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PIBM PUNE INSTITUTE OF BUSINESS MANAGEMENT

NBA & NAAC ACCREDITED PROGRAMS

APPROVED BY AICTE | AFFILIATED TO SAVITRIBAI PHULE PUNE UNIVERSITY

Pune Institute of Business Management for PGDM

Academic SOP

www.pibm.in

Gat No. 605/1, Mukaiwadi,
Pirangut, Pune - 412115

020 66547500

VISION OF THE INSTITUTE

To be a hallmark of professional excellence by creating competent leaders to drive sustainable growth through holistic, ethical, and globally oriented lifelong learning.

MISSION OF THE INSTITUTE

To develop action-driven leaders through competency-based education, research, and strong industry linkages. We aim to enhance employability, promote ethical and social responsibility, and encourage lifelong learning that contributes to students' success, organizational effectiveness, and sustainable growth.

Standard Operating Procedure of

PRE-PLANNING OF SEMESTER FOR PGDM & MBA

SOP No. 1

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

SOP NO. 1

PRE-PLANNING OF SEMESTER FOR PGDM

1. Purpose:

To prepare the SOP for Pre-Planning of Semester which will provide guidelines to academic department and will help in doing semester planning effectively.

2. Objectives:

2.1 To provide guidelines to the academic team regarding the step-wise process to be followed while planning for the semester.

2.2 To enable the concerned batch In-charge to know the start time and end time of planning for the semester.

2.3 To enable the academic team along with HOD and selected corporate panel member which subject to be covered in a semester.

2.4 To decide subject-wise faculty allocation in consultation of the Director.

2.5 To enable academic team to initiate communication with subject faculty for confirmation along with subject content.

2.6 To provide guidelines and information to the Batch In-charge and team in preparing academic calendar.

3. Scope:

This SOP is applicable to Pune Institute of Business Management, Pune for necessary preparation to make time table for PGDM.

3. Calendar for Pre-Planning:

Sr. No	Semester	Planning period	Duration of the semester
1.	OTP – Online Training Program	February to March	April
2.	Business Orientation Program	March to 15th April	May to July
3.	Semester-I	April to June	August to 15th Dec
4.	Semester-II	November to 20th December	January to 15th May
5.	Semester-III	April to June	August to 15th Dec
6.	Semester-IV	December to 15th January	February to April

5. Preparation of Semester:

5.1 Pre-Planning Process

5.1.1 Concerned Batch In-Charge will check the previous proceeding year process and activities of the particular semester for which he/she is doing preparatory work before semester planning.

5.1.2 BI and academic team will consult director and HOD for their inputs with regard to previous year and batch for any refinement and correction required.

5.1.3 Concerned BI will organize a meeting with the Director, the Dy. Director, all HODs and HOD examination department for finalize the subjects, faculties, activities, different materials to be given to the students, examination plan etc.BI needs to prepare a PPT to facilitate such discussion.

5.1.4 Time for meeting for such discussion can be minimum 2 hours and maximum 3 hours.

5.1.5 The following points will be discussed in the meeting;

5.1.5.1 Start date and End date of the semester

5.1.5.2 Reporting date of the students.

5.1.5.3 Subjects to be taught and faculty details.

5.1.5.4 No. of teaching hours and evaluation hours per subject.

5.1.5.5 Events- academic, placement and examination as applicable.

5.1.5.6 Resources needed- No. of classroom, No. of benches, IT support and other.

5.1.5.7 Rules and regulation w.r.t; grooming, discipline, hostel etc.

5.1.6 MOMs of such discussion should be prepared immediately for record and necessary communication to all concerned.

6. Subject Finalization:

6.1 For finalizing the subject BI and HOD will have meeting and HOD will also share the feedback which they received from corporates.

6.2 HODs will finalize the meeting with corporates for finalizing subjects.BI and academic team will share the updated list of subjects with HODs and Directors.

6.3 MOMs of such discussion should be prepared immediately for record and necessary communication to all concerned.

7. Faculty Finalization:

7.1 After finalizing the subject, faculty allotment for each subject will be done by BI team and HODs and that will be finally approved by Director.

7.2 For finalizing the faculty BI team will check who was taking the subject in previous years and they will also check the feedback of the faculty for that particular subject.

7.3 On the basis of the previous data BI team will share the proposed faculty list for particular subjects with HODs and then HOD will give their remarks and may propose some other faculty if required with proper justification.

7.4 The list will be shared with Director for the approval and them director will approve the same and then BI team will share the same with all the faculties.

7.5 The time duration for finalizing the faculty for different subjects should be minimum 2 days and maximum 3 days from the date of such discussion.

7.6 Once all the faculties have been finalized then BI will arrange one meeting of all the faculties who will be teaching different subject in the particular semester with their HODs and the Director. The following points which will be discussed in the meeting:

7.6.1 BI will share the date by when all the faculties will share the course plan, content and evaluation plan with academics.

7.6.2 BI team will prepare a list of core subjects where a corporate members can be a co-teacher. **(Annexure)**

7.6.3 BI team will also discuss about the corporate who will come to teach the practical approach of the subject and for how much time that corporate will come.

7.6.4 Time duration for the meeting should be min 2 hours and max 3 hours.

7.7 The confirmation mails will be sent by BI to all the faculties and HOD will be in cc. That mail will have all the standard and deadlines to share the course plan and material. **(** Annexure of mail draft is attached)**

8. Course Content preparation:

8.1 Faculty will prepare the course plan and content and that will be reviewed by the HODs on timely basis.

8.2 HOD will make one reviewer committee for their particular specialization and that committee will come twice for reviewing the course content.

8.3 One format for reviewing the course plan will be shared by academic team to all the HODs and then HOD will take the review which will be submitted to academic’s department. Same format will be used with reviewer committee further.

8.4 Once the review is done, then the deadline to be set for doing the required changes will be suggested by the review committee and HODs.

9. Evaluation plan:

9.1 Planning of evaluation will be done by faculty in advance and will submit the same to academic team and concerned HODs.

9.2 HODs will check the quality of the evaluations planned and will give feedback to the faculty based on which faculty will make necessary changes and will submit the final evaluation plan to academics and HOD.

9.3 Evaluation plan must contain:

9.3.1 **Practical Sessions or Unguided Session** -

A practical session or unguided session is a part of internal evaluation. In the practical session, situational based assignment/case studies/application questions are discussed with the students in the class to understand their domain concepts and ability to apply through analyzing, evaluating and creating strategic solutions to the problem with the help of the respective topic and subject faculty

9.3.2 **Mini Project -**

Mini project is explained and assigned to the students on the first day of their course and it mostly covers all the chapters of the subject. Based on the class completion students will be simultaneously working on the mini project in a phase-wise manner which enables the student understanding to apply, analyze, evaluate and create.

9.3.3 **Case Study -**

Case study analysis is part of all subject evaluations. Each subject carries 5 minimum number of cases mapped with topics from reputed published cases where students need to analyze based on the given case questions and present.

9.3.4 **MCQ -**

MCQ test in the form of assessment where after every chapter respective faculty will conduct application based MCQ Test to ensure students remembering and understanding about the concepts.

9.3.5 **Live Project -**

In this component respective faculty assigned field-oriented project and company where the student will work closely with the company or on the field to apply their learnings and analyze feasibility to evaluate alternative options they're by creating a new solution for a real-time practical problem

9.3.6 **Role Play -**

In role-play process, students will be individually allocated with the current critical situation of an organization. Students will perform the character or person and express their strategies or solution through Concept knowledge, decision making skill, problem-solving skill, analytical skill and strategic thinking skill

9.3.7 **Presentation -**

PPT Presentation will be allocated to an individual or group of students in a specific topic or chapter of the subject. A classroom presentation or showcasing of the results of a particular project that has been conducted by an individual student or by a group of students in fulfilling a course assignment.

9.3.8 **Class Participation -**

Class Participation may be used as an assessment method to gauge how well students understand class content and issues.

9.3.9 **Workbook -**

The workbook will be explained and assigned to the students on the first day of their course and it covers all the chapters of the subject. Based on the chapter completion, students will be working on the current situation of the topics related to the business world, which enables the student to be updated day to day processes.

9.3.10 **Research Paper Review -**

In-depth research and analysis demonstrating high scholarly achievements, independent original research and advancing a new point of view.

9.3.11 **Extempore -**

Extempore is conducted on-spot for an individual student based on certain topics in the chapters. Through extempore, we can understand the students, content delivery – voice pacing body language preparation, organizational perspectives, in-depth content knowledge, ability to apply and flow of content.

9.3.12 **Chapter Wise Assignment -**

Chapter-wise assignments will be given to the students to understand their concept knowledge based on the chapter. The Chapter-wise assignment will be a situational based assignment where students need to use their critical analytical skills to work on the assignment

9.3.13 **Viva -**

Viva is an oral examination, conduct among individual students to know about their domain concept with practical answers for situational questions

9.3.14 **Simulation -**

A certain subject and competency demand a student's hands-on experience, wherein it's not practically possible or required huge investment in such case we emphases faculties to use stimulation-based assessment as part of the evaluation. (Product Management, Equity Research, NPD etc.)

10. Preparing Study Material for students:

10.1 Academic team will collect and prepare the study material for students which will be shared to all the students before starting the semester.

10.2 Study material will contain;

10.2.1 Instruction kit (Different for BOP, Semester-I, II, III and IV)

10.2.2 Course plan with course objective and evaluation plan for all subjects. (** Annexure attached)

10.2.3 Balance sheet for Finance classes

10.2.4 Case studies

10.2.5 Pre-readings (Will be shared on weekly basis)

10.2.6 Workbook if any

10.2.7 Books (Except subjective books like; personality development books etc.)

Annexure 1: Corporate Faculty List

PGDM Subjects	Type of Subject	Credit	Proposed Faculty	Corporate
Strategic Management	Common Subject for All Specialization	3		Mr.Anirban
Innovation and Entrepreneurship Management	Common Subject for All Specialization	3	Dr Bhavyadeep Bhatia	Mr.Bibhas (online)
Cases in Management	Common Subject for All Specialization	3	Marketing-Dr.Riddhiman HR-Dr.Rajasshrie Finance- Prof. Suresh	
Data Management & Visualization	Compulsory Elective for Analytics Specialisation	3	Mr Joel	
Time Series Analysis	Compulsory Elective for Analytics Specialisation Major and Minor	3		Mr. Pranab Jyoti
Machine Learning - 2	Compulsory Elective for Analytics Specialisation Major and Minor	3	Prof. Ankita	
Marketing Analytics - 2	Compulsory Elective for Analytics Specialisation	3	Dr.Naresh	Dr Pranthosh B
Financial Analytics	Compulsory Elective for Analytics Specialisation	3	Prof Suresh	
Deep Learning	Compulsory Elective for Analytics Specialisation	3	Prof. Joel	
Text Analytics (NLP)	Compulsory Elective for Analytics Specialisation	3	Prof. Joel	
Logistics Management	Elective Subject for Operations Minor Specialization	3		Mr. M Gandhi
Operation & Services Strategy	Elective Subject for Operations Minor Specialization	3		Mr. M Gandhi
Marketing Analytics-II	Compulsory Elective for Marketing Specialisation	2	Dr.Naresh	Dr Pranthosh B
Marketing of Financial Services	Compulsory Elective for Marketing Specialisation	3	Dr.Yachna	Mr. Arvind Halli (MD- Motilal Oswal)
Integrated Marketing Communication	Compulsory Elective for Marketing Specialisation	3	Ms. Sonal Parmar	
Marketing Strategy	Compulsory Elective for Marketing Specialisation	**2**	Mr. G Pravin	Mr. Arijit Datta - VP Uno Minda
Digital Marketing-II	Compulsory Elective for Marketing Specialisation	3	Dr.Bhavyadeep	
Product and Brand Management	Compulsory Elective for Marketing Specialisation	3	Dr.Mahendra More	
Services Marketing	Compulsory Elective for Marketing Specialisation	3	Prof, Vishal	Prof, Vishal
CRM	Compulsory Elective for Marketing Specialisation	3	Dr.Riddhiman	
Pricing Management	**CRT**	**NA**		Dr.Prantosh Banerjee
Rural & Agri Marketing	Compulsory Elective for Marketing Specialisation	**3**	Dr Sanjeev K	
Marketing of Real Estate	**CRT**	**NA**	Mr. Naveen	
Edtech	**CRT**	**NA**	Dr B Naresh	
Fintech	**CRT**	**NA**	Dr Suresh Kadam	
Equity Research and Financial Modelling	Compulsory Elective for Finance Specialisation	3		Prof. Pramod Jain
Credit Appraisal and Risk Management	Compulsory Elective for Finance Specialisation	3	Prof. Suresh	
Corporate Valuation and Restructuring	Compulsory Elective for Finance Specialisation	3	Prof. Shivam	
IFRS and Taxation	Compulsory Elective for Finance Specialisation	3	CA Gurpreet CA Yash Mehta	
International Finance	Compulsory Elective for Finance Specialisation	3	Dr.Samrudha	
Time Series Analysis using Python	Compulsory Elective for Finance Specialisation	3		Mr. Pranab Jyoti
Introduction to Fintech	Compulsory Elective for Finance Specialisation	3		Prof. Pramod Jain
Treasury Management	ADD ON	NA		
Alternative Investments	ADD ON	NA		
Insurance	ADD ON	NA	Mr.Pavandeep	
Strategic HR Business Partnership	Compulsory Elective for HR Specialisation	3	Dr. Rajasshrie Pillai and Prof. Bhise	
Organization Development	Compulsory Elective for HR Specialisation	3	Dr. Rajasshrie Pillai and Prof Bhise	
Talent Management	Compulsory Elective for HR Specialisation	3	Dr. Rajalakshmi	
HR Operation	Compulsory Elective for HR Specialisation	3	Prof. Gethe	
Labour Law	Compulsory Elective for HR Specialisation	2	Prof. Animesh	
Digital HR	Compulsory Elective for HR Specialisation	2	Prof. Gethe	
Assessment cum Development Centre	Compulsory Elective for HR Specialisation	2	Prof. Poornima	
Communication Training	Common Subject for All Specialization		Prof Fatima & Team	
Aptitude Training	Common Subject for All Specialization		Prof Shaliesh & Team	

Annexure 2: Subject Allocation Mail

Pibm
Manufacturing Leaders

Dr. B Naresh <b.naresh@pibm.in>

Course Allocation for Marketing Strategy for Semester-III-Batch-2021-23

1 message

Rituparna Devi <rituparna.devi@pibm.in> Thu, Jun 23, 2022 at 11:59 AM
To: "G. Pravin Kumar" <g.pravinkumar@pibm.in>
Cc: "Dr. B Naresh" <b.naresh@pibm.in>, Kanchi Jain <kanchi.jain@pibm.in>, Jyoti Dangi <jyoti.dangi@pibm.in>, "Dr.Rajasshrie Pillai" <rajasshrie.pillai@pibm.in>, Riddhiman Mukhopadhay <riddhimanm@pibm.in>, Poorna Chandra Prasad <poornachandra.p@pibm.in>

Dear Professor,

Greetings from the Academics team PIBM!

We are happy that you will be teaching our **2nd Year PGDM** ***(2021-23 batch)*** on the subject ***"Marketing Strategy"*** along with **Mr. Arijit Dutta (VP-Uno Minda) in Workshop Mode.** We are confident that the amount of experience and industry specific knowledge that you carry would be sufficient to help the students gain both conceptual and application oriented knowledge.

Kindly check the main pointers which are explained below-

1. Topic – the topic for the session. There would be a total of 16 sessions. A topic may continue for 3 subsequent sessions or more depending on the vastness of the hot points covered

2. Hot points – the important sub topics which would be discussed under each main topic. These are the points that students should come prepared with thoroughly before coming for the class.

3. Pedagogy – the break-up of the class teaching format.

We believe that students can understand and grasp concepts easier when the session is interactive rather than it being a one-way communication from the faculty to the students. Hence we would like you to prepare your session(s) in such a way that you speak/ teach the students for a period of 25 minutes and ensure that the students are involved in the remaining part of the session either by Group Discussion or Role Plays

4. Associated Case Study/ Pre-Reading – **Kindly give us one text book which should be officially declared as the recommended book.** Students have to be given pre-readings in advance for the daily session so that they can come prepared for the class. This could be a text or article from the reference text-book, a case study or an article from a journal.**All the recommended pre-reading materials - PPT's, case studies and journals should be submitted to the Academic team in advance and should not be shared to the students directly.** Ask the students to revise what was taken in the earlier class and you should be asking questions on it. These questions should not be asked in an ad hoc manner but must be prepared before the semester starts and should be shared with the Academic team. Students who didn't come prepared for the class should be barricaded from the class right at the beginning so that it induces the sense to come prepared with all the recommended pre-readings

5. Product/ Service/ Brand taken as example – Mention the product/company/brand(s) which you will be using as an example/ reference in your session. You can take extra examples in the classroom apart from the example mentioned here

6. Students can understand the concepts taught easier if they are briefed with why the topic is taught, where the topic can be applied and how the topic taught is related to the Job Description of the companies visiting the campus for Placement.The SCPS (Sector/Company/Product/Service) approach of teaching has to be adopted in the classroom. With the SCPS methodology, any topic which is taught is explained with real world application in various sectors, on different products or services of several companies. This helps the student visualize management concepts and understand them better. This also helps clarify that management strategies vary in different sectors for different products.

a. Why the topic is taught – The reason why the topic is taught (this is a part of the learning triangle which is also attached herewith this mail)

b. Where it can be applied – Where the students will apply the concept learned (this is a part of the learning triangle which is also attached herewith this mail)

c. How is it aligned with purpose – Show relevant JD's of companies that have visited PIBM (this is a part of the learning triangle which is also attached herewith this mail)

7. Learning outcome expected – This is what students should learn after attending the day's class. It will start with the sentence – "At the end of the session, students are expected to know/ learn/ understand ………".

If students do not meet the expectation of the learning outcome, remedial sessions would be taken for that particular session. We would be taking feedback from the students if they need remedial sessions

8. Students have to be evaluated on a regular basis through Presentation. Do mention in the course plan the days in which the students have to be evaluated. Ideally, the presentation should be planned in equal intervals i.e. after 25% completion of the course plan. **Students should be given an application based topic as Presentation assignments and the topic or the company/product assigned to each student should be unique.** The topics should be shared with the Academic team before the start of the semester

9. Assignments: Assignment with model answer need to be submitted to the Academic team for each session/topic

I am attaching for your reference the Course Plan Format in Excel, Course Plan ERP Format, POCO Format as well as Evaluation plan format in Excel . Kindly also upload your evaluation plan in the Google Sheet attached below:

https://docs.google.com/spreadsheets/d/1vw48pMEBe5rJaGI_M0wsfpn-dX8DnsyNGQQRC5lMbGg/edit?usp=sharing

Subject Name	: **Marketing Strategy**
Course	: **PGDM**
Credits	: 3
Faculty Allocated	: **Mr. Arijit Dutta (VP-Uno Minda) and Mr. G Pravin**
Course Plan Submission Deadline	: **6th July, 2022**
POCO document submission Deadline	: **6th July, 2022**
Course Content Submission Deadline	: **10th July, 2022**
Course file & Content Upload in ERP Deadline	: **10th July, 2022**

We will be sharing your Google Classroom Invite for uploading all the documents (Link- https://classroom.google.com/c/NDk1MjE5MTUyMDYy?cjc=yh7zhw5**)**

Post submission, Academic and Industry review will be conducted for each course of Semester 3. Same will be updated to be by respective HODs.

Looking forward to your cooperation and support.

Thank you.

Academic Department

Standard Operating Procedure of

TIME TABLE FOR PGDM/MBA COURSE

SOP No. 2

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

SOP NO. 2

TIME TABLE FOR PGDM COURSE

1. Purpose:

To prepare the SOP for Time Table which will provide guidelines to academic department and other departments, which in turn will facilitate the academic process for effective functioning on a day-to-day basis.

2. Objectives:

Primary Objectives:

2.1 To enable students and teachers to know as to what subjects and topics to be covered on a day-to-day basis during a Semester-I, II, III and IV. It also helps in determining time estimation of each subject (3 Credit: 36 sessions, 2 credit 24 sessions & 12 session for 1 credit subject per semester) – Each session consist of 1hour 15minute 1 credit consist of 15hour of delivery (LTP).

2.2 To provide specific time and duration with each and every topic with regard to a specific subject.

2.3 To enable in planning for the teacher and preparation for the students like pre-reading material, engagement in classroom, pedagogy in each session etc.

2.4 To enable the academic department to organize additional classes through corporate interface as and when required for better learning and employability, which will provide them opportunity for better application orientated learning and thereby better employability.

Secondary Objectives:

2.5 To provide guidelines and information for availability of facilities such as classroom, Transport and teaching and training aids etc.

2.6 To help all concerned faculty, academic team, support department for better co-ordination and administration for smooth functioning.

