Estd. 1990

IMS GHAZIABAD

(UNIVERSITY COURSES CAMPUS)

Status of 12(B) by UGC

IQAC Manual

Our Vision

TO IMPART VIBRANT, INNOVATIVE AND GLOBAL EDUCATION TO MAKE IMS THE WORLD LEADER IN TERMS OF EXCELLENCE IN EDUCATION & RESEARCH.

Our mission

TO DEVELOP THE INSTITUTION INTO A WORLD CLASS CENTRE FOR MANAGEMENT, IT, BIOSCIENCES, JOURNALISM & INTERNATIONAL BUSINESS WHICH INSPIRES IT'S STUDENTS TO REALISE THEIR FULL POTENTIAL AND CONTRIBUTE TO THE DEVELOPMENT OF THE SOCIETY.

OBJECTIVES

- The prime task of the IQAC is to develop a system for conscious & consistent and boost the improvement in the overall performance of the Institution.
- For setting up quality standard with consistent academic work.
- The purpose of creating parameters to reach academic learning goals.
- Generating of a student centric teaching-learning environment.

GOAL

To promotes measures for institutional functioning towards quality enhancement through internalization of quality culture and institutional best practices

QUALITY POLICY

"To transmit the efforts and measures to provide excellence in academics with continuous Improvement of staff, student and stakeholders for a better society"

Table of Contents

Sl. No.	Particulars	Page no.
1	Introduction	4-9
2	Role of IQAC	10-15
3	Quality Assurance Mechanism	16-17
4	Key Initiatives of IQAC	18-19
5	Strategic Goals and Quality Indicators	20-21
6	Academic Audit	22
7	Guidelines for the Quality Enhancement	23-24
8	Organogram	25
9	Sample Formats	26-35

1. INTRODUCTION

1.1 About IQAC:

The evolving landscape of higher education, driven by national educational reforms and globalization, demands institutions to actively establish and maintain quality benchmarks across all key performance areas. IMS Ghaziabad (University Courses Campus), one of India's oldest and most reputed business institutes, has been at the forefront of delivering academic excellence. Established with a vision to impart quality education and foster holistic development, the institute offers a diverse range of undergraduate and postgraduate programs affiliated with CCS University, Meerut, including MIB, M.Sc. Biotechnology, BBA, BCA, BAJMC, B.Sc. (Hons.) Biotechnology, and B.Sc. (Hons.) Microbiology.

The institution takes pride in consistently producing university toppers, reflecting the dedication of its erudite faculty. To further strengthen its academic rigor and ensure continuous quality enhancement, established the Internal Quality Assurance Cell (IQAC) on 1st October 2016. The IQAC serves as the strategic hub for implementing quality initiatives that benefit both faculty and students. Regular sessions for competitive and entrance exam preparations further reinforce the Institution's commitment to student success.

Ranked 2nd in Northern India/Delhi NCR by the Times B-School 2022 survey and recognized as the Best Private Business School by ASSOCHAM & CEGR, upholds a legacy of academic distinction. Accredited with an 'A' grade by NAAC, ISO (9001:2015) certified, ISO (50001:2018) and recognized by the UGC, the institute remains steadfast in its pursuit of excellence.

As John Ruskin rightly said, "Quality is never an accident; it is always the result of intelligent effort." At the Institute, this philosophy is deeply embedded in our ethos, ensuring that our students emerge as invaluable assets to the community and the nation at large.

1.2 Global Perspective on Quality Assurance at IMS Ghaziabad (University Courses Campus)

Quality assurance in higher education has become a global priority, with increasing demand for structured QA mechanisms at national, regional, and international levels. The rapid expansion of higher education institutions and the growing involvement of external stakeholders have led to significant transformations in governance structures worldwide. Recognizing the importance of quality enhancement, higher education institutions across the globe have implemented internal QA systems with formalized institutional approaches and documentation.

At the Institute, a premier institute affiliated with C.C.S. University, Meerut (NAAC A++ Accredited University), quality assurance is deeply embedded in its academic and administrative framework. The institute aligns with global best practices by continuously refining its educational processes, ensuring compliance with national accreditation standards, and fostering a culture of academic excellence. The establishment of the Internal Quality Assurance Cell (IQAC) on 1st

October 2016 reflects the commitment to maintaining and enhancing quality in all aspects of education.

As a NAAC 'A' grade accredited, ISO (9001:2015) certified, ISO (50001:2018) certified and UGC-recognized institution, the Institute adheres to stringent quality benchmarks. The institute actively engages in regular curriculum enhancements, faculty development programs, and structured assessments to meet global education standards. Furthermore, its consistent ranking as the 2nd best business school in Northern India/Delhi NCR (Times B-School 2022 survey) and recognition by ASSOCHAM & CEGR reinforce its dedication to academic excellence and industry relevance.

In an era where quality assurance plays a crucial role in higher education, the Institute remains steadfast in its mission to deliver globally competitive education, ensuring that students are well-equipped to contribute meaningfully to society and the global workforce.

