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.
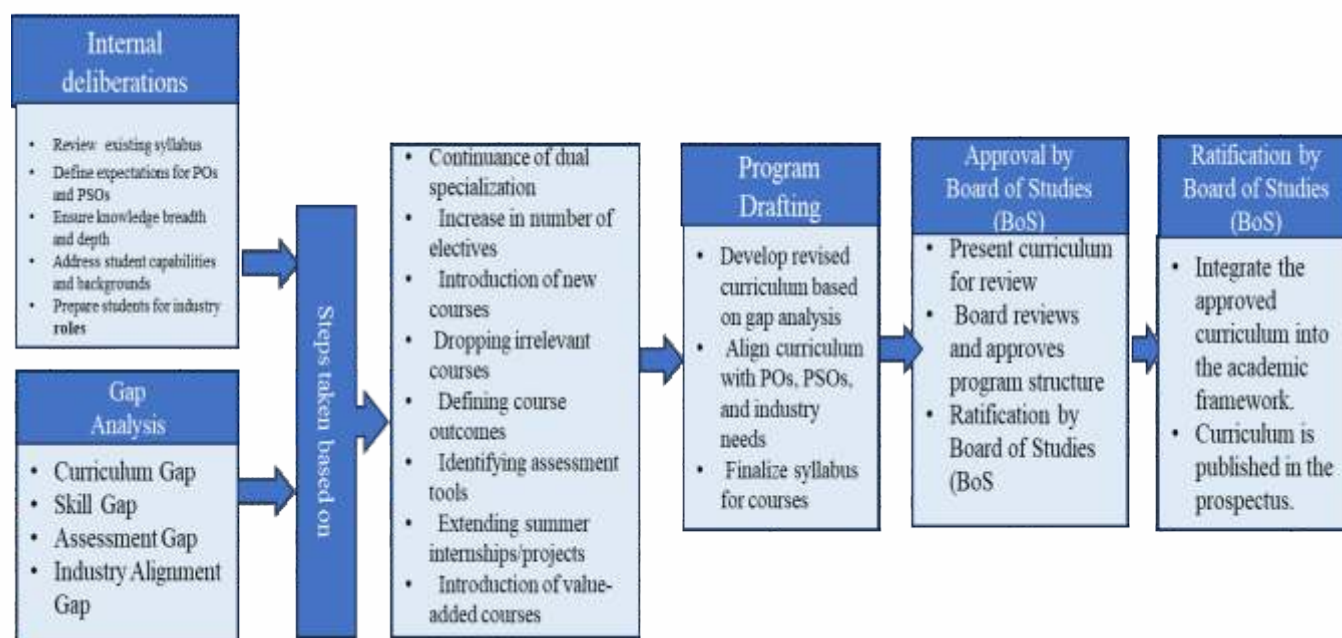

Fig. Components of the curriculum

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) 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.

D) 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	Total number ofcontact hours	Total number of credits
Program Core	48.89	22*4 = 88	22*3 = 66
Program Electives	44.45	20*4 = 80	20*3 = 60
Open Electives	-	-	-
Summer Project/ Internship/Seminars	2.22	4	1*6 = 6
Final Dissertation	4.44	4	1*3 = 3
Any other (Specify) Practical	-	0	0
Total number of credits	100	176	135

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 Behaviour	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
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

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical # (P)	Total Hours	
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
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

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical # (P)	Total Hours	
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
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	Behavioural 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
67	EH512	Negotiation Skills & Collective Bargaining	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	
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
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

SN	Course Code	Course Title	Total Number of Contact Hours				No. of Credits
			Lecture (L)	Tutorial (T)	Practical # (P)	Total Hours	
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
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.
    Eg. 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:**
    A. Experiential Learning: Practical exposure through internships, live projects, simulations, and field visits.
    B. Skill Development: Soft skills training, workshops, and communication labs.
    C. 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:**
    A. Skill Certification Programs: Credentials in tools like MS Excel, Tableau, Six Sigma, and Digital Marketing.
    B. 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 calender

Ignited Minds Society's
Mulshi Institute of Business Management, Pune

PGDM PROGRAM
Academic Calendar
(Academic Year 2023- 24)