3. Scope:

This SOP is applicable to Pune Institute of Business Management, Pune for PGDM Program

4. Time Table Calendar:

Table-1:

Sr. No.	Semester	Duration in months
1	Online Training Program (OTP)	April
2	Business Orientation Program	May to July
3	Semester-I	August to 27th Nov
4	Winter Internship Program	1.5 Month (1st Dec-15th Jan)
5	Semester-II	January to 15th May
6	Summer Internship Program	2 Months (15th May to 15th July)
7	Bridge course	15 days
8	Semester-III	August to Dec
9	Bridge Course – 2 & Industry Certification	Oct to Dec
10	Semester-IV	January to April

5. Time Table:

Each period of the timetable has to be designed with great deal of attention to detail, keeping continuity of topic and absorption by students in mind. Each period in time table contains the following details – **(** please refer Annexure-1 of Time Table)**

5.1 **Time of session –** Session time is crucial to instill discipline in the academic system. The following standards need to be followed in order to allocate correct session timings -

5.1.1 Standard class duration for each session is 1 hour 15 minutes or **75 minutes**.

5.1.2 An average academic schedule has **6 sessions of subject (i.e., 75*6 = 450 minutes or 7.5 hours** of academic training) per day per section covering different prescribed subjects or additional training as required.

5.1.3 3 sessions should be scheduled pre-lunch and 3 post lunch to equally distribute training load throughout the day.

5.1.4 In a day's time table, there are total 4 breaks (2 breaks of 5 mins and 2 of 10 mins) and one Lunch break of 45 mins.

5.1.5 Corporate or visiting faculty workshops can be scheduled in different time slots as per the availability of the guest. (**Ex: Standard time for each period is 75 mins but if guest is available for 2 or 3 hours then it has to be planned accordingly.**)

5.1.6 **All extra-curricular activities** should be planned from **6:00PM- 8:00 PM** without disturbing daily routine classes**. Extracurricular activities include:**

5.1.6.1 Aerobics

5.1.6.2 Gym

5.1.6.3 Yoga and Meditation

5.1.6.4 Music

5.1.6.5 Dance

5.1.6.6 Different indoors (Table tennis, Carrom, Chess, etc.) and outdoor games (Cricket, Volleyball, Basketball etc.)

5.1.6.7 Club activities (Marketing club, Finance Club, HR club, Digital Marketing Club, Retail Club etc.)

5.2 Name of Subject

The next important information in a time table is the Subject to be conducted in a particular time slot. The time table of whole week should be aligned in order to maintain continuity of each and every subject (Example **-a 2 credit subject will have Two Sessions /Subject /Week).** Concerned faculties must ensure that while teaching adequate time allotted in time table is utilized optimally for better learning and absorption by student. They have to ensure in no way they speed up more topics in a session which are not specified in time table which may affect effective learning and absorption. Following points must be kept in mind for subject allocation in time table –

5.2.1 Subjects are based on credit – **(** Please refer Annexure-II attached)**

5.2.2 Each semester is of 16 weeks and each subject must be planned every week with the calculation of **3 sessions/subject/week.** It will ensure timely completion of syllabus including Mid & End Term exams.

5.2.3 *A 3 credit course should have minimum 3 sessions in a week (each session of 1.25 hours, so total 3hours 45mins)*

5.2.4 A **2 credit course** must have **2 session in a week (each session of 1.25 hours).**

5.2.5 All the subject's evaluation by the concerned faculty has to be planned and completed within the allotted sessions. Example- have to be completed within 45 hours for 3 credit and 30 hours for 2 credit.

5.2.6 If students have not understood and absorbed any topic of any subject then remedial session can be organized for weaker students mainly by internal faculty beyond 45- or 30-hours training.

5.2.7 Name of subject will also help in **tracking and monitoring in terms of planned versus actual session conducted.**

5.3 Topic to be covered in subject

Topic should be mentioned in the time table and this will help students as below:

5.3.1 Students will have clarity of what they will learn in each period. Ex:

Table-2:

Time	Section-PGDM-I	Classroom
9:15-10:30	**Subject:** Research Methodology **Faculty:** Dr. Prantosh Banerjee **Topic:** Data Analysis: Z Test, ANOVA Pre-reading: Chapter-6 from book Toll and Hawkins	CR-101

5.3.1.1 Students will come prepared with the pre-reading material (given in advance) related to the topic given in the time table.

5.3.1.2 This will give clarity to the students, faculty members as well as academic administration team about the progress of the subject.

5.4 Name of Faculty

In the time table name of the faculty should be mentioned and this will help in different ways like:

5.4.1 If we mention name of the faculty in the time table then this will give clarity to the faculty about their total sessions in a day.

5.4.2 Name of the faculty will help the academic administration team in monitoring the engagement of each faculty. **(A faculty should not get more than 4 sessions in a day)**

5.4.3 Academic team can avoid any possible clashes in terms of faculty and classroom.

Example: Suppose Dr. Kulkarni is taking Organization Behavior in Semester-I and he is not taking any subject in Semester-III but if we ask him to take JD based training of ITC for semester-III students then there could be the chances of Dr. Kulkarni's sessions clashing in both the time table as mentioned below -

Table-3

<table>
<tr><td colspan="3">PUNE INSTITUTE OF
BUSINESS MANAGEMENT
BATCH-2022-23
Semester-I Time Table: 20. 10.22</td><td colspan="3">PUNE INSTITUTE OF
BUSINESS MANAGEMENT
BATCH 2021-23
Semester-III Time Table: 20. 10.22</td></tr>
<tr><td>Time</td><td>Section-
PGDM-I</td><td>Classr
oom</td><td>Time</td><td>Section-Core Marketing</td><td>Classroom</td></tr>
<tr><td>10:35
-
11:50</td><td>Subject:
Organization behavior
Faculty: Dr. Sanjeev Kulkarni
Topic: Attitude</td><td>CR-101</td><td>10:35-
11:50</td><td>JD Based training on ITC for Placements
Faculty:
Dr.
Sanjeev
Kulkarni</td><td>CR-201</td></tr>
<tr><td colspan="6">** This is the example of time table of both the semesters and there is a clash of Dr. Sanjeev at the same time in two different classrooms and two different subjects in different semesters. Such clashes must be avoided.</td></tr>
</table>

5.5 Class room

Mentioning of Classroom in the time table helps academic team in following ways:

5.5.1 Mentioning of classroom in the time table helps the academic administration team to capture the clashes in terms of both the time tables. (As shown in table no 3)

5.5.2 It also gives clarity to all the stakeholders like; students, faculty and academic administration team regarding which section is sitting in which classroom.

5.6 Special Time arrangements for visiting faculty and corporate (if any)

There may be requirement for special arrangements timings in the time table like:

5.6.1 If any faculty cannot take classes between 9:00-6:00 and is available early morning or late evening then we can change the timings according to the availability of faculty. Ex: Suppose, we give one subject as Taxation to Prof. Prasad Bhat so we need his two sessions/week for the subject and he is a visiting faculty so he will come only to take sessions. If he says that he is available from 7:30-10:30 AM then we can plan his sessions like;

Table-4

Time	Section-PGDM-I	Classroom
7:30-8:45	**Subject:** Taxation **Faculty:** Mr. Prasad Bhat **Topic:** Direct Taxes	CR-101
8:45-9:15	**Breakfast in Canteen**	
9:15-10:30	**Subject:** Taxation **Faculty:** Mr. Prasad Bhat **Topic:** Indirect taxes	CR-101

5.7 Facility Management- (** Please refer detailed SOP on Facility management)

5.7.1 When we prepare time table we need to check the pre-requisites related to each slot of time table

5.7.2 If there is any new requirement then we have to give information to the concerned department and then need to ensure that the pre-requisites are available.

5.7.3 To ensure the smooth running of classes require some basic facilities on daily basis like:

5.7.3.1 From Admin department - we require some basic material which is mandatory to run a class;

5.7.3.1.1) 3-4 different color Markers (In working condition)

5.7.3.1.2) White Board

5.7.3.1.3) Duster

5.7.3.1.4) Benches (In good condition)

5.7.3.1.5) Table and Chair for faculty

5.7.3.1.6) Water, tea/Coffee facility for faculty.

5.7.3.1.7) Transport Facility for visiting faculties if required.

5.7.3.1.8) Breakfast and Lunch if required.

5.7.3.1.9) Seating Arrangements

5.7.3.2 From IT department – These are necessary requirements and should be in proper working condition

5.7.3.2 .1 Projector (In working condition)

5.7.3.2.2 Projector remote with battery

5.7.3.2.3 Pointer for Projector (In working condition)

5.7.3.2.4 Camera for video recording (In working condition)

5.7.3.2.5 Mic (In working condition)

5.7.3.3 From Academics departmen t material should be given to the students in advance like:

5.7.3.3.1 Pre-readings for the week of different subjects as shared by faculty in advance

5.7.3.3.2 Case study when required for the session as given by faculty

5.7.3.3.3 Balance sheet for finance classes in the starting of semester.

5.7.3.3.4 Instruction kit in the starting of semester.

5.7.3.3.5 Students Load sheet of Evaluation on weekly basis.

5.7.3.3.6 List of prescribed books of every subject and also the course plan of all subjects.

5.8 Student batch Size for each session

5.8.1 Student batch size must be reflected on the time table.

5.8.2 For semester-I all the subjects are common; equal distribution of sessions should be done in all divisions.

5.8.3 In Semester 2, 3 and 4 common as well as specialization subjects are conducted; merging of common subject session must be done taking into consideration of class strength.

For e.g. If there are 20 students in a Finance division and 40 students in Marketing division, then both classes can be merged for a common subject as the student count will not go beyond 60. Maximum deviation of 10% is permissible in this case (i.e., 65- 66 students in the same class).

5.9 Mode of session –

5.9.1 There may be two different types of sessions like:

5.9.2 Guided Session: This is a type of session where faculty will teach in class and students will come prepared with the pre-readings.

5.9.3 Unguided session: Unguided sessions may be in the form of group discussion on group presentation. Faculty will give one case or situation to the students and will see how students are performing and will give them class participation marks.

6. Summary of Clause no.5

A typical time table will provide the following information for the benefit of students and faculty like:

1. Semester and Batch specific to a year
2. Day, Date and Time
3. Sections with its size (No. of students) with classroom Numbers
4. Bus picks up time from different hostels
5. Time of breakfast and venue
6. Reporting time and attendance for class/session
7. Subject and topic
8. Faculty name
9. Pre-reading requirement
10. Break time in between the sessions
11. Lunch time, duration and venue
12. Extra classes information
13. Pickup from college to hostel and Dinner time at hostel.

14. Exam, Test, Evaluation (Whenever necessary/Conducted)

15. Corporate session (Whenever organized)

16. Field visits/Industrial visits (Whenever Organized)

17. Any Events (Whenever Organized)

18. Placements related events (GD, PI etc.)

19. Mentor-Mentee session

20. Holiday announcement

21. Certification program

7. Administration

Concerned Batch In charge will be responsible for day-to-day administration and review.

Annexure-I

(With reference to clause-5.2.1)

The example in the next page, for instance shows all these details getting captured in the time table of a particular semester. Sample of Time table for Semester-III:

Pune Institute of Business Management
Batch 2021-23
Semester III

Friday, August 19, 2022

Sections Report to campus at 9:30am

Sections Time	Core Marketing (No Minor) 28	Marketing (Major) + Analytics (Minor) 32	Core Analytics (No Minor) 3	Marketing (Major) + Operation (Minor) 71	Core Finance (No Minor) 62	Finance (Major) + Analytics (Minor) s	Core HR (No Minor) 24	HR (Major) + Analytics (Minor) 6
Classroom	**202**			**106**	**301**		**302**	
8:00-9:15	Extra Communication Session for Level D, D+, E Students Level C,D, D+, : Mr. Kaushik CR - 106 Level C, D, D+ : Ms. Sadhana CR - 301 Time - 08:00am - 09:00am							
9:45-11:00	Subject: CRM Faculty: Dr. Riddhiman Topic: Understanding Relationships Pre-reading: shared by faculty **Time : 09:00am - 11:00am**		**Mentoring Session Dr. Naresh CR - 105**	Communication Training Topic: Mock PI Panel 1: Mr. Kaushik Panel 2:Ms. Sadhana Panel 3: Ms. Writika **Time: 9:15-11:00am CR - Auditorium**	Subject: Strategic Business Management Faculty: Mr.Anirban Topic:Business Strategy and Models - Generic & Competitive Strategies		Subject: Organisation Development Faculty:Dr. Rajasshrie Pillai and Prof. Bhise Topic: Theories of Planned change Pre-reading: Lewin's Change Model; Action Research Model ; The Positive Model;	
11:00-11:05	**BREAK**							
11:05-12:20	Subject: Aptitude Training Level B, C+: Mr. Bhalachandra CR - 106 Level C, D: Mr. Budha CR - 202 Topic: Partnerships			Subject : Logistics Management Faculty : Mr. Madhup Gandhi Topic :The Principles of Logistics CR - Auditorium	Subject: IFRS & Taxation Faculty: CA Yash Topic: Place of Supply Pre-reading: ICAI BoS Portal-Study Material -Paper-4: Taxation - Sec-B: Indirect Taxes -GST		Subject: Organisation Development Faculty:Dr. Rajasshrie Pillai and Prof. Bhise Topic: Theories of Planned change Pre-reading: Lewin's Change Model; Action Research Model ; The Positive Model;	
12:20-12:30	**BREAK**							
12:30-1:45	**JD BASED TRAINING FOR WALPLAST Faculty : Mr. Madhup Gandhi CR - Auditorium** Others - Subject: Strategic Business Management Faculty: Mr.Anirban Topic:Business Strategy and Models - Generic & Competitive Strategies			**JD BASED TRAINING FOR WALPLAST Faculty : Mr. Madhup Gandhi CR - Auditorium** Others - Subject: Integrated Marketing Communications	Communication Workshop for Deloitte Versant Faculty : Ms. Fatema CR - IT Lab Others : Subject: Aptitude Training Faculty : Mr.Anand Topic: Averages		Subject: Labour Law Faculty: Mr.Animesh Topic: Equal Remuneration Act 1976 Pre-reading: Mackinon Mackenzie and Company Ltd. Vs. Andrey D Costa and Ors. (1987)	
1:45-2:30	**LUNCH BREAK**							
2:30-3:45	Communication Training Topic: Mock PI Panel 1: Mr. Kaushik Panel 2:Ms. Sadhana CR - Auditorium	Subject: Data Management & Visualisation Faculty: Mr.Joel Topic: Introduction CR - 301		Subject: Integrated Marketing Communications Faculty: Ms.Sonal Topic: Advertising Classification & Campaigns Pre-reading: amazon campaign, etc	MOCK PI Faculty : Prof. Yash Prof. Suraj CR - Faculty Cabin Others : Sit in	Subject: Data Management & Visualisation Faculty: Mr.Joel Topic: Introduction CR - 301	MOCK GD Faculty : Prof. R. Bhise CR - 302	Subject: Data Management & Visualisation Faculty: Mr.Joel Topic: Introduction CR - 301
3:45-3:50	**BREAK**							
3:50-5:05	Subject: Integrated Marketing Communications Faculty: Ms.Sonal Topic: Advertising Classification & Campaigns Pre-reading: amazon campaign, etc CR - 302		Subject: Machine Learning - 2 Faculty: Prof. Ankita Topic: Unsupervised Learining Pre-reading: T1:	Subject: Aptitude Training Level B, C+: Mr. Bhalachandra CR - 103 Level C, D: Mr. Budha CR - 106 Topic: Averages	Subject: Strategic Business Management Faculty: Mr.Anirban Topic:Business Strategy and Models - Generic & Competitive Strategies		Corporate Session Guest Name : Mr. Tabrez Khan, Head HR, City Mall Coordinated Dr.Rajalaksmi Topic : Role of HR Business Partner, Talent Acquisition and its challenges CR - 202.	
5:05-5:15	**BREAK**							
5:15-6:30	Subject: Integrated Marketing Communications Faculty: Ms.Sonal Topic: Advertising Classification & Campaigns Pre-reading: amazon campaign, etc CR - 302		Subject: Deep Learning Faculty: Mr.Joel Topic: Artificial Neural Network Pre-reading: gradient_descent.ip	Subject: Strategic Business Management Faculty: Mr.Anirban Topic:Business Strategy and Models - Generic & Competitive Strategies	Subject: Credit & Risk Appraisal Faculty: Prof. Suresh Topic: Financial Statement Analysis for Credit and CMA Pre-reading: Reference Book: Dr. D. D. Mukherjee, Credit Appraisal, Risk Analysis And Decision Making, 9th		Subject: Talent Management Faculty: Dr.Rajalaksmi Topic: Talent Management Process Pre-reading: Components and benefits of Talent Management Process, creating TMS CR - 202	
6:00pm	**LEAVE FOR THE DAY (for those you don't have any session)**							
06:35 - 07:50	**Extra Aptitude Session for Level D, D+, E Students Level D : Mr. Aditya CR - 101 Level E : Mr. Anand CR - 102**							
08:00PM	**FINAL DEPARTURE FOR THE DAY**							

Annexure II: List of subjects in

Semester-I Tabel-6

PUNE INSTITUTE OF BUSINESS MANAGEMENT
PGDM (2020-22) - SEMESTER-I

Course Code	Course Title	Term	Total number of contact hours				Credits
			Lecture (L)	Tutorial (T)	Practical (P)	Total Hours	
SEMESTER 1							
101	Managerial Accounting	Semester 1	20	8	-	32	3
102	Financial Management	Semester 1	24	8	-	32	3
103	Marketing Management	Semester 1	24	8	-	32	3
104	Human Resource Management	Semester 1	24	8	-	32	3
105	Organisation Behaviour	Semester 1	20	8	-	28	2
106	Managerial Economics-I	Semester 1	24	8	-	32	3
107	Research Methodology	Semester 1	24	8	-	32	3
108	Business Statistics	Semester 1	24	8	-	32	3
109	IT for managers	Semester 1	20	-	8	28	2
110	Aptitude Training	Semester 1	10	22	-	32	1.5
111	Communication Training	Semester 1	10	22	-	32	1.5
112	Current Affairs	Semester 1	6	-	10	16	0
113	Social Media Marketing	Semester 1	10	22	-	32	1.5
114	Content Writing	Semester 1	10	22	-	32	1.5
	Sem 1 Final Presentations	Semester 1					3
						Sem 1 Credits:	**34**

List of subjects in Semester-II

PUNE INSTITUTE OF BUSINESS MANAGEMENT PGDM (2020-22) - SEMESTER-II

Course Code	Course Title	Term	Total number of contact hours				Credits
			Lecture (L)	Tutorial (T)	Practical (P)	Total Hours	
201	Operations Management	Semester 2	24	8	-	32	3
202	Data Analysis with Excel	Semester 2	20	-	8	28	2
203	Managerial Economics - 2	Semester 2	24	8	-	32	3
205	Sales & Distribution Management	Semester 2	24	8	-	32	3
206	B2B Marketing	Semester 2	24	8	-	32	3
207	Retail Management	Semester 2	24	8	-	32	3
208	Market Research	Semester 2	24	8	-	32	3
211	Marketing Analytics	Semester 2	24	8	-	32	3
212	Digital Marketing and E-Commerce	Semester 2	24	8	-	32	**NA**
213	Talent Acquisition	Semester 2	24	8	-	32	3
214	Performance Management System and Balance Scorecard	Semester 2	24	8	-	32	3
215	Compensation and Benefits	Semester 2	16	-	-	16	3
216	Learning and Development	Semester 2	18	6	-	24	3
217	HR Analytics	Semester 2	24	8	-	32	3
218	Employee Relations and Labour Legislations	Semester 2	24	8	-	32	3
221	Employee engagement and employee branding	Semester 2	18	6	-	24	NA
221	Financial management-2	Semester 2	24	8	-	32	3
221	Derivative and Investment Operations	Semester 2	24	8	-	32	3
221	Banking and Financial Services	Semester 2	24	8	-	32	3
221	Financial Report Analysis	Semester 2	24	8	-	32	3
221	International Taxation	Semester 2	24	8	-	32	3
231	Risk and Financial Modelling-I	Semester 2	24	8	-	32	3
232	E-Views Tool (Tableau)	Semester 2	18	6	-	24	NA
233	Aptitude training	Semester 2	24	8	-	32	NA
234	Communication Training	Semester 2	24	8	-	32	NA
Sem 2 - Minor Courses							
235	Machine Learning	Semester 2	24	-	8	32	3
236	Python with Analytics	Semester 2	24	-	8	32	3
237	Operation Research	Semester 2	24	8	-	32	3
238	Enterprise Resource Planning	Semester 2	24	8	-	32	3
239	NPTEL Course	Semester 2	24	8	-	32	3
WIP	**Winter Internship Program**	Semester 2					4