1.3 Core Values at IMS Ghaziabad (University Courses Campus)

The Institution's core values define our commitment to academic excellence, ethical leadership, and holistic student development. These values guide our mission to foster an inclusive, innovative, and student-centric learning environment.

i. Integrity

Integrity is the foundation of our academic and administrative practices. upholds a culture of transparency, fairness, and ethical conduct, ensuring that all decisions are made with professionalism and accountability. We emphasize shared decision-making, building trust through open communication and mutual respect. Our unwavering dedication to honesty and objectivity fosters a culture of ethical excellence among faculty, students, staff, and stakeholders at every level.

ii. Thoughtfulness

Collaboration and empathy are at the heart of work culture. We recognize and appreciate the contributions of our teaching and non-teaching staff, acknowledging their role in shaping the institution's success. values student-faculty engagement, fostering meaningful interactions with parents, alumni, and industry experts. Through mentorship programs, regular feedback mechanisms, and student-driven initiatives, we create an environment of inclusivity and mutual growth.

iii. Diversity

Institution embraces cultural diversity and promotes a harmonious and inclusive academic environment. We welcome individuals from diverse backgrounds, cultures, and regions, ensuring equal opportunities for students, faculty, and staff. Through various cultural events, student clubs,

and international collaborations, Institute nurtures an atmosphere of respect, acceptance, and global outlook, preparing students for success in a dynamic world.

iv. Excellence

Excellence is at the core of our teaching, research, and professional development initiatives. Our faculty members are committed to innovation, continuous learning, and academic rigor, ensuring students receive top-tier education. The Internal Quality Assurance Cell (IQAC) plays a crucial role in enhancing curriculum standards, promoting faculty development programs, and fostering a research-driven culture. The institute encourages students and faculty to strive for their best, pushing beyond ordinary standards to achieve extraordinary success.

v. Quality

At The Institute, quality education is our priority. We maintain high standards in teaching, learning, and student support services, ensuring a well-rounded academic experience. With a strong emphasis on an industry-oriented curriculum, experiential learning, and state-of-the-art infrastructure, the institute empowers students with the skills necessary for career growth, personal enrichment, and leadership roles. Our continuous curriculum enhancement, skill development programs, and cutting-edge facilities empower students to adapt to the evolving demands of the professional world.

By upholding these core values, we remain a distinguished institution committed to shaping competent, ethical, and socially responsible leaders of tomorrow.

1.4 Quality in Education at IMS Ghaziabad (University Courses Campus)

The Institution believe that quality education is the foundation for individual success, societal progress, and national development. Our graduates are equipped with industry-relevant knowledge, critical skills, and a professional mindset that contribute to economic growth and innovation. We define quality education as “fitness for purpose”, ensuring that students not only meet academic standards but also excel in real-world applications.

The Institute ensures quality education through the following key pillars:

1. **Quality of Learners**

The Institute fosters a learning-centric environment that encourages students to maximize their potential. We emphasize holistic development, inspiring learners to explore their intellectual, creative, and professional capabilities through rigorous academic training, research opportunities, and industry exposure.

2. **Supportive Learning Environment**

The Institution provides a safe, inclusive, and resource-rich campus with state-of-the-art infrastructure, well-equipped laboratories, a modern digital library, and technologically advanced

classrooms. Our gender-sensitive policies, mentorship programs, student support initiatives, and career counseling sessions ensure that every student thrives in a nurturing academic environment.

3. **Relevant and Industry-Oriented Curriculum**

Our programs are aligned with national and global educational standards, ensuring that students acquire not just theoretical knowledge but also practical skills, professional ethics, and leadership qualities. With industry collaborations, guest lectures, live projects, and corporate training sessions, the Institute prepares students for dynamic career opportunities and higher education.

4. **Student-Centered Learning and Meaningful Assessments**

The Institute adopts innovative and experiential teaching methodologies such as case studies, simulations, research-based learning, and real-world projects. The Internal Quality Assurance Cell (IQAC) continuously evaluates teaching strategies, assessment methods, and student feedback to enhance learning outcomes and reduce disparities.

5. **Measurable Outcomes and Societal Contribution**

The Institute ensures that graduates possess the knowledge, technical skills, and ethical values required to excel in their careers and contribute to national development. With a track record of producing university toppers, securing top placements, and excelling in competitive exams, students become leaders, entrepreneurs, and change-makers in their respective fields.

Through its NAAC 'A' accreditation, ISO (9001:2015) certification, and recognition by UGC, The Institute remains committed to delivering excellence in education, ensuring that students graduate as competent professionals and responsible citizens.

1.5 Quality Assurance System at IMS Ghaziabad (University Courses Campus)

At the Institute, quality education is the result of a well-structured system that ensures academic excellence, industry relevance, and continuous improvement. Our quality assurance framework is designed to meet the expectations of all stakeholders, including students, faculty, industry partners, and regulatory bodies.

Institution quality assurance system encompasses:

Robust Institutional Infrastructure: Modern classrooms, state-of-the-art laboratories, a digital library, and advanced teaching-learning resources to facilitate excellence.

- ✓ Academic Excellence Framework: Structured curriculum aligned with national and global education standards, ensuring students acquire the necessary knowledge, skills, and professional values.
- ✓ Stakeholder-Driven Approach: Incorporating inputs from students, faculty, alumni, industry experts, and accreditation agencies to ensure that graduates meet evolving industry and societal needs.
- ✓ Continuous Monitoring & Improvement: The Internal Quality Assurance Cell (IQAC) plays a pivotal role in designing, implementing, and systematically reviewing academic programs, learning outcomes, and institutional policies.
- ✓ Learning Outcome-Based Education (LOBE): All academic programs are designed with specific learning outcomes, ensuring that students develop technical expertise, critical thinking, and ethical leadership.

Through this structured quality assurance system, the Institute ensures that students graduate with the competence, confidence, and a competitive edge necessary for success in their respective fields.

1.6 Performance Indicators at IMS Ghaziabad (University Courses Campus)

Performance Indicators (PIs) are essential tools for evaluating the progress of academic and administrative initiatives. These indicators help measure the effectiveness of quality assurance mechanisms, ensuring that Institute maintains high academic standards.

The key performance indicators at the Institution include:

1. **Role of IQAC in Quality Assurance**
   - ✓ IQAC is responsible for introducing, implementing, and continuously improving quality assurance processes across all academic and administrative functions.
   - ✓ Regular audits, faculty training, and student feedback mechanisms ensure ongoing improvements in teaching and learning.