Trimester	2023-25	I
	From	To
Instruction begins	27-Jun,Tue	27-Jun, 2023
First Int. Assessment in process	11-Jul, Tue	17-Jul, 2023
Feedback is provided on student	18-Jul, Tue	22-Jul, 2023
Voice of class collected	01-Aug, Tue	02-Aug, 2023
Mid Term Exams process	11-Aug, Fri	16-Aug, 2023
Feedback is provided on student	17-Aug, Thu	21-Aug, 2023
Second Int. Assessment in process	26-Aug, Sat	31-Aug, 2023
Feedback is provided on student	01-Sep, Fri	05-Sep, 2023
Voice of class collected	12-Sep, Tue	13-Sep, 2023
Re-assessment (for Internal evaluation)	12-Sep, Tue	18-Sep, 2023
End Term Exams process	22-Sep, Fri	29-Sep, 2023
Grades & attendance finalized	30-Sep, Sat	03-Oct, 2023
Final Re-exam (if appl.)	04-Oct, Wed	09-Oct, 2023

Trimester I events	From	To
Orientation Plan & Term registration	19-Jun, Mon	24-Jun, 2023
Outbound	25-Jun, Sun	25-Jun, 2023
Decision window	27-Jun, Tue	03-Jul, 2023

Trimester	2023-25	II
	From	To
Term Registration & Instruction begins	30-Sep, Sat	30-Sep, 2023
First Int. Assessment in process	14-Oct, Sat	19-Oct, 2023
Feedback is provided on student	20-Oct, Fri	24-Oct, 2023
Voice of class collected	27-Oct, Fri	28-Oct, 2023
Mid Term Exams process	06-Nov, Mon	11-Nov, 2023
Feedback is provided on student	13-Nov, Mon	17-Nov, 2023
Second Int. Assessment in process	20-Nov, Mon	25-Nov, 2023
Feedback is provided on student	27-Nov, Mon	01-Dec, 2023
Voice of class collected	12-Dec, Tue	13-Dec, 2023
Re-assessment (for Internal evaluation)	12-Dec, Tue	18-Dec, 2023
End Term Exams process	22-Dec, Fri	28-Dec, 2023
Grades & attendance finalized	29-Dec, Fri	01-Jan, 2024
Final Re-exam (if appl.)	02-Jan, Tue	08-Jan, 2024

Trimester II events	From	To
	19-Dec, Tue	20-Dec, 2023

Trimester	2023-25	III
	From	To
Term Registration & Instruction begins	22-Dec, Fri	22-Dec, 2023
First Int. Assessment in process	05-Jan, Fri	10-Jan, 2024
Feedback is provided on student	11-Jan, Thu	15-Jan, 2024
Voice of class collected	16-Jan, Tue	17-Jan, 2024
Mid Term Exams process	26-Jan, Fri	31-Jan 2024
Feedback is provided on student	01-Feb, Thu	05-Feb, 2024
Second Int. Assessment in process	10-Feb, Thu	15,Feb, 2024
Feedback is provided on student	16-Feb, Fri	20-Feb, 2024
Voice of class collected	04-Mar, Mon	05-Mar, 2024
Re-assessment (for Internal evaluation)	04-Mar, Mon	09-Mar, 2024
End Term Exams process	13-Mar, Wed	19-Mar, 2024
Grades & attendance finalized	20-Mar, Wed	23-Mar, 2024
Final Re-exam (if appl.)	25-Mar, Mon	30-Mar, 2024

Trimester III events	From	To
SIP window (Completion in 2 months)	01-Apr, Mon	01-Jul, 2024
Mentor assignment for SIP	01-Apr, Mon	06-Apr, 2024
Selection of Electives for next Trimester	19-Jun, Mon	22-Jun, 2023

Trimester	2023-25	IV
	From	To
Term Registration & Instruction begins	03-Jul, Mon	04-Jul, 2023
First Int. Assessment in process	17-Jul, Mon	22-Jul, 2023
Feedback is provided on student performance	24-Jul, Mon	28.Jul, 2023
Voice of class collected	21-Jul, Fri	22-Jul, 2023
Mid Term Exams process	31-Jul, Mon	05-Aug, 023
Feedback is provided on student performance	07-Aug, Mon	11-Aug, 2023
Second Int. Assessment in process	26-Aug, Sat	31-Aug, 2023
Feedback is provided on student performance	01-Sep, Fri	05-Sep, 2023
Voice of class collected	12-Sep, Tue	13-Sep, 2023
Re-assessment (for Internal evaluation)	12-Sep, Tue	18-Sep, 2023
End Term Exams process	22-Sep, Fri	29-Sep, 2023
Grades & attendance finalized	30-Sep, Sat	03-Oct, 2023
Final Re-exam (if appl.)	04-Oct, Wed	09-Oct, 2023

