

CRITERION 4: CURRICULUM AND LEARNING PROCESS (125)

4.1 Curriculum (50)

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

MIBM is a self-financed institute dedicated to providing quality management education since its inception in 2010. The institute places a strong emphasis on offering a contemporary syllabus that meets industry demands while also focusing on the holistic development of students, particularly in soft skills. The goal of MIBM is to ensure high salary placements for its students by equipping them with the necessary skills and knowledge.

Key Features of MIBM's Curriculum:

1. **Industry-Relevant Curriculum:** The curriculum is reviewed annually to ensure that it remains in line with the latest industry trends. Experts from various industries are consulted to review the content for each specialization, which includes Marketing, Finance, HR, Supply Chain, and Media and Communication.
2. **Global Perspective:** Before finalizing the curriculum, MIBM examines global management institutes to assess emerging trends in management education. This allows the institute to remain competitive and aligned with international standards.
3. **Introduction of Emerging Specializations:** In response to the increasing importance of Business Analytics, MIBM introduced this specialization into its curriculum in 2020. The institute is proactive in recognizing new fields of study and integrating them into its offerings to prepare students for future demands.
4. **Elective Courses:** MIBM offers a wide range of elective courses in each specialization, allowing students to tailor their education according to their career goals. This flexibility ensures that students can build expertise in the areas they are most interested in.
5. **Faculty Involvement and Autonomy:** Once the courses are decided, faculty members have the freedom to design detailed syllabi and lesson plans. This autonomy helps ensure that the delivery of courses is aligned with the latest academic and industry trends. The detailed syllabus and lesson plan are communicated to students in the first-class session, ensuring that they come prepared and are able to engage actively.

6. **Continuous Evaluation and Improvement:** The curriculum undergoes regular assessment, with content-based gaps identified and mapped to the program outcomes. The course completion report is submitted with proposed changes, which are reviewed by the Board of Studies (BoS) for approval. Once approved, these changes are incorporated into the course content.
7. **Placement-Oriented Focus:** MIBM's curriculum is designed to ensure that students are well-equipped to meet the demands of the job market, leading to successful placements. The focus on contemporary trends and industry collaboration helps students secure high-paying jobs after graduation.

Overall, MIBM's commitment to providing a dynamic, industry-relevant education and fostering student development through a flexible and evolving curriculum is reflected in its strong placement records and the success of its graduates. Following figure shows the components of the curriculum.

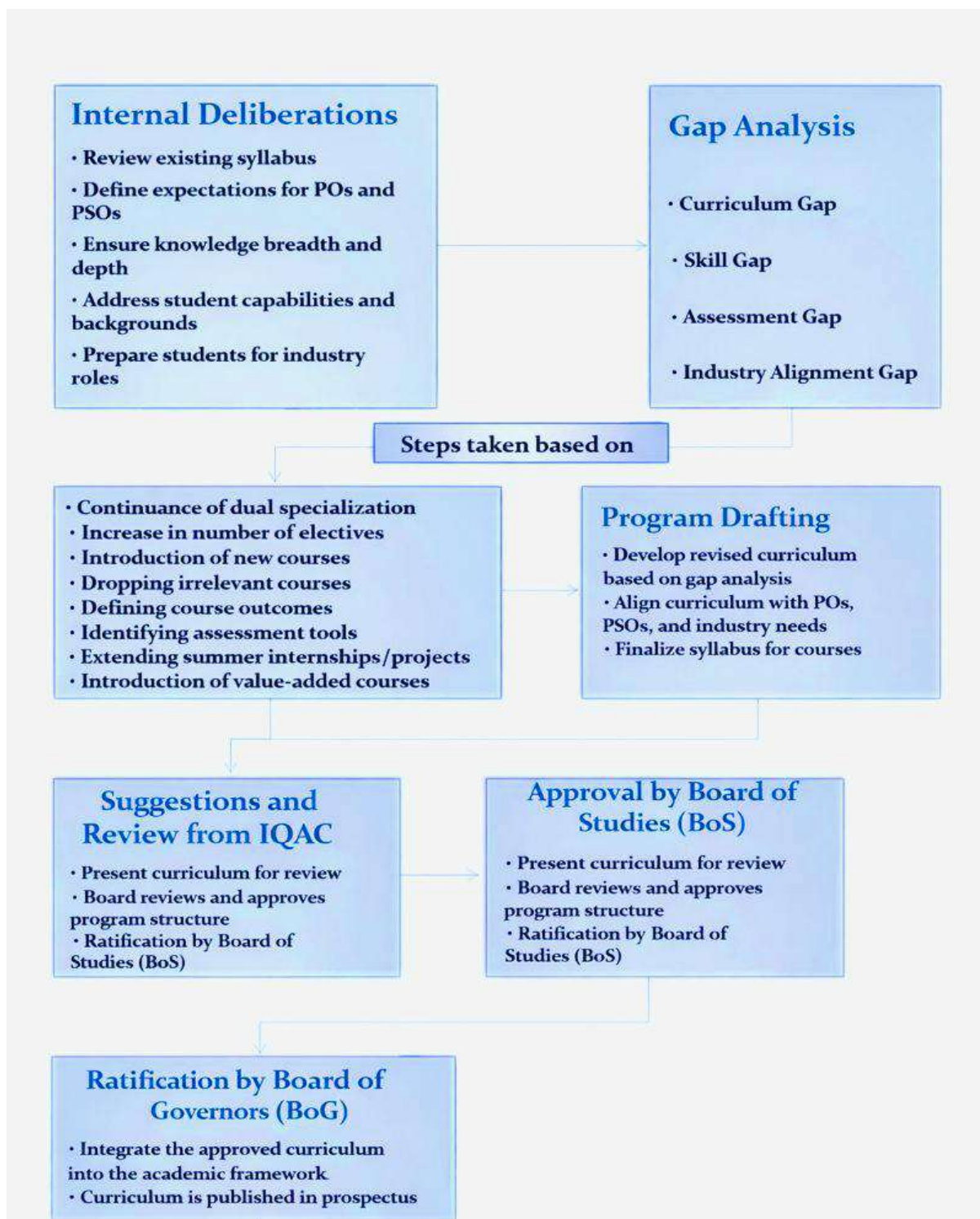


Fig. Components of the curriculum

Curriculum design process involves following steps

A) Internal Deliberations

The curriculum design process at MIBM is a thoughtful and collaborative process, initiated with a review of the existing syllabus followed by extensive internal deliberations among

faculty members. During these deliberations, several key points are carefully considered to ensure the curriculum aligns with the Program Outcomes (POs) and Program Specific Outcomes (PSOs) while also catering to student development. The following points guide the deliberation process:

1. Meeting the Expectations of POs and PSOs: The curriculum design focuses on ensuring that students can meet the expectations set for the Program Outcomes (POs) and Program Specific Outcomes (PSOs). This ensures that students acquire both the knowledge and skills necessary for their overall development and successful career placements.
2. Balance of Knowledge Width and Depth in Specializations: The curriculum is designed to provide students with a comprehensive understanding of management concepts across various disciplines, while also allowing them to gain in-depth knowledge in their chosen specialization. This balance ensures that students are well-rounded but also have expertise in a specific field of interest.
3. Skill Development: A crucial aspect of the curriculum design is ensuring that students gain the necessary skills to meet both the POs and PSOs. This includes not only academic and technical skills but also soft skills such as communication, teamwork, and leadership, which are essential for professional success.
4. Learning Resources and Reading Requirements: The sources of learning—such as textbooks, research papers, case studies, and industry reports—are carefully selected to ensure that students gain the intended knowledge. The extent of reading required is also considered, ensuring that it is manageable and appropriate for the academic level of the students.
5. Student Academic Background and Capabilities: The average academic capabilities of students entering the institution, along with their prior learning experiences and habits, are considered. This ensures that the curriculum is accessible and appropriate for the diverse range of students, while still challenging them to reach their full potential.
6. Industry-Ready Preparation: The most important goal of the curriculum design process is to adequately prepare students for their future roles, both within the institution and in the broader industry. This requires the curriculum to not only align with academic standards but also meet the evolving needs and expectations of the industry.

By focusing on these core areas during internal deliberations, MIBM ensures that its curriculum is both academically rigorous and practically relevant, providing students with the knowledge, skills, and experiences needed to excel in their careers and meet industry

demands.

B) Gap Analysis:

The following decisions were made based on internal deliberations to find out the Gap Analysis:

1. Continuance of Dual Specialization:

This approach serves two primary objectives: maximizing placement opportunities and providing a pathway for career growth, as outlined in the Program Educational Objectives (PEOs). By allowing students to specialize in two areas, they gain broader expertise, making them more versatile and attractive to potential employers.

2. Increase in the Number of Electives:

By expanding elective options, MIBM ensures that students can delve deeper into areas of interest, better preparing them for a range of roles in their careers. This aligns with one of the PEOs of the program, which is to give students more career opportunities by diversifying their skill set.

3. Introduction of New Courses:

In line with industry trends and needs, new elective courses were introduced within each functional area. These courses tap into emerging areas, ensuring that MIBM students are equipped with the latest knowledge to excel in their careers.

4. Dropping of Irrelevant Courses:

Every course in the MIBM curriculum was carefully evaluated to determine its relevance to the roles students would be expected to take on in the early years of their careers. This ensures that the curriculum remains focused on practical, industry-relevant knowledge.

5. Defining Clear Course Outcomes:

Clear and specific course outcomes were developed for all courses in the curriculum. Well-defined course outcomes also help students understand the purpose of each course and how it contributes to their overall educational and career goals.

6. Types of Continuous Assessment Tools:

To effectively measure both course and program outcomes, a variety of continuous assessment tools were incorporated into the curriculum. The assessment system gives greater weight (70%) to continuous evaluation, allowing for diverse assessment methods, such as quizzes, assignments, presentations, and group work.

7. Need for a Longer Summer Internship/Project:

MIBM recognizes the importance of summer internships, especially for fresh graduates. A longer internship provides students with valuable industry exposure and real-world

experience. This experience is essential for students in the second year of their program, helping them apply their academic learning in practical settings.