2. **Setting Quality Performance Indicators**
   - ✓ The Institute establishes clear benchmarks in education, research, faculty development, student engagement, and administrative efficiency.
   - ✓ Quality indicators are aligned with NAAC accreditation, ISO (9001:2015) standards, UGC guidelines, and industry expectations.

3. **Developing Benchmarks for Excellence**
   - ✓ Quality benchmarks are developed for academic performance, research output, student employability, industry collaborations, and institutional growth.
   - ✓ Emphasis on innovative pedagogy, experiential learning, and interdisciplinary research to enhance student outcomes.

4. Strategies for Continuous Evaluation

- ✓ Regular academic audits, curriculum revisions, and structured assessments to evaluate quality performance indicators.
- ✓ Use of student feedback, alumni interactions, and employer surveys to refine academic programs and industry linkages.
- ✓ Encouraging faculty research, publications, and professional development programs to maintain high teaching standards.

By implementing these quality assurance mechanisms and performance indicators, the Institute continues to be a leading institution committed to excellence, innovation, and student success.

2. Role of IQAC

The Internal Quality Assurance Cell (IQAC) plays a crucial role in strategically planning, guiding, and overseeing Quality Assurance (QA) and Quality Enhancement (QE) initiatives. Its primary objective is to ensure that the Institute maintains its commitment to academic excellence, innovation, and continuous improvement. IQAC is not merely a bureaucratic or record-keeping entity but a proactive body that drives the institution's efforts toward achieving higher standards in education, research, and student development.

Rather than functioning as a rigid hierarchical structure, IQAC serves as a facilitator that actively engages with faculty, students, and stakeholders to instill a culture of quality. It continuously monitors institutional processes, identifies areas for improvement, and implements innovative strategies to enhance academic and administrative performance. By integrating best practices in teaching-learning methodologies, research, and industry collaboration, IQAC ensures that the Institute remains at the forefront of higher education.

Through its proactive approach, IQAC acts as a catalyst for institutional growth, ensuring that the Institute remains a center of excellence in education. By fostering innovation, implementing structured quality measures, and maintaining a student-centric focus, IQAC contributes significantly to shaping future leaders and professionals who can make meaningful contributions to society.

2.1 Major Objectives of IQAC

The Internal Quality Assurance Cell (IQAC) is committed to fostering a culture of continuous improvement and academic excellence. Its primary focus is to implement quality enhancement strategies that align with institutional goals and global educational standards. The major objectives of IQAC at the Institution include:

- ✓ Developing Metrics for Academic and Co-Curricular Excellence: IQAC establishes well-defined metrics to assess the effectiveness of curricular, co-curricular, and extracurricular activities, ensuring a holistic learning experience for students.
- ✓ Performance Evaluation and Feedback Mechanism: IQAC systematically measures and documents academic performance, student engagement, and faculty development. It identifies deviations from set benchmarks and provides constructive feedback for continuous improvement.
- ✓ Formation and Guidance of Quality Circles: IQAC facilitates the establishment of Quality Circles across different academic departments, ensuring that best practices in teaching, research, and student support services are implemented and monitored effectively.
- ✓ Benchmarking and Strategic Improvement Plans: IQAC plays a pivotal role in setting performance benchmarks for various academic and administrative processes. It formulates comprehensive improvement plans to enhance the quality of education, infrastructure, and industry-academia collaboration.

- ✓ Fostering a Culture of Continuous Improvement: IQAC promotes an institutional culture that prioritizes innovation, quality enhancement, and global competitiveness. Through structured evaluations and stakeholder engagement, it ensures that the Institute remains a leading institution for higher education.

2.2 Functions of IQAC

The Internal Quality Assurance Cell (IQAC) is dedicated to ensuring continuous academic and administrative improvements through well-defined quality benchmarks. The key functions of IQAC at the Intuition include:

- Development and Implementation of Quality Benchmarks: Establishing and applying quality parameters for various academic, research, and administrative activities to ensure excellence in education.
- Dissemination of Quality-Related Information: Ensuring that all stakeholders—students, faculty, and administrators—are well-informed about quality assurance standards, accreditation requirements, and institutional best practices.
- Creating a Learner-Centric Environment: Promoting an educational atmosphere that encourages interactive, technology-driven, and student-focused learning, while facilitating faculty development programs to enhance teaching methodologies.
- Organizing Workshops, Seminars, and Quality Circles: Conducting inter- and intra-institutional seminars, conferences, and workshops on quality enhancement, and fostering Quality Circles within departments to implement and monitor best practices.
- Systematic Documentation for Quality Improvement: Maintaining comprehensive records of academic, research, and student-centric activities, ensuring transparency and accountability in institutional processes.
- Preparation of the Annual Quality Assurance Report (AQAR): Compiling and submitting the AQAR to NAAC, based on institutional performance and adherence to quality benchmarks.
- Stakeholder Feedback Mechanism: Collecting and analyzing feedback from students, parents, faculty, alumni, and industry partners to improve academic programs, infrastructure, and student support services.
- Integration of Modern Teaching Technologies: Encouraging faculty members to use ICT tools, Learning Management Systems (LMS) like MOODLE, and digital platforms for enhanced teaching and learning experiences.
- Promoting Research and Faculty Development: Motivating faculty members to pursue Ph.D. programs, engage in research activities, and contribute to academic publications that benefit society and industry.
- Strengthening Industry-Academia Collaborations: Establishing MOUs with reputed academic institutions and industries to enhance research opportunities, resource sharing, and student training programs for better employability.

- Serving as the Nodal Agency for Quality Initiatives: Coordinating all quality-related initiatives within the institution, ensuring the adoption and dissemination of best practices across all departments.