Trimester IV events	From	To
Dissertation window (Duration: 5 months)	15-Aug, Tue	31-Jan, 2024
Mentor assignment for Dissertation	15-Aug, Tue	21-Aug, 2023
Selection of Electives for next Trimester	18-Sep, Mon	20-Sep, 2023

Trimester	2023-25	V
	From	To
Term Registration & Instruction begins	30-Sep, Sat	30-Sep, 2023
First Int. Assessment in process	14-Oct, Sat	19-Oct, 2023
Feedback is provided on student performance	20-Oct, Fri	24-Oct, 2023
Voice of class collected	27-Oct, Fri	28-Oct, 2023
Mid Term Exams process	06-Nov, Mon	11-Nov, 2023
Feedback is provided on student performance	13-Nov, Mon	17-Nov, 2023
Second Int. Assessment in process	20-Nov, Mon	25-Nov, 2023
Feedback is provided on student performance	27-Nov, Mon	01-Dec, 2023
Voice of class collected	12-Dec, Tue	13-Dec, 2023
Re-assessment (for Internal evaluation)	12-Dec, Tue	18-Dec, 2023
End Term Exams process	22-Dec, Fri	28-Dec, 2023
Grades & attendance finalized	29-Dec, Fri	01-Jan, 2024
Final Re-exam (if appl.)	02-Jan, Tue	08-Jan, 2024

Trimester V events	From	To
Selection of Electives for next Trimester	19-Dec, Tue	20-Dec, 2023

Trimester	2023-25	VI
	From	To
Term Registration & Instruction begins	22-Dec, Fri	22-Dec, 2023
First Int. Assessment in process	05-Jan, Fri	10-Jan, 2024
Feedback is provided on student performance	11-Jan, Thu	15-Jan, 2024
Voice of class collected	16-Jan, Tue	17-Jan, 2024
Mid Term Exams process	26-Jan, Fri	31-Jan 2024
Feedback is provided on student performance	01-Feb, Thu	05-Feb, 2024
Second Int. Assessment in process	10-Feb, Thu	15-Feb, 2024
Feedback is provided on student performance	16-Feb, Fri	20-Feb, 2024
Voice of class collected	04-Mar, Mon	05-Mar, 2024
Re-assessment (for Internal evaluation)	04-Mar, Mon	09-Mar, 2024
End Term Exams process	13-Mar, Wed	19-Mar, 2024
Grades & attendance finalized	20-Mar, Wed	23-Mar, 2024
Final Re-exam (if appl.)	25-Mar, Mon	30-Mar, 2024

Trimester VI events	From	To
Dissertation report submission	31-Jan, Wed	06-Feb, 2024
Senior CIE sheet finalization	31-Mar, Sun	05-Apr, 2024

Activities, Events	From	To
Student Cell formation	04-Jul, Tue	03-Aug, 2023
ISB&M Anniversary - FORZA	24-Jul, Sun	24-Jul, 2023
Freshers' Welcome		
Media Pulse		
Risk Management Conference		
Chain Act		
HR Share		00-Jan, Sat
Marketing Insigcon		
Crescendo		
Farewell Party		
Convocation		

Holidays	From	To
Independance Day (National Holiday)	15-Aug, Tue	15-Aug, 2023
Ganesh Chaturthi	19-Sep, Tue	19-Sep, 2023
Mahatma Gandhi Jayanti	02-Oct, Mon	02-Oct, 2023
Dussera	24-Oct, Tue	24-Oct, 2023
Diwali	13-Nov, Mon	13-Nov, 2023
Christmas (for students)	25-Dec, Mon	25-Dec, 2023
Repulic Day (National Holiday)	26-Jan, Thu	26-Jan, 2023
Holi	25-Mar, Mon	25-Mar, 2024
Ambedkar Jayanti	14-Apr, Sun	14-Apr, 2024
Labour Day	01-May, Wed	01-May, 2024