8. Introduction of Value-Added Courses:

MIBM introduced value-added courses provide students with the opportunity to enhance their skills in areas that are not part of the core curriculum but are valuable for personal and professional growth. The addition of these courses aligns with the PEOs, encouraging students to develop a lifelong learning mindset and engage in areas outside the traditional syllabus.

By implementing these changes, MIBM aims to provide a curriculum that is both comprehensive and flexible, allowing students to gain in-depth knowledge, specialized skills, and industry-ready experience. These modifications are designed to ensure that MIBM graduates are well-prepared to meet the evolving demands of the business world.

C) Recommendations from Internal Quality Assurance Cell (IQAC)

Inputs from all the stakeholders collected, compiled and forwarded to Board of Studies (BOS) for final approval

D) Approval from Board of Studies (BOS)

Based on the internal deliberations, formal consultations with the industry and alumni, a set of program outcomes, Program Specific Outcomes and curriculum were drawn and presented to the Board of Studies.

E) Confirmations from Board of Governance (BoG)

Inputs from all the stakeholders collected, compiled and forwarded to Board of Studies (BOS) for final approval.

F) Syllabus Publication in Prospectus

After ratification the curriculum is published in the prospectus.

4.1.2 State the components of the curriculum (15)

Program curriculum grouping based on course components

Table 4.1.2: Components of the curriculum

Course component	Curriculum Content (% of total number of credits of the program)	Count	Total number of contact hours	Total number of credits
Program Core	45.46	20	$20 \times 4 = 80$	$20 \times 3 = 60$
Program Electives 1	18.18	8	$8 \times 4 = 32$	$8 \times 3 = 24$
Program Electives 1	18.18	8	$8 \times 4 = 32$	$8 \times 3 = 24$
Open/Other Electives	13.64	6	$6 \times 4 = 24$	$6 \times 3 = 18$
Summer Project/ Internship/Seminars	2.27	1	4	$1 \times 6 = 6$
Dissertation	2.27	1	4	$1 \times 6 = 6$
Total number of credits	100	44	176	138

4.1.3 Transaction of the Curriculum (10)

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
1	BM101	Managerial Economics	30	10	-	40	3
2	BM102	Financial Management	30	10	-	40	3
3	BM103	Marketing Management I	30	10	-	40	3
4	BM104	Operations Management I	30	10	-	40	3
5	BM105	Quantitative Techniques I	30	10	-	40	3
6	BM106	Organizational Behavior	30	10	-	40	3
7	BM107	Introduction to Data Sciences & Business Analytics	30	10	-	40	3
8	BM108	Macroeconomic Theory & Policy Analysis	30	10	-	40	3

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
9	BM109	Management Accounting	30	10	-	40	3
10	BM110	Marketing Management II	30	10	-	40	3
11	BM111	Operations Management II	30	10	-	40	3
12	BM112	Quantitative Techniques II	30	10	-	40	3
13	BM113	Organizational Design and Leadership	30	10	-	40	3
14	BM114	Business Environment	30	10	-	40	3
15	BM115	Business Research Methodology	30	10	-	40	3
16	BM116	Supply Chain Management	30	10	-	40	3
17	BM117	Business Policy & Strategy	30	10	-	40	3
18	BM118	Management Information System	30	10	-	40	3
19	BM119	International Business	30	10	-	40	3
20	BM120	Business Ethics & Corporate Governance	30	10	-	40	3
21	BM121	Business Law	30	10	-	40	3
22	BM124	Human Resource Management	30	10	-	40	3
23	BM125	Introduction to Mass Communications (Only for Media)	30	10	-	40	3
24	BM126	Introduction to Communication Management (Only for Media)	30	10	-	40	3
Electives							
Marketing							
25	EM301	Consumer Behaviour	30	10	-	40	3
26	EM302	Sales & Distribution Management	30	10	-	40	3

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
27	EM303	Digital Marketing	30	10	-	40	3
28	EM304	Product & Brand Management	30	10	-	40	3
29	EM305	B2B Marketing	30	10	-	40	3
30	EM306	Customer Relationship Management	30	10	-	40	3
31	EM307	Marketing of Financial Services	30	10	-	40	3
32	EM308	Quantitative Marketing Research	30	10	-	40	3
33	EM309	Rural Marketing	30	10	-	40	3
34	EM310	Retail Management	30	10	-	40	3
35	EM311	Integrated Marketing Communication	30	10	-	40	3
36	EM312	Strategic Marketing	30	10	-	40	3
37	EM313	International Marketing	30	10	-	40	3
38	EM314	Services marketing	30	10	-	40	3
39	EM315	Responsible and Sustainable marketing	30	10	-	40	3
Finance							
40	EF401	Corporate Finance	30	10	-	40	3
41	EF402	Financial Statement Analysis	30	10	-	40	3
42	EF403	Finance and Risk Analytics	30	10	-	40	3
43	EF404	Financial Market & Services	30	10	-	40	3
44	EF405	Strategic Perspectives in Banking	30	10	-	40	3
45	EF406	Financial Modelling	30	10	-	40	3
46	EF407	Modern Investment & Portfolio Management	30	10	-	40	3

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
47	EF408	International Finance	30	10	-	40	3
48	EF409	Investment Banking	30	10	-	40	3
49	EF412	Derivatives, Options and Futures	30	10	-	40	3
50	EF413	Fixed Income Securities	30	10	-	40	3
51	EF414	Corporate Taxation	30	10	-	40	3
52	EF415	Forex Risk Management	30	10	-	40	3
53	EF417	Econometrics for Managers	30	10	-	40	3
54	EF418	Wealth Management	30	10	-	40	3
55	EF419	Behavioral Economics	30	10	-	40	3
56	EF420	Advance accounting for managers	30	10	-	40	3
57	EF421	Contemporary trends in finance and risk management	30	10	-	40	3
HR							
58	EH501	Performance Management System	30	10	-	40	3
59	EH502	Talent Management	30	10	-	40	3
60	EH503	Training & Development	30	10	-	40	3
61	EH505	Organizational Change & Development	30	10	-	40	3
62	EH506	Career Management	30	10	-	40	3
63	EH508	Strategic Human Resource Management	30	10	-	40	3
64	EH509	Labour Laws -I	30	10	-	40	3
65	EH510	Labour laws II	30	10	-	40	3
66	EH511	Grievance Management	30	10	-	40	3

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
67	EH512	Negotiation Skills & Collective Bargaining	30	10	-	40	3
68	EH513	HR Issues in Mergers and Acquisition	30	10	-	40	3
69	EH514	Trade Union and Industrial Relations	30	10	-	40	3
70	EH515	Competency based HRM	30	10	-	40	3
71	EH516	HR Analytics	30	10	-	40	3
72	EH517	Global Human Resource and Diversity Management	30	10	-	40	3
73	EH518	Industrial discipline	30	10	-	40	3
74	EH519	Strategic Compensation Management	30	10	-	40	3
75	EH520	Executive Search and Consulting	30	10	-	40	3
76	EH521	Recruitment & Selection	30	10	-	40	3
77	EH522	Employee relations-I	30	10	-	40	3
IRM							
78	EI601	Insurance Management	30	10	-	40	3
79	EI602	Risk Management	30	10	-	40	3
80	EI603	Credit Risk & Rating Management	30	10	-	40	3
81	EI605	General Insurance Practices	30	10	-	40	3
82	EI606	Enterprise Risk Management	30	10	-	40	3
SCOM							
83	ES701	Enterprise Resource Planning	30	10	-	40	3
84	ES702	Project Management	30	10	-	40	3

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
85	ES703	Services operations management	30	10	-	40	3
86	ES705	Advanced supply chain analytics	30	10	-	40	3
87	ES706	Managing Operations Improvement	30	10	-	40	3
88	ES707	Quality Management	30	10	-	40	3
89	ES708	Logistics & Distribution management	30	10	-	40	3
90	ES709	Technology in SCM	30	10	-	40	3
91	ES710	Tools for Problem Solving	30	10	-	40	3
92	ES711	Procurement Management	30	10	-	40	3
Media							
93	EM801	Media Planning & Sales	30	10	-	40	3
94	EM802	public relations and media ethics	30	10	-	40	3
95	EM803	Campaign Planning & Inbound Marketing	30	10	-	40	3
96	EM804	Social Media & Content Marketing	30	10	-	40	3
97	EM806	Branding for OTT and TV	30	10	-	40	3
98	EM807	Digital Media Campaign Strategies	30	10	-	40	3
99	EM808	Film Production and Editing	30	10	-	40	3
100	EM809	Media Research and Analysis	30	10	-	40	3
101	EM811	Client servicing and media management	30	10	-	40	3

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
102	EM812	Corporate communication and CSR	30	10	-	40	3
103	EM813	Media and Interaction design	30	10	-	40	3
104	EM814	Advertising and Consumer Culture	30	10	-	40	3
105	EM815	Brand Management	30	10	-		
Business Analytics							
105	EA901	Introduction to ML and AI concepts	30	10	-	40	3
106	EA902	Fundamentals of Database Design & Data mining	30	10	-	40	3
107	EA903	Public policy Analysis	30	10	-	40	3
108	EA904	Business Analytics Technologies	30	10	-	40	3
109	EA905	Marketing Analytics	30	10	-	40	3
110	EA906	Optimal decision-making using simulation	30	10	-	40	3
111	EA907	Web and social media analytics	30	10	-	40	3
112	EA908	Business Intelligence	30	10	-	40	3
113	EA909	Managing data structures	30	10	-	40	3
114	EA910	Advance Statistical Analysis With R	30	10	-	40	3
115	EA911	Machine Learning for Predictive Analysis	30	10	-	40	3
116	EA912	Marketing and Retail Analytics	30	10	-	40	3
117	EA913	Introduction to Big Data Analytics	30	10	-	40	3
		Total	3540	1180	-	4680	351

#Seminar, project works may be considered as practical

4.1.4 Overall quality and level of program curriculum (15)

MIBM is dedicated to ensuring that the revised Program Structure meets key quality standards. The Outcome-Based Education (OBE) framework, currently in place at MIBM, has been further strengthened by incorporating additional quality parameters into the updated structure. The following quality parameters are embedded to ensure that the program effectively aligns with both academic and industry expectations

- 1. Aligning with the credit recommendations provided by AICTE**
- 2. Backward Design Approach:** Curriculum starts with POs and PSOs and designs course outcomes to meet them
- 3. Feedback Mechanisms:** Regular feedback from stakeholders (students, alumni, employers, faculty)
- 4. Industry Inputs:** Involvement of industry experts to keep curriculum current and job-relevant.
E.g. Introduction of new courses in curriculum e.g. Introduction to data science and business Analytics and many more
Foundation Courses:
 - a. Accountancy for managers
 - b. Basics of data and Analytics
 - c. Technical orientation and IT for Managers
- 5. Benchmarking:** Curriculum compared with leading institutions and international standards for competitiveness

The syllabus is reviewed every year and it is compared with curriculum of leading institutes like IIM, IMT, XLRI etc. The gaps identified during review is filled with latest courses to enhance the skill of the students.
- 6. Sustainability and Ethics:** Modules on sustainability, corporate social responsibility, and ESG (Environmental, Social, Governance). E.g. International Conference on Sustainability and Peace

7. Flexibility and Interdisciplinarity

1. Choice-Based Credit System (CBCS): Elective courses outside the core specialization.
2. Project-Based Learning: Interdisciplinary capstone projects fostering innovation and collaboration

8. Learning-Centric Design:

Experiential Learning: Practical exposure through internships, live projects, simulations, and field visits.