List of subjects in Semester-III

PUNE INSTITUTE OF BUSINESS MANAGEMENT PGDM (2020-22) - SEMESTER-III

Course Code	Course Title	Term	Total number of contact hours				Credits
			Lecture (L)	Tutorial (T)	Practical (P)	Total Hours	
301	Strategic Management	Semester 3	24	8	-	32	3
302	Business Process Reengineering	Semester 3	24	8	-	32	3
310	Innovation and Entrepreneurship Management	Semester 3	24	8	-	32	3
311	Marketing Strategies	Semester 3	24	8	-	32	3
312	Product and Brand Management	Semester 3	24	8	-	32	3
313	Integrated Marketing Communication	Semester 3	20	8	-	28	2
316	Marketing Analytics-II	Semester 3	20	8	-	28	2
317	Rural and Agri Marketing	Semester 3	20	8	-	28	2
318	Pricing Management	Semester 3	20	8	-	28	**NA**
319	Strategic HR Business Partnership	Semester 3	24	8	-	32	3
72	Talent Management	Semester 3	24	8	-	32	3
73	HR Operations and General Management	Semester 3	24	8	-	32	3
74	Organisation Development	Semester 3	20	8	-	28	2
321	Labour Law	Semester 3	20	8	-	28	2
322	Digital HR	Semester 3	20	8	-	28	2
323	Assessment cum Development Centre	Semester 3	20	8	-	28	2
324	Financial Modelling-2 (Equity Research)	Semester 3	24	8	-	32	3
325	Credit and Risk Management	Semester 3	24	8	-	32	3
326	Valuation	Semester 3	24	8	-	32	3
327	IFRS and Taxation	Semester 3	20	8	-	28	2
328	Time Series analysis using E-view tools	Semester 3	20	8	-	28	3
331	Treasury Management	Semester 3	20	8	-	28	**NA**
332	International Finance	Semester 3	20	8	-	28	2
337	Aptitude training	Semester 3					**NA**
338	Communication Training	Semester 3					**NA**
Sem 3 - Minor Courses							
341	Data Management and Visualization	Semester 3	24	8	-	32	3
342	Deep learning	Semester 3	20	8	-	28	3
	Natural Language Process	Semester 3	20	8		28	3
343	International Operations	Semester 3	20	8	-	28	3
	Purchasing & Supplier Relationship Management	Semester 3	24	8	-	32	3
SIP	**Summer Internship Program**	Semester 3					8

PUNE INSTITUTE OF BUSINESS MANAGEMENT PGDM (2020-22) - SEMESTER-IV

Course Code	Course Title	Term	Total number of contact hours				Credits
			Lecture (L)	Tutorial (T)	Practical (P)	Total Hours	
401	Corporate Governance	Semester 4	24	8	-	32	3
72	Desertation	Semester 4	-	-	64	64	6
411	NPTEL Course	Semester 4	24	8	-	32	2
412	Global Marketing	Semester 4	24	8	-	32	3
413	Cases In Marketing	Semester 4	24	8	-	32	3
414	Consumer Behaviour	Semester 4	24	8	-	32	3
421	Customer Relarionship Management	Semester 4	24	8	-	32	3
422	Marketing of Financial Services	Semester 4	20	8	-	28	2
423	Digital Marketing	Semester 4	20	8	-	28	2
424	NPTEL Course	Semester 4	24	8	-	32	3
425	Competency Mapping	Semester 4	24	8	-	32	3
426	HR Audit	Semester 4	24	8	-	32	3
427	Cases in HR	Semester 4	24	8	-	32	3
428	Best Practices in HRM	Semester 4	20	8	-	28	2
429	NPTEL Course	Semester 4	20	8	-	28	2
430	Finance Laws	Semester 4		Financ e			3
431	Cases in Finance	Semester 4		Financ e			3
432	Rural and Micro Finance	Semester 4		Financ e			3
433	Fixed Income Securities	Semester 4		Financ e			3
434	Merger and Acquisitions	Semester 4		Financ e			2
435	Artificial Intelligence	Semester 4					1
436	NPTEL Course						2
Sem 4 - Minor Courses							
441	Optimization	Semester 4					2
442	Business cases in Analytics	Semester 4					2
443	Industry 4.0	Semester 4					3
444	Operations and Service Strategy	Semester 4					3

Annexure III: FAQ's regarding Time Table:

1. **Why to prepare time table on daily basis?**

Ans: Time table should be prepared on monthly and weekly basis but there would be some changes on day-to-day basis so we have to prepare it on daily basis. It decreases the deviations when we plan it on daily basis and this will help academics administration team to monitor day to day activities closely.

2. Why we need to mention topic in time table? Ans: If we mention topic in Time Table:

a) Gives clarity to students

b) Clarity to faculties

c) Clarity to academic administration department

d) Students would be able to do pre-reading according to the topic.

3. Why we should mention pre-readings in time table?

Ans: Batch In-charge should share the pre-reading of one week in advance with all the students but then also we should mention it in time table so that students will be clearer.

4. Why sections get divided into sub-sections for aptitude and communication classes?

Ans: If we give Communication and Aptitude Training classes to 60-65 students then students will not be able to practice in large group of students. We divide each section into 3 sub-sections (like; group a, b and c) on the basis of the score students achieve in the test. So according to test we divide them in groups and they get classes in different classrooms in small groups of 20-25 with different faculties. So, faculties will train 'a' group student with different training modules and others with different modules.

5. Why faculties have to be informed by different modes communication when have confirmed in one?

Ans: We should use all the modes of communication as this reduce the communication gaps between academic team and faculty and faculty will be clear for his/her next day's engagement.

6. If faculty cancel his session regularly due to any reason then how to handle the situation and how to handle the situation for course completion?

Ans: If faculty cancel his sessions on regular basis then we should share the issue with Director and then have to arrange his meeting with Director. Regarding his course completion we have to arrange his extra sessions to complete the course.

7. What can we plan in empty slots?

Ans: We have to plan extra sessions of Economic Times review, General Awareness, Desk Research etc.

8. What to do if placement department ask academics department to plan a corporate session on ad hoc basis?

Ans: We have to discuss with placement department daily if there will be any corporate coming for session or placements. If placement department communicates on an ad hoc basis, then we need to check the possibility of organizing the session based on visiting faculty schedule and students' availability.

9. How to manage if there is a shortage of rooms due to any reason?

Ans: We have to ensure that admin department communicates for any movement of infrastructure facilities and based on the situation, we may make the adjustments like merging of smaller sections for similar subjects etc.,

10. Does Time table making include checking classroom capacity and whose responsibility is setting up classroom?

Ans: Academic team and Admin team are mutually responsible to ensure the classroom capacity for the allotted section of students. Academic team will crosscheck the rooms capacity while preparing the timetable and may request the admin team for any support.

11. Why Back-up plan is important?

Ans: In the absence of the scheduled faculty for any reason, back-up plan will help the academics administration team to run the classes smoothly.

12. How to manage the situation if faculty refuses to take extra session (GD or PI)

Ans: In such cases, based on the situation, academic team will discuss with concerned HOD and decision will be taken.

13. How to manage if faculty do not give their evaluation on time?

Ans: Discuss the issue with the concerned faculty and further we may discuss with concerned HOD if issue is not resolved.

Standard Operating Procedure of

LOAD SHEET (SOP)

SOP No. 3

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

Purpose

The objective of this SOP is to develop a systematic framework for organizing, creating, and managing weekly learning plans (Learning Charts and Learning Load Sheets) for students of Batch 2025–2027 so that they are supported through a. structured academic process regardless of the speed and style of their learning.

The SOP also aims to:

- Reduce academic stress through proper workload distribution among students.
- Align learning activities with program-level outcomes.
- Encourage differentiated learning for three categories of students: Low, Medium and Advanced.

Scope

Applicable for	**Students**	**All enrolled in Semester I, Batch 2025–2027.**
	Faculty Members	Responsible for providing content, pre-readings, and assessments.
	Academic Administration Team	Responsible for consolidation, preparation, and communication of load sheets.
	HODs & Director	Oversight and monitoring of SOP implementation.

Objectives

- Provide **clarity and transparency** on academic workload to students and faculty.
- Ensure that **pre-readings and assessments** are aligned with the **intended Learning outcomes (LOs)** of the program.
- Address **diverse learning needs** through differentiated load sheets.
- Establish a **standardized process** for academic administration, reducing errors and inconsistencies.
- Create a **feedback-driven mechanism** for continuous improvement.

Learning Chart

A **Learning Chart** is a structured academic and administrative tool designed to map, monitor, and evaluate the teaching–learning process in a systematic manner. It provides a comprehensive framework that connects **learning objectives, instructional delivery, student engagement, and performance monitoring**. In academic administration, a Learning Chart ensures that both faculty and students have a clear roadmap of the learning journey, aligned with institutional goals and student development needs.

Purpose of a Learning Chart	➢ To track **what is being taught** and **what is being learned**. ➢ To provide a **clear roadmap** of learning goals (short-term and long-term). ➢ To categorize learners based on their **learning levels** (Beginner, Intermediate, Advanced). ➢ To monitor **progress and performance** against planned outcomes.
Example Formats of a Learning Chart	https://docs.google.com/spreadsheets/d/15wHSw_Q-9rXocHzCpbwAlUmM_4fA3iRy2CnkJXVoWYQ/edit?gid=1966781584#gid=1966781584

Role of the Load Sheet in Academic Planning

The Load Sheet is a structured weekly plan that maps student learning activities, faculty teaching inputs, and estimated time requirements. It serves as both a planning tool and a monitoring mechanism, ensuring that academic delivery is efficient, equitable, and aligned with institutional learning goals.

Purpose of the Load Sheet

- Provides a clear weekly roadmap for students, outlining pre-readings, assignments, classroom sessions, and assessments.
- Helps the Academic Department measure time taken for each activity against planned workload.
- Ensures workload distribution is balanced across Beginner, Intermediate, and Advanced categories.

Acts as a communication document between faculty, mentors, students, and administration

<u>Structure of the Load Sheet</u>

Each Load Sheet contains:

- **Student Category:** Beginner / Intermediate / Advanced.
- **Week/Topic:** Subject area and specific modules to be covered.
- **Activities:** Pre-readings, lectures, discussions, case studies, projects, assessments.
- **Estimated Time Taken by Students:** Minimum (2 minutes) and Maximum (4 minutes) per activity depending on the learner's pace.

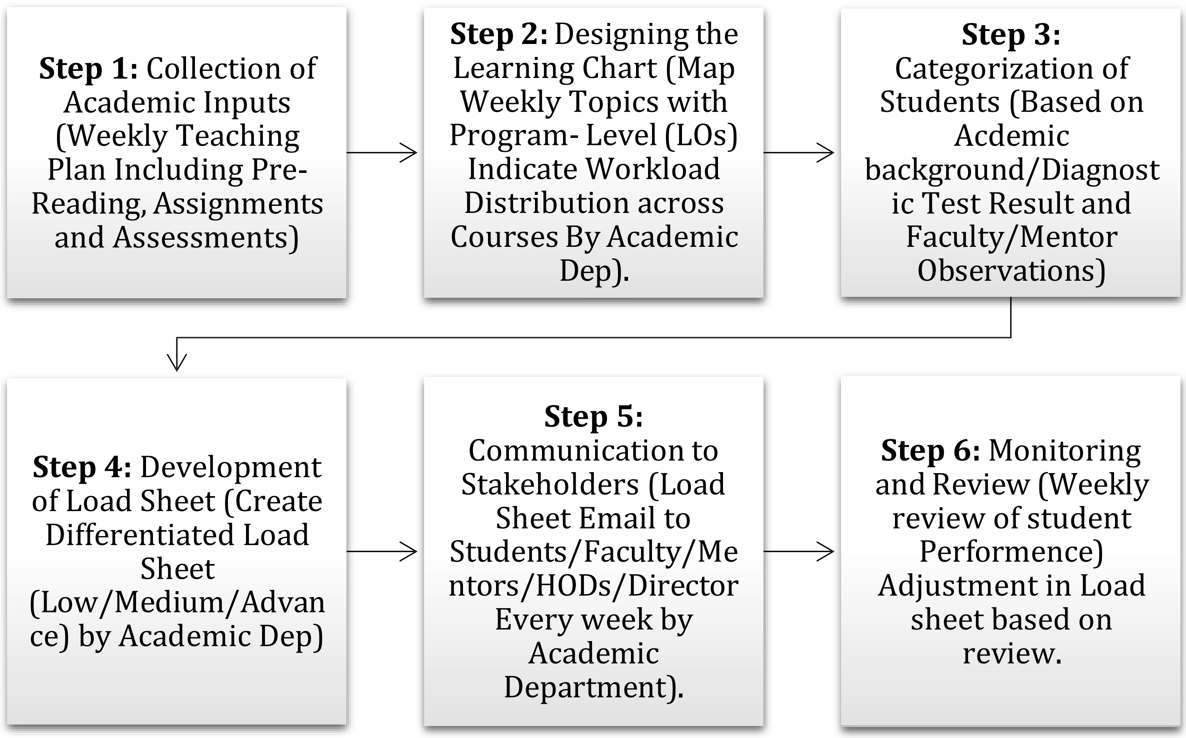
<u>Roles & Responsibilities</u>

A well-defined framework of roles and responsibilities ensures smooth implementation of the Learning Chart and Student Load Sheet system. The responsibilities are distributed across the Academic Administration Team, Faculty Members, HODs, Program Director, and Students to maintain accountability and alignment with institutional goals.

Academic Administration Team	**Coordination and Consolidation**	• Collect and consolidate inputs from all faculty members regarding course content, assessments, and weekly workload.
	Design and Documentation	• Prepare structured **Learning Charts** that outline weekly objectives, activities, and outcomes for each student learning level (Low, Medium, Advanced). • Develop and maintain **Student Load Sheets** that specify the academic workload distribution across weeks.
	Student Categorization	• Classify students into appropriate learning levels based on performance indicators, faculty recommendations, and assessment results.
	Communication and Dissemination	• Share finalized Learning Charts and Load Sheets with students, HODs, Mentors and faculty within the stipulated timelines.
	Tracking and Reporting	• Monitor adherence to learning schedules, collect feedback, and generate periodic progress reports for review by the HODs & Program Director.
	Content Preparation	• Provide pre-readings, assignments, project guidelines, and assessment details at least one week in advance.

Faculty Members		• Clearly indicate the **difficulty level** (Low, Medium, Advanced) of each learning resource to support student categorization.
	Delivery and Guidance	• Facilitate classroom learning and clarify expectations for each activity or assessment.
Mentors	**Monitoring and Feedback**	• Regularly evaluate student progress through assessments, class participation, and assignments. • Share constructive feedback with both students and the Academic Administration Team for continuous improvement.
	Support and Mentorship	• Identify students requiring additional support and recommend remedial measures.
HODs & Program Director	**Strategic Alignment**	• Ensure that academic planning and student workload distribution align with institutional learning objectives and accreditation requirements.
	Performance Review	• Evaluate periodic progress reports to assess program effectiveness.
Students	**Adherence and Discipline**	• Follow the weekly Load Sheet diligently and adhere to timelines for submissions and participation
	Active Learning	• Complete assigned pre-readings, projects, and assessments with commitment and integrity
	Feedback and Improvement	• Share feedback on workload, teaching methodology, and overall learning experience to support continuous academic enhancement

Process Flow



Categorization Framework

Category	Characteristics	Learning Support	Workload Intensity
Low	Needs strong foundation, more handholding	Simplified readings, guided assignments	60–70%
Medium	Balanced learners, moderate independence	Standard readings & assignments	80–90%
Advanced	Quick learners, independent, research-oriented	Case studies, research tasks, peer teaching	100% + enrichment

Categorization of Student Learning Capabilities

Category	Description	Learning Pace	Minimum Time (per concept/activity)	Maximum Time (per concept/activity)
Low	Students with limited prior exposure or weaker academic foundation. Require guided learning, simplified instructions, and more repetitions.	Slow to moderate	2 minutes	4 minutes
Medium	Students with average academic background who can manage balanced workloads with occasional guidance.	Moderate	2 minutes	3 minutes
Advanced	Students with strong academic foundation, high self-learning ability, and capacity for additional tasks (e.g., case studies, research).	Fast	2 minutes	2.5 minutes

Weekly Load Sheet Template
https://docs.google.com/spreadsheets/d/1io6sCLwp_6zMyPer-YbFm_WIfoEnRyaoHUo6sWohVv0/edit?gid=1099501980#gid=1099501980

Assessment & Feedback Integration

Assessment and feedback are integral to ensuring academic effectiveness, student well-being, and workload balance. This process involves coordinated efforts among Faculty, Students, Mentors, and the Academic Administration Team, with oversight from the Program Director/Management.

Faculty Feedback	**Weekly Engagement Review**	Faculty provide structured feedback on student participation, assignment completion, and classroom responsiveness.
	Progress Monitoring	• Faculty track whether students are meeting Intended Learning Outcomes (LOs). • Gaps in understanding or performance are flagged to the Academic Administration Team and respective mentors.
	Recommendations	Faculty suggest workload adjustments, remedial sessions, or enrichment activities tailored to student categories (Beginner, Intermediate, Advanced).
Student Feedback	**Mid-Semester Surveys**	Students share perceptions about workload, difficulty level, and clarity of teaching materials
	End-Semester Surveys	Comprehensive surveys assess overall academic experience, workload balance, and achievement of learning outcomes.

	Ongoing Feedback Channels	Students are encouraged to share immediate concerns via class representatives, mentor interactions or visiting to Academic Department 105
Mentor Feedback	**Individual Student Mentoring**	Mentors conduct one-on-one or small group meetings to discuss academic challenges, workload concerns, and personal learning needs.
	Monitoring & Guidance	They monitor student progress (beyond classroom performance) by considering emotional well-being, time management, and study habits.
	Feedback Consolidation	Mentors act as intermediaries, consolidating student feedback and sharing actionable insights with faculty and the Academic Administration Team.
	Personalized Support	Based on student needs, mentors recommend remedial measures, counselling support, or advanced tasks for high performers.

Workload and Process Adjustments

- **Data-Driven Adjustments:** The Academic Administration Team integrates inputs from Faculty, Students, and Mentors to identify patterns and concerns.
- **Equitable Adjustments:** Workload is balanced across categories: reduced workload for struggling students, additional enrichment for advanced learners.
- **Timely Interventions:** Remedial classes, mentoring support, or enrichment tasks are introduced promptly.
- **Reporting and Review:** Consolidated reports are shared with the Program Director/Management for approval and long-term curriculum planning.

Monitoring & Review Mechanism

The Monitoring & Review Mechanism ensures timely tracking of academic activities, student progress, and workload balance. It consists of three core elements: Weekly Academic Review Meetings, a Central Dashboard, and an Escalation System.

Weekly Academic Review Meeting (ARM)

- Conducted weekly with the Academic Administration Team, Faculty, Mentors, and chaired by the Program Director.
- Reviews teaching plan implementation, student progress across categories, and feedback from faculty and mentors.
- Action points are recorded, responsibilities assigned, and timelines set for corrective measures.

Dashboard with Completion Status

- A centralized dashboard tracks course-wise progress, assignment submissions, attendance, and category-wise performance (Beginner, Intermediate, Advanced).
- Faculty update completion data weekly; the Program Director uses the dashboard during ARM meetings.

Escalation of Non-Compliance

- **First Level:** Academic Administration Team notifies concerned faculty, mentor, HODs.
- **Second Level:** Unresolved issues are escalated to the Program Director.
- **Third Level:** Persistent non-compliance is reported to Institutional Management for further action.
- **All escalations and corrective measures are documented for accountability.**

Major Rules and Regulations

The following rules and regulations govern the preparation, communication, and execution of Learning Charts and Load Sheets. They ensure consistency, fairness, and accountability across all stakeholders.

Faculty Regulations	• Teaching plans, pre-readings, and assessments must be submitted at least one week in advance. • Faculty must indicate difficulty level (Low, Medium, Advanced) for all materials. • Any deviation from the Load Sheet (missed sessions, delayed assignments) must be reported in writing to the Academic Administration Team. • Faculty are expected to update progress on the dashboard weekly. • Non-compliance beyond two consecutive weeks will be escalated to the HODs or Program Director.

Student Regulations	• Students must adhere to the weekly Load Sheet and complete all pre-readings, assignments, and assessments on time. • Students must participate in mid-semester and end-semester feedback surveys.
Mentor Regulations	• Mentors must conduct at least interaction per week (individual or group) to monitor progress. • All mentor observations must be recorded and shared with the Academic Administration Team. • Mentors are responsible for escalating student-specific issues promptly if unresolved at their level.
Academic Administration Regulations	• Responsible for timely communication of Learning Charts and Load Sheets to students and faculty. • Must ensure the dashboard is updated weekly with progress reports. • Shall document all escalations and corrective measures. • Required to prepare a monthly compliance report for the Program Director.
HODs/Program Director Regulations	• Must review and approve Load Sheets before release. • Conducts weekly Academic Review Meetings (ARM) to monitor implementation. • Handles second-level escalations and ensures corrective action.