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

Welcome to

MULSHI INSTITUTE OF BUSINESS MANAGEMENT

MIBM

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 process 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	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	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	Feedback integrated into course redesign. Communication of feedback to faculty. Faculty Development Programs (FDPs) conducted regularly.
Building relationships with community and industry stakeholders	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 with teaching

Description	Process at MIBM
Present research in national and international conferences	Faculty incentivized to publish research papers. Faculty encouraged to present at conferences.
Collaborative research with students	High-quality Summer Internship projects converted into research papers. Joint faculty-student research initiatives.
Distinguished contributions to research	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	Offer foundation courses for students with diverse academic backgrounds.
Building respectful learning communities	Encourage respect and inclusion in classroom environments. Address student learning queries promptly.
Using POs and course outcomes to assess learning	Employ targeted assessments to evaluate student progress against POs, PSOs, and COs. Implement a mentoring process to support students.
Enhancing assessment and feedback mechanisms	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	Align tools with POs, PSOs, and COs for effective learning evaluation.
Initiatives to support student learning	Utilize ERP as a Learning Management System (LMS). Involve students in academic committees.
Collaborative learning	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	Facilitate Summer Internships to provide real-world experience.
Participation in corporate and intercollegiate events	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 continues internal assessment process is employed for every course. Once course is approved by Board of Studies, faculty is given liberty to suggest 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.

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 Anlytics 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 organizes 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 conducts 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.

e) **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

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)**

E) **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.

F) 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

1. **Mid-Term Examination:**

   Conducted every trimester, mid-term examinations cover 50% of the syllabus and assess specific course outcomes (COs) and corresponding Bloom's Taxonomy Levels (BTL).

   Question papers, along with the evaluation scheme, are prepared by the faculty. After the examination, the papers are graded, marks are shared with students, and answer scripts are discussed individually to maintain fairness.

Rubrics for Evaluation

Criteria	<30%	>=40% and <50%	>=50% and <60%	>=60% and <70%	>=70% and <80%	>80%
Question /Problems (----- Marks)	Incorrect answer; Relationships or terms not covered in answer, or are covered inaccurately; Subjective, opinion-based analysis; Answer is hard to understand; not well written.	Answer is not entirely correct; Answer misses specific relationships or terms needed to fully answer the question; Underlying logic of answer is not really accurate; Answer has elements of subjective, opinion-based answers; Answer is hard to understand at times.	A partially correct answer; Answer misses specific relationships or terms needed to fully answer the question; Underlying logic of answer is not really accurate; Answer has elements of subjective, opinion-based answers; Answer is hard to understand at times.	A partially correct answer; Answer misses specific relationships or terms needed to fully answer the question; Underlying logic of answer is not really accurate; Answer is based on objective analysis; Answer is well written and easy to understand.	A partially correct answer; Answer misses specific relationships or terms needed to fully answer the question; Answer is based on objective analysis; Answer is well written and easy to understand.	An effective answer that completely answers the question(s); All terms and relationships identified and integrated into answer(s); Answer based on objective analysis; Answer is well written and easy to understand.

B. Outcome-Based Question Setting:

Question papers for both mid-term and end-term examinations are aligned with the syllabus and course outcomes (COs).

Mid-term exams focus on 50% of the syllabus, ensuring COs covering the syllabus are addressed comprehensively.

C. 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.

D) 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 (>= 80%)	Very Good (>= 70% to 80%)	Good (>= 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.
Timeliness (Weight: 25%)	Project submitted on due date & time.	Project submitted a day late but	Project submitted two days late but	Project submitted late without
		with permission of instructor.	with permission of instructor.	permission of instructor.

Quiz (MCQ)

Score Range	Level	Description
≥ 80%	**Complete**	Demonstrates excellent understanding and application of concepts. Accurately answers the majority of questions with clear reasoning.
≥ 60% and < 80%	**Substantial**	Shows good understanding of the concepts. Answers reflect partial but solid comprehension with minor inaccuracies.
≥ 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.

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.