Skill Development: Soft skills training, workshops, and communication labs.

Assessment Alignment: Assessments that evaluate both conceptual understanding and real-world application (e.g., case studies, presentations, group projects).

9. Focus on Lifelong Learning and Holistic Development:

Skill Certification Programs: Credentials in tools like MS Excel, Tableau, Six Sigma, and Digital Marketing.

Entrepreneurship and Innovation: Encouragement of entrepreneurial thinking via incubation centers and startup workshops.

Expert Lectures (Details given in Criteria 7 under 7.1.1B)

Seminars on contemporary themes

Details of value-added course to faculty and Students

- a. Statistics for data science and analytics
- b. SQL for data science
- c. Python for data science
- d. Data visualization and wrangling using python
- e. Applied machine learning using python
- f. Advance Excel

Values and Wellness: Integration of emotional intelligence, mindfulness, and mental health topics for well-rounded growth.

Eg. Sessions on Nurturing Mental Health by Experts

10. Continuous Evaluation and Quality Assurance:

Academic Audits: Regular internal and external reviews to ensure curriculum meets standards.

POs and PSOs Attainment Analysis: Data-driven assessments of PO achievement to refine the curriculum.

Program Advisory Committees: Input from advisory boards (BoS and BoG) ensures curriculum remains industry-relevant.

Table 4.1.4: Gaps identification and actions taken to bridge the gap

A Gap Analysis based on POs and PSOs attainment perspective is elaborated here. The action plan is made to cover the gaps so that there is a continuous improvement in attainment. Action plans are contemporary and discussed during BoS Meetings.

PO	Curriculum intervention	Pedagogical initiatives,	Support system improvements,
PO1: To equip students with the knowledge and skills to identify, formulate, and solve global business problems.	Focus on global business challenges, Cross-cultural management, and problem-solving skills.	Apply knowledge of management theories and practices to solve business problems	Roll out new specializations to align it to business needs. To provide support system incentives, to work with industry in order to evaluate new specializations. Further, to enhance the usage of learning management system, online, social and experiential learning. Value added certification courses to faculty are encouraged.

PO	Curriculum intervention	Pedagogical initiatives,	Support system improvements,
PO2: To foster analytical and critical thinking abilities for evidence-based decision making.	Focus on data analysis, Critical thinking, Evidence-based decision-making.	Incorporating data analytics, Decision-making frameworks, Real-world case studies	Incorporating critical thinking-oriented review questions in each course is adopted. Increasing the component of self-directed learning e.g. seminar, workshops and expert takes mode is included in courses. Additional certification courses were recommended

PSO	Curriculum intervention	Pedagogical initiatives,	Support system improvements,
PSO1: To establish a foundation of value-based learning in leadership and teamwork, emphasizing integrity and transparency.	Emphasis on value-based leadership, teamwork, and ethics	Integrating courses on ethical leadership, Corporate social responsibility, Building team dynamics	Students were given opportunity to participate in various social, cultural and academic activities. Many conferences and workshops are being conducted and students have coordinated them. In many courses, group assignments and projects and interaction with visiting corporate faculty is arranged. Various student cell such as placement, corporate relations, sports etc. have built in student an ability to work in team with ease and without conflict of interests.

4.2 Learning Processes (75)

4.2.1 Describe Processes followed to improve quality of Teaching & Learning (20)

A) Adherence to Academic Calendar

Academic calendar is prepared at the start of the trimester and is displayed on notice board and website. Strict adherence to Academic Calendar is maintained.

Academic calendar

Ignited Minds Society's Mulshi Institute of Business Management PGDM Academic Calendar (Academic Year 2024- 25)					
Trimester	2024-26	I	Trimester	2023-25	IV
	From	To		From	To
Register for Term 1	16-Jun, Sun	16-Jun, 2024	Register for Term 4	08-Jul, Mon	08-Jul, 2024
Classes started	26-Jun, Wed		Classes started	09-Jul, Tue	
First Int. Assessment	16-Jul, Tue	22-Jul, 2024	First Int. Assessment	27-Jul, Sat	01-Aug, 2024
Receive Feedback on performance	23-Jul, Tue	27-Jul, 2024	Receive Feedback on performance	09-Aug, Fri	06-Aug, 2024
Provide Voice of class	27-Jul, Sat	29-Jul, 2024	Provide Voice of class	05-Aug, Mon	06-Aug, 2024
Second Int. Assessment	06-Aug, Tue	12-Aug, 2024	Practitioners session based assessment	15-Aug, Thu	20-Aug, 2024
Receive Feedback on performance	13-Aug, Tue	17-Aug, 2024	Receive Feedback on performance	21-Aug, Wed	26-Aug, 2024
Third Int. Assessment	26-Aug, Mon	31-Aug, 2024	Third Int. Assessment	03-Sep, Tue	09-Sep, 2024
Receive Feedback on performance	02-Sep, Mon	06-Sep, 2024	Receive Feedback on performance	10-Sep, Tue	14-Sep, 2024
Provide Voice of class	06-Sep, Fri	07-Sep, 2024	Provide Voice of class	13-Sep, Fri	14-Sep, 2024
Take Re-assessment (if app.)	11-Sep, Wed	16-Sep, 2024	Take Re-assessment (if app.)	8-Sep, Wed	23-Sep, 2024
Take End Term Exams	16-Sep, Mon	21-Sep, 2024	Take End Term Exams	23-Sep, Mon	30-Sep, 2024
Take Re-exam (if app.)	28-Sep, Sat	03-Oct, 2024	Take Re-exam (if app.)	10-Oct, Thu	13-Oct, 2024
Trimester I events	From	To	Trimester IV events	From	To
Attend the Orientation Program	17-Jun, Mon	22-Jun, 2024	Meet Year I end, CGPA and F requirements	21-Jun, Fri	01-Jul, 2024
Meet the Academic Mentor	01-Jul, Mon	08-Jul, 2024	Select Electives for next Trimester	20-Sep, Fri	23-Sep, 2024
			Work on Dissertation Project	01-Oct, Tue	17-Feb, 2025
Trimester	2024-26	II	Trimester	2023-25	V
	From	To		From	To
Register for Term 2	21-Sep, Sat	21-Sep, 2024	Register for Term 5	01-Oct, Tue	01-Oct, 2024
Classes started	23-Sep, Mon		Classes started	01-Oct, Tue	
First Int. Assessment	11-Oct, Fri	16-Oct, 2024	First Int. Assessment	22-Oct, Tue	28-Oct, 2024
Receive Feedback on performance	17-Oct, Thu	21-Oct, 2024	Receive Feedback on performance	29-Oct, Tue	02-Nov, 2024
Provide Voice of class	21-Oct, Mon	22-Oct, 2024	Provide Voice of class	04-Nov, Mon	05-Nov, 2024
Second Int. Assessment	30-Oct, Wed	31-Oct, 2024	Practitioners session based assessment	13-Nov, Wed	18-Nov, 2024
Receive Feedback on performance	01-Nov, Fri	05-Nov, 2024	Receive Feedback on performance	19-Nov, Tue	23-Nov, 2024
Third Int. Assessment	24-Nov, Sun	29-Nov, 2024	Third Int. Assessment	11-Nov, Mon	16-Nov, 2024
Receive Feedback on performance	30-Nov, Sat	04-Dec, 2024	Receive Feedback on performance	18-Nov, Mon	22-Nov, 2024
Provide Voice of class	09-Dec, Mon	13-Dec, 2024	Provide Voice of class	25-Nov, Mon	26-Nov, 2024
Take Re-assessment (if app.)	14-Dec, Sat		Take Re-assessment (if app.)	27-Nov, Wed	02-Dec, 2024
Take End Term Exams	19-Dec, Thu	20 Dec, 3-4 Jan	Take End Term Exams	26-Dec, Thu	27,28 Dec, 3-4 Jan
Take Re-exam (if app.)	26-Dec, Thu	31-Dec, 2024	Take Re-exam (if app.)	13-Jan, Mon	18-Jan, 2025
Trimester II events	From	To	Trimester V events	From	To
AOI is finalized	29-Nov, Fri	12-Dec, 2024	Select Electives for next Trimester	23-Dec, Mon	25-Dec, 2024
Select Electives for next Trimester	11-Dec, Wed	13-Dec, 2024			
Christmas Break	21-Dec, Sat	02-Jan, 2025			
Trimester	2024-26	III	Trimester	2023-25	VI
	From	To		From	To
Register for Term 3	02-Jan, Thu	02-Jan, 2025	Register for Term 6	02-Jan, Thu	02-Jan, 2025
Classes started	07-Jan, Tue		Classes started	07-Jan, Tue	
First Int. Assessment	27-Jan, Mon	01-Feb, 2025	First Int. Assessment	22-Jan, Wed	27-Jan, 2025
Receive Feedback on performance	03-Feb, Mon	07-Feb, 2025	Receive Feedback on performance	28-Jan, Tue	01-Feb, 2025
Provide Voice of class	07-Feb, Fri	08-Feb, 2025	Provide Voice of class	01-Feb, Sat	03-Feb, 2025
Second Int. Assessment	17-Feb, Mon	24-Feb, 2025	Practitioners session based assessment	11-Feb, Tue	17-Feb, 2025
Receive Feedback on performance	23-Feb, Tue	28-Feb, 2025	Receive Feedback on performance	18-Feb, Tue	22-Feb, 2025
Third Int. Assessment	10-Mar, Mon	15-Mar, 2025	Third Int. Assessment	03-Mar, Mon	08-Mar, 2025
Receive Feedback on performance	17-Mar, Mon	21-Mar, 2025	Receive Feedback on performance	10-Mar, Mon	14-Mar, 2025
Provide Voice of class	21-Mar, Fri	22-Mar, 2025	Provide Voice of class	14-Mar, Fri	15-Mar, 2025
Take Re-assessment (if app.)	26-Mar, Wed	31-Mar, 2025	Take Re-assessment (if app.)	19-Mar, Wed	24-Mar, 2025
Take End Term Exams	31-Mar, Mon	05-Apr, 2025	Take End Term Exams	24-Mar, Mon	29-Mar, 2025
Take Re-exam (if app.)	01-Jul, Tue	07-Jul, 2025	Take Re-exam (if app.)	15-Apr, Tue	21-Apr, 2025
Trimester III events	From	To	Trimester VI events	From	To
Meet your Mentor for Internship	31-Mar, Mon	05-Apr, 2025	Submit Graded Dissertation report	12-Feb, Wed	17-Feb, 2025
Undertake Internship	07-Apr, Mon	21-Jun, 2025	CIE sheet is finalized	22-Apr, Tue	28-Apr, 2025
Select Electives for next Trimester	22-Jun, Sun	23-Jun, 2025			
Activities, Events	From	To	Holidays	From	To
Juniors Outbound	24-Jun, Mon		Independence Day (National Holiday)	15-Aug, Thu	15-Aug, Thu
Student Cell formation	24-Jun, Mon	24-Jul, 2024	Ganesh Chaturthi	07-Sep, Sat	07-Sep, Sat
ISB&M Anniversary - FORZA	22-Jul, 2024	24-Jul, 2024	Mahatma Gandhi Jayanti	02-Oct, Mon	02-Oct, Mon
Freshers' Welcome			Dussehra	12-Oct, Sat	12-Oct, Sat
HR Share			Diwali	01-Nov, Fri	01-Nov, Fri
Marketing Conference			Christmas (for students)	25-Dec, Wed	25-Dec, Wed
Crescendo			Republic Day (National Holiday)	26-Jan, Sun	26-Jan, Sun
Farewell Party			Chatrapati Shivaji Maharaj Jayanti	19-Feb, Wed	19-Feb, Wed
Convocation			Holi	14-Mar, Fri	14-Mar, Fri
			Dr. Babasaheb Ambedkar Jayanti	14-Apr, Mon	14-Apr, Mon
			Labour Day	01-May, Thu	01-May, Thu