Through these structured functions, ensures that the institution remains a leader in academic excellence, research innovation, and student success.

2.3 Composition of IQAC

IQAC is established in every institution under the Chairmanship of the Head of the Institution, including key academic and administrative heads, faculty members, distinguished educationists, and representatives from local management and stakeholders. As per the decisions of the Management Committee, the Independent Internal Quality Assurance Cell (IQAC) is formed following NAAC guidelines.

Chairperson:

Head of the Institution:	Dr. Arun Kumar Singh, Principal

Teachers to represent all levels (three to eight):

Dr Gagan Varshney	Dr Umesh Kumar
Dr Pooja Rastogi	Mr. Sunil Kumar Sharma
Dr Anil Kumar Nigam	Dr. Shivani Dixit
Dr Surbhi Johari	Mr. Mayank Kumar Pandey

One member from the Management:

Dr (CA) Rakesh Chharia	General Secretary

A few Senior Administrative Officer:

Mr. A. K. Dubey	Dy. Registrar
Mr. C.S. Verma	Sr. HR Manager
Mr. Umesh Sharma	Administrative Officer

One nominee each from local society, students, and alumni:

Mr. Ritwik Das,	BJMC (2017 batch)
Mr. Rishabh Bhatnagar,	BCA (2016 batch)
Mr. Ashutosh Pratap Singh	BBA (2016 batch)

One nominee each from Employers/ Industrialists /Stakeholders:

Dr. Amit Pareenja	Global Head, L & D Tata Communication

One of the Sr. teachers as the Coordinator/Director of the IQAC:

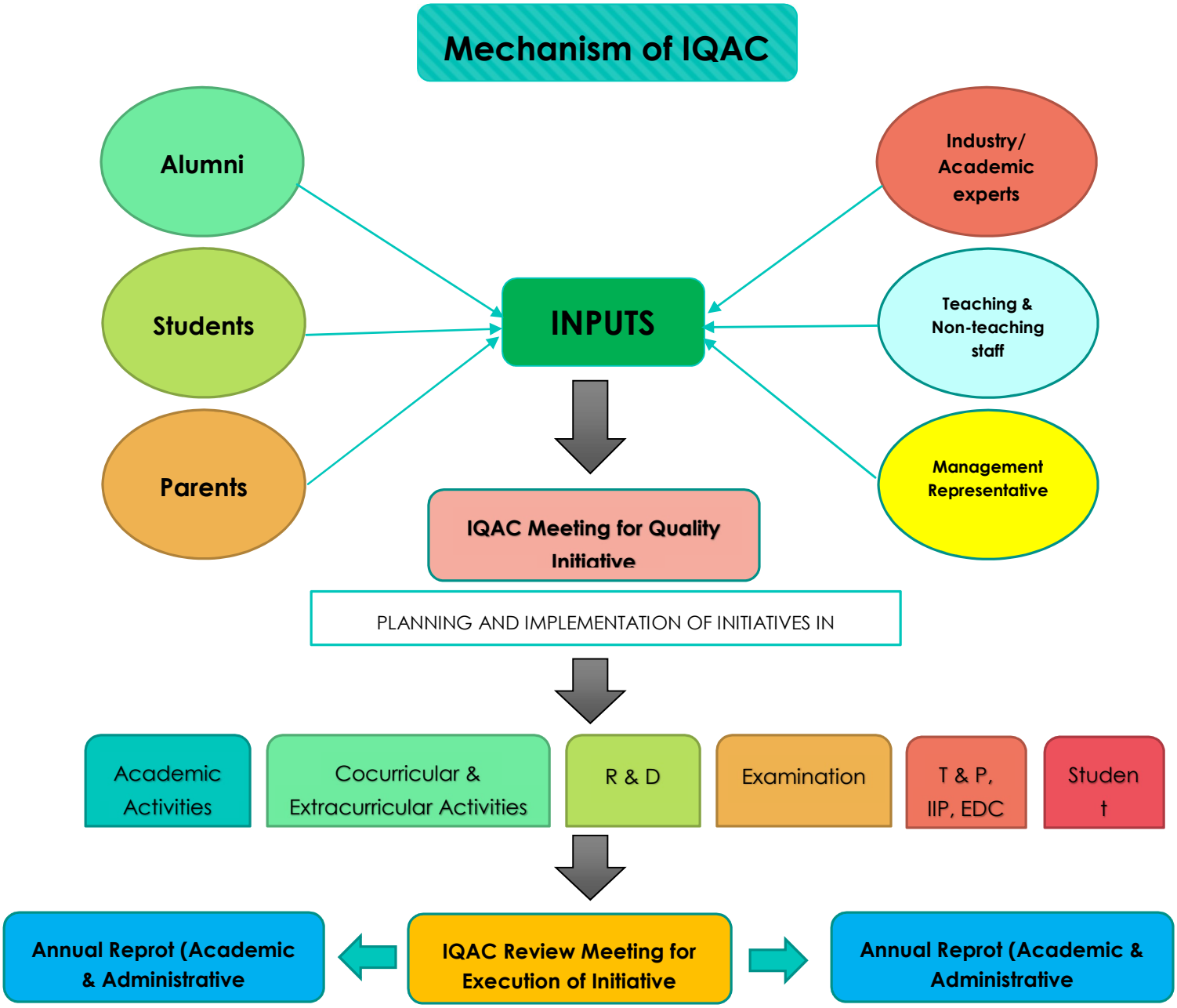
Dr Indrani Bhattacharjee	Coordinator, IQAC

The above IQAC will function as per NAAC guidelines.
This is issued with the approval of the Competent Authority.