Annexture 1
Format for Learning Chart

		Subject	Faculty	Course	Week 1			Week 2		
1	MA_1	Managerial Accounting	Prof. Shailja Bakshi CA. Ankit Pathak Prof. Omkar Pathak	PGDM	Basic Concepts	Basic Concepts-1	Basic Concept-2	Basic Concept-3	Basic Concept-4	Basic Concept-5
	MA_1				Basic of Accounting	Accounting Concepts	Accounting Concept1	Journal Entry	Journal Entry-1	Journal Entry-2
	MA_1				Basic of Accounting- Managerial Accounting [Page No- 1-5]	Accounting Concepts- Managerial Accounting [Page No- 6-9]	Accounting Concept1- Managerial Accounting [Page no 10-13]	Journal Entry Managerial Accounting [Page no 14-16]	Journal Entry-1 Managerial Accounting [Page no 16-22]	Journal Entry-2 Managerial Accounting [Page no 23-26]
2	FM_1	Financial Management	Prof. Prasad Bhatt CA. Manoj Kumar Sahat Prof Ashwini Jagtap Prof Manoj Kumar Rao	PGDM	Basics of Financial Management-1	Basics of Financial Management-2	Time value of money- 1	Time value of money- 2	Time value of money- 3	Cost of capital-1
	FM_1				Overview of Financial Management	Scope , objectives, and Sources of finance	TVM, Differenet types of interest rate	Present and future value , Annuity	Present and future value , Annuity	Types of bonds
	FM_1				Zero Session	Corporate VS firm	Stake holder Vs shareholder	Meaning of TVM	Formulaes for TVM	Cost of capital
3	MM_1	Marketing Management	Prof. G. Pravin Kumar Dr. Mahesh Singh Dr. Surojit Saha Prof. Abhay Pathak	PGDM	Zero Session	Introduction to Marketing-1	Introduction to Marketing-2	Introduction to Marketing-3	Introduction to Marketing 4	Introduction to Marketing-5
	MM_1				Introduction to syllabus,expected pedagogy,assignments	Scope of Marketing, Core concepts of marketing such as Need, Want, Demand	Customer Value, Exchange, Customer & Consumer, Customer Satisfaction, Customer Delight	Definition of Market, Competition, Key customer markets,Marketplaces, Market	Concept of Marketing Mix 4Ps &7Ps	Concept of Marketing Mix 4Ps &7Ps2
	MM_1				Need Wants Demand	VALUE CONCEPT IN MARKETING	Marketing Concept	Marketing Mix and Dettol co-created with Moms': Driving customer-centric	Dettol Co-Created with Moms: Driving Customer-Centric Innovation and TATA MOTORS	Marketing Mix Final: TATA MOTORS -TURNAROUND
4	RM_1	Research Methodology	Dr. Prajakta Dr. Nilesh Kate	PGDM	Foundations of Research	Research & the Scientific Method	Steps in Research Process	Steps in Research Process 1	Research Proposal	Business Research Ethics
	RM_1				Definition, Why study Business Research? What is good research?	Characteristics of scientific method,Inductive Vs Deductive, Research applications in functional	True Blue Brand Caselet	Formulation of Research Problem – Management Question – Research Question – Investigation Question	Preapre and Draft Research Proposal for any business situation or problems or opportunity	Deception, Informed consent, Invasion of Privacy, Reciprocity and Trust
	RM_1				Research in Business	Business Research Ethics	Research Process	Case Study: True Blue	Research Design	Qualitative Vs. Quantitative Research
5	ME_1	Managerial Economics-1	Dr. Abhishek Srivastav Prof. Majumdar	PGDM	Managerial Economics	Managerial Economics	Managerial Economics	Managerial Economics	Economic times	Utility & Demand Analysis
	ME_1				Basics of economics -1	Basics of economics -2	Concept of Economy, Economics, Microeconomics, Macroeconomics, Nature and Scope of Managerial	Functions and It's application in Economics	Unguided Session - 1	Utility - Meaning, Utility analysis, Measurement of utility, Law of diminishing marginal utility
	ME_1				Introduction to ME (PPT)	Unitity Analysis (PPT)	3. DEMAND & SUPPLY.pdf	4. ELASTICITY.pdf	5. COST ANALYSIS.pdf	6. PRODUCTION ANALYSIS.pdf

Annexture 2
Format for Weekly Load Sheet

PUNE INSTITUTE OF BUSINESS MANAGEMENT											
BATCH 2025-27 :: SEMESTER 1											
LOAD SHEET - PGDM PRIME											
Week 5											
Date	**Code**	**Subject**	**Faculty**	**Topic**	**Pre-reading**	**Time (in minutes)**	**Assessment**	**Time (in minutes)**	**Load (in hours)**	**Day Load (in hours)**	**Weekly Load**
Monday, September 1, 2025	MA_P	Managerial Accounting	Prof. Shailja Bakshi	Ledger-1	Ledger-1 Managerial Accounting (Page no 53)	15			0.25	2.58	14.68
	ME_P	Managerial Economics-1	Dr. Abhishek Srivastav	Demand Analysis	Basics of Economics -2.pdf	70	Quiz (by ERP)	30	1.67		
	MENT_P	Mentoring Session	Prof. Prof. Suresh Kadam, CR_ Dr. Mahesh Singh, CR_	Ongoing Mentoring Process					0.00		
	QM_P	Quantitative Methods	Prof. Ashok	Profit and Loss-3					0.00		
	HRM_P	Human Resource Management	Dr. Rajalakshmi	Talent Acquisition - Selection 1	Chapter 2 - Talent Acquisition & Chapter 2 - Interview process	40			0.67		
Tuesday, September 2, 2025	FM_P	Financial Management	Prof. Prasad Bhatt	Cost of capital-5	calculation of WACC				0.00	2.67	
	FM_P	Financial Management	Prof. Prasad Bhatt	Cost of capital-6	Case-1		Quiz (by ERP)	30	0.50		
	FM_P	Financial Management	Prof. Prasad Bhatt	Cost of capital-7	Case-2				0.00		
	LAB_P	Legal Aspects of Business	Prof. Umesh Gramopadhyay	The Indian Contract Act 1872_8	Agency, Types of Agent, Creation & Termination of Agency	15			0.25		
	BOP_P	Basics of Operations Management	Dr. Manoj Gadre	Types of Processes - Mass & Flow & Continuous Process	Manufacturing Methods and Service Design	100			1.67		
	BC_P	Business Communication	Prof. Dinar Patel	Group Presentation (Internal Component - I)	Worksheet	15			0.25		
Wednesday, September 3, 2025	MA_P	Managerial Accounting	Prof. Shailja Bakshi	Ledger-2	Ledger-2 Managerial Accounting (Page no 59)	15			0.25	4.17	
	LAB_P	Legal Aspects of Business	Prof. Umesh Gramopadhyay	The Indian Contract Act 1872_9	Introduction to the Act, Meaning of Goods, Types of Goods, Contract for Sale of Goods- Essential Elements &	20			0.33		
	BOP_P	Basics of Operations Management	Dr. Manoj Gadre	Process Product Matrix and Different Layouts	Manufacturing Methods and Service Design	100			1.67		
	BC_P	Business Communication	Prof. Dinar Patel	Match and Agree : Subject Verb Agreement	Worksheet	15			0.25		
	ME_P	Managerial Economics-1	Dr. Abhishek Srivastav	Demand Analysis	Business Cycle.pptx	100			1.67		
	QM_P	Quantitative Methods	Prof. Ashok	Simple Interest					0.00		
Thursday, September 4, 2025	LAB_P	Legal Aspects of Business	Prof. Umesh Gramopadhyay	The Indian Contract Act 1872_10	Difference between Conditions & Warranties	20			0.33	2.67	
	HRM_P	Human Resource Management	Dr. Rajalakshmi	Talent Acquisition - Interviewing Candidate - Levels 2	Chapter 2 - Talent Acquisition & Chapter 2 - Interview process	40			0.67		
	MENT_P	Mentoring Session	Prof. Prof. Suresh Kadam, CR_ Dr. Mahesh Singh, CR_	Sector Analysis					0.00		
	BOP_P	Basics of Operations Management	Dr. Manoj Gadre	Evaluation of Layout - Mathematical	Manufacturing Methods and Service Design	100			1.67		

Standard Operating Procedure of

WORK- Weekly Objective Review of Knowledge Assessment (SOP)

SOP No. 4

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

Introduction

The Weekly Objective Review Test (WORK Test) is a structured academic initiative at PIBM designed to evaluate the learning progress of students on a weekly basis. Unlike traditional examinations that focus only on summative assessments, the WORK Test serves as a formative assessment tool. The primary goal of this exercise is to measure conceptual clarity, analytical ability, and subject understanding of students while enabling timely interventions by faculty and mentors. This test ensures that students do not merely memorize content but instead learn how to apply their knowledge in real-life business situations. The WORK Test is a vital component of PIBM's academic philosophy of continuous learning, regular assessment, and feedback-based improvement. The outcomes of these tests also help identify gaps in teaching and learning, allowing faculty to adapt pedagogy accordingly.

Aim

The aim of the WORK test is to provide MBA and PGDM students with a structured and periodic assessment every 15 days to evaluate their understanding of concepts, application of management theories, analytical thinking, and problem-solving abilities. This test is designed to reinforce continuous learning, track academic progress, and prepare students for real-world managerial challenges by identifying strengths, improvement areas, and overall skill development needs.

Scope

This SOP applies to all stakeholders involved in the weekly testing process:

Applicable for	**MBA and PGDM Programs**	All batches across semesters are included
	Faculty Members	Responsible for designing questions, ensuring quality, and helping students in submitting test papers
	Academic Department	Manages test logistics, schedules, invigilation duties, and final compilation of results
	IT/Admin Team	Provides technical support for online execution via Quilgo
	Invigilators	Ensure test discipline and fairness
	HODs and Mentors	Review results and provide guidance for student improvement
	Students	Participate sincerely in the test, adhere to academic integrity, and use feedback to improve

Objectives

The objectives of this SOP are to:

1. **Standardize procedures** so that weekly tests are conducted uniformly across programs and batches.
2. **Ensure transparency** in performance evaluation and result dissemination.
3. **Provide continuous learning feedback** to students, allowing them to improve incrementally.
4. **Enable faculty** to analyse the effectiveness of their teaching methodologies.

5. **Facilitate mentors** in offering one-on-one guidance using data-driven insights.
6. **Empower HODs** with consolidated performance data for decision-making.
7. **Establish accountability** across stakeholders, ensuring timely delivery of responsibilities.

Roles and Responsibilities

Stakeholder	Responsibilities
Faculty Member	• Prepare 15 objective-type questions based on syllabus covered. • Ensure questions are application-oriented and of appropriate difficulty. • Submit papers 48 hours before the test. • Bold correct answers in the faculty copy. • Coordinate with HOD for approvals. • Be available for queries regarding test content.
Academic Batch In-Charge/Assistant Batch In-Charge	• Collect question papers and verify completeness. • Upload papers onto Quilgo with correct formatting. • Prepare a detailed invigilation duty roster. • Circulate test schedules to all stakeholders. • Maintain records of submissions, attendance, and performance.
Invigilator	• Arrive 15 minutes before test start. • Take attendance and verify student IDs. • Share test links and instructions. • Monitor the test to prevent malpractices. • Record irregularities in the Invigilation Report Form.
IT/Admin Support	• Ensure Quilgo platform is functional. • Troubleshoot login or connectivity issues. • Provide backup systems if technical issues occur. • Assist invigilators with online monitoring tools.
HODs	• Review question papers for academic quality. • Approve final test papers before upload. • Analyse subject-wise performance trends. • Conduct review meetings with faculty after results.
Mentors	• Access mentee performance reports. • Discuss weak areas in mentoring sessions. • Suggest remedial measures and track improvement.
Students	• Attempt test sincerely. • Join test on time with required devices. • Follow academic integrity rules. • Review results and incorporate feedback.

Flowcharts & Process Maps

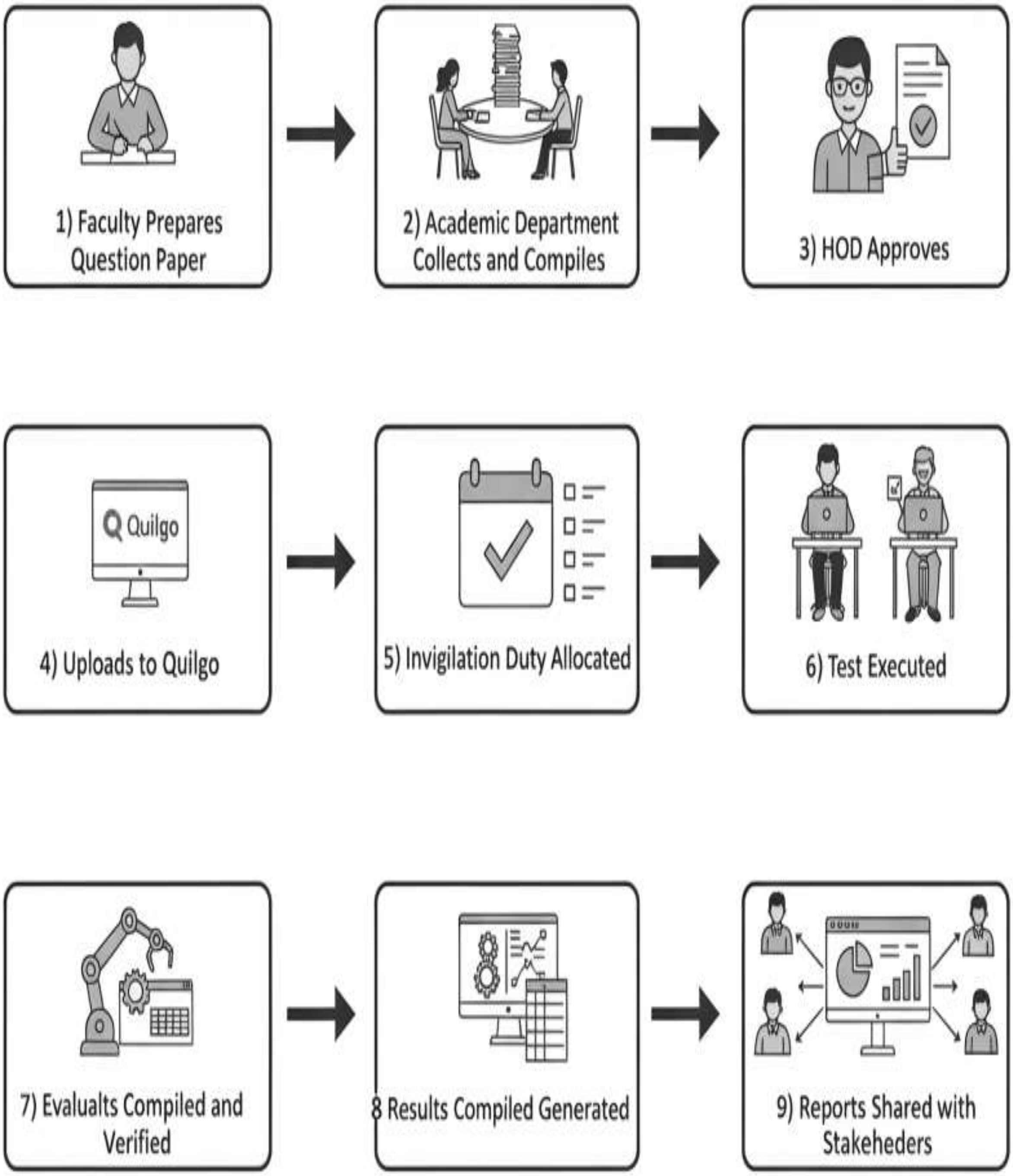


Figure: 1 WORK Assessment Process Flow Chart

Test Creation Process
The **question paper creation** is the foundation of the WORK Test. It is governed by strict guidelines:

Format	All faculty must use the official template provided by the Academic Office. This ensures uniformity in structure across programs.
Question Quality	• Must be application-driven (case-based, scenario-based, or analytical). • Should test **higher-order thinking skills (HOTs)** — analysis, evaluation, and application — and not just rote learning. • Each question must have **only one correct answer**.
Number of Questions	Standardized at **15 MCQs per test**.
Correct Answer Indication	In the faculty copy, the correct answer must be **bolded**, ensuring clarity during evaluation.
Submission Deadline	Papers must be submitted **48 hours before** the test to allow sufficient time for compilation and Quilgo upload.
Approval Mechanism	The **HOD reviews and approves** the question paper to maintain academic quality and alignment with the syllabus.

Test Platform Preparation (Quilgo)
Once approved, question papers are uploaded to **Quilgo**, the designated platform for online testing.
Step-by-step process:

1. Academic Coordinator logs into the Quilgo dashboard.
2. Creates a new test, uploads all questions, and assigns correct answers.
3. Sets time limits (e.g., 20–30 minutes depending on subject).
4. Activates **randomization of options** to minimize copying.
5. Enables **security settings** (camera monitoring, IP restrictions if required).
6. Generates **batch-wise links** for MBA and PGDM groups.
7. Conducts a **trial run** internally to ensure functionality.

Scheduling & Invigilation

- A weekly test schedule is drawn by the Academic Office in consultation with faculty.
- The schedule includes date, time, subject, invigilator duty, and student batch.
- **Invigilation Duty Roster** is circulated at least 24 hours prior.
- Each classroom or online session is assigned **one invigilator**.
- Invigilators are responsible for maintaining discipline, ensuring attendance, and logging technical difficulties.

Test Execution

On the day of the test:

Pre-test Protocol	• Students report 10 minutes before start time. • Invigilator verifies attendance and explains instructions. • Test link is shared on the spot to prevent misuse.
During the Test	• Students attempt within the given timeframe. • Invigilator continuously monitors classroom or online session. • Any attempt of malpractice is documented and reported
Handling Technical Issues	• If a student faces login issues, IT support provides immediate help. • In case of internet failure, backup systems or time extensions may be provided on approval

Evaluation & Compilation

- Quilgo automatically evaluates student responses against correct answers.
- Academic Office downloads raw data for further processing.
- Scores are compiled **subject-wise and batch-wise**.
- Manual verification is done in case of incomplete submissions due to technical issues.
- Compiled results are cross-checked with attendance to ensure fairness.

Scorecard Preparation

MBA - Score Card - Weekly	• Contains student details (Name, UID, Section). • Marks obtained in each subject. • Topper's marks and batch average. • Attendance and participation records.
PGDM - Score Card – Weekly	• Contains student details (Name, UID, Section). • Marks obtained in each subject. • Topper's marks and batch average. • Attendance and participation records.

The Academic Department ensures consistency by preparing **uniform templates** for all batches.

Result Publishing

Results are shared with multiple stakeholders simultaneously:

- **Students** → Receive individual scorecards via institutional email.
- **Faculty** → Get consolidated reports to analyse teaching effectiveness.
- **Mentors** → Receive mentee-wise results for counselling.
- **HODs** → Receive batch-wise performance dashboards for academic review.

Feedback & Review

The WORK Test is not only about numbers but also about **feedback and corrective actions**.

Faculty Feedback	Subject faculty analyze student responses and identify topics that need reinforcement.
Mentor Sessions	Mentors use scorecards to guide mentees on improving weak areas.
Student Reflection	Students are encouraged to self-assess their performance and create improvement goals
HOD Review	HODs hold meetings with faculty to discuss performance patterns and suggest academic interventions

Documentation & Record Keeping

The Academic Department maintains a **centralized archive** of:

- Question papers with correct answers.
- Raw and processed result data.
- Attendance and invigilation reports.
- Access to these records is **restricted** to authorized staff/faculty.
- Records are retained for **at least one academic year** for audits and reference.

Quality Assurance & Improvement

Monthly Review Meetings	HODs and faculty meet to analyse test outcomes and discuss academic strategies
Question Quality Check	Faculty are encouraged to rotate question styles and avoid repetition
Benchmarking	Student scores are compared week-to-week to identify improvement or decline trends
Feedback Incorporation	Suggestions from faculty, mentors, and students are used to refine future test design

Risk Management & Mitigation (Additional Section)

Risk	Likely Cause	Mitigation Strategy
Technical glitches	Internet failure	Backup internet, time extension
Paper leakage	Early sharing of test link	Share link 60 minutes before start
Low participation	Student absenteeism	Pre-test reminders, mentor follow-up
Unfair practices	Cheating/collusion	Randomization, camera monitoring

Ethical Guidelines & Code of Conduct

- **Students must attempt honestly** — cheating, plagiarism, or impersonation strictly prohibited. All students are expected to uphold the highest standards of academic integrity while taking tests. Any form of dishonest behaviour, including copying answers, seeking outside help, using unauthorized materials, or allowing someone else to take the test on their behalf, is strictly forbidden. Students must complete the examination on their own, reflecting their true understanding of the subject.
- **Faculty must maintain confidentiality of question papers —** Faculty members involved in the preparation and handling of question papers must ensure complete secrecy and confidentiality. Drafts of question papers, answer keys, or related materials must not be shared outside the authorized team. Any leakage of test content undermines the fairness of the process and compromises the credibility of the institution.
- **Invigilators must enforce discipline fairly without bias —** Invigilators play a key role in ensuring a smooth and disciplined examination environment. They must monitor student behaviour carefully, intervene when necessary, and enforce rules consistently. At the same time, invigilators should remain impartial, avoiding favouritism or unfair treatment toward any student. Their approach should be firm, professional, and respectful.
- **Breach of ethics may lead to academic penalties —** Any violation of the code of conduct — whether by students, faculty, or invigilators — will result in appropriate disciplinary action. Penalties may include cancellation of the test, reduction of marks, reporting to higher authorities, or stricter academic consequences for repeated offenses. Maintaining ethical standards is essential to protect fairness, integrity, and the reputation of the institution.