MULSHI INSTITUTE OF BUSINESS MANAGEMENT, PUNE		
ORIENTATION PROGRAM 2024		
PGDM Batch 2024-26		
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.		
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.		
Above all indulge in MIBM way of life and rediscovery yourself with a brand-new perspective		
Orientation Program Schedule		
DAY 1		
Day 1 **Monday 17-06-2024**	9:00 am - 9:15am	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-D. Pramod Kumar**
	10.00 am - 10.20 am	Welcome address by **Founder- Director, Mulshi Group of Institutes -Dr. Saroja Asthana**
		Address by the Chief Guest -Ms. Madhavi Lall-Managing **Director-Head HR, Deutsche Bank**, Mumbai
	10.20 am- 10.40 am	Address by Guest of honour Sandip Baxi, **Country Head, Astro Muller**
		Address by Guest of honour Mahesh Ramalingam, **Head of Human Resource-South Asia and India, Rolls - Royce**
	10:45 am - 11:00 am	**Tea Break**
		Anjan Gupta, **Executive Director & Co-CEO**
	11:00 am - 12:00 pm	Global Markets Group, Morgan Stanley
	12:00 pm - 1:00 pm	Sunita Jairam, **Director - HR, Givaudan**

	1:00 pm-2:00 pm	**Lunch Break**
	2:00 pm - 3:00 pm	Debashish Ghosh, **Senior Vice President & Country HR Head, Berkadia**
	3.00 pm - 4:00 pm	Vignesh Kumar, **Director - Commerce Platform (APJC), Cisco**
	4:00 pm - 4:15 pm	**Break**
	4.15 pm - 5:00 pm	Introduction of Faculty & Staff by **Academic Chairperson, Dr Nitin Kisan Deshmane**
	5.00 pm - 6:00 pm	Preeti jain, **Vice president HR, Airtel**
	5:30 pm - 6:00 pm	**High Tea**
	6:00 pm - 8:00 pm	Outdoor Activity- **"Tug of War" - Prof. Prasanjeet**
	8:30 pm - 9:30 pm	**Dinner Break**
	9:30 pm - 11:30 pm	Workshop: My Sweet lime -Dr. Pramod Kumar & Dr. S. Jayaraman, All faculties
DAY 2		
Day 2 **Tuesday 18-06-2024**	8:30 am - 9:00 am	Attendance
	9:00 am - 10:00 am	Priyank Vajpai, **Vice President, Head Talent Acquisition South Asia, Mastercard**
	10:00 am - 11:00 am	Ramya Marrapu, **Director of Supply chain and Logistics,Procter & Gamble**
	11:00 am - 12:00 pm	Know Your Academic Programme: **Academic Chairperson Dr. Nitin Kisan Deshmane**
		Vivek Wadhwa, **Head-Modern Trade & Institutional Sales, Marico Limited**
		Himanshu Mehta, **National Agency Lead, Disney Hotstar**
		Heramb Wakde, **Head of Talent Acquistion, Greaves Cotton Limited**
		Shashank Jain**, Director, Grant Thornton Bharat Llp**
	12:00 pm - 1.00 pm	Thomas Stephen, **Business Head, Cummins**
		Sudarshan Bose, **Associate Director Work and Rewards,WTW**

	1:00 pm - 2.00 pm	**Lunch Break**
	2:00 pm - 3:00 pm	Nidhi Sharma, **Director- Human Resources, Dentsu**
	3:00pm - 4:30 pm	Workshop: Wealth Creation Prof. Mahesh Renguntwar, Prof. S.B. Subramaniam, Dr. Madan Survase
	4:30 pm - 5:30pm	Outdoor Activity- "Treasure Hunt"- Prof. Prasanjeet
	5: 30 pm - 6:30pm	Ajay Gachhi, **Partner - HCM Transformation & Consulting, EY**
	6:30 pm - 7:30 pm	Ashish Bhalla, **Director- HR, HCLTech**
	7:30 pm - 8:30 pm	Workshop: Executive Presence in the Corporate World Prof. Anuja Kolhatkar
	8:30 pm - 9:30 pm	Dinner Break
	9:30 pm - 11:00 pm	Addressal: The ISB&M Way Dr. Pramod Kumar Founder & President, ISB&M Group
DAY 3		
	8:30 am - 9:00 am	Attendance
DAY 3 **Wednesday 19-06-2024**	9:00 am - 10:00 am	Rohit Suri, **Head HR India ,Netflix**
	10:00 am - 11:00 am	Kaushik konlade, Director - **Talent Delivery Center, Korn Fery**
	11:00 pm - 12:00pm	Workshop: Approach to projects and assignments at ISB&M Prof. Subramaniam, Prof. Siddharth Joshi, Prof. Ajay Ramdasi
		Sandeep Sharma, **Associate Director - Marketing & PR, Xiaomi India**
		Sudipto Mitra , **VP & Regional Head (Distribution Sales), Sony Pictures Networks India**
		Ashish Banka, **Head of Human Caiptal, Cradlewise Inc**
	12:00 pm - 1.00 pm	Bhawani Jhawar, **CFO, Credit Saison**
		Harish Maheshwari, **Director, Julius Bae**