2.4 Roles and Responsibilities Carried by IQAC Director:

- Disseminating information on various quality parameters of the institute to all stakeholders.
- Overseeing documentation of programs and activities aimed at quality enhancement.
- Coordinating and facilitating quality-related initiatives across the institution.
- Leading the preparation of the Annual Quality Assurance Report (AQAR) for NAAC submission.
- Ensuring the timely and effective implementation of IQAC committee decisions.

2.5 Academic structure of IQAC



- ✓ The IQAC is headed by the Director of the Institution. the IQAC at the HEI level includes representation from all stakeholders, including alumni, students, faculty across all cadres, administrative staff, and employers of the institution's graduates.
- ✓ The IQAC convenes meetings twice a year, as per NAAC guidelines, to discuss and implement various quality initiatives.
- ✓ Ensures a heightened level of clarity and focus in institutional functioning toward quality enhancement.
- ✓ Promotes the internalization of a quality-driven culture.
- ✓ Enhances and integrates various institutional activities while institutionalizing best practices.
- ✓ Provides a strong foundation for informed decision-making to improve institutional functioning.
- ✓ Acts as a dynamic system for driving quality improvements within the Institute.
- ✓ Establishes an organized methodology for documentation and internal communication.

3. Quality Assurance Mechanism

3.1 IQAC Mechanism:

The IQAC at the Institute is responsible for submitting the Annual Quality Assurance Report (AQAR) to NAAC after obtaining approval from the institution's academic advisory bodies. A functional Internal Quality Assurance Cell (IQAC) and the timely submission of the AQAR are essential Minimum Institutional Requirements (MIR) for volunteering in the second, third, or subsequent accreditation cycles. The IQAC shall maintain a dedicated section on the official Institution's website, ensuring regular updates on its activities and the timely upload of the AQAR.

Academic Monitoring:

Curriculum: The Internal Quality Assurance Cell (IQAC) will support the seamless integration of procedures in the redesign and modernization of curricula to meet the demands of the job market. The curriculum assumes a pivotal role in realizing the institute's mission and objectives, encompassing intended learning outcomes and the overall effectiveness of programs. The review process and engagement of key stakeholders, with a specific focus on attaining learning outcomes (LOs) and enhancing graduates' employability, are essential aspects. Course evaluation by respective instructors, identification of gaps and lapses in the existing curriculum through alignment initiatives, and proactive measures to address these gaps further contribute to the enhancement of the curriculum.

Teaching learning methods: In reality, establishing the foundation is crucial for achieving learning outcomes. Devoting energy to this aspect yields substantial benefits in terms of reaching educational objectives and enhancing the overall quality of education. The achievement of learning goals is contingent upon the active participation and commitment of both students and educators. Educators must be conscientious in imparting new knowledge to students in a way that ensures the success of the teaching process. To accomplish this, teachers should employ inventive teaching methodologies that captivate students' interest and focus, fostering a scholarly attitude that sustains engagement in academic pursuits

Preparation of Lesson plan: The development of lesson plans is becoming increasingly common in international teaching and learning. It involves outlining the subject matter, learning objectives, and assessment criteria for each class. Consequently, students gain clarity at the beginning of a session about what will be taught, the instructional approach, the methods of assessing learning, and the subjects they are expected to learn.

Technology integration: In the current era of information technology, work has become predominantly centered around computers. Consequently, the integration of technology in teaching plays a crucial role in enhancing the quality of education. The incorporation of technology in teaching and learning facilitates a more straightforward and effective communication of ideas and complex subjects within classrooms. Moreover, leveraging technology in education encourages students to utilize electronic resources for studying, employ computers for academic

preparation, and utilize IT devices for problem-solving. To accomplish this, IQAC recommends faculty development programs aimed at skill enhancement.

Skill Development Mechanism: It is essential to recognize that education is centered around acquiring a specific set of skills. These skills empower graduates to confront the challenges of real life, cultivate a lifelong learning mindset, and contribute to the socioeconomic development of the country. Consequently, teaching and learning should extend beyond the confines of the classroom. Classroom-based learning alone is insufficient for the development of the desired skills. IQAC plays a vital role in assisting the department in formulating a comprehensive skill development plan that encompasses curricular, co-curricular, and extracurricular activities.

Student performance Assessment: Student assessment involves a series of activities aimed at measuring the achievement of learning outcomes. Assessment is a systematic process that involves collecting, analyzing, and interpreting information to determine the extent to which learning objectives have been met. It serves as the basis for evaluating student performance. Therefore, an effective and appropriate performance assessment approach is crucial for assessing the level of achievement of learning outcomes and skill development. It is important to ensure that students are well-informed about the criteria, processes, techniques, tools, and rubrics used in performance assessment. The student performance assessment approach should be focused on higher-order learning. The IQAC regularly gathers feedback from students and the department on the assessment and evaluation strategy.

Training & Placement: The assessment of the quality of graduates is primarily based on their employability and the extent of their contributions to organizations, communities, and national development. Not all types of jobs are suitable for every student, making career counseling and placement arrangements crucial in obtaining the right job opportunities and selecting an appropriate career path. The IQAC reviews training and placement activities to ensure that students receive guidance for higher education and career enhancement.

Academic Audit: In addition to self-assessment, quality assurance utilizes internal audits as a tool for monitoring policy implementation and evaluating the performance of faculties and departments. These audits aim to ensure that systems are in place and being properly followed. The IQAC conducts regular internal audits to verify that the activities of faculties and departments align with the quality assurance framework and standards. Throughout the audit process, the IQAC gathers relevant information about the various activities of the concerned department or faculty and analyzes this information to produce a comprehensive report. Subsequently, the faculty or department takes the necessary steps to address the points raised in the report for the effective management of quality assurance within the faculty or department.