Data Privacy & Confidentiality Policy

- **Student performance data is confidential and shared only with authorized stakeholders:** All information related to students' test scores, attendance, and evaluation results is treated as strictly confidential. Access to such data is limited to authorized personnel such as faculty, academic coordinators, and administrative staff directly involved in academic processes. Unauthorized sharing or misuse of student data is not permitted under any circumstances.

- **No public display of marks without anonymization:** To protect student identity and dignity, individual marks or scores must never be displayed publicly with names or roll numbers. If results need to be shared in group settings, they should be anonymized using codes, roll numbers, or aggregated data, ensuring that no student is singled out.
- **Data storage must comply with institutional IT policy:** All digital records, including test responses, grades, and reports, must be stored within the secure servers approved by the institution's IT department. Faculty and staff should avoid storing sensitive student information on personal devices or unsecured platforms, ensuring compliance with data protection regulations.
- **Secure backups maintained to prevent data loss:** Regular backups of test-related data must be taken to safeguard against accidental deletion, system crashes, or cyber threats. These backups should be stored in secure, encrypted formats and accessible only to authorized staff. Having proper backup systems ensures continuity and reliability of academic records.

Contingency Plan (Backup Arrangements)

If Quilgo fails	Switch to Google Forms/Offline paper-based test.
If faculty is unavailable	Backup paper/test to be prepared by HOD.
If invigilator is absent	Backup invigilator to step in.
If students miss test	One re-test session (only with valid approval).

Audit & Compliance Mechanism

- Random audits conducted by Academic Department to ensure SOP compliance.
- Audit checks: Paper submission deadlines, invigilation reports, result publication timeliness.
- Annual review of SOP by Quality Assurance Cell.

Summary

The Weekly Objective Review Test (WORK Test) is more than just a weekly evaluation — it is a cornerstone of PIBM's academic philosophy of continuous learning, assessment, and improvement. By institutionalizing this process through a detailed SOP, we ensure that the test is not only conducted in a uniform and transparent manner but also serves as a diagnostic and developmental tool for all stakeholders.

This SOP clearly defines the roles, responsibilities, timelines, and quality standards to be maintained at every stage — from question paper creation to result publishing. By integrating structured workflows, invigilation protocols, digital execution (via Quilgo), and comprehensive reporting mechanisms (scorecards, dashboards, mentoring feedback), the WORK Test process contributes to: Students' growth by identifying strengths and addressing weaknesses. Faculty development by aligning teaching strategies with student performance. Mentorship effectiveness by enabling data-driven guidance. Departmental improvement through batch-level performance reviews. Ultimately, the WORK Test is not just about weekly marks — it is about building a culture of academic discipline, self-reflection, and continuous improvement. With the SOP in place, PIBM is well-positioned to uphold academic excellence and prepare students for higher-level evaluations and real-world challenges.

Annexure: 1
(Email Template Shared to faculty by academic department for MCQs)

This annexure contains the standard email format that the Academic Department uses to request multiple-choice questions (MCQs) from faculty members for upcoming assessments. The template ensures uniformity in communication, clearly specifying the subject, deadline for submission, formatting guidelines, and the number of questions required. By using a structured template, the department minimizes confusion, maintains professionalism, and ensures timely collection of question papers in the correct format for further processing.

Attention!! Need MCQ's- for WORK (Weekly Objective Review of Knowledge) Cycle-2

External Inbox ×

Bittoo Sharma <bittoo.sharma@pibm.in> Tue, Sep 2, 6:24 PM (13 days ago)

to Vinay, Vivek, Sakshi, Niharika, Neelima, Mayuresh, Animesh, CA, Shruti, shikha, K, humalone, Manoj, Smriti, Poorna, Ashwini, M, Umesh, S, Shailja, Pravin, Samidha, dr.prajaktayaw

Dear Professors,

As part of our initiative to strengthen continuous learning, we have introduced **WORK – Weekly Objective Review of Knowledge** for students, conducted every 15 days. To maintain consistency and academic rigor, a **standardized question paper format** has been developed and is attached for your reference.

We kindly request you to prepare **15 MCQs** from your respective subjects, aligned with the attached format and covering the syllabus taught since the last WORK Test held on **23rd August 2025**.

Please note:

- Questions should be **unique (non-repetitive)**.
- Each question must be a **complete sentence** with appropriate options.
- The **correct answer should be highlighted in bold**.
- Submission deadline: **Monday, 08 September 2025, by 2:00 PM.**

Your contribution is vital to the success of WORK and to providing students with regular opportunities to strengthen their conceptual clarity.

For any clarification regarding the format, please feel free to reach out to the Academic Department. Submissions can be made by replying to this email with your questions in the prescribed format.

Thank you for your continued support and commitment.

Best Regards,

Annexure: 2
(Question Submission Tracker)

This annexure provides the format of the tracker used by the Academic Department to monitor the submission of MCQs from faculty members. The tracker records essential details such as faculty name, subject, number of questions submitted, submission link, Test Date and remarks. It ensures accountability, helps identify delays or missing submissions, and maintains a clear record for audit and verification purposes. By standardizing this process, the department can streamline compilation and ensure that all required questions are received on time in the correct format.

PGDM 2025-27			
S. No.	**Subject Name**	**Faculty Name**	**Question Submitted**
1	Basics of Business Analytics	Prof. Huma Lone	No
2	Basics of Operations Mangement	Prof. Manoj Gadre	Yes
3	Business Communication	Prof. Smriti Bhowmik	Yes
4	Business Statistics	Dr. Poorna Chandra Prasad	No
5	Financial Management	Prof. Ashiwini Jagtap	Yes
6	Human Resources Management	Dr. Rajlakshmi	Yes
7	IT for Managers	Yet to Decide	
8	Legal Aspact of Business	Prof. Umesh Gramopadhyay	Yes
9	Managerial Economics	Prof. Sudhindra Majumdar	Yes
10	Managerial Accounting	Prof. Shailja Bakshi	Yes
11	Marketing Management	Prof. G. Pravin	Yes
12	Quantitative Aptitude	Prof. Samidha Singh	Yes
13	Research Methodology	Dr. Prajakta	Yes

MBA 2025-27			
S. No.	**Subject Name**		**Question Submitted**
1	Basics of Marketing	Dr. Vinay Nandre	Yes
2	Business analytics	Prof. Vivek Marathe	No
3	Business Communication	Prof. Sakshi Thakkar	Yes
4	Cyber Security	Dr. Niharika Singh	No
5	Decision Science	Prof. Neelima	Yes
6	Economic Analysis for Business Decision	Prof. Mayuresh	Yes
7	Human Rights	Dr. Niharika Singh	No
8	Indian Knowledge System	Prof. Mayuresh	Yes
9	Management Fundamentals	Prof. Animesh	Yes
10	Managerial Accounting	Prof. A. P. Rao	No
11	Technology and Tools in Business Management	Dr. Shruti Saxena	Yes
12	Organizational Behaviour	Prof. Shikha Shubham	Yes
13	Quantitative Method	Prof. Anand	Yes

Annexture: 3

(Invigilator Allocation)

This annexure outlines the format used to assign invigilation duties to faculty members for each test or examination session. The allocation sheet includes details such as faculty name, assigned test, batch/group, time slot, and venue. Using this structured format ensures fair distribution of responsibilities, prevents scheduling conflicts, and helps the Academic Department track and manage invigilation efficiently. It also serves as an official record for accountability and reference during and after the test.

Bittoo Sharma <bittoo.sharma@pibm.in> 11:06 AM (3 hours ago)

to Smriti, B, Poorna, KISHEN, R, Mahendra, PIBM, Chairman

Dear Faculty Member,

This is to inform you that you have been assigned **"WORK- Weekly Objective Review of Knowledge" Test Invigilation Duty** today, **15th September 2025**, during the following schedule:

- **Time: 5:15 PM – 6:30 PM**
- **Venue: Room- 101 (Old Building)**
- **Allotment for: PGDM-1**

We kindly request you to report at the venue at least **5-10 minutes prior** to the commencement of the test to ensure smooth conduct of the examination.

Your cooperation and support in maintaining discipline and fairness during the assessment are highly appreciated.

Best Regards,

BITTOO KUMAR SHARMA
Assistant Professor (Management)
Assistant Batch In-Charge (Academics)
Pune Institute of Business Management (PIBM),
Gut No. 605/1, Lavasa Link Road, Mukaiwadi, Pirangut, Tal-Mulashi,
Pune - 412115, Maharashtra, India
Web. - www.pibm.in
Mobile - 9717190807
Email - bittoo.sharma@pibm.in

Annexure: 4
(Test Execution)

This annexure provides a detailed outline of the steps followed during the actual execution of tests. It includes procedures such as sharing batch-wise test links with students, monitoring the test environment, enforcing time limits, and ensuring adherence to security and proctoring protocols. By documenting the test execution process, the Academic Department ensures consistency, minimizes errors, and maintains a record of how each assessment is conducted for transparency and future reference.

Invitation to Participate in WORK – Weekly Objective Review of Knowledge

Bittoo Sharma <bittoo.sharma@pibm.in> Tue, Aug 26, 10:37 AM

to PIBM, Suresh, M, Mahesh, Dhananjay, Pratik, Diniar, Pravin, Shivram, Sakshi, R, Priya, MBA, PIBM, B, Poorna, KISHEN, Academics, Abhishek, Mamta, Chairman, bcc: Pearl, bcc: Dh

Dear Student,

As part of our initiative to strengthen continuous learning, we are pleased to inform you that the **WORK (Weekly Objective Review of Knowledge)** assessment will be conducted as per the schedule below:

- **Date: 26th August 2025**
- **Time: 4:30 PM – 5:45 PM**
- **Mode: Online**
- **Venue: Your Respective Classes**

You are requested to be present in your respective classes to join and complete the assessment within the given time slot. The test has been designed to help you regularly review your understanding and reinforce the concepts covered in your courses.

Access the Assessment Here: https://app.quilgo.com/t/Yhk4nYyif0wI2aZQ

Your active participation is important to ensure the success of this initiative and to help you build strong conceptual clarity.

For any technical issues or clarifications, kindly reach out to the academic department 105.

Best Regards,

Annexure: 5
(Result Publication)

This annexure describes the process followed for publishing test results after evaluation. It includes steps such as compiling scores from Quilgo, verifying accuracy, generating result reports, and sharing them with authorized stakeholders while maintaining student confidentiality.

Name	B NARESH			Department	PGDM	
Section	PGDM 3			Semester	1	
Aptitude Level	C	WEEK - 4		Communication Level	B	
Subject	Attendance	Class Participation	No of Completed Evaluation	Overall Marks	Ongoing Evaluation	Weightage
Managerial Accounting	78%	55%	2	18.00	1	15
Financial Management	84%	60%	3	21.00		
Marketing Management	82%	100%	2	15.00	1	10
Human Resource Management	87%	75%	1	7.00	1	10
Managerial Economics-I	67%	65%	2	10.00		
Research Methodology	77%	78%	3	15.00		
Business Statistics	65%	98%	2	13.00	1	5
IT for managers	72%	0%	2	12.00		
Quantitative Methods	88%	55%	3	23.00		
Business Communication	85%	45%	2	15.00		
Basics of Analytics	90%	76%	1	7.00	1	20
Basics of Operations	65%	75%	2	10.00	1	5
Organisation Design and Behaviour	78%	80%	2	12.00		5

Dear MBA 2 Mentors,

Kindly find the attachment, we have shared the last 2 weekly assessment feedbacks of your mentees, kindly analyse the data to understand the individual student's performance in all the subjects and counsel the students for betterment.

If any students seek support or request remedial kindly let us know we will discuss it with the respective subject faculty for the same.

Kindly discuss this learning feedback as a Priority in next mentoring session.

Dear Dr. Vinay,

I hope this message finds you well.

I am writing to summarize your performance in the recent Weekly Learning Assessments for the subject "Basics of Marketing." The data below highlights your progress and achievemen assessments:

Dr. Vinay				
	Subject Performance	Individual High Performance	Other subject Avg Performance	Other Subject High
Subject	Basics of Marketing (10)	Basics of Marketing (10)		
1st Weekly Learning Assessment	63%	100.00%	52.00%	63.00%
2nd Weekly Learning Assessment	65.51%	100.00%	64.99%	75.56%

Thank you for your dedication and hard work. If you have any questions or need more details, please do not hesitate to contact me.

Based on the slow learner, shortly we will be planning a remedial session.

Standard Operating Procedure of

Teaching Pedagogy (SOP)

SOP No. 5

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

Guidelines for Teaching Pedagogy Selection

We emphasize a structured and outcome-driven teaching approach to ensure holistic student learning. To support this, we have identified **11 key pedagogies** and mapped each with its **Definition/Approach, Best-Suited Competencies, and Justification**.

The objective is to enable faculty to adopt a **pedagogy mix best aligned with the nature of the subject, learning outcomes, and desired competencies**.

Key Guidelines for Faculty:

1. **Pedagogy-Outcome Alignment**
    - Faculty must select pedagogies based on the specific competencies the course aims to develop (e.g., analytical skills, decision-making, leadership, critical thinking).
    - For example, **case-based learning** suits decision-making and problem-solving, while **simulations** enhance experiential learning and teamwork.
2. **Subject-Centric Flexibility**
    - Pedagogy should be chosen according to the subject's nature (theoretical, applied, analytical, or experiential).
    - A blend of pedagogies is encouraged to ensure balanced knowledge, skills, and attitude development.
3. **Competency Mapping**
    - Every course syllabus must clearly map the selected pedagogy with program outcomes (POs) and course outcomes (COs).
    - Faculty should ensure that the teaching strategy contributes directly to employability skills and industry relevance.
4. **Student Engagement & Learning Experience**
    - The pedagogy should foster active participation, peer learning, and reflective thinking.
    - Faculty are expected to create an inclusive environment where learners can apply theory to practice.

5. **Continuous Improvement**

  - Faculty should document the effectiveness of chosen pedagogies through feedback, assessments, and reflection.
  - Pedagogy choices should evolve with changing industry needs, digital tools, and learner expectations.

Pedagogy	Definition / Approach	Best-Suited Competencies	Justification
SCPS	Applying a concept into different Sector, Company, Product, and Services.	Critical thinking, Domain knowledge, Application knowledge, Problem-solving, Research-oriented.	When the concept is delivered in class, students apply the learning to various sectors, companies, products, and services. E.g., the formula for margin is constant, but margin varies across FMCD, FMCG, different companies, and products depending on SKU turnaround time.
Case Study Method	Analyzing real or hypothetical business scenarios to apply theoretical concepts.	Critical thinking, Domain knowledge, Strategic thinking, Communication.	Students evaluate real-life business problems and recommend solutions. E.g., analyzing a case on retail pricing helps explore demand forecasting, customer behavior, and strategy.
Simulations / Business Games	Interactive, decision-making scenarios in a virtual business environment.	Data-driven decision-making, Analytics skills, Leadership skills.	Students engage in virtual business environments where they react to market changes and test their strategies. E.g., managing a virtual company in a simulation game improves analytical and decision-making skills.
Role Plays	Students act out business roles to understand interpersonal dynamics and stakeholder management.	Interpersonal skills, Communication, Culture sensitivity, Ethical orientation.	E.g., role play between supplier and procurement team enhances negotiation skills, ethical decision-making, and empathy.
Problem-Based Learning (PBL)	Students solve complex, open-ended business problems without predefined solutions.	Problem-solving, Research-oriented, Conceptual skills.	Students identify knowledge gaps, research, and collaboratively solve a challenge. E.g., creating a market entry strategy for a new product in an emerging economy.

Action Learning	Real-time application of learning through live industry problems and faculty/mentor support.	Strategic thinking, Business tools, Leadership skills.	Students work on actual business challenges from partner companies, apply tools and present solutions to decision-makers. Helps connect theory to real impact.
Flipped Classroom	Students learn core concepts independently (videos, readings), and use class time for active learning.	Domain knowledge, Communication, Conceptual clarity.	Class time is used for problem-solving, peer discussions, and concept application. Promotes accountability and communication. E.g., pre-learn Porter's Five Forces, apply it to multiple industries during class.
Live Projects / Industry Immersion	Students undertake short-term real projects from industry under mentor supervision.	Application knowledge, Business tools, Technology orientation.	Enables direct exposure to tools like CRM, Excel, ERP, or dashboards. E.g., students analyze data from an FMCG company to improve distributor efficiency.
Mentorship & Coaching	Structured one-on-one or small group guidance from faculty or industry mentors.	Integrity, Positive attitude, Global perspective.	Personal mentoring sharpens professional behavior, ethical grounding, and attitude. Global perspectives are enhanced through guided reflections and feedback on cross-border case analysis.
Workshops / Bootcamps	Short, intensive sessions to develop practical or digital/technical competencies.	Productivity tools, Technology orientation, Analytics.	Hands-on practice in Excel, Tableau, SPSS, Canva, Google Analytics, etc. E.g., a two-day Excel workshop enhances employability and productivity.
Design Thinking Workshop	Empathy-driven problem-solving through ideation, prototyping, and testing.	Customer-centricity, Problem-solving, Strategic thinking.	Students reimagine customer experiences or design service innovations. E.g., redesigning a bank's customer journey using empathy maps and rapid prototypes.

Mapping of Pedagogy with Program Outcomes

Pedagogy	PO1 (Cross-border acumen, Anticipation, Communication)	PO2 (Domain & App. Knowledge Interpersonal)	PO3 (Critical Thinking, Research, Sustainable)	PO4 (Cultural Sensitivity, Social Responsibility)	PO5 (Ethics, Integrity, Attitude, Global View)	PO6 (Analytics, Decision-making, Leadership)	PO7 (Business Tools, Analytics)	PO8 (Strategic Thinking, Problem Solving, Conceptual)	PO9 (Tech Orientation, Productivity Tools)
SCPS	—	✅	✅	—	—	—	✅	✅	—
Case Study Method	✅	✅	✅	✅	✅	✅	—	✅	—
Simulation / Biz Games	✅	—	—	—	—	✅	✅	✅	✅
Role Plays	✅	✅	—	✅	✅	—	—	—	—
Problem-Based Learning	—	✅	✅	—	—	✅	—	✅	—
Action Learning	✅	✅	✅	—	✅	✅	✅	✅	✅
Flipped Classroom	—	✅	✅	—	—	—	✅	✅	—
Live Projects / Immersion	✅	✅	✅	—	—	✅	✅	✅	✅
Mentorship & Coaching	✅	—	—	✅	✅	—	—	—	—
Workshops / Bootcamps	—	—	—	—	—	✅	✅	—	✅
Design Thinking Workshop	✅	✅	✅	✅	—	✅	✅	✅	✅

✅ = Strongly aligned

— = Partially aligned

Standard Operating Procedure of

Assessment (SOP)

SOP No. 6

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

Internal Evaluations

SOP for Internal & External Evaluations

Standard Operating Procedure (SOP): Formative and Summative Assessment Framework

1. Introduction

At PIBM, assessment is not viewed merely as a mechanism for grading but as a core academic pillar that shapes learning outcomes, fosters critical thinking, and bridges the gap between academia and industry. This SOP outlines a comprehensive framework for both formative and summative assessment practices that ensure consistency, academic rigor, and student development. The structure **promotes continuous feedback, personalized learning**, and industry-relevant competency development, thereby aligning with institutional academic philosophy and accreditation standards.

Objective of the Assessment Framework

The assessment framework aims to:

- Foster continuous learning and application-based understanding.
- Align academic evaluation with industry expectations and real-world problem solving.
- Distinguish learner performance levels for personalized academic support.
- Drive academic quality through structured, transparent, and outcomes-based assessment design.

2. Assessment Framework Overview

The evaluation of student performance is conducted through a balanced combination of formative and summative assessments. The total weightage of 100 marks for each course is split into 40 marks for formative assessments and 60 marks for summative assessments.