There may be some changes to the Calendar due to the change of dates.

B) Instructional Methods and Pedagogical Initiatives at MIBM

MIBM employs various instructional methods and pedagogical initiatives to enhance the teaching-learning process. The following processes are in place: MIBM follows five step processes to improve quality of teaching and learning

Learning Process 1: - Design and plan learning activities for each course

Description	Process at MIBM
Developing expertise in designing teaching activities	<ul style="list-style-type: none">• Faculty meetings for orientation and review.• Internal Quality Assurance Cell oversees curriculum compliance.• Align course outlines with Program Outcomes (POs).• Specific rubrics for assessment included in course design.• Gather feedback from students after course completion.
Curriculum design to meet industry requirements	<ul style="list-style-type: none">• Faculty training and workshops.• Development of industry-relevant case studies.• Competency-based curriculum aligned with industry needs.• Ethical orientation embedded into course objectives.
Reporting student experience	<ul style="list-style-type: none">• Feedback integrated into course redesign.• Communication of feedback to faculty.• Faculty Development Programs (FDPs) conducted regularly.
Building relationships with community and industry stakeholders	<ul style="list-style-type: none">• Faculty collaboration with industry for case study development.• Mentorship programs for Summer Internships.• Initiatives like rural visits under "Social Environment of Business." Alumni mentoring programs.

Learning Process 2: - Encourage research, consultancy and professional activities along with teaching under continuing learning process

Description	Process at MIBM
Present research in national and international conferences	<ul style="list-style-type: none"> • Faculty incentivized to publish research papers. • Faculty encouraged to present at conferences.
Collaborative research with students	<ul style="list-style-type: none"> • High-quality Summer Internship projects converted into research papers. • Joint faculty-student research initiatives.
Distinguished contributions to research	<ul style="list-style-type: none"> • Faculty recognized as lead investigators for externally funded curriculum projects. • Creation of innovative teaching materials adopted by external stakeholders • Delivering keynote addresses and conducting workshops at national and international conferences.

Learning Process 3: - Developing a supportive learning environment for learning

Description	Process at MIBM
Foundation courses to bridge knowledge gaps	<ul style="list-style-type: none"> • Offer foundation courses for students with diverse academic backgrounds.
Building respectful learning communities	<ul style="list-style-type: none"> • Encourage respect and inclusion in classroom environments. • Address student learning queries promptly.
Using POs and course outcomes to assess learning	<ul style="list-style-type: none"> • Employ targeted assessments to evaluate student progress against POs, PSOs, and COs. • Implement a mentoring process to support students.
Enhancing assessment and feedback mechanisms	<ul style="list-style-type: none"> • Continuous Internal Assessment incorporates both individual and group learning components. • Use varied teaching tools such as case studies. • Student's feedback is taken at the end of each trimester for each course without disclosing their identity and same is shared with respective faculty for further improvement in teaching and bridging the gap.

Learning Process 4: - Maximizing Impact on Learning

Description	Process at MIBM
Using varied assessment tools	<ul style="list-style-type: none">• Align tools with POs, PSOs, and COs for effective learning evaluation.
Initiatives to support student learning	<ul style="list-style-type: none">• Utilize ERP as a Learning Management System (LMS).• Involve students in academic committees.
Collaborative learning	<ul style="list-style-type: none">• Encourage group projects, collaborative research with faculty and interactive workshops.• Collaborative learning is encouraged for the students in a number of courses. While there are number of courses such as dissertation, project etc.,

Learning Process 5: - Application of Learning

Description	Process at MIBM
Internships	<ul style="list-style-type: none">• Facilitate Summer Internships to provide real-world experience.
Participation in corporate and intercollegiate events	<ul style="list-style-type: none">• Support student involvement in social and corporate events.• Conduct case study competitions and surveys.

Innovative pedagogies are used by the faculties for enhanced and better course content delivery. For each course the concern faculty creates a session based detailed lesson plan including cases, games etc. to be used and the same is shared with the students through **ERP Learning Management System (LMS)** so that students can come prepared and could actively participate in the class room.

Session teaching material (such as PPT, cases, management games etc.) could be shared with students through the mobile APP and Learning Management System (LMS).

Course file is prepared by every faculty with course objective and outcomes as per NBA requirements

A continuous internal assessment process is employed for every course. Once a course is approved by the Board of Studies, faculty is given liberty to suggest an assessment process using various techniques such as quiz, class test, case study, group discussion etc. to assess the understanding of the student about the subject.

C) Courses beyond Academics

MIBM integrates several value-added programs to complement the academic curriculum. These include certifications in emerging tools, entrepreneurship initiatives, and soft skills workshops.

a) MOOCs (Massive Open Online Courses)

At MIBM, students are actively encouraged by faculty to enroll in MOOCs, providing them with an accessible and flexible way to acquire new skills and knowledge from global experts without the need for in-person classes.





Yuvraj Maskey **Operations Job Simulation**

Certificate of Completion
October 27th, 2025

Over the period of October 2025, Yuvraj Maskey has completed practical tasks in:

Foundations of operations
Facilitating ultra-high net worth transactions



Tom Brunskill
CEO, Co-Founder of
Forage

Enrollment Verification Code: wH5QZLnLqkWhHz | User Verification Code: 68fd2ho407ba3d5c84388aa | Issued by Forage

Certificate of Participation

is awarded to

Mosin Khan

Enrollment Number : **NISM20250000202942**

For Successfully Completing the

SEBI Investor Awareness Test

ON **June 14, 2025**



Shashikumar Valsakumar
Executive Director
Securities and Exchange Board of India



Sunil J. Kadam
Registrar
National Institute of Securities Markets

b) Value-Added Courses

MIBM's value-added courses complement the core curriculum, equipping students with specialized skills in emerging fields to enhance employability, broaden knowledge, pursue passions, and stay updated with industry trends and best practices.

Sr No	Certification
1	Lean Six Sigma (Yellow Belt)
2	ISO 9001:2015
3	Advance Excel
4	Corporate Finishing Programmed
5	Looker Studio
6	Google Analytics 4.0
7	Power BI
8	Marketing Analytics with Lined in
9	NISM National institute of Securities Market (Level V-A)
10	Google Ads
11	Foundation of Digital Marketing and Ecommerce by Goggle
12	Financial Risk Management

c) Outbound Training

Outbound training programs at MIBM are designed to complement academic learning through hands-on, experiential activities. These programs typically include team-building exercises and adventure-based challenges that take place outside the classroom, fostering collaboration, problem-solving, and leadership. The goal is to provide students with a unique learning experience that enhances teamwork and leadership skills.



d) Yoga Sessions

At MIBM, yoga sessions are integrated into the curriculum to promote both physical and mental well-being. These sessions offer students an effective way to manage stress, improve concentration, and maintain overall health. Incorporating yoga into their routine helps students build resilience, focus, and a balanced lifestyle, which is essential for their academic and personal growth.

e) Students' clubs and Participation in the committees

MIBM actively encourages students to engage in a variety of academic and professional clubs that foster leadership, communication, decision-making, and problem-solving skills. These clubs provide a dynamic platform for students to express creativity, organize events, write blogs, create newsletters, and participate in meaningful discussions. By taking on key roles such as club president, secretary, and digital head, students enhance their leadership and teamwork abilities, gaining real-world experience that enriches their resumes. Complementing these efforts, the Student Council at MIBM plays a pivotal role in managing processes and fostering a vibrant campus life through specialized cells that ensure holistic student development in a collaborative environment.