4. Key Initiatives of IQAC

4.1 Faculty Appraisal system:

There exists a well-established faculty appraisal system with the following objectives:

1. Evaluate and enhance excellence in the teaching-learning process.
2. Address the educational needs of students by continually monitoring instructional performance.
3. Provide a constructive framework for assessing faculty performance by identifying strengths and areas for improvement.
4. Establish a foundation for the professional growth and development of faculty members.
5. Each faculty member submits a faculty appraisal form, and these forms are consolidated by the Head of the Department. The strengths and weaknesses of the faculty member in all the criteria are analyzed by the Head of the Department and the Head of the Institute. Feedback is then provided to the faculty member for further improvement. The self-appraisal scores, along with the recommendations of the Head of the Department and the Head of the Institute, are considered by the management for career advancements.

4.2 Learning Management System (LMS):

The aim of a learning management system is to enhance the efficiency of an organization and contribute to the development of its students. It is an IP-enabled online software designed to deliver subject content to students. The LMS is also utilized for distributing various study materials to students for anytime, anywhere access. Additionally, the LMS offers an effective platform for conducting forum discussions among the student community and online quizzes during laboratory sessions. All undergraduate students derive advantages from the utilization of the LMS.

4.3 ICT Methods:

Enhancements in teaching have been implemented through the provision of LCD projectors, laptops/desktops, and Learning Computing Software, as well as the installation of Internet connection and Wi-Fi in all academic areas, including hostels/guest houses and the Library, to promote ICT learning. The establishment of a Teaching Learning Centre is another initiative. Additionally, NPTEL and other Open Source study materials are utilized for teaching and learning purposes. Various ICT tools, such as the Web Online Public Access System (Web OPAC), Digital Library, Computer-Based

Retrieval of information, Institutional Repository, Reprography, Scanning, Laser Printing, etc., have been deployed to ensure maximum access to the library collection.

4.4 Academic and Administrative Audit:

Continuous improvement of academic and administrative processes remains a priority for the institution. Following the recommendation of IQAC, a standardized Academic and Administrative

audit process was introduced starting from the year 2016-2017, with the aim of self-evaluation and external assessment, as well as initiatives for sustaining quality. A standardized format was developed, encompassing all aspects of academic and administrative inputs, including departmental profiles, student profiles, workload, research details, and teaching and evaluation processes. This format also involves the assessment of teachers by higher authorities in areas such as qualification, punctuality, regularity, and accountability. The proforma for administrative departments includes information related to various sections handling admission, examination, stores, maintenance, accounts, salary, appointments, promotions, administration, and scholarships. The library and laboratories audit proforma encompasses details of timings, various facilities/services provided, and administration, among other aspects.

5. Strategic Goals and Quality Indicators

The Internal Quality Assurance Cell (IQAC), in conjunction with the Academic Monitoring Committee (AMC), prioritizes Vision and Mission statements as the foremost elements in the strategic intent hierarchy. IQAC has formulated a strategic plan aimed at elevating academic, research, consultancy, extension, outreach, co-curricular, and extra-curricular activities, aligning them with established progress indicators. The plan also proposes the enhancement of essential infrastructural facilities to attain the long-term goals and objectives of the department. These targets have been established through comprehensive consultations with all stakeholders, including faculty, students, alumni, parents, and employers.

IQAC observe the following parameters to measure the performance of each department

Enhancement of Teaching – Learning quality

- Academic calendar
- Teaching-learning plan
- Development of learning outcomes
- Development of e-content and its dissemination
- Integration of ICT in content delivery
- Assessment plan to achieve outcomes
- Continuous assessment to measure progress
- Corrective measures for improving teaching
- Evaluation parameters and benchmarking

Academic support system

- Offering mentoring and counseling
- Feedback mechanism
- Support for both poor learners and bright learners
- Conducting training needs analysis
- Establishing evaluation parameters and benchmarks
- Implementing capability enhancement activities

Training and Placement

- Offering career and higher education guidance
- Preparing students for placements
- Conducting soft skill training sessions
- Providing support for personality development training
- Facilitating campus placements
- Delivering vocational training/job-oriented training tailored to local needs at the institute

Quality Assurance and sustainability

- Formulation of Quality Policy and its publication
- Training and Education of all employees
- Regular feedback from stakeholders
- Formation of audit team and process
- Conducting audits and implementing corrective measures
- Identifying optimal approaches
- Establishing committees for efficient operation
- Compilation and submission of annual reports

Infrastructure Development

- Implementation of Smart Classrooms, Tutorials, and Seminar Halls
- Modernization of Laboratories and Upgrade of Equipment
- Enhancement of Library Infrastructure
- Establishment of Virtual Labs and Networking
- System Upgradation for Improved Performance
- Provision of Functional Facilities for E-Learning
- Implementation of Safety and Security Management Measures
- Ensuring Adequate Water Facilities
- Provision of Medical Facilities
- Development of Sports Facilities, both Indoor and Outdoor
- Establishment of Hostel Facilities Within the Campus

5.2 Implementation of Strategic Development:

After the academic advisory council approves the strategic development plan, the next step is its systematic implementation. During this phase, the progress of the strategy will be periodically assessed. To ensure accountability, measurable success indicators are clearly defined in the implementation document. The IQAC, in coordination with other institutional units, will oversee the execution of the strategic plan and ensure its effective deployment.

5.3 Strategic Plan

The Academic advisory council will conduct periodic reviews to monitor the implementation of the strategic plan. The institution evaluates the outcomes of measurable indicators for various strategic development plans through a well-structured appraisal system. Program heads collect and consolidate academic performance indicators from faculty members each year. Independently, the IQAC carries out benchmarking of quality standards and monitors the evaluation of attainment. The findings are reported directly to the Academic council. Following a thorough analysis of outcomes and based on the IQAC report, the Academic council recommends corrective actions, the need for process refinement, and resource deployment. These reports are then forwarded for further discussions and approval by the Governing council.