Assessment Type	Weightage	Components - PGDM
Formative	40 Marks	N+1 Components (where N = course credits)
Summative	60 Marks	20 Marks Mid-Term + 40 Marks End-Term

Assessment Type	Weightage	Components - MBA
Formative	50 Marks	N+1 Components (where N = course credits)

Assessment Type	Weightage	Components - MBA
Summative	50 Marks	20 Marks Mid-Term + 40 Marks End-Term

Formative assessments are continuous in nature and are designed using an N+1 model, where 'N' corresponds to the credit value of the course. For instance, in a 3-credit course, faculty are expected to conduct four (3+1) distinct assessment components, each typically carrying 10 marks. These assessments are diversified to evaluate various skills and competencies in line with course and program outcomes.

Summative assessments consist of a mid-term examination carrying 20 marks and an end-term examination carrying 40 marks. These are structured to test higher-order thinking and the application of knowledge in real-world or case-based contexts.

3. Formative Assessment: N+1 Model

The N+1 model ensures that assessments are varied, fair, and suited to the specific nature of the course. Faculty are encouraged to choose assessment types that best suit their course content and student learning goals. **For example**, in the Marketing Analytics course (3-credit), the instructor may choose:

- **Workbook-Based Assessment**: After every topic, students complete a small Excel-based task to reinforce concepts and submit their work via shared Google Sheets. This not only promotes hands-on learning but also ensures regular engagement.
- **Case Study**: A case related to RFM (Recency, Frequency, Monetary) analysis can be assigned to test conceptual understanding and data application skills.
- **Dataset Analysis**: Students may be given transactional data to perform Market Basket Analysis, fostering practical analytics skills.
- **Class Participation**: Regular engagement, problem-solving contributions, and in-class interaction are assessed for their collaborative and communicative value.

Faculty are required to plan these assessments before the course begins and document them in the course outline, clearly mentioning the type of component, its objective, rollout date, submission deadline, evaluation deadline, and expected outcomes. The Academic Department maintains oversight and follows up with faculty to ensure timely execution and quality control. (Refer annexure –1)

4. Approved Components for Formative Assessment

Faculty can choose from the following 16 approved components based on course requirements:

S. No.	Assessment Parameters	Description	Competency
1	**Practical Sessions or Unguided Sessions**	A practical session or unguided session is a part of internal evaluation. In the practical session, situational-based assignment/case studies/application questions are discussed with the students in the class to understand their domain concepts and ability to apply through analysing, evaluating and creating strategic solutions to the problem with the help of the respective topic and subject faculty	Domain Knowledge, Research Oriented, Conceptual thinking, Analytical skill
2	**Mini Project**	Mini project is explained and assigned to the students on the first day of their course and it mostly covers all the chapters of the subject. Based on the class completion students will be simultaneously working on the mini project in a phase-wise manner which enables the student understanding to apply, analyse, evaluate and create.	Domain Knowledge, Research Oriented, Conceptual Thinking, Cross-functional Business Acumen, Domain & Interpersonal skill, Business tools, Ethical oriented, Integrity, Positive attitude
3	**Case Study**	Case study analysis is part of all subject evaluations. Each subject carries 5 minimum number of cases mapped with topics from reputed published cases where students need to analyse based on the given case questions and present.	Critical thinking, Research-oriented, Sustainable, Conceptual thinking, Problem-solving, Strategic thinking, & Anticipation skill

4	**MCQ**	MCQ test in the form of assessment where after every chapter respective faculty will conduct an application-based MCQ Test to ensure students remember and understand about the concepts.	Domain Knowledge, Conceptual Thinking, Application knowledge
5	**Live Project**	In this component respective faculty is assigned field-oriented projects and company where the student will work closely with the company or on the field to apply their learnings and analyse feasibility to evaluate alternative options their by creating a new solution for real-time practical problems	Interpersonal skills, Commercial awareness, Productivity tools, multidisciplinary, Cultural sensitivity, Team building, Domain knowledge, Conceptual thinking, Strategic thinking
6	**Simulation**	A certain subject and competency demand a student's hands-on experience, wherein it's not practically possible or required huge investment in such case we emphases faculties to use stimulation-based assessment as part of the evaluation. (Product Management, Equity Research, NPD etc.)	Ethical oriented, Integrity, Positive attitude, Global Perceptive, Anticipation, Optimizing, Technology oriented & Critical thinking
7	**Role Play**	In role-play process, students will be individually allocated with the current critical situation of an organization. Students will perform the character or person and express their strategies or solution through Concept knowledge, decision making skill, problem-solving skill, analytical skill & strategic thinking skill	Strategic thinking, Application knowledge, Creative thinking, Multidisciplinary, Communication, Integrity, Positive attitude

8	**Presentation**	PPT Presentation will be allocated to an individual or group of students in a specific topic or chapter of the subject. A classroom presentation or showcasing of the results of a particular project that has been conducted by an individual student or by a group of students in fulfilling a course assignment.	Creativity & Team work, Leadership, Interpersonal, Strategic thinking & communication
9	**Viva**	Viva is an oral examination, conduct among individual students to know about their domain concept with practical answers for situational questions	Strategic thinking, Verbal communication, Positive attitude, Domain Knowledge
10	**Extempore**	Extempore is conducted on-spot for an individual student based on certain topics in the chapters. Through extempore, we can understand the students, content delivery – voice pacing body language preparation, organizational perspectives, in-depth content knowledge, ability to apply and flow of content.	Communication, Domain & Application knowledge
11	**Chapter Wise Assignment**	Chapter-wise assignments will be given to the students to understand their concept knowledge based on the chapter. The Chapter-wise assignment will be a situational-based assignment where students need to use their critical analytical skills to work on the assignment	Cross-functional business acumen, & Written Communication, Research oriented, Domain Knowledge, Critical Thinking, Strategic Thinking
12	**End – term**	End term is the major component of the evaluation wherein the question paper consists of MCQ, Descriptive based questions or case-based questions. The end term will be conducted end of the semester for each subject. End-term evaluation will	Domain Knowledge, Written communication, Strategic thinking,

		be done for 50 marks of the subject which consists of application-based questions or case-based questions as per the chapter.	Critical Thinking
13	**Midterm**	Mid-term will be conducted mid of semester with 50% of subject completion. The mid-term evaluation will be done for 30 marks of the subject which consists of application-based questions or case-based questions as per the chapter completed.	Domain Knowledge, Written communication, Strategic thinking, Critical Thinking
14	**Class Participation**	Class Participation may be used as an assessment method to gauge how well students understand class content and issues.	Communication, Domain & Application knowledge
15	**Research Paper Review**	In-depth research and analysis demonstrating high scholarly achievements, independent original research and advancing a new point of view.	Conceptual Thinking, Research Oriented, Data driven decision making, Business tools
16	**Workbook**	The workbook will be explained and assigned to the students on the first day of their course and it covers all the chapters of the subject. Based on the chapter completion, students will be working on the current situation of the topics related to the business world, which enables the student to be updated day to day processes.	Conceptual Thinking, Research Oriented, Data driven decision making, Business tools

Each component must be aligned with one or more competencies and should reflect the intellectual rigor of a postgraduate curriculum.

5. Assessment Design Standards

All assessment components—formative and summative—must be designed with the following elements:

- **Assignment Title and Description**: Clear definition of the task and its relevance to course content.
- **Topic Coverage**: Specific modules or chapters the assessment addresses.
- **Expected Competency**: Clearly state what skill or knowledge the assessment intends to measure, mapped with COs and POs.
- **Submission Guidelines**: Detailed instructions including formatting requirements (font type and size, spacing, margins), referencing style (APA, MLA, etc.), and mode of submission (LMS, Google Classroom, printed copy).
- **Evaluation Rubrics**: Well-defined rubrics must be shared with students in advance, explaining the criteria on which their work will be evaluated.
- **Benchmark/Model Answer**: This is essential to set performance expectations and provide transparency in marking.

Rubrics, in particular, play a critical role in making assessment criteria visible and understandable. They serve as a self-explanatory tool for students to reflect on why they received a certain grade and how their performance matched or missed the criteria. This promotes ownership of learning and supports self-improvement.

6. Alignment with AoL, Course and Program Outcomes

Each assessment must support our institutional **Assessment of Learning (AoL)** process. Faculty must ensure that every task is explicitly linked to Course Outcomes (COs) and Program Outcomes (POs). This is critical for both internal academic quality assurance and external accreditation compliance.

Given the postgraduate level of instruction, emphasis should be placed on the higher levels of **Bloom's Taxonomy**, especially "Evaluate" and "Create." Assignments should encourage students to not just recall information but to analyze, synthesize, evaluate, and innovate.

Example - Marketing Analytics- Mapping between COs, POs, and Course Evaluation

Course Outcomes	Program Outcomes	Workbook	Price Bundling	MBA	RFM & Cluster	VIVA / Pres.	Mid Term	End Term Exam
Total		10	10	10	10	10	15	35
CO 1	PO2, 3 , 5, 6, 7, 8	*	*		*	*	*	*
CO.2	PO2, 3, 6, 7, 8, 9	*	*		*	*	*	*
CO.3	PO2, 3, 6, 7, 8, 9	*		*		*	*	*
CO.4	PO2, 3, 6, 7, 8, 9	*		*		*		*
CO.5	PO2, 3, 6, 7, 8, 9	*			*	*		*
CO.6	PO2, 3 , 5, 6, 7, 8				*			*

Note: Subject wise faculty has to submit the below document.

Subject wise course outcome attainment

Assessment parameter wise – Lowest mark, Highest mark, Average Mark and Median Mark.

Faculty should propose the assessment wise, Overall Internal wise, Overall External wise and Overall subject wise Threshold value.

Note: Its mandatory to use this threshold value for the upcoming semester attainment.

7. Summative Assessment

The mid-term and end-term exams together account for 60% of the total course grade. These exams must reflect the complexity and analytical expectations of the subject matter.

- **Mid-Term Exam (20 Marks)**: Typically covers the first half of the syllabus and helps gauge initial comprehension and application. (Refer – Question paper pattern)
- **End-Term Exam (40 Marks)**: Comprehensive in nature, often designed with real-life case studies or business problems. Each question must be mapped to the COs and POs and should assess application, problem-solving, and decision-making skills.

Faculty are encouraged to use case-based questions, simulation data, and decision-making scenarios in both exams to ensure practical relevance and depth.

8. Industry Alignment and Job Description Mapping

One of the unique features of our academic model is that assessments and even course content are designed in alignment with **industry job descriptions**. Faculty are advised to consult real-world JD samples and competency frameworks while designing their assessments. This ensures that students are developing skills that are in actual demand in the corporate sector.

Where possible, assessments should simulate job tasks—e.g., designing a marketing dashboard, preparing a financial forecast, or crafting a project proposal—thus making learning directly translatable to employment.

9. Biweekly Institutional Assessments and Learning Analytics

- Apart from subject-wise assessments planned by faculty, the Academic Department will plan and execute biweekly institutional assessments.
- These assessments will be MCQ-based and cross-subject, aimed at tracking holistic student learning.
- Results will be compiled into a biweekly scorecard and shared with:
    - Students (for self-awareness and progress tracking)
    - Faculty (to guide instructional strategies)
    - Mentors (to support academic counselling)
- These assessments serve not just for evaluation but as a critical tool to:
    - Identify advanced learners and slow learners at the subject level
    - Strengthen personalized learning interventions

10. Remedial and Enrichment Strategies

Based on performance analytics, the school follows a **personalized learning support model**:

- **Slow Learners**: Receive targeted interventions such as remedial sessions, peer teaching (cross-learning from high performers), simplified case studies, and extra faculty guidance.
- **Advanced Learners**: Are encouraged to take on higher-level engagements such as:
    - Working on live projects
    - Contributing to research or case writing
    - Participating in innovation cells or incubation centers
    - Leading club activities and academic events

This dual-track approach ensures that every student is nurtured according to their learning capacity and growth potential.

11. Minimum Presentation Requirement

Each course must include **at least three individual presentations** per student. This policy is aimed at developing communication, structured thinking, and analytical presentation—key competencies for any management graduate.

Presentations should be evaluated not only for content but also for clarity, structure, delivery, use of data, and ability to respond to questions.

12. Monitoring and Accountability

Faculty are responsible for ensuring that all elements of this SOP are followed meticulously. They are expected to:

- Submit detailed course and assessment plans before the semester.
- Adhere strictly to all rollout, submission, and evaluation deadlines.

Sr. No	Assessments Planed – Title	Marks Allocated	Rollout Date	Deadline /Conduct date	Evaluation Deadline	Feedback Slot
1	Assignment and Presentation	10	01-08-2024	30-10-2024	15-11-2024	17-11-2024
2	Case Study and Presentation	10	10-08-2024	05-11-2024	20-11-2024	25-11-2024
3	HR Handbook and MCQ	10	01-08-2024	30-11-2024	10-12-2024	12-12-2024
4	Mini Project and Presentation	10	01-08-2024	25-11-2024	10-12-2024	12-12-2024
5	Mid Term {As per exam calendar}	20	01-08-2024	15-10-2024	30-10-2024	02-11-2024
6	End Term {As per exam calendar}	40	01-08-2024	15-12-2024	30-12-2024	02-01-2025
	Total	100				

- Maintain documentation of rubrics, benchmarks, and feedback.
- Respond proactively to academic alerts related to student performance.

Guidelines in assessment distribution:

- ✓ Faculty must ensure that **assessments are properly distributed across the semester** to avoid clustering and to evaluate students at regular intervals.
- ✓ **Even distribution of assessments** helps in **early identification and support of slow learners**, allowing for timely interventions.
- ✓ It is not sufficient to just plan assessments; **evaluation and feedback must be shared within 7 working days** from the submission deadline.
- ✓ **Timely feedback** ensures that slow learners receive **immediate attention** and can improve progressively throughout the semester.
- ✓ While planning assessments, faculty should **refer to the academic calendar**, considering the **start and end dates of the semester**. As per the SOP:
    - A **3-credit subject** will have **3 sessions per week**
    - A **2-credit subject** will have **2 sessions per week**
- ✓ Accordingly, the **assessment rollout, submission, evaluation, and feedback dates must be planned with specific calendar dates** to maintain consistency, pace, and academic discipline.

This structured scheduling ensures that:

- Students can plan their efforts in advance and manage their academic load.
- Faculty maintain consistency in engagement and turnaround time.
- Feedback is timely, actionable, and relevant—delivered while the learning context is still fresh.

The **Academic Department** will conduct periodic audits, review assessment quality, and ensure that standards are uniformly followed across all courses and faculty members. This well-defined, time-bound assessment design ensures a **predictable academic rhythm** and promotes **discipline, transparency, and early corrective action** wherever necessary.

Excellent—here is the next set of bullet points for your **Academic Department Operation Checklist**, structured clearly and aligned with your SOP goals:

Academic Department Operation Checklist

Course File Collection

- Collect a **complete course file** from each faculty for every subject taught in the semester.
- Each course file must include:
    - **1.1 PoCo (Program Outcome – Course Outcome) mapping document**
    - **1.2 ERP Excel format** with course planning details

- **1.3 Pre-readings** for each session with estimated preparation time
    - **All case studies** (guided and unguided)
    - **Session-wise or chapter-wise course content plan**
    - **All assessments** with model answers and benchmarking answers

Course Plan Communication

- Share **course plans with students via email**.
    - Each subject's course plan must be sent in a **separate email** to ensure clarity and traceability.
    - Ensure the course plans are review by all the stakeholder, HOD, BI and Director.

Central Assessment Tracker

- Extract assessment details from all course plans:
    - Assessment component
    - Rollout date
    - Submission deadline
    - Evaluation completion date
    - Feedback release date
- Compile into a **master Excel tracker** organized subject-wise.
- **Share the tracker with students via email** at the start of the semester.

Assessment Monitoring and Faculty Follow-up

- **Track all assessment milestones** based on the centralized tracker.
- **Send reminder emails to faculty** before each due date.
- **Take acknowledgment** from faculty for every stage.
    - In case of delay, **document justification**.
- Ensure **evaluation and feedback of each assessment should be shared within 7 working days** with the students.

Student Performance Tracking & Intervention

- Based on assessment feedback, prepare:
    - **Advanced learner list**
    - **Slow learner list**

- Share **slow learner data with faculty mentors** for counselling.
- **Schedule remedial sessions** for slow learners.
- **Re-evaluate slow learners** post-remediation until they meet the performance threshold.

Maintain a Deviation Report for all academic operations listed in the checklist, including:

- Course file submission delays
- Course plan sharing delays
- Missed or delayed assessment rollouts, evaluations, or feedback
- Incomplete data tracking or missed student interventions (remedial/counselling)

Record **details of the deviation, responsible faculty/department, reason for delay, and corrective action taken**.

Share the Deviation Report with the Chairman's Office on a weekly basis for review, accountability, and escalation if necessary.

HOD-Level Subject Monitoring Checklist

- **HOD must maintain a departmental checklist** for all subjects delivered in the respective semester.
- Responsibilities include:
  - Maintaining complete course file
  - **Tracking assessment timelines** across all subjects in their department
  - **Monitoring deviations** and **Implementing corrective measures**
  - **Reviewing slow learner action plans** and tracking execution effectiveness
  - **Ensuring mentor-mentee counselling sessions** are conducted regularly based on the subject performance.
  - Conducting **faculty reviews based on assessment feedback** to identify gaps and support needs

Annexure -1

TOPIC: Talent Acquisition – JA & Process **(10 Marks)**

Rollout Date (With Time)	Submission Deadline (With Time)	Evaluation Date	Feedback Slot

Assignment description:

Design the below mentioned structure for the candidate given

- Design and Create Video Job analysis (Job description and Job specification)
- Suggest the suitable sourcing mix for the Recruitment process
- Design recruitment process
- Plan the interview technique, ways, and level for the candidate
- Deign the BVC process and Onboarding process for the candidate

Sample are given below –

Student Name	Company Name	Profile
Sankar	Amul	Digital Marketing Manager
Kumar	Camilin	Finance Manager
Guru	HP	Assistant Manager - BD

Topic Covered:

- Recruitment and selection
- Manpower Planning
- JA Analysis
- Job Description
- Job Specification
- Sourcing Mix
- Recruitment process
- Selection process
- Background Verification Process
- Onboarding Process

Competency Expected

- Domain Knowledge
  - Job Description
  - Job Specification
  - Sourcing Mix
  - Interview Technique

  - Interview Levels
  - Interview Ways
  - Background Verification process
  - Onboarding process
- Business Tools – Excel
- Global Perspective
- Business Acumen
- Creativity Skill
- Concept application ability
- Decision making
- Positive attitude and integrity

Submission Mode:

- Students should design the Job Analysis and Recruitment & Selection Process in Excel.
- Take a print out of the format from excels and stick it in the scrap book. Submit the HR Handbook for evaluation.

Assignment 2 Rubrics (10 Marks)

Job Description (2 Marks)	Exceptional	81% - 100 %	Student understood the Job Description, can able to design, explain and implement the practical and domain analysis
	Advance	66% - 80%	Student understood the Job Description, can able to design and explain the practical concept with domain knowledge but cannot able to implement the concept
	Intermediate	51% - 65%	Student understood the Job Description and can able to design the JD with domain concept but cannot able to explain it.
	Basic	26% - 50%	Student understood the Job Description but cannot able to design
	Poor	0% to 25%	Student does not understand the Job Description
Job Specification (2 Marks)	Exceptional	81% - 100 %	Student understood the Job Specification, can able to design, explain and implement the practical and domain analysis
	Advance	66% - 80%	Student understood the Job Specification, can able to design and explain the practical concept with domain knowledge but cannot able to implement the concept
	Intermediate	51% - 65%	Student understood the Job Specification and can able to design the JD with domain concept but cannot able to explain it.
	Basic	26% - 50%	Student understood the Job Specification but cannot able to design
	Poor	0% to 25%	Student does not understand the Job Specification
Recruitment and Selection	Exceptional	81% - 100 %	Student understood the Recruitment and Selection Process, can able to design, explain and implement the practical and domain analysis

Process (4 Marks)	Advance	66% - 80%	Student understood the Recruitment and Selection Process, can able to design and explain the practical concept with domain knowledge but cannot able to implement the concept
	Intermediate	51% - 65%	Student understood the Recruitment and Selection Process and can able to design the JD with domain concept but cannot able to explain it.
	Basic	26% - 50%	Student understood the Recruitment and Selection Process but cannot able to design
	Poor	0% to 25%	Student does not understand the Recruitment and Selection Process
BVC and Onboarding Process (2 Marks)	Exceptional	81% - 100 %	Student understood the BVC and Onboarding Process, can able to design, explain and implement the practical and domain analysis
	Advance	66% - 80%	Student understood the BVC and Onboarding Process, can able to design and explain the practical concept with domain knowledge but cannot able to implement the concept
	Intermediate	51% - 65%	Student understood the BVC and Onboarding Process and can able to design the JD with domain concept but cannot able to explain it.
	Basic	26% - 50%	Student understood the BVC and Onboarding Process but cannot able to design
	Poor	0% to 25%	Student does not understand the BVC and Onboarding Process

Benchmark Assignment Link –

https://drive.google.com/drive/folders/1DiI5kPZyPfeNbzbUnh4y_fSwbKTlpVr0?usp=sharing

Document needs to be attached

Assessment type wise sample assessment

If presentation add evaluation tracker

Biweekly assessment score card

Biweekly result Mailer for student (score card)

Biweekly result Mailer for mentor (score card)

Biweekly result Mailer for department HoD (score card)

Mailer temp for assessment reminder

Mailer temp for assessment deviation

Mailer Temp for seeking remedial session

Checklist for course file collection

Attach question paper and answer model temp shared by placement

Standard Operating Procedure of

CLASSROOM FACILITIES

SOP No. 7

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

1. PURPOSE OF THE SOP:

The purpose of this SOP is to ensure the availability of various facilities from time to time and establish guidelines to maintain and use the facilities properly.