Currently, there are fourteen student clubs and cells, as listed below

- I. **Campus Recruitment Cell:** Bridges students and recruiters, ensuring effective placements and corporate interaction.
- II. **Corporate Relation Cell:** Builds and strengthens ties with industries, organizes guest lectures, and enhances institutional PR.
- III. **Alumni Cell:** Connects MIBM's 9350+ alumni worldwide, offering events and support for students and alumni engagement.
- IV. **HR Club:** Focuses on enhancing HR students' knowledge and skills through diverse activities.
- V. **DIGI-Eye (Digital Moments Cell):** Captures campus life creatively, preserving memorable moments.
- VI. **Debate Cell:** Promotes critical thinking and effective communication through debates and discussions.
- VII. **Medios:** The Media and Movie Club organize workshops with industry experts and nurtures creative storytelling.

- VIII. **Digital Marketing Cell:** Enhances MIBM's global reach and visibility through social media and digital strategies.
- IX. **I-Talk:** Hosts motivational talks and industry expert interactions to inspire intellectual growth.
- X. **CSR Cell:** Drives social responsibility initiatives like skill development, advocacy, and empowerment campaigns.
- XI. **Sports Academy:** Encourages physical fitness and teamwork through various sports activities.
- XII. **Lifestyle Development Cell:** Organizes cultural and social events for an enriched campus experience.
- XIII. **Marketing Club:** Provides practical marketing insights via workshops, competitions, and field trips.
- XIV. **Fitness Club:** Promotes physical and mental well-being through fitness programs, yoga, and self-defense. They get involved in planning, organizing and execution of events.

f) Soft skills and communication skills

Soft skills are an outcome of various influences and interactions one has had in his or her life. These skills leave a lasting impression on one's life-both positive and negative. Hence, to sharpen these skills, which lead to more employability opportunities, the institution imparts soft skills training to the students. To bring awareness about the importance of soft skill development.

Students with different backgrounds from different states and different strata of family backgrounds join this program. Therefore, for slow learner MIBM has specially designed an **Individual Capacity Building (ICB) Program**.

Corporate Finishing School to improve communication skills of the students along with learning of global etiquettes and manners is conducted in first year of program itself. This enables students to adopt expectations of Corporate World with ease for Summer and Final Placements.

g) Career and personal Counselling

The institute offers career and personal counseling to support students' development. The Training and Placement Cell conduct sessions on career planning, industry options, and successful career strategies, helping students make informed choices post-graduation. Personal counseling is facilitated through mentoring, addressing personal and academic challenges. A qualified counselor focuses on students' academic, physical, and psychological growth.

h) Corporate Finishing Schools (CFS)

The Corporate Finishing School at MIBM is designed to prepare students for a successful transition into the corporate world. This training equips them with the necessary skills and insights to thrive in a competitive job market. Through mock interviews, resume-building workshops, and soft skills development, students gain the confidence and capabilities required to excel during recruitment processes and secure their desired roles.

D) Identification of slow and advance Learners and Actions taken

At MIBM, students come from diverse states and academic backgrounds, resulting in varied learning patterns. To address these differences:

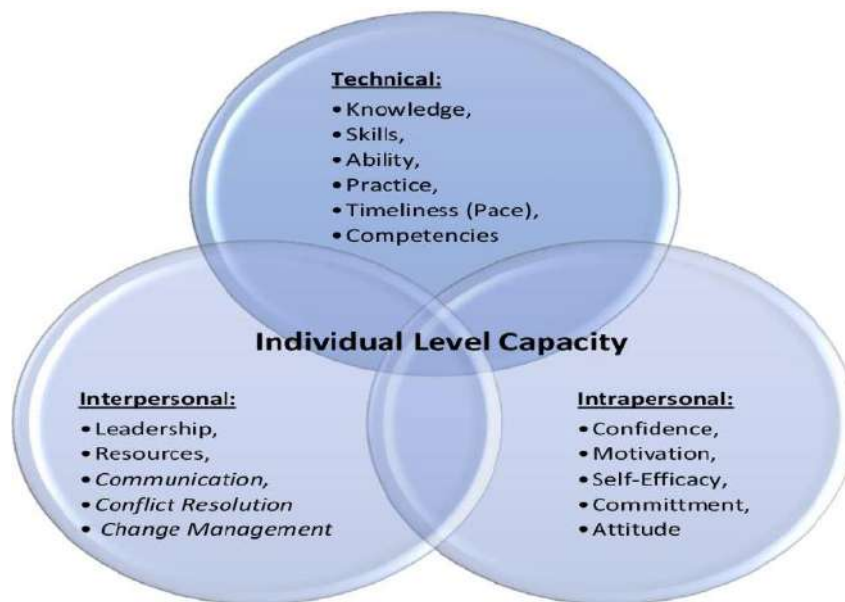
- a) Mentorship Program:** Each student is assigned a faculty mentor who regularly monitors their learning progress. Any challenges faced by students are addressed with the help of the coordinator or Director to implement necessary corrective measures.
- b) Communication Skills Enhancement:** Approximately 15% of students struggle with fluency in English due to lack of confidence. Faculty specializing in communication identify such students during sessions and provide targeted training.
- c) Interactive Activities:** In the first trimester, all students are encouraged to interview an entrepreneur, which is recorded and presented in class. This activity helps less confident learners improve their skills by collaborating with stronger communicators.
- d) Remedial Support:** Extra sessions are conducted for students who need assistance in subjects such as Accounting, Quantitative Techniques, and IT.
- e) Opportunities for advance learners:** High-performing students are given leadership roles in organizing campus events, working alongside faculty. They are also encouraged to participate in seminars and present papers at National and International Conferences to enhance their academic and professional development.
- f) Opportunities for slow learners:** For slow learners, institution has designed extra classes, make up exams and assignments. There are also mentors assigned to each student for consultation. Second year students and alumni also act as mentors to first students of first year. Institute has a Grade Improvement Program for all students desirous to improve their CGPA. Students are re-evaluated in their chosen subjects and best of two is considered for final CGPA. For the Theory

courses, the students scoring 50% or less mark in the respective course are provided counselling and guidance by the course teacher separately.

About Skill Development

students with different backgrounds from different states and different strata of family backgrounds join this program. Therefore, for slow learner MIBM has specially designed an **Individual Capacity Building (ICB) Program**.

The necessity of such program is depicted in figure below:



The ICB program helps:

- Individual Assessment of student with consultancy
- Expectation Sharing by Corporate people
- Special coaching with Corporate Trainers
- All above activities with no extra cost to student

Some of the agencies involved in ICB that is a flagship program of MIBM are as below:

Sr No	Training Agencies	Focus Area	Expertise
1	Word Maya	Business Communication	AICTE Recommended Corporate trainers
2	Integrity consults	Management Fundamental	All trainers are drawn from industry with 15 to 20 years' experience in lateral hiring
3	My Tech Focus	Aptitude Preparation	Expertise Aptitude trainer with industry blend for training design
4	Edu Tech	Corporate Finishing School	Industrial professional form versatile background expertise in the field of personal proficiency
5	AON	Exam for Training Need Identification	Renowned international online exam service provider for premium corporates. Provide Support through online exam for first screening of weak and strong areas of student
6	TrueSkill	Hard Skills for Industry readiness	On-campus training delivery Comprehensive study material and reference resources Capstone project and assignment support Evaluation via TrueSkill's secure proctored platform
7	Indeduc	Personality Mapping & GRIT Analysis	Group Discussion Activity Individual Reflection Behavioral Traits Identification GRIT Scoring & Interpretation Feedback and Action Planning



Mr. Maruf Pathan, Trainer from TrueSkill's, is training students in Power BI.



Hands-on training on Power BI



Dr. Saroja Asthana with Mr. Aman Gupta, Trainer, Advance Excel addressing students.



Mrs. Ritu Gulwani from Indeduc is addressing students on Personality Mapping & GRIT Analysis.

For advance learners, the institution facilitates them with advanced case studies and research papers. These students are encouraged to present their papers in conferences or publish papers in journals. **(Please refer Criteria 5)**

G) Student Feedback of Teaching Learning Process and Actions

MIBM employs a structured feedback mechanism:

- Feedback collected at the end of each course.
- Faculty meetings to discuss student feedback.
- Improvements implemented based on feedback for continuous quality enhancement.

H) ICT enabled learning

The institution has state-of-the-art infrastructure such as ICT class rooms Wi-Fi enabled library to support teaching learning process.

Institution also uses social media as a platform to keep students update. WhatsApp groups are created and all the notices, notes, assignments, case studies, session plans, timetables, etc. are floated in that group. The students can also use the same platform to solve their queries and give feedback to faculties.

The faculty can evaluate students according to assessment criteria for that particular course. All the internal marks for all the students are calculated and uploaded on the bloom taxonomy based Continuous Internal Evaluation (CIE), an Excel based software developed in-house. Student have access to their results. All the faculties are obliged to show answersheets, quiz papers, class assignment, etc. to students so that they can understand the evaluation criteria properly. At the end of trimester final examination is conducted having fixed maximum marks.

4.2.2. Quality of Continuous Assessment and Evaluation Processes (40)

At MIBM, the performance assessment of students combines both direct and indirect techniques through internal assessments and end-term exams. The aim is to assess students' competency in achieving program and course outcomes, rather than just testing memory. Internal assessments include group/individual studies, quizzes, assignments, and class participation and mid-term with a weightage of 70% of the total marks. These methods vary depending on the nature and objectives of the course. Faculty members have the flexibility to design assessment components that best align with the course requirements, ensuring a diverse and comprehensive evaluation approach.