	1:00 pm - 2:00 pm	**Lunch Break**
	2:00 pm - 3:00 pm	Raghavendran Swaminathan, **CFO, Wipro Enterprises Limited**
	3:00 pm - 4:00 pm	Workshop:Values, Rules of Living & My Life Dr. Pramod Kumar, Prof. Pavithra Ganesh, and Dr. Manoj Ghadge
		Interaction with students on Placement & Career Prof. Mahesh R, Dr. Pramod Kumar, All Area Chair Persons from Finance,
	4.00 pm- 5.00 pm	Marketing, HR & SCOM
	5:00 pm onwards	Pune visit
DAY 4		
Day 4 **Thursday 20-06-2024**	8:30 am - 9:00 am	Attendance
	9:00 am - 10:00 am	Briefing on Student Manual & Policy by Academic ChairPerson Dr. Nitin Kisan Deshmane
	10:00 am - 11:00 pm	Ashish Grover, **Associate Director, Mercer**
	11.00 pm - 12:00 pm	Workshop: : Learning by Case Study Method Dr. Madan Survase and Dr. Manoj Ghadge
		Arindam Pal, **Vice President – Sales, PVR Inox Limited**
		Darshika Chandra Khare, **Director Head Asia Pacific Learning Strategy & Execution, Johnson & Johnson**
	12:00 pm - 1.00 pm	CA Alok Sharma, **Associate Director F&A Practice and Industry Intelligence, Accenture**
		Anil Dalvi, **Vice President – Supply Chain, Tata Play Ltd**
		Ramesh Aggi, **Lead-Plant HR & IR, Greaves Electric Mobility**
	1:00 pm - 2:00 pm	**Lunch Break**
	2:00 pm - 3:00 pm	Workshop: Critical thinking and Problem-solving Prof. Suyog Dharmadhikari, Prof. Arshad & Prof. Diksha
	3:00 pm - 4:00 pm	Souvik Sarkar, **HR Head-Domino's India, Jubilant Foodworks Ltd.**
	4:00 pm - 4:15 pm	**Break**
	4:15 pm - 5:15 pm	Siddhartha Shukla (online),**Senior Manager - Talent Acquisition (Campus Hiring & Recruitment Marketing) Pepsico**
	5:15 pm - 6:45 pm	Outdoor Acitivity- "Zumba" Prof. Prasanjeet
	7:00 pm - 8:30 pm	**Workshop**: Men, Women & Social Demand Dr. Pramod Kumar, Prof. Pavithra Ganesh, and Prof. Neha Arora

	8:30 pm - 9:30 pm	**Dinner Break**
	9:30 pm - 11:30 pm	**Workshop:** Achievement Orientation Planning, Goal Setting and Competitiveness Dr. Pramod Kumar, Dr. Manoj Ghadge an
	DAY 5	
Day 5 **Friday 21-06-2024**	6:15 am - 7.30 am	**Yoga Session** Prof. Prasanjeet Sports and fitness Director
	8:30 am - 9:00 am	Attendance
	9:00 am - 10:00 am	Sobby Kurian **Vice President- Early Talent Pipeline ANZ Bank**
	10:00 am - 11:00 am	Savita Shivsankar, **Chief Human Resources Officer, Asian Paints**
	11:00 pm - 12:00 pm	Sanjay Srivastava, **Director - Human Resources, Boehringer Ingelheim**
		Rishav Dev, **Head of Talent Acquistion and Campus Lead, Century Plyboars (I) Limited**
	12:00 pm - 1.00 pm	Anju M, **Head of Business HR & Talent Management, Panasonic India**
	1:00 pm - 2:00 pm	**Lunch Break**
	2.00 pm - 3.00 pm	Homi Tarapore, **Chief Human Resources Officer, Trust Group**
	3.00 pm - 4.00 pm	Rajesh Borde, **Country Manager- Commercial and Digital Sales, Hewlett Packard Enterprise**
	4:00 pm - 5:45 pm	Cell presentation Student Council Cell
	5:45 pm- 6:00 pm	**Break**
	6:00 pm - 7:00 pm	**Workshop:** Time Management and Prioritizing Dr. Shubham Saxena and Prof. Suyog Chachad
	7:00 pm - 8:30 pm	**Workshop**
	8:30 pm - 9:30 pm	**Dinner Break**
	9:30 pm - 11:00 pm	**Workshop**: Competitive Performance & Benchmark -Dr. Pramod Kumar & Dr. Manoj Ghadge