2. OBJECTIVES OF THE SOP:

1. To ensure the availability of adequate resources to enable effective functioning of the college/institute.
2. To coordinate regular inspection of the facilities to ensure hygiene and proper working condition of various facilities.
3. To identify right people (owners) to manage and monitor the functioning of facilities.
4. To provide guidelines for effective management of facilities and resources.
5. To take appropriate actions and corrective measures when issues arise

3. SCOPE OF THE SOP:

This SOP is applicable to Pune Institute of Business Management (PIBM), Pune and the staff members employed here.

4. SOP ADMINISTRATION:

This SOP will be administered jointly by HOD-Admin, Concerned Batch In-charge, IT Administrator and Librarian from time to time under the overall supervision of the Director.

5. FACILITIES REQUIRED

5.1 FACILITIES IN CLASSROOM

5.1.1 All the facilities required by students and faculty members (both regular and visiting) for effective functioning of the class work are defined as Academic Facilities

5.1.2 These facilities must be monitored on a daily basis by the concerned batch-in- charge with the support of Admin in-charge and IT Administrator

5.1.3 Academics facilities will be required on all working days and these facilities must be ready at least 15 minutes before the commencement of the classes

5.1.4 Class rooms may also be required on weekly offs and holidays. It is the responsibility of the batch in-charge and owner of that room to ensure the availability of facilities in the required rooms.

5.1.5 Model Class room

5.1.6 Table below shows list of facilities in each classroom with concerned In-charge:

Facility Requirements	Concerned In-charge
• Markers-4 (1-Red,1-Black,1-Blue,1-Green) • Duster-1	Batch in-charge
• Writing Board-1 • Tables-15 to 30 • Desk-1 • Fans- 3 to 6 • Tube Lights- 4 to 8 • Notice Board- 1	HOD-Admin
• Projector-1 • Laptop-1 • Video Camera-1 • Public Addressing System a. Speakers- 2 to 6 b. Amplifier -1 c. Collar Mic- 1 to 4	IT Administrator

5.1.7 OWNERS OF EACH CLASSROOM

Room No.	Floor No.	Staff Owner	Student Coordinator
CR_101	Ground Floor		
CR_102	Ground Floor		
CR_103	Ground Floor		
CR_104	Ground Floor		
CR_105	Ground Floor		
CR_106	Ground Floor		
Outer 105	Ground Floor		
Admin Office	Ground Floor		

Room No.	Floor No.	Staff Owner	Student Coordinators
Accounts Office	Ground Floor		
CR_201	First Floor		
CR_202	First Floor		
CR_203	First Floor		
CR_204	First Floor		
CR_205	First Floor		
CR_206	First Floor		
CR_207	First Floor		
Outer 205	First Floor		
Placement Cell	First Floor		
Discussion Room	First Floor		
CR_301	Second Floor		
CR_302	Second Floor		
CR_303	Second Floor		
CR_304	Second Floor		
CR_301	Second Floor		
IT Lab	Second Floor		
Exam Dept.	Second Floor		
Discussion Rooms	Second Floor		
CR_401	Third Floor		
CR_402	Third Floor		
Seminar Hall	Third Floor		
Music Room	Third Floor		
Room No.	**Floor No.**	**Staff Owner**	**Student Coordinator**

HR Office	Third Floor		
Gymnasium	Third Floor		
Auditorium	Fourth Floor		
Old Canteen	Ground Floor		
New Canteen	Ground Floor		
Library	Third Floor		
Sick Room	Second Floor		
Sports	NA		

5.2 LIBRARAY FACILITIES:

5.2.1 Library facilities can be accessed by all the students, faculty (both regular & visiting) and staff of Pune Institute of Business Management.

5.2.2 These facilities must be monitored on a daily basis by the Librarian, Library committee and Admin Team.

5.2.3 These facilities must be available from 8.00 am to 8.00 pm to maximize the use of resources in the library

5.2.4 Procedure of Books issues and returns:

5.2.4.1 Every student of the institute will be issued a Library ID card through which he/she can take 5 books/periodicals (2 from reference+3 from Book bank) from the library

5.2.4.2 Books/ periodicals issued from reference section need to be returned within 10 days and can take other books whereas books issued from the book bank can be retained by students till the end of the semester.

For staff to obtain books from library, they need to be given an application to the librarian and a staff account will be created. On this account, staff can take up to 10 books which they can use for 25 days and need to return or renew.

5.2.5 Table below shows list of facilities with concerned In-charge:

Facility Requirements	Concerned In-charge
• Books • Journals • e-journals • Magazines	Librarian
• Computers for e-Library- 10 • Copiers cum Printer- 1 • Printers- 2 • UPS- 3 • Library Management Software- 1 • Online Public Access Catalogue (OPAC) System – 1 • Bar Coding System – 1	IT Administrator
Reading Room and Library Furniture • Chairs – 100 to 150 • Desks – 20 to 30 • Book Racks – 40 to 60 • Computer Tables – 10 • Librarian Desk – 1 • Asst. Librarian Desk – 1 • Bags Keeping Racks- 2 to 4 • Fans- 20 to 30 • Tube Lights – 30 to 40	HOD- Admin

5.3 COMPUTER LABORATORY FACILITIES

5.3.1 Computer Laboratory facilities can be accessed by all the students, faculty (both regular & visiting) and staff of Pune Institute of Business Management.

5.3.2 These facilities must be monitored on a daily basis by the IT Administrator.

5.3.3 These facilities must be available from 9.00 am to 7.00 pm and during examinations and any training it will be open as per the requirement.

5.3.4 These facilities must be ready at least 15 minutes before commencement of the session.

5.3.5 Facilities to be available in the computer lab are shown below:

- Personal Computers
- Networking Facilities (Internet, e-mail etc.)
- All Printers, Scanners and Copiers
- System and Application Software
- Bloomberg Terminal

5.4 CANTEEN FACILITIES

5.4.1 Canteen facilities will be used by all the students, staff and visitors of the institution.

5.4.2 These facilities are continuously monitored and managed by the Canteen Manager and the GM-Administration

5.4.3 Canteen facilities must be provided three times in a day (Breakfast, Lunch and Dinner) to students, staff and guests.

5.4.4 The facilities must be available from 7.30 am to 9.30 pm every day.

5.5 HOSTEL/GUEST HOUSE FACILITIES

5.5.1 Hostel facilities can be used by all the students, staff and guests of Pune Institute of Business Management.

5.5.2 Guest house facilities are provided to the guests vising to the institute from various corporates and reputed academic institutions to train students on various aspects.

5.5.3 Hostel Facilities include different rooms with their staying Capacity

Room Type	Students Accommodation	Staff Accommodation
1 Room Kitchen	NA	1 or 2 (without family)
1 BHK	04	01 (with or without family)

2 BHK	06	01 (only for staff with family)

5.5.4 These facilities must be monitored on a daily basis by the Hostel rectors, Manager and Admin Team. Hostel facilities will be available to the student from the time of taking the admission to any course in the institute and it ends when they complete the course.

5.5.5 Guest house facilities to any guest will be provided upon the request and confirmation of Placement Department, HR Department and Academics office with full details of the visiting guest. Guest room will additionally have a TV, DTH Connection, Water Purifier and Refrigerator.

5.5.6 Table below shows list of facilities with concerned In-charge:

<table>
<tr><th>Facility Requirements</th><th>Concerned In-charge</th></tr>
<tr><td>• 1 RK
a. Fans - 1
b. Tube lights – 2
c. Bulbs – 5
d. Beds – 2
e. Cots – 2
f. Almirah – B-1, G-2
g. Buckets – 2</td><td rowspan="4">HOD – Admin

IT Administrator (only Wi-Fi)</td></tr>
<tr><td>• 1 BHK
a. Fans- 2
b. Tube lights- 3
c. Bulbs- 5
d. Cots- 4
e. Beds- 4
f. Almirah- B-2, G-4
g. Buckets- 4</td></tr>
<tr><td>• 2 BHK
a. Fans- 3
b. Tube lights – 4
c. Bulbs- 5
d. Beds- 6
e. Cots- 6
f. Almirah – B-3, G-6
g. Buckets- 6</td></tr>
<tr><td>• All the rooms will have the facilities like
a. Shoe stand
b. Hot water facility
c. Purified water facility
d. Electricity
e. WIFI
* B-Boys, G- Girls</td></tr>
</table>

5.2 TRANSPORT FACILITY

5.2.1 Transport facilities can be used by all the students and staff and guests of Pune Institute of Business Management.

5.2.2 Transport facilities are provided to the guests vising to the institute from various corporates and reputed academic institutions to train the students on various aspects.

5.2.3 These facilities must be monitored on a daily basis by the Transport in-charge and GM-Admin.

5.2.4 Transport facilities will be available to the student from the time of taking the admission to any course in the institute and it ends when they complete the course.

5.2.5 These facilities are provided to the guest upon the request and confirmation of Placement Department, HR Department and Academics office with full details of the visiting guest.

5.2.6 Timings of the transport facility depends on the academic schedule and it keeps changing from time to time.

5.2.7 Regular transport facility will be provided to students from their respective hostels and for staff, transport will be provided through a defined routes where staff has to be available on the defined time.

5.2.8 Effective functioning of the facility requires adequate number of Buses, Cars and sufficient number of drivers and this will be planned and executed by Transport manager in continuous coordination with Academics team, placement and HR department.

5.3 SPORTS FACILITIES

5.3.1 Sports facility is provided majorly to students to engage themselves in playing games and sports as and when they are free and as scheduled.

5.3.2 These facilities can be used by students through the approval of Academics department and Admin department will monitor it from time to time.

5.3.3 Timings of the transport facility depends on the academic schedule and students can use these facilities when they are free from the class work between 9.00 am to 8.00 pm.

5.3.4 To provide games and sports facilities, institution need to provide all the sport equipment like, Cricket kits, Footballs, Shuttle badminton rackets, Carom bards, chess boards etc.,

5.2 GYMNASIUM FACILITY

5.2.1 Gymnasium is provided to all the students and staff of the institute and it is available round the clock.

5.2.2 Gymnasium includes all the equipment that helps students and staff of the institute to do regular exercise and remain themselves fit.

5.2.3 This facility in terms of planning, purchasing and maintaining the equipment will be managed by Admin department and the Gym trainer.

5.2.4 Timings of the transport facility depends on the academic schedule and students can use these facilities when they are free from the class work between 6.30 am to 8.30 am and 6.30 p.m. to 10.20 p.m.

5.3 MUSIC ROOM FACILITY

5.3.1 Music Room is provided an opportunity to all the students and staff of the institute for practical music making.

5.3.2 It is available for them to learn, practice and perform music playing.

5.3.3 Students of different courses can come together and form a group to make music.

5.3.4 This facility requires equipment like Piano, Guitar, Big band etc.,

5.3.5 This facility in terms of planning, purchasing and maintaining the equipment will be managed by Admin department.

5.4 SICK ROOM FACILITY

5.4.1 Institution will have a sick room which is applicable of all the students and staff of PIBM.

5.4.2 We would have a medical officer visiting the campus on every Wednesday from

9.00 am to 1.00 pm who treats and prescribes medicine to various illness of students and staff.

5.4.3 This facility includes following equipment:

5.4.3.1 Wheel Chair- 1
5.4.3.2 Stretchers- 2
5.4.3.3 Bed, Cot and Chair- 1 each
5.4.3.4 Almirah
5.4.3.5 One fan and one tube light

5.4.3.6 First Aid Box

- Dettol- 2 bottles
- Cotton rolls- 2
- Medicine (tablets/ capsules) for illness

5.5.7 This facility can be used by any student of staff under following reasons

5.5.7.1 Become unwell while in the campus

5.5.7.2 For taking first aid for injuries in the campus

5.5.7.3 Any medical emergency which requires immediate attention and first aid before being taken to the hospital

5.5.7.4 Student will require permission from the concerned HOD and the mentor. Permission will be granted on the basis of the gravity / seriousness of the medical condition.

5.10.4.5. In case of sudden accident / injury arising out of an accident, the permission can be taken from HOD / Mentor or even directly from Administration to provide immediate and expeditious management of injury.

5.10.4.6 Administration team will provide the key to open the Sick Room on the basis of the approval given by the concerned authorities

5.10.4.7 For the employees of PIBM, the approval from concerned HOD will be required

5.10.4.8 After use, key will be handed over to admin department by the user. A Key Issue register will be maintained by Admin Department and all related MIS will be kept as a record.

5.10.4.9 Administration will also maintain the medicine issue register and replenish the basic medicines and ointments from time to time.

5.11 CLOSED CIRCUIT (CC) CAMERAS

5.11.1 This facility is provided to provide security, maintain discipline and avoid unwanted situations in the campus.

5.11.2 Closed circuit cameras are installed in every room of the institute and at every corridor to ensure security, proper behavior and discipline.

5.11.3 CC cameras are procured as and when there a new room is built and this is properly monitored, maintained and managed by IT department on a daily basis.

5.11.4 Footage of these cameras will be recorded and it will be stored by the

IT department and it can be seen whenever there is an issue like theft, copying in exams, undisciplined behavior of anybody etc., to know the facts

5.12 House Keeping Facilities

5.12.1. This facility ensures to keep the premises including all the other facilities clean and hygiene.

5.12.2 This facility covers all the rooms (refer section 5.1.7), Wash Rooms, Faculty cabins, Director’s cabins and hostels etc.

5.12.3. These facilities must be monitored on a daily basis by the Facilities Manager and HOD-Admin.

5.13 OTHER FACILITIES

15.13.1 NOTICE BOARDS – 6

15.13.2 LED TELEVISIONS – 5

15.13.3 Discussion Rooms – 6

15.13.4 PUBLIC ADDRESSING SYSTEM

15.13.4.1. Combo Speakers – 02

Standard Operating Procedure of

GRIEVANCE HANDLING PROCEDURE

SOP No. 8

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

GRIEVANCE REDRESSAL PROCEDURE

1. PURPOSE OF THE SOP:

The purpose of this SOP is to ensure that the grievances of Students, Staff and Faculty members are resolved in a speedy and fair manner.

2. OBJECTIVES OF THE SOP:

2.1 To set procedures to resolve issues of students, staff and faculty.

2.2 To provide effective and efficient grievance redressal mechanism.

2.3 To ensure grievance inputs are logged in defined manner and system

2.4 To ensure complaints are handled with courtesy and with total transparency.

2.5 To define procedures to escalate their complaints / grievances within the organization up to Director or management Level.

3. SCOPE OF THE SOP:

This SOP is applicable to students, staff and faculty members of Pune Institute of Business Management (PIBM), Pune

4. SOP ADMINISTRATION:

This SOP will be administered jointly by Concerned Batch In-charge, Head-HR, HODs, and Deputy Director from time to time under the overall supervision of the Director.

5. DEFINITION OF GRIEVANCES/COMPLAINTS:

A "Grievance/Complaint" is defined as any communication that expresses dissatisfaction about an action or lack of action.

6. GRIEVANCE REDRESSAL MECHANISM FOR STAFF & FACULTY

Stage	Grievance Redressal Authority	Time for Redressal
Stage 1	Staff or faculty members will communicate the problem or issue to the immediate supervisor E.g., HOD/Batch In charge/Exam Cell Head/IT Head etc.	1 to 2 days
Stage 2	Concerned Staff or faculty members will take up the matter to Head – HR and Deputy Director if the matter is not resolved at stage 1.	2 to 3 days
Stage 3	Concerned Staff or faculty members may escalate the matter at Director level if the matter is still not resolved at stage 2.	2 to 3 days

Stage 4	Concerned Staff or faculty members may take up the matter with management if the matter is still not resolved. E.g., Chairman/ED, Principal Director	2 to 3 days

7. GRIEVANCE REDRESSAL MECHANISM FOR STUDENTS

Stage	Grievance Redressal Authority	Time for Redressal
Stage 1	Students may communicate the problem or issue to the Batch In-charge.	1 to 2 days
Stage 2	Concerned student will take up the matter to HOD if the matter is not resolved at stage 1.	2 to 3 days
Stage 3	Students may escalate the matter at Deputy Director level if the matter is still not resolved at stage 2.	2 to 3 days
Stage 4	Concerned students may take up the matter with the Director if the matter is still not resolved.	2 to 3 days

8. GUIDELINES FOR GRIEVANCE HANDLING:

8.1 Collect all facts pertaining to the problems or grievance or complaints

8.2 Listen with patience to the person who is feeling aggrieved

8.3 Analyze and diagnose the problem

8.4 Consult and get guidance from HR Department in complicated matters.

8.6 Find out where the solution needs clearance from the higher authority.

8.6 Decide and act in the best interest of the institute

9. CLOSURE OF THE COMPLAINT:

A complaint shall be treated as closed:

9.1 When the Institute complies with the request of the complainant fully.

9.2 Where the complainant indicates in writing, acceptance of the response of the institute.

9.3 Where the complainant does not respond to the institute within 8 weeks of the institute's response

9.4 Where the Grievance Redressal Officer has certified that the Institute has discharged its contractual, statutory & regulatory obligations and therefore closed the complaint.

10. PRECAUTIONS TO BE TAKEN:

10.1 Matters discussed at various level should be recorded properly, and preferably signed by both the parties.

10.2 If this is not possible, the matter recorded should be read out to the parties of conflict.

10.3 This will help us to avoid communication gaps when the matters are discussed at higher level.

10.4 This will help us for future references for solving problems arising out of various situations.

Standard Operating Procedure of

ATTENDANCE, PUNCTUALITY AND DISCIPLINE

SOP No. 9

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

ATTENDANCE, PUNCTUALITY AND DISCIPLINE

1. PURPOSE OF SOP

The purpose of this SOP is to establish the required standards of conduct by providing a fair and consistent method for managing Attendance, Grooming and Discipline of students.

2. OBJECTIVES OF THE SOP:

2.1 To facilitate easier attendance recording

2.2 To keep accurate records of students' attendance

2.3 To improve the attendance of students

2.4 To accurately track the attendance, absence, late coming and early departure of students from college/institute

2.5 To monitor the discipline of the students and set guidelines to prevent indiscipline.

2.6 To take appropriate actions and corrective measures.

3. SCOPE OF THE SOP:

This attendance SOP is applicable to all the students of Pune Institute of Business Management (PIBM), Pune and group of institutions

4. SOP ADMINISTRATION:

This SOP will be administered jointly by Concerned Batch In-charge and Mentors from time to time under the overall supervision of the Director.

5. ATTENDANCE MONTORING SYSTEM

5.1. DAILY SESSION TIMINGS

Session No.	Session Timings - MBA	Session Timing - PGDM
Session 1	09.00 a.m. to 10.15 a.m.	09.45 a.m. to 11.00 a.m.
Session 2	10.20 a.m. to 11.35 a.m.	11.05 a.m. to 12.20 a.m.
Session 3	11.45 p.m. to 01.00 p.m.	12.30 p.m. to 01.45 p.m.
Session 4	01.45 p.m. to 03.00 p.m.	02.30 p.m. to 03.45 p.m.
Session 5	03.05 p.m. to 04.20 p.m.	03.50 p.m. to 05.05 p.m.
Session 6	04.30 p.m. to 05.50 p.m.	05.15 p.m. to 06.30 p.m.

Note: *For more details on timings and timetable, please refer* ***SOP No.3*** *on Time Table.*

5.1. ATTENDANCE RULES:

5.1.1 Students are expected to maintain a satisfactory attendance of 90% and above to be eligible to appear for end semester exams and placements.

5.1.2 Attendance will have a weightage in Internal marks evaluation for each subject. (For details, please refer SOP No. on Student Evaluations)

5.1.3 Attendance will be calculated from the date the college/institute officially begins

5.1.4 Attendance will be taken in every session and any student late to the class will be marked as absent.

5.1.5 Required attendance must be maintained for all the subjects including Aptitude and communication training and assessments.

5.1.6 Allowing late comers into the class is purely at the discretion of the faculty of that session and is limited to a maximum of 10 minutes late. Anyone late for more than 3 times in a month, will be penalized by deleting attendance of one whole day. (For e.g. Please refer Monthly Attendance Report format in Pg. No.5)

5.1.7 Late admission is entirely at the risk of the student concerned and no concession in regard to attendance is allowed.