The overall evaluation consists of Continuous Internal Assessment (CIA) and End Term Examinations (ETE), both contributing to 100 marks. The mid-term exams cover at least 50% of the syllabus. Faculty ensures that course outcomes are evenly covered through both mid-term and end-term evaluations. Students have access to their answer scripts after evaluation for transparency, and they are encouraged to seek clarifications regarding marks from the respective faculty members.

A. Internal Question Paper Setting and Evaluation Process

A) Internal Assessment and Their Relevance to Course Outcomes

Assignments at MIBM are designed to provide hands-on learning experiences and enhance students' understanding of the subject matter. Both individual and group assignments are used to foster collaboration and practical exposure. The assignments map directly to the course outcomes, and weightages are assigned accordingly as per guidelines provided as below:

B) End term Exam

Question papers of End Term are set keeping in mind coverage of the syllabus and COs. It is conducted for 30 Marks

Quality parameters of evaluation tools

Case Study

Criteria	Levels of Achievement	Meets Expectations (≥75% and <100%)	Nearly Meets Expectations (≥50% and <75%)	Below Expectations (<50%)
Organization of Information (Weight 10%)	Logical flow and clarity in structuring content.	Content is highly organized with clearly structured paragraphs and subheadings.	Content is organized but lacks refined paragraph structuring.	Content is somewhat disorganized, with poorly structured paragraphs.
Clarity of Case Details (Weight 20%)	Depth and coverage of case-related facts.	Provides a thorough explanation with detailed facts about the case.	Offers an adequate explanation of the case details but lacks depth.	Explanation of case details is superficial or unclear.

Relevance of Information (Weight 30%)	Alignment with the topic and use of supporting examples.	Information is highly relevant, with multiple examples and details supporting the topic.	Information is relevant but includes only one or two supporting examples.	Information is somewhat relevant but lacks supporting details or examples.
Personal Insight and Analysis (Weight 20%)	Expression of individual views on the case.	Personal reaction is well-articulated, clear, and shows thoughtful analysis.	Personal reaction is adequately expressed but lacks depth or precision.	Personal reaction is vague, unclear, or not well-supported.
Accuracy of References (Weight 10%)	Correct documentation and formatting of sources.	All references are accurately cited and formatted as required.	Most references are correctly cited, with minor formatting issues.	References are largely incomplete or incorrectly formatted.
Grammar and Writing Quality (Weight 10%)	Language fluency and grammatical correctness.	Writing is free from grammatical, spelling, or punctuation errors.	Contains minor grammatical, spelling, or punctuation issues (1-3 errors).	Multiple grammatical, spelling, or punctuation errors significantly impact readability.

Project

Criteria	Excellent ($\geq 80\%$)	Very Good ($\geq 70\%$ to 80%)	Good ($\geq 60\%$ to 70%)	Average ($< 60\%$)
Questions & Insights (Weight: 25%)	Answers all questions and goes beyond the obvious, providing deep insights, demonstrating excellent understanding of issues and evidence of extensive reflection.	Answers all questions, insights provided demonstrating good understanding of issues involved and evidence of reflection.	Missed questions, limited insights provided, demonstrating limited understanding of issues and evidence of limited reflection.	Misses several questions, no insights provided, demonstrating lack of understanding of issues and no evidence of reflection.
Course Concepts (Weight: 25%)	Aligns all answers with concepts covered in course (readings) providing multiple examples, viewpoints, opposing points, analogies, and integrates materials from 3-4 external sources.	Aligns most answers with concepts covered in course (readings), providing examples, and multiple viewpoints. Uses at least 2 external sources.	Aligns some answers with course concepts (readings), providing few examples and viewpoints. Uses at least 1 external source.	Does not align answers with course concepts (readings) or provide any examples or viewpoints. Uses no external resources.
Spelling, Grammar & Presentation (Weight: 25%)	No spelling, punctuation, and grammar errors; excellent presentation. Word choice shows professional growth & reflects college-level writing.	A couple of spelling, punctuation, and grammar errors; very good presentation. Word choice shows professional growth & reflects college-level writing.	Many spelling, punctuation, and grammar errors; good presentation. Word choice shows need for professional growth & college-level writing.	Many spelling, punctuation, and grammar errors; average presentation. Word choice shows need for professional growth; difficult to read; lack of proofreading.

Criteria	Excellent ($\geq 80\%$)	Very Good ($\geq 70\%$ to 80%)	Good ($\geq 60\%$ to 70%)	Average ($< 60\%$)
Timeliness (Weight: 25%)	Project submitted on due date & time.	Project submitted a day late but with permission of instructor.	Project submitted two days late but with permission of instructor.	Project submitted late without permission of instructor.

Quiz (MCQ)

Score Range	Level	Description
$\geq 80\%$	Complete	Demonstrates excellent understanding and application of concepts. Accurately answers the majority of questions with clear reasoning.
$\geq 60\%$ and $< 80\%$	Substantial	Shows good understanding of the concepts. Answers reflect partial but solid comprehension with minor inaccuracies.
$\geq 50\%$ and $< 60\%$	Fair	Indicates basic understanding of the concepts. Some answers are correct, but significant gaps or misunderstandings are evident.
$< 50\%$	Lack	Demonstrates limited or no understanding of concepts. Many answers are incorrect or irrelevant.

Assignments

Criteria	Weight	Unacceptable (0-24%)	Poor (25-49%)	Fair (50-74%)	Good (75-100%)
Organization of Information	10%	The information appears disorganized.	Information is organized, but paragraphs are not well-constructed.	Information is organized with well-constructed paragraphs.	Information is very organized with well-constructed paragraphs and subheadings.
Quality of Information	30%	Information has little or nothing to do with the main topic.	Information relates to the main topic, but no details/examples are given.	Information relates to the main topic and provides 1-2 supporting details/examples.	Information relates to the main topic and includes several supporting details/examples.

Grammar and Composition	10%	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	No grammatical, spelling, or punctuation errors.
Use of Sources	20%	Some sources are not accurately documented.	All sources are documented, but many are not in the desired format.	All sources are documented, but a few are not in the desired format.	All sources are accurately documented in the desired format.
Diagrams and Illustrations	30%	Diagrams/illustrations are inaccurate or do not add to understanding.	Diagrams/illustrations are neat/accurate and sometimes add to understanding.	Diagrams/illustrations are accurate and add to understanding.	Diagrams/illustrations are neat, accurate, and significantly enhance understanding.

Presentation

Criteria	> 70%	>= 60%, < 70%	>= 50%, < 60%	< 50%
Visual Appeal	No errors; concise; engaging.	Minor errors; some slides crowded.	Many errors; slides not concise.	Numerous errors; unreadable; no appeal.
Comprehension	Extensive topic knowledge; all Qs answered.	Good understanding; most Qs answered.	Some understanding; few Qs answered.	Lack of understanding; Qs answered inaccurately.
Presentation Skills	Engaged audience; good eye contact; suitable volume/body language.	Moderate audience engagement; steady eye contact.	Minimal engagement; inconsistent speaking volume/body language.	Distracting delivery; poor engagement.
Content	Concise, comprehensive, and relevant.	Good summary; minor gaps.	Informative but lacked depth; unanswered elements.	Lacked relevance; many unanswered points.



Preparedness	Equal participation; seamless teamwork.	Slight dominance of one; teamwork present.	Significant imbalance in contributions.	Disjointed delivery; evident tensions.
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Orientation program at MIBM is a big affair and is conducted in association with ISB&M, Nande, Pune. It starts with a dinner of students with V.Ps. or Heads of HR, Marketing, Finance etc. of FMCG, Heavy Engineering, Banks, Electronics, Media sector etc. Further, during 5-day program at least 30 Corporates of high positions are invited to share their expectations from a management graduate.

As an in-house activity, faculty is introduced to the students. Further, they are informed about the institution, its grading and assessment system, policies, placement facilities, infrastructure facilities, and other extra- curricular activities and code of conduct. Each student is also provided with a kit having sack, T-shirt, text books, pen drive, college and hostel manual, academic calendar etc.



Orientation program ends with one day out-bound activity in nearby tourist spot to break ice as students to MIBM come from 12-15 states with different economic and cultural backgrounds.

