name: **Batch:**

Outcomes	**Choice of agreement**				
(Please mark ü against your response in the space provided)	80-100%	60-80%	40-60%	20-40%	0 -20%
After completion of this course, I find the following course outcomes meeting my expectations					
CO1:					
CO2:					
CO3:					
CO4:					
CO5:					
Give your feedback on this course w.r.t the following aspects	**Choice of agreement**				
(Please mark ü against your response in the space provided)	80-100%	60-80%	40-60%	20-40%	0 -20%
1. The course is most suited for the curriculum					
2. The course is most suitable in the existing term					
3. The depth of the course is adequate					
4. The tools and techniques used to deliver the course were adequate					
5. The course has repeated content of other terms/courses (if yes, mention it in the next paragraph)					
6. The course needs addition of new concepts (if yes, mention it in the next paragraph)					
Your remarks on item 5 above					
Your remarks on item 6 above					
Date: Place					