6. Academic Audit

Academic audit is a scientific and systematic method of reviewing the quality of academic process in the institution. The Academic Audit conducted by IQAC includes self-study by the departments and physical verification. The institute adopts a systematic and comprehensive approach to monitor and enhance the quality of the teaching-learning process. The primary focus of the academic audit is to instill quality in major academic processes through a structured approach. The academic audit process evaluates how departments and faculty members organize their activities, utilize available resources, and coordinate teamwork to deliver the best learning experience to students

6.2 Conduction of Audit

The audit panel members are required to visit the relevant faculty/entity to carry out the audit exercise based on the provided schedule. Conducting the audit on-site allows panel members to identify and assess evidence. The on-site audit provides an opportunity for the panel to examine additional evidence not previously available. Throughout the on-site audit, the panel is expected to participate in a pre-document review meeting and an exit meeting, during which the draft report is presented to the faculty. The exit report reflects the panel's findings and serves as the foundation for the final report.

6.3 Post-Audit

After completing the audit, the IQAC members are tasked with the preparation of the final report, which is subsequently submitted to the Director.

1. The IQAC members convene to conclude the report;
2. They deliberate on the audit outcomes to be included in the report and prepare a draft for the exit meeting;
3. The report is then finalized;
4. Finally, the completed report is submitted.

7. Guidelines for the Quality Enhancement

1. IQAC will play a very important role by effective monitoring of teaching-learning activity to improve the academic standard and to enhance the employability of the students.
2. Main Objective of IQAC is to facilitate academic monitoring activities at numerous department s of the university.

Following Good Practices suggested to conduct and to motivate students.

7.1 Best Practices by IQAC

Self-Assessment and Accreditation:

Conducting regular self-assessment and participating in accreditation processes to evaluate and improve the overall quality of academic and administrative activities.

Feedback Mechanisms:

Establishing effective mechanisms for collecting feedback from stakeholders, including students, faculty, and employers, to identify areas of improvement.

Faculty Development Programs:

Organizing and supporting faculty development programs to enhance teaching and research skills, promote innovation, and keep faculty members updated on the latest developments in their fields.

Student Support Services:

Providing comprehensive student support services, including counseling, mentoring, and career guidance, to foster holistic development and address individual needs.

Research and Innovation:

Encouraging a culture of research and innovation by providing necessary infrastructure, grants, and incentives for faculty and students. A well established Research Policy is in practice which covers all aspects.

Infrastructure and Learning Resources:

Ensuring the availability of modern infrastructure, laboratories, libraries, and information technology resources to facilitate effective teaching, learning, and research.

Best Practices Sharing:

Facilitating a platform for the sharing of best practices among different departments and institutions to encourage mutual learning and improvement.

Continuous Monitoring and Improvement:

Implementing a system for continuous monitoring of academic and administrative processes, using the data obtained to drive improvement initiatives.

Community Engagement:

Promoting community engagement through outreach programs, social responsibility initiatives, and collaborations with local communities.

Governance and Leadership:

Maintaining transparent and effective governance structures, with strong leadership that fosters a culture of accountability, innovation, and continuous improvement.

ICT Integration:

Integrating information and communication technology (ICT) effectively into teaching, learning, and administrative processes for enhanced efficiency and accessibility.

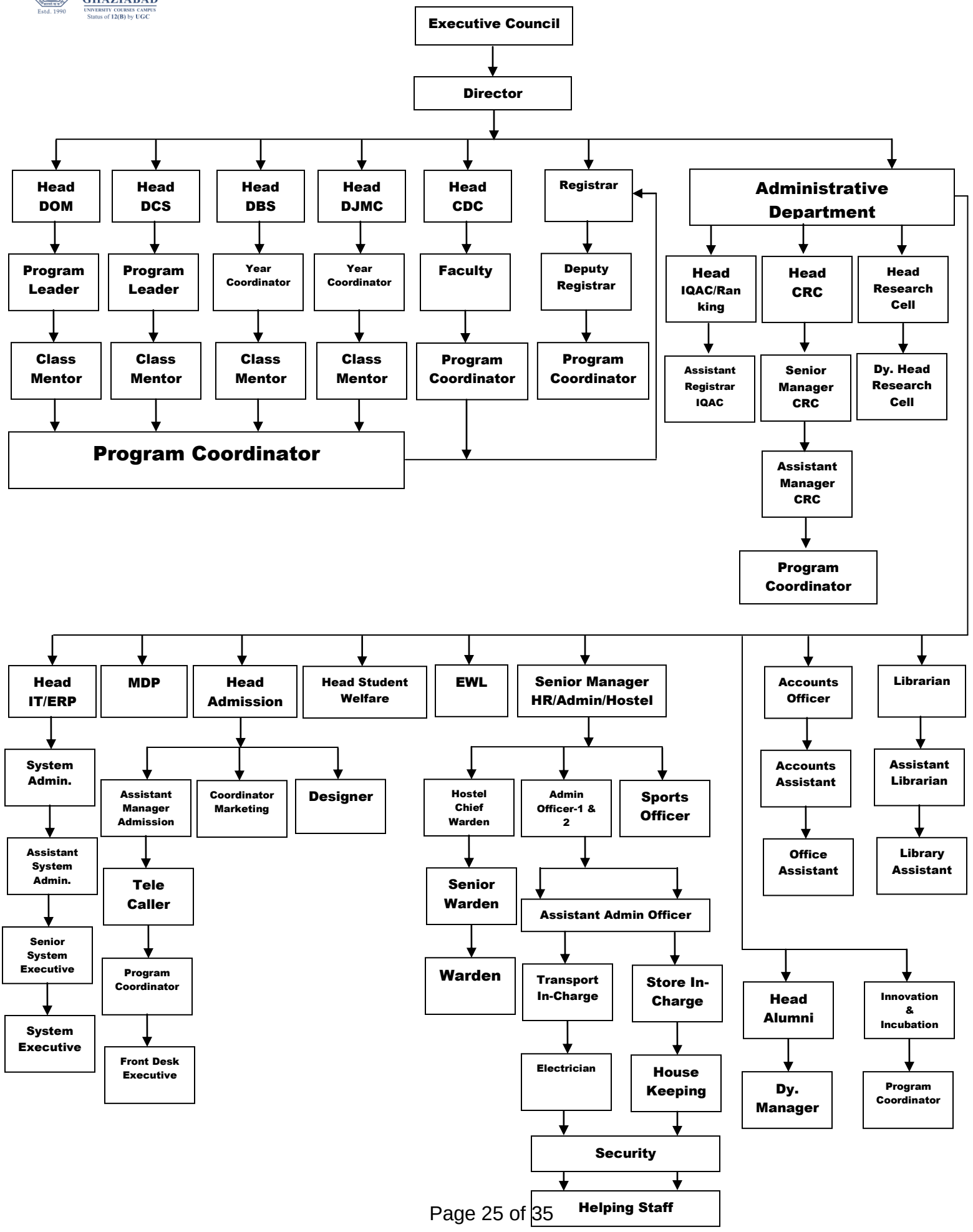
Quality Culture Promotion:

Promoting a quality culture among all stakeholders by organizing awareness programs, workshops, and seminars on quality assurance and enhancement.

Documentation and Record Keeping:

Ensuring comprehensive documentation and record-keeping of all quality-related processes and outcomes for internal and external reviews. A Paper less record keeping system is in practice at all functional levels.

Organizational Chart



Format 1:

IMS GHAZIABAD
(UNIVERSITY COURSES CAMPUS)
Status of 12(B) by UGC

Table of Contents

S. No.	Contents
1	Academic Calendar (Department)
2	University Syllabus
3	Lecture Plan
4	Class Time Table
5	Remedial Time Table
6	Assignment Questions (Quiz/Case studies/Presentations)
7	Internal Exam Questions
8	University Question Paper
9	Question Bank
10	Experiential Learning (if Any)
11	Curriculum Retreat Performa
12	Internal Marks (along with Students Progression sheet)

Note: For PG Program(s), Course Booklet to include the above

Format 2:

IMS GHAZIABAD
(UNIVERSITY COURSES CAMPUS)
Status of 12(B) by UGC

DEPARTMENT OF MANAGEMENT

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

Three Year Full-Time Programme

(Academic Session 20..– 20..)

Faculty Name:

Semester/Year:

(An **ISO 9001:2015** Certified Institution)

COURSE DETAILS

Course Commencement Date	
Total Credits	
Total Sessions	
Pre-requisites	

Course Introduction:

Course Objective:

Course Content:

Pedagogy

Course Outcomes (COs)*:

Upon successful completion of this course students will be able to:

CO1	Identify
CO2	Apply
CO3	Analyze
CO4	Evaluate
CO5	Assess/Create

*(Proper coding to be used for each CO)

Program Outcomes (POs):

PO1	
PO2	
PO3	
PO4	
PO5	
PO6	

CO & PO Matrix

Course Outcome	Programme Outcome					
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**
CO1						
CO2						
CO3						
CO4						
CO5						

1 - (Reasonable) 2 - (Significant) 3 – (Strong)

LECTURE PLAN

Total Lectures:

UNIT	Detailed Content	Lecture No.	Contact Type*	References

*** L/T/P – (Only for practical courses of all programs)**

SUGGESTED READINGS:

Text Book: T1:

T2:

Reference Books: R1:

R2:

Weblinks for notes (if any):

You Tube link (if any):

Flip Videos (if any):

For E-Book (if any):

Faculty Name & Signature

Format 3:

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(UNIVERSITY COURSES CAMPUS)
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CURRICULUM RETREAT PERFORMA

Name of Faculty:

Course :

Sections:

Batch:

Course Objectives:

Course Outcomes:

Outcomes Attained:

Gaps identified (If any):

Future Plan of Action:

Faculty Signature:

Format 4:

Department of _____

Report on —---------- (Project work/field work/Visit)

Year	Course	Date	Time	Venue

Objectives (Specific Skills/Information to be learned)	
Learning Outcome	

List of students (Participated in the (Project work/field work/Visit)

S. No.	Student Name	Batch
1		
2		
3		
4		
5		
6		
7		
8		
9		

10		
11		
12		

(Name & Signature of the Concerned Faculty)

Pics of "Activity/Event/Visit/"

(Collage of selected photos with caption including Title, Venue, Date & Time at the bottom). A sample is given for reference.

Students Visited India International Centre on the Occasion of -World Radio Day

Date:- 13th February 2021; Sunday

Format 5:

IMS GHAZIABAD
(UNIVERSITY COURSES CAMPUS)
Status of 12(B) by UGC

Department of .....

Report of ……..

Event Name:	**Date/Day:**
Guest Name:	**Designation/Organization:**
Topic:	**Scheduled Timing:**
Number of Students:	**Venue:**
Budget Approved:	**Total Expenditure:**

Summary of the event-

Learning Outcome:

List of students

S. No.	Student Name	Batch
1		
2		
3		
4		
5		
6		
7		

8		
9		
10		
11		
12		
13		
14		
15		

Name & Sign of Faculty

Pics of “<Event Name>”

Collage of selected photos along with a caption as footnote mentioning brief event details (Title, date, venue)