Orientation Program for Batch 2025-27

 <div style="text-align: center;"> Mulsh Institute of Business Management Pune Campus ORIENTATION PROGRAM 2025 </div> 		
PGDM 26th Batch (2025 -27)		
<p>The Orientation Program is designed to Welcome You at MIBM Pune and seek to enrich your perspective towards education and life at a high profile Business School.</p> <p>A carefully crafted program which blends demanding professional commitment and information. It aims to Build your perspective towards corporate career. Seeks to set a new standard in aspiration, professional discipline and life.</p> <p>Above all indulge in MIBM way of life and rediscovery yourself with a brand new perspective</p>		
Orientation Program Schedule		
15-06-2025	2:00 PM - 5:00 PM	Registration of Students
	7:30 PM - 11:00 PM	Welcome Dinner with Corporate Guests and faculties
DAY -1		
Day 1 Monday 16-06-2025	9:00 AM - 9:15 AM	Inauguration & Introduction
	9:15 AM - 9:20 AM	Lighting of the Lamp
	9:45 AM - 10:00 AM	Welcome Address by Founder President, ISB&M Group-Dr. Pramod Kumar
	10:00 AM - 10:20 AM	Welcome address by Founder- Director, Mulshi Group of Institutes -Dr. Saroja Asthana
	10:20 AM - 10:40 AM	Address by the Chief Guest -Mr. Pankaj Dubey, CEO & Founder DSPIN Consulting P Ltd
		Address by Guest of honour Rahul Garg- Founder, Moglix.com (Online from Singapore)
	10:45 AM - 11:00 AM	Tea Break
		Ms. Kalyani Kasara, Lead Brand & Digital Content Strategy, Tata Elxsi
		Mr. Jitendra Talreja, Group Manager Vice President, BNY Melon
	11:00 AM - 12:00 PM	Mr. Mahendra Patil, Director HR, Whirlpool
		Mr. Anand Moorty, Business Head, Data Intelligence, Square Yards
	12:00 PM - 1:00 PM	Mr. Vikas Sharda, CFO, British Airways
	1:00 PM - 2:00 PM	Lunch Break
		Panel Discussion :-Mr. Shashwat Priya, Product Manager, Gupshup
		Ms. Khushbu Shetty, Director, PwC
	2:00 PM - 3:30 PM	Mr. Gopala Krishna, National Head Supply Chain, Bigbasket
	3:30 PM - 4:30 PM	Introduction of Faculty & Staff by ACP-Dr. Dr. Manoj Sharma
	4:30 PM - 5:00 PM	Break
	5:00 PM - 6:00 PM	Workshop:-Dr. Manoj Sharma, The Missing Piece: A Game of Strategy, Teamwork & Negotiation
	6:30 PM - 8:30 PM	Outdoor Activity- "Zumba" - Prof. Prasanjeet
	8:30 PM - 10:00 PM	Dinner Break
	10:00 PM - 11:30 PM	Workshop: My Sweet lime -Dr. Pramod Kumar & Dr. S. Jayaraman, All faculties
DAY 2		
Day 2 Tuesday 17-06-2025	8:30 AM - 9:00 AM	Attendance
	9:00 AM - 10:00 AM	Ms. Shilpa Nimbalkar, Head HR, Bitwise India
	10:00 AM - 11:00 AM	Mr. Ritesh Mehta, VP Communications, Bandhan Bank
	11:00 AM - 12:00 AM	Workshop: Prof Subramaniam & Dr. Manoj Sharma, Wealth Creation,
	12:00 PM - 1:00 PM	Mr. Kripa Subramanian, Leader Talent Acquisition, Siemens
	1:00 PM - 2:00 PM	Lunch Break
	2:00 PM - 4:30 PM	Know Your Academic Program-Prof. Navin Verma, Academic Chairperson
	4:30 PM - 5:00 PM	Break
	5:00 PM - 6:30 PM	Workshop:-Dr. Arun Joshi, Personality & Peer Group Management,
	6:30 PM - 8:30 PM	Outdoor Activity- "Tug of War" - Prof. Prasanjeet
	8:30 PM - 10:00 PM	Dinner Break
	10:00 PM - 11:30 PM	Addressal: The MIBM-ISB&M Way Dr. Pramod Kumar Founder & President, ISB&M Group
DAY 3		
DAY 3 Wednesday 18-06-2025	8:30 AM - 9:00 AM	Attendance
	9:00 AM - 10:00 AM	Ms. Ruby Baksi, Head Talent Acquisition, Harbinger Group
	10:00 AM - 11:00 AM	Workshop:-Prof. Shikha Sargam, Pitch Perfect: The Startup Showdown
		Mr. Jashan Joshi, Manager Talent Acquisition, ZS
	11:00 AM - 12:00 PM	Mr. Piyush Bhargav, Marketing Head, Greaves Cotton
	12:00 PM - 1:00 PM	Mr. Llyod Mascarenhas, Sr. VP, Anarock
	1:00 PM - 2:00 PM	Lunch Break
	2:00 PM - 3:30 PM	Workshop:-Prof. Raju Dhar, Mastering Interpersonal Dynamics through Transactional Analysis
	3:30 PM - 5:00 PM	Workshop:-Dr. Sweta Siddharth, Business Mathematics
	5:00 PM onwards	Pune visit

DAY 4		
Day 4 Thursday 19-06-2025	8:30 AM - 9:00 AM	Attendance
	9:00 AM - 10:00 AM	Briefing on Student Manual & Policy by Academic ChairPerson Dr. Manoj Sharma
	10:00 AM -11:00 AM	Mr. Manoj Pandey,VP Head HR, Grauer & Weil
	11:00 AM -12:00 PM	Mr. Naveen Dhayalan,Head Operations India,Delfingen
	12:00 PM - 1:00 PM	Dr. Arshad Ahmed, Dr. Diksha Jaroliya,ChatGPT as your Academic Ally
	1:00 PM - 2:00 PM	Lunch Break
	2:00 PM - 3:30 PM	Mr. Rupesh Punjani,Partner,Deloitte
	4:00 PM- 5:00 PM	Mr. Amab Pal,Vice President, Polycab India Pvt Ltd
	5:00 PM - 6:30 PM	Workshop:-Dr. Madan Survase, Dr. Manoj Ghadge,Break Understanding the Case Study Learning Method
	6:30 PM-7:00 PM	Break
7:30 PM-8:30 PM	Workshop:-Prof. Smita Poi,The Corporate Race: Collaboration over Competition	
8:30 PM - 10:00 PM	Dinner Break	
9:30 PM- 11:30 PM	Workshop:-Dr. Pramod Kumar & HR Faculty,Competitive Performance & Benchmarking	
DAY 5		
Day 5 Friday 20-06-2025	8:30 AM - 9:00 AM	Attendance
	9:00 AM - 10:00 AM	Mr. Saurabh Shah,Head of People Operations,Krafton
		Mr. Kapil Rajwani,Founder,Stadia Group
		Mr. Neeraj Verma,IBM Partner and Cluster Leader,IBM
	10:00 AM - 11:00 AM	Mr. Bijuraj Balakrishnan,India Director, People & Organization Partner,Dassault Systèmes
		Mr. Govindaraju,VP & Head Central Costing & Commercial,Bata India Limited
	11:00 AM -1:00 PM	Mr. Srikanth Venkataramanan,Group CFO,Standard Chartered
	1:00 PM - 2:00 PM	Lunch Break
	2:00 PM - 3:00 PM	Mr.Karan Sabde,Lead Marketing & Media,Warner Brothers
	3:00 PM - 4:00 PM	Cell presentation Student Council Cell
	4:00 PM - 4:30 PM	Break
		Mr. Pratik Lohia,Vice President , HSBC
	4:30 PM-5:30 PM	Mr. Karan Sood,Senior Manager - Human Resource,USHA International
	5:30 PM - 6:30 PM	Prof. Smita Poi Interaction on Placement & Career
	6:30 PM - 7:30 PM	Workshop:- Prof. Megha Pal,Johari Window Game
7:30 PM-8:30 PM	Workshop:-Dr. Pavithra Ganesh,DE&I	
8:30 PM- 9:30 PM	Dinner Break	
9:30 PM -10:30 PM	Student Council Addressal	
10:30 PM - 11:30 PM	Workshop: Competitive Performance & Benchmark -Dr. Pramod Kumar & Dr. Manoj Ghadge	
Day 6		
Day 6 Saturday 21-06-2025	6:30 AM - 7:30 AM	Yoga Session Prof. Prasanjeet Sports and fitness Director
	8:30 AM - 9:00 AM	Attendance
		Mr. Abid Hussain,VP Ad Sales ,JioHotstar
	9:00 AM - 10:00 AM	Mr. Rohit Jalan,Director - Business Finance,Swiggy
		Mr. Shivam Kapoor,Senior Sales Manager,Modify
		Mr. Om Vijayvargiya,Head of SCM,Schaeffler
		Mr. Abhishek Joshi,Director, WNS
	10:00 AM - 11:30 AM	Mr. Rahul Kedia,Director of Finance & Supply Chain,Takeda
		Mr. Saurabh Maindarkar,Associate VP,Accenture
	12:00 PM - 1:00 PM	Saurabh Arora,Senior Director - Global head of Order to Cash,AP Moller Maersk
	1:00 PM-2:00 PM	Lunch Break
	2:00 PM-3:00 PM	Mr. Kartik Sinha,Senior Associate VP Digital Marketing,IndusInd Bank
	3:00 PM -4:00 PM	Mr. Swapnil Made,VP UNH Desk,Kotak Private
	4:00 PM- 6:00 PM	Alumni Meet & Greet
	6:00 PM - 7:00 PM	Workshop:- Prof. Smita Poi,The mirror challenge- rewiring your inner story
7:00 PM -7:30 PM	Briefing About Outbound Activity-Dr. Amit Kumar	
7:30 PM-8:30 PM	Dinner Break	
9:30 PM-11:00 PM	TALENT SHOW BY STUDENTS (Cultural Night)	
Day 7 Sunday 22-06-2025		OUTBOUND PROGRAM

Corporate Speakers at a Glance

<div>  Mulshi Institute of Business Mangement, Pune </div> <div> Orientation Programme  </div> <div> Corporate Speakers at a Glance </div>		
Speakers Name	Company	Designation
Rahul Dutta	Microsoft	Country Director - Marketing
Khushbu Tahiramani	PwC	Director
Abhishek Joshi	WNS	Director Supply Chain Solutions & Capability
Ankit Jain	EY	Associate Director - Sales Enablement Senior Specialist - EY-Parthenon
Rohit Jalan	Swiggy	Director - Business Finance
Jo Varghese	BNY	Director- Global Custody Operations
Rahul Kedia	Takeda	Director of Finance & Supply Chain
Sumit Premi	RazorPay	Senior Director: Talent Acquisition
Mahendra Patil	Whirlpool	Director HR
Mansingh Jaiswal	Genex Logistics	Director & CEO
Vikas Sharda	British Airways	CFO
Saurabh Maindarkar	Accenture	Associate Vice President
Kunal Sinha	Citi	Lead application development
Hemant Parab	JP Morgan	Vice President - Vendor Management
Pratik Lohia	HSBC	Vice President
Amab Pal	Polycab India Ltd.	Vice President
Karan Sabde	Warner Bros. Entertainment	Lead - Marketing, Media & Partnerships
Swapnil Made	Kotak Private	Vice President UHNI Desk
Nivedita Sinha	Naukri .com	Vice president enterprise sales
Amzath Khan	Zee Studios	Associate Director
Kalyani Kasara	Tata Elxsi	<u>Lead Brand & Digital Content Strategy</u>
Meeta Singh	Deloitte	Lead - Ea & Talent Comms
Kartik Sinha	IndusInd Bank	Senior Associate Vice President
Prateeti Singh	HDFC Bank	Deputy VP
Ritesh M Mehta	Bandhan Bank	VP Communications
Pavan Dinesh Malu	Blue Drop Films Pvt. Ltd.	Founder & CEO
Jitendra Talreja	BNY Mellon	Group Manager - Vice President
Kapil Rajwani	Stadia Group India	Founder
Anand Moorthy	Square yards	Business head - Data Intelligence & Asset management
Shivam Kapoor	Modifi	Senior Sales Manager
Sandeep Naug	Nexverse.ai	Program Director
Vivek Anchalia	Amazing Indian Stories	Founder & CEO
Amrita Sarkar	One Life Studios	Costume Designer
Akash Jain	Reliance Broadcast - Big Fm Network	Lead Planner
Om Vijayvargiya	Schaeffler	Head of Supply Chain Management