Day 6		
Day 6 **Saturday 22-06-2024**	8:30 am - 9:00 am	Attendance
	9:00 am - 10:00 am	Geetanjali Saini, **Executive Vice President, Lowe Lintas**
	10:00 am- 11:00 am	Arnab Goswami, **Director HR, Lear Corporation**
	11:00 am - 12:00 pm	Ekta Chhoda, **Head TA India / HR partner Product Supply and RnD (Interim Assignment),Bayer**
		Sujay Ray, **Head- Digital Marketing, Loreal**
	12:00 pm - 1.00 pm	Ashish Musaddi**, Global Head, Cipla**
		Surjya Narayan Mohapatro, **Vice President, Standard Chartered**
		Pramod M V, **Director - University Liaison & Early Career Engagement, LTI Mindtree**
	1:00 pm - 2:00 pm	**Lunch Break**
	2:00 pm - 3:00 pm	Sougata Sen, **General Manager - Campus Recruitment, Hexaware Technologies**
	3:00 pm - 4:00 pm	Pankaj Phatak, **Director & Group HR Head, Dr. Reddy's Laboratories**
	4:00 pm - 4:15 pm	**Break**
	4:15 pm - 5:15 pm	Kaushik Mitter, **Sr. VP-HR, JIO**
	5.15 pm - 6.15 pm	**Workshop:** Professional Leadership Program - Prof. Mahesh Renguntwar and Dr. Pramod Kumar
	6:15 pm - 7:30 pm	**Guest talk** - Panel Mangesh Someshwar **Creative Head - Tata Digital**
		Guest talk - Panel Nandini Maheshwari **Senior Human Resources Manager - Nestlé**
	7:30 pm - 8:30 pm	Breifing About Outbound Activity-Prof. Mahesh R and Prof. Aksahy Kadam
	8.30 pm - 9.30 pm	**Dinner Break**
	9:30 pm - 11:00 pm	**TALENT SHOW BY STUDENTS**
Day 7 **Sunday 23-06-2024**		
		OUTBOUND PROGRAM

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). All 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 surveyusing 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 3.5 CGPA, 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 and bettering it with each feedback.

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 the 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	80 Marks
Choice of subject/Title and its industrial replicability	20
Clarity about objectives scope and coverage of the study	10
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	15
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	5
Report writing and presentation; language, composition & chapter scheme.	5
Usefulness of the Study; applicability in business/industry, in decision making/system development	5
Viva Voce	20 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	10
Depth of the subject and conceptualization of the key areas after completing the Project Work	5
Overall presentation	5

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.

A. In case of any difficulty during assignment you would consult him/her.

B. You will keep him/her informed about your progress through a fortnightly report to be mailed to him/her every alternate Monday.

C. 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.

D. 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

26. Any complaint from the organization concerned about any inadequacy on your part will entail disciplinary action which includes expulsion from the institute also.

27. TEXT FORMAT: TIMES ROMAN

SENTENCE FONT SIZE:12

TOPIC NAME FONT SIZE16, UNDER LINE

SUB TOPIC FONT SIZE14

Table of Contents

Sr. No.	Contents	Page. No
1	Executive Summary	
2	About Company (Vision, Mission, values, History, Current Activities, Product Line, Top Management, Organization Structure, Future Plan etc.)	
3	Review of Literature	
4	Objectives of Project	
5	Research Methodology/ Research Design	
6	Data Analysis and Interpretation	
7	Findings, Conclusions and Limitations of the project	
8	Recommendations	
9	Learning Outcomes	
10	Annexures	
11	Bibliography	
12	List of Tables	
13	List of Figures	