Shashwat Priya	Gupshup	Product Manager
Saurabh Arora	AP Moller Maersk	Senior Director - Global head of Order to Cash
Dr. Rupesh Panjani	Deloitte	Partner
Neeraj Verma	IBM	IBM Partner and Cluster Leader- Financial Services
Govindaraju	Bata India Limited	Vice President and Head Central Costing & Commercial
Saurabh Shah	Krafton	Head of People Operations
Bijuraj Balakrishnan	Dassault Systèmes	India Director, People & Organization Partner
Ruby Baksi	Harbinger Group	Head Talent Engagement and Development
Kripa Subramanian	Siemens	People and Organization - Talent Acquisition Partner
Jashan Joshi	ZS	Manager In- Market Talent Acquisition India
Naveen Dhayalan	Delfingen	Operations Head India and Plant Manager
Karan Sood	USHA International	Senior Manager - Human Resource
Srikanth Venkataramanan	Standard Chartered	Senior Internal Audit Manager - Group CFO - Treasury & Financial Regulatory Reporting
Gopala Krishna	Big Basket	National Head Supply Chain
Shyam Sundar Choudhary	Tata Power	Chief - BHR
Yogesh Khatale	Praj industries	Deputy General Manager
Manoj Pandey	Grauer and Weil	Vice President- Head HR
Abid Hussain	JioHotstar	Vice President Ad Sales
Hemant Parab	JP Morgan	Vice President - Vendor Management
Aniruddha Kulkarni	Barclays	Vice President - UK & EU Regulatory Reporting
Lloyd Mascarenhas	ANAROCK	Sr. Vice President & City Lead
Sudhir Chawla	UBS	Vice President
Pankaj Dubey	DSPIN Consulting P LTD.	CEO & Founder
Amit Kamath	Blackrock	Vice President
Dr. Shubhra Chakraborty	Philips	Global Marketing Manager
Chris Gunning	NielsenIQ	Global Enablement Lead, Global Finance Operations

Projects and Internship, All the students have to undergo summer internship program after the completion of first year i.e. at the end of third trimester for least of 8 weeks (extendable up to 12 weeks). summer internships are arranged from campus. No one is allowed to arrange it by himself/herself. The students have to go to different industries and learn the work process of it. Some domain students also

conduct survey using questionnaire as survey tool and makes reports. The internship programs are compulsory and is evaluated at the end of fourth Trimester. Internships are carried out under the guidance of academic guide and industry guide; each student is assigned a faculty supervisor for projects to help the students.

For Placements, the institution has set criteria. The students should have at least 3.5 CGPA and above, with no backlogs. The institution provides centralized training and placement program to all the students along with students of ISB&M, Nande, Pune. Institution also takes feedback on placements and training programs from students to keep improving.

4.2.3. Quality of Student Reports/Dissertation (15)

The primary focus for assessment of student report or dissertation is to ensure that the students attain the competency related to the associated program outcomes. A number of parameters are put in place to assess the quality of report such as:

- Clarity of project objective
- Clarity of methodology
- Clarity of steps
- Technical terms and tools used if substantial current and good quality literature cited
- Quality and clarity of research methodology
- The quality of bench marking tools used
- Interpretation of result and overall presentation of the report

The quality of student's reports is mainly dependent on the primary and secondary data that are collected by the students. There are different criteria for each specialization. For marketing and Human Resource specialization, the students mostly collect data using questionnaire as a survey tool and presents it. For finance, however they work according to the company norms and policies. The institution is also facilitating students with a centralized library and along with this it also provides full access to earlier report. There are high-end journals and case studies that are also available for them to explore and learn.

Standard Operating Procedure – Project

A merit list based on results on trimester I, II and III is displayed along with list of academic guides on respective domains. At the beginning of the Project work, Students is to confirm the project taking into

consideration their specialization preferences. Once the student confirms the title, and submits the synopsis to the Project Committee and to the Academic Guide -Project.

Roles and responsibility of Academic Guide-Project

Once the guide or mentor is allocating the students to the Academic Guide -Project, it becomes the responsibility of the faculty guide on the Project work. At times, it may happen that the students are not aware of the Project or where to look out for Project details, under such circumstances, the faculty guide can ensure that the students do the project work as per the schedule.

Coordination of Students and Faculty Members

Depending on the requirement or as the case may be, student can talk directly to Academic guide regarding the Project work. Though, uniformity is maintained in Project Guidance Time, and only during such sessions students need to talk to the guide for the Project work. During the reviews, by the Project Committee, Academic guide should accompany the students for the presentation.

Timely submission of the Work or Task

The Project shall put the schedule and on that day itself the progress need to be checked and evaluated. Don't expect delays in work, hesitation in submission, false or not genuine reasons. During the reviews, the changes suggested or recommended need to be done for the betterment of the Project work.

Project Evaluation

Project is jointly evaluated by industry authority, in which student has completed SIP and a guide from the institute. The grades are finally reviewed by Dean Academics. The evaluation of the project report is done on two broad parameters viz. – the written report and the viva-voce. The assessment of the report is done on standard criteria.

Written Report	60 Marks
Choice of subject/Title and its industrial replicability	10
Clarity about objectives scope and coverage of the study	05
Design of the study and methodology, Review of earlier work/literature available for the subject, data collection primary, secondary: questionnaire used where applicable, field work	10
Analysis and Interpretation of data: Data Processing technique quantitative OR other tools made use of.	10
Innovative technique/approach to problem solving	10
Finding of Research Study; recommendations, suggestions, policy issues	05
Report writing and presentation; language, composition & chapter scheme.	05
Usefulness of the Study; applicability in business/industry, in decision making/system development	05
Viva Voce	40 Marks
Identification of the problem. Clarity about objectives, scope and coverage of the study	5
Ability to discuss the report design, methodology instruments used literature connected with the report, data quality analysis and interpretation findings and recommendations	15
Depth of the subject and conceptualization of the key areas after completing the Project Work	10
Overall presentation	10

Follows the guidelines in MIBM format strictly, and submit the same in 3 copies in black reason bound to the co-coordinators or Dean Academics after confirming from the guide. Following guidelines need to be strictly followed for respective work:

Project Work (Dissertation)

Summer Internship Report (SIP)

A. Guide lines for students: Project Assignments

1. Treat yourself as the ambassadors of MIBM. Create a good image of the institute by impeccable manners and total commitment to the assignment. Remember that your good work would pave the way for more intakes from our institute.
2. You should at all times, must conduct yourself responsibly and in a manner which would enhance the reputation and image of the institute and your own.
3. You should report for summer training at the place, date and time indicated by the respective organization.
4. You will follow the conduct rules of the organization of your assignment in respect of office timings, working hours, attendance and discipline. Follow the advice of your project guide in this regard.
5. Give your best to the assignment from day one. Be punctual. If a meeting with anyone is fixed, report at the place at 15 minutes ahead of time.
6. Do not remain absent even for a single day during the period of assignment. If there is an emergency, take prior permission from your project guide or the executive concerned
7. Request for leave should make in person, get it confirm on mail
8. Do not leave the place of assignment without the permission of the project guide.
9. Devise the appropriate methodology for studying the assignment. Use your knowledge of sampling technique and statistical tools for data collection and analysis.
10. If using a questionnaire method, show the same to your project guide for correction first.
11. Keep a record of your discussions, interviews and other information in a tidy manner for use for preparation of your summer internship report. In your interactions with personnel of the organization remain polite. Try to impact them by your intelligent questions and response.
12. Keep your project guide informed of the progress you are making on the assignment.
13. If you are held up for want of information from the respective source, consult your project guide. But give a good try yourself before seeking help.
14. Meet your project guide from time to time and keep him/her informed, as decided by him/her.
15. Maintain high standards of personal and professional integrity. If given access to confidential data, do not share with others in and outside the organization.

16. Guard against temptation to make false claims of your expenses. Violation of this would entail expulsion from the institute.
17. As you work on the assignment, try also to study the working of organization, its work culture and how organizations function.
18. You will complete the assignment within stipulated time and follow the norms of research methodology in all respects.
19. On completion of the assignment, you will prepare your summer internship report in two copies. Structure of the report is annexed with this note. You will use this format provided by MIBM.
20. You will deliver one copy of report to your project guide.
21. You will get feedback report signed by the project guide or an appropriate authority of the organization as advised by the project guide. You will request him/her to put it in the envelope and seal it.
22. You will not try tempering the feedback report whether sealed or not.
23. On return from summer training, you will submit a copy of your summer internship report (identical in all respects to the original) to the Chairperson Academics
24. You will be required to make a presentation on your assignment at the institute to judge the quality of your assignment.
25. You will be assigned to a faculty who would be your mentor for your assignment.
26. In case of any difficulty during assignment you would consult him/her.
27. You will keep him/her informed about your progress through a fortnightly report to be mailed to him/her every alternate Monday.
28. In case you take leave of absence from your project guide, you will immediately inform your mentor. The best thing is to refrain from taking leave.
29. The mentor may speak to you from time to time. If you are unable to take the call, you will respond as soon as possible
30. Any complaint from the organization concerned about any inadequacy on your part will entail disciplinary action which includes expulsion from the institute also.
31. TEXT FORMAT: TIMES ROMAN
SENTENCE FONT SIZE: 12
TOPIC NAME FONT SIZE 16, UNDER LINE
SUB TOPIC FONT SIZE :14

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