5.1.8 In case of absence of a student to attend competitions, sports, cultural activities etc. representing the college/institute, attendance will be added after approval from the college/institute authorities.

5.1.9 Attendance will not be added for the absence due to illness, personal reasons, unauthorized absence etc., and for any reasons other than attending any other event approved by the college/institute.

5.1.10 The Director of a college/institute may consider attendance in the following cases:

5.1.10.1 Serious illness

5.1.10.2 Accident that disables the student from coming to college/institute

5.1.10.3 This will be basis of Medical Certificates produced within one week of rejoining

5.1.10.4 However, this will be subject to a maximum of 20 percent of overall attendance

5.2.11. Any deviation of rules will fall under in-disciplinary behavior for which action will be initiated. (For details, please refer section 6 of this SOP in Pg. No.5)

5.2. PROCEDURE OF TAKING ATTENDANCE:

5.2.1 Faculty members will use subject wise attendance sheets (Please see Annexure 1) to record attendance at each scheduled class. Attendance sheets need to be collected in the morning from Academics office and replace by end of the day before leaving the college/Institute.

5.2.2 Faculty will mark the attendance through online ERP at the end of that class. If faculty are engaged in any other assignments immediately, they need to mark attendance before they leave the college/institute.

5.2.3 With this process, consolidated attendance will be maintained by academics from time to time and subject-wise attendance will be maintained by the concerned faculty who is teaching that subject. (Please see Annexure 2)

5.2.4 In case of a visiting faculty teaching the subjects, they will be collecting the attendance and will return the attendance registers after classes to assigned academic coordinator for update in ERP.

5.3. AUTHORISED ABSENCE:

5.4.1. It is defined as “Any absence, late coming, or early departure for which the student has a valid written approved excuse”.

5.4.2. Such authorized absences shall include: personal illness, illness or death in the family, religious observance, required court appearances, attendance at health clinics or other medical visits, family emergencies, and other reasons as may be approved by the Batch In-charge taking in confidence with HOD and concerned Mentor. But such authorized absence will not be considered for computing overall attendance.

5.4.3. Any absence of a student needs to be authorized by filling an Absence Authorization Form at least one day in advance. (Please refer Annexure 9)

5.4.4. If a student is absent due to official college/institute visits or placement assignments or attending interviews etc., such absence will be considered to be authorized after getting an advance official communication from the concerned department.

5.4.5. Such approvals do not provide attendance to the students on that day. But those approvals can be considered as exemptions which will be considered while attendance shortage is seen before allowing for examinations and placements.

5.4.6. But such exemptions will be subject to discussion by disciplinary committee in consultation with concerned mentor, HOD and Batch In-charge.

5.4. UNAUTHORISED ABSENCE: (Please see Annexure 6)

5.5.1. It is defined as "Any absence, late coming, or early departure for which the student has no valid approved excuse".

5.5.2. Such unauthorized absences shall include: shopping work, festival reasons, small illness like cold and cough, parties and celebrations, etc., and any other reasons which are not approved by the Batch In-charge and concerned mentor or HOD.

5.5.3. Any absence of the student without prior approval will also be considered as unauthorized absence.

5.5. PREPARING REPORTS:

5.6.1. *Daily attendance report* will be generated and will be mailed to all the heads and faculty mentors to track the day-wise and consolidated attendance of mentees. Please find below the *Daily attendance Report* format with a filled-in example.

DAILY ATTENDANCE REPORT							
Student Name	**Roll No.**	**Department**	**Specialization**	**Mentor**	**Day Attendance**	**Late comi**	**Overall attendanc**
Sandipan Dutta	DM21D32	PGDM	MKT+OPS	Dr. Bhava deep	Present	0	87.45
AKANCHA GUPTA	DM21B06	PGDM	Core Marketing	Dr. Riddhiman	Absent	0	89.02
ARATI KUMARI	DM21D05	PGDM	Core Finance	Prof. Shivam	Present	1	71.24

5.6.2. *Weekly attendance reports* will be generated and will be mailed to all the heads and faculty mentors. A printed copy of the same will be displayed in the notice board such that students will be able to know their attendance percentage. Please find below the *Weekly attendance Report* format with a filled-in example.

WEEKLY ATTENDANCE REPORT							
Student Name	**Roll No.**	**Department**	**Specialization**	**Mentor**	**Day Attendance**	**Late coming**	**Overall attendance**
Sandipan Dutta	DM21D32	PGDM	MKT+OPS	Dr. Bhavadee	Present	0	87.45
AKANCHA GUPTA	DM21B06	PGDM	Core Marketing	Dr. Riddhima	Absent	0	89.02
ARATI KUMARI	DM21D05	PGDM	Core Finance	Prof. Shivam	Present	1	71.24

5.6.1. List of students who fall under 80 percent will be displayed separately in the notice board.

5.6.2. Monthly attendance reports will be generated and will be mailed to all the heads and faculty mentors.

MONTHLY ATTENDANCE REPORT							
Student Name	**Roll No.**	**Department**	**Specialization**	**Mentor**	**Day Attendance**	**Late coming**	**Overall attendance**
Sandipan Dutta	DM21D32	PGDM	MKT+OPS	Dr. Bhavadeep	Present	0	87.45
AKANCHA GUPTA	DM21B06	PGDM	Core Marketing	Dr. Riddhiman	Absent	0	89.02
ARATI KUMARI	DM21D05	PGDM	Core Finance	Prof. Shivam	Present	1	71.24

5.6.1. Attendance report of students whose attendance falls below 80% will be communicated to their parents/guardians through a *Registered Post*.

5.6.2. Consolidate attendance report will be mailed daily to the HOD's and

CONSOLIDATED ATTENDANCE REPORT										
05-Sep-22										
Department	**Specialisation**	**PRESENT**	**ABSENT**	**LATE**	**EXTENDED SIP**	**PLACED & JOINED**	**PLACED BUT NOT JOINED**	**INFORMED LEAVE**	**Grand Total**	**Absent %**
PGDM	Business Analytics	1	2	0	0	0	0	0	3	66.67%
	Core Finance	34	0	0	0	22	6	0	62	0.00%
	Core HR	12	6	0	0	2	3	0	23	26.09%
	Core Marketing	7	8	0	0	4	10	0	29	27.59%
	Finance Major Analytics Minor	13	0	0	0	8	2	0	23	0.00%
	HR Major Analytics Minor	2	3	0	0	1	0	0	6	50.00%
	Marketing Major Analytics Minor	10	14	0	0	0	9	0	33	42.42%
	Marketing Major Operations Minor	29	25	0	0	8	9	0	71	35.21%
PGDM Total		**108**	**58**	**0**	**0**	**45**	**39**	**0**	**250**	**23.20%**

5.6. RECORDS KEEPING AND CONFIDENTIALITY:

5.7.1. All the physical attendance sheets and attendance reports are collected from the faculty at the end of the day and will be filed in their concerned course files of respective semesters.

5.7.2. All the Digital attendance records and reports will be submitted to the IT department for storing and protecting the data in a centralized server

For more details on Record Keeping and Confidentiality, please refer to the SOP No.__ on Database Management

6. DISCIPLINE (Code of Conduct):

6.1. PREAMBLE

This Handbook indicates the standard procedures and practices of the Pune Institute of Business Management (hereinafter referred to as the 'Institute') for all students enrolling with the Institute for pursuing varied courses. All students must know that it is incumbent upon them to abide by this Code of Ethics and Conduct (hereinafter referred to as the 'Code') and the rights, responsibilities including the restrictions flowing from it.

That the Institute's endeavor by means of enforcing this Code is to pioneer and administer a student discipline process that is democratic, meticulous, effectual and prompt; and providing a system which promotes student growth through individual and collective responsibility. All Students are requested to be well conversant with this Code, which can be also reviewed on the official website of the Institute

6.2. JURISDICTION

6.2.1. The Institute shall have the jurisdiction over the conduct of the students associated /enrolled with the Institute and to take cognizance of all acts of misconduct including incidents of ragging or otherwise which are taking place on the Institute campus or in connection with the Institute related activities and functions.

6.2.2. Institute may also exercise jurisdiction over conduct which occurs off-campus violating the ideal student conduct and discipline as laid down in this Policy and other regulations, as if the conduct has occurred on campus which shall include

6.2.2.1. Any violations of the Sexual Harassment Policy of the Institute against other students of the Institute.

6.2.2.2. Physical assault, threats of violence, or conduct that threatens the health or safety of any person including other students of the Institute;

6.2.2.3. Possession or use of weapons, explosives, or destructive devices off-campus

6.2.2.4. Manufacture, sale, or distribution of prohibited drugs, alcohol etc.

6.2.2.5. Conduct which has a negative impact or constitutes a nuisance to members of the surrounding off-campus community.

6.3. ETHICS OF CONDUCT

6.3.1. This Code shall apply to all kinds of conduct of students that occurs on the Institute premises including in university sponsored activities, functions hosted by other recognized student organizations and any off-campus conduct that has or may have serious consequences or adverse impact on the Institute’s Interests or reputation.

6.3.2. At the time of admission, each student must sign a statement accepting this Code and by giving an undertaking that

6.3.2.1. He/she shall be regular and must complete his/her studies in the Institute.

6.3.2.2. In the event, a student is forced to discontinue studies for any legitimate reason, such a student may be relieved from the Institute subject to written consent of the Director

6.3.2.3. As a result of such relieving, the student shall be required to clear pending hostel / mess dues and if a student had joined the Institute on a scholarship, the said grant shall be revoked

6.3.3. Institute believes in promoting a safe and efficient climate by enforcing behavioral standards. All students must uphold academic integrity, respect all persons and their rights and property and safety of others; etc.

6.3.4. Any act of discrimination (physical or verbal conduct) based on an individual’s gender, caste, race, religion or religious beliefs, color, region, language, disability, or sexual orientation, marital or family status, physical or mental disability, gender identity, etc.

6.3.5. Intentionally damaging or destroying Institute property or property of other students and/or faculty members

6.3.6. Any disruptive activity in a class room or in an event sponsored by the Institute including use of mobile phones in classroom and copying during examinations.

6.3.7. Students must always maintain proper dress code as instructed by college/institution from time to time like, Proper combing, shaving, wearing tie, proper dress etc.

6.3.8. Student of first year should not use two-wheeler.

6.3.9. Unable to produce the identity card, issued by the Institute, or refusing to produce it on demand by campus security guards

6.3.10. Participating in activities including

6.3.11. Organizing meetings and processions without permission from the Institute.

- **6.3.11.1.** Not maintaining proper grooming standards required as per the grooming conduct.
- **6.3.11.2.** Accepting membership of religious or terrorist groups banned by the Institute/Government of India
- **6.3.11.3.** Unauthorized possession, carrying or use of any weapon, ammunition, explosives, or potential weapons, fireworks, contrary to law or policy.
- **6.3.11.4.** Unauthorized possession or use of harmful chemicals and banned drugs
- **6.3.11.5.** Smoking and consuming alcohol on the Institute campus.
- **6.3.11.6.** Possessing, Consuming, distributing, selling of alcohol in the Institute and/or throwing empty bottles on the campus of the Institute
- **6.3.11.7.** Parking a vehicle in a no parking zone or in area earmarked for parking other type of vehicles
- **6.3.11.8.** Rash driving, Triple riding and driving without helmet while coming to the college.
- **6.3.11.9.** Theft or unauthorized access to others resources

6.1.2. Students are expected not to interact, on behalf of the Institute, with media representatives or invite media persons on to the campus without the permission of the Institute authorities.

6.1.3. Students are not permitted to either audio or video record lectures in class rooms or actions of other students, faculty, or staff without prior permission.

6.1.4. Students are not permitted to provide audio and video clippings of any activity on the campus to media without prior permission.

6.3.12. Students are expected to use the social media carefully and responsibly. They cannot post derogatory comments about other individuals from the Institute on the social media or indulging in any such related activities that lead to severe damage to the reputation of the Institute.

6.3.13. Theft or abuse of the Institute computers and other electronic resources such as computer and electronic communications facilities, systems, and services which includes unauthorized entry, use, tamper, etc. of Institute property, private residences of staff/professors etc. offices, classrooms, computer networks, and other restricted facilities and interference with the work of others is punishable.

6.3.14. Damage to, or destruction of, any property of the Institute, or any property of others on the Institute premises.

6.3.15. Making a video/audio recording, taking photographs, or streaming audio/video of any person in a location where the person has a reasonable expectation of privacy, without that person's knowledge and express consent.

6.3.16. Indulging in any form of Harassment which is defined as a conduct that is severe and objectively, a conduct that is motivated on the basis of a person's race, color, national or ethnic origin, citizenship, sex, religion, age, sexual orientation, gender, gender identity, marital status, ancestry, physical or mental disability and medical condition.

6.4. DISCIPLINARY ACTION:

If there is a case against a student for a possible breach of code of conduct, then a committee will be formed to recommend a suitable disciplinary action who shall inquire into the alleged violate on and accordingly suggest the action to be taken against the said student. The committee may meet with the student to ascertain the misconduct and suggest one or more of the following disciplinary actions based on the nature of misconduct.

6.4.1. COUNSELLING: Students will be counselling against their short fall of attendance or any minor mis-conduct found. Counselling will be done by the Batch in-charge and the concerned mentor after which it will be recorded and will ask the student to sign as an acknowledgement.

6.4.2. ADVISORY MEMO: A student who is found to be absent without permission or any other misconduct of higher impact will be given a warning by the Batch in charge. (Please refer Annexure No. 3 & 4)

6.4.3. SIMPLE WARNING: Student will be issued Simple warning letter indicating that the action of the said student was in violation of the Code and any further acts of misconduct shall result in severe disciplinary action. (Please refer Annexure No.5)

6.4.4. STERN WARNING: Student will be issued Stern warning letter indicating that the action of the said student was in violation of the Code repeatedly and any further acts of misconduct shall result in Dismissal from the college and placements. (Please refer Annexure No.6)

6.4.5. SUSPENSION – A student may be suspended for a specified period of time which will entail prohibition on participating in student related activities, classes, programs etc. Additionally, the student will be forbidden to use various Institute facilities unless permission is obtained from the Competent Authority. (Please refer Annexure No.7)

6.4.6. DEBAR: Further, if the student is not able to maintain required attendance for any subject is involved in severe misconduct, he/she will not be allowed to appear for the examination of the concerned subject and in case of absence for Placement training like Aptitude and Communication, they will be debarred from attending in upcoming placement or internship interviews and in case of misconduct, he/she will be permanently debarred from the college. (Please refer Annexure No.8)

6.5. APPEAL:

If the delinquent student is aggrieved by the imposition of any of the aforementioned penalties, he/she may appeal to the Director. The Director may decide on one of the following:

6.5.1. Accept the recommendation of the committee and impose the punishment as suggested by the Committee or modify and impose any of the punishments as stipulated in this Code which is commensurate with the gravity of the proved misconduct, Or

6.5.2. Refer the case back to the committee for reconsideration. In any case the Director's decision is final and binding in all the cases where there is a possible misconduct by a student.

6.6. ACADEMIC INTEGRITY

As a premier institution for quality management education with a vision to develop quality leaders, the Institute values academic integrity and is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic Integrity encompasses honesty and responsibility and awareness relating to ethical standards for the conduct of research and scholarship. The Institute believes that in all academic work, the ideas and contributions of others must be appropriately acknowledged. Academic integrity is essential for the success of the Institute and hence, violations of academic integrity constitute a serious offence

6.6.1. Scope and Purpose

6.6.1.1. This Policy on academic integrity, which forms an integral part of the Code, applies to all students at the Institute and are required to adhere to the said policy. The purpose of the Policy is twofold:

6.6.1.1.1. To clarify the principles of academic integrity, and

6.6.1.1.2. To provide examples of dishonest conduct and violations of academic integrity.

NOTE: These examples are only illustrative, NOT exhaustive.

6.6.1.2. Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

6.6.1.3. The principles of academic integrity require that a student,

6.6.1.3.1. Properly acknowledges and cites use of the ideas, results, material or words of others.

6.6.1.3.2. Properly acknowledges all contributors to a given piece of work.

6.6.1.3.3. Makes sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.

6.6.1.3.4. Obtains all data or results by ethical means and reports them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.

6.6.1.3.5. Treats all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitates academic dishonesty by others nor obstructs their academic progress.

6.6.2. Violations of this policy include, but are not limited to:

6.6.2.1. Plagiarism means the use of material, ideas, figures, code or data as one's own, without appropriately acknowledging the original source. This may involve submission of material, verbatim or paraphrased, that is authored by another person or published earlier by oneself.

Examples of plagiarism include:

6.6.2.1. Reproducing, in whole or part, text/sentences from a report, book, thesis, publication or the internet.

6.6.2.2. Reproducing one's own previously published data, illustrations, figures, images, or someone else's data, etc.

6.6.2.3. Taking material from class-notes or incorporating material from the internet graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources into one's class reports, presentations, manuscripts, research papers or thesis without proper attribution.

6.6.2.4. Self-plagiarism which constitutes copying verbatim from one's own earlier published work in a journal or conference proceedings without appropriate citations.

6.7. SPECIAL NOTE:

6.7.1. All the students are hereby advised to follow the Attendance, Grooming, Sincerity and Disciplinary rules of the college. Please note that management may bring amendments or changes in the procedures to add or delete from time to time as and when required.

6.7.2. Any action of students not clearly defined above and if his/her behavior is unacceptable to the college/institute, institute reserve the right to take appropriate action against such students.

6.7.3. Code of conduct is not only within the campus but also vicinity of the campus. Every student needs to follow the Civil and citizen code of conduct.

1.8 ANNEXU

RES:

Annexure 1:

SUBJECT ATTENDANCE SHEET FORMAT						
Semester: II		**Course:** PGDM		**Batch:** 2020 – 22		
Course: B2B Marketing		**Sec:** CM 1		**Faculty:** Dr. Poorna		
Reg.No	**Student Name**	1	2	3	4	5
		Date Session No.	Date Session No.	Date Session No.	Date Session No.	Date Session No.

Annexure 2: Consolidated Attendance Sheet

S. No	**R. No**	**Name of the student**	**Course**	**Secti on on**	**Mentor**	**Date** **Session**	**Total Session Attended**	**Attendance Percentage**
						Attended	143	81.25
						Conducted	176	

Annexure 3: Advisory Memo (Unauthorized Absence)

Annexure 3: Advisory Memo (Unauthorized Absence)

PUNE INSTITUTE OF BUSINESS MANAGEMENT

LAVASA ROAD, NEAR PIRANGUT, PUNE – 411042.

Student Name: Roll. No. Date:

SUB: Advisory memo

-- xx

– It has been observed from your records as

under:

1. You were absent on/from Dt.____to Dt._____without prior authorization/intimation.
2. While checking the records of________Period, it is observed that this is the first time you have remained absent without prior authorization.

You are hereby advised not to repeat such behavior in future as this amount to a mis-conduct under Rules & Regulations and Code of conduct of the Institute.

Should you repeat this kind of behavior or act in future, or commit any other misconduct, we will not hesitate to take disciplinary action against you.

For & On behalf of

PIBM Batch In charge

Annexure 4: Advisory Memo (In-disciplinary Behavior)

PUNE INSTITUTE OF BUSINESS MANAGEMENT

LAVASA ROAD, NEAR PIRANGUT, PUNE – 411042.

Student Name: Roll. No. Date:

SUB: Advisory memo

-- xx –

It has been reported against you as under:

1. Your act of showing dis-respect towards one of the students on DD:MM:TT:HH:SS has been reported against you.
2. While checking the records of________Period, it is observed that this is the first time your behavior has been observed to be unacceptable.

You are hereby advised not to repeat such behavior in future as this amount to a mis-conduct under Rules & Regulations and Code of conduct of the Institute.

Should you repeat this kind of behavior or act in future, or commit any other misconduct, we will not hesitate to take disciplinary action against you.

For & On behalf of

PIBM Batch In charge

Annexure 5: Simple Warning

PUNE INSTITUTE OF BUSINESS MANAGEMENT

LAVASA ROAD, NEAR PIRANGUT, PUNE – 411042.

Student Name: Roll. No. Date:

SUB: Simple Warning

-- xx –

It has been reported against you as under:

1. Your act of unauthorized absence/ showing dis-respect towards one of the students on DD:MM:TT: HH: SS has been reported against you.

Your explanation dated……. In this regard has been found to be unsatisfactory. You are hereby warned accordingly and you are further advised in your own interest to be cautious and not to repeat such behavior in future as this amount to a mis-conduct under Rules & Regulations and Code of conduct of the Institute.

Should you repeat this kind of behavior or act in future, or commit any other misconduct, we will not hesitate to take disciplinary action against you.

For & On behalf of

PIBM

Batch In charge

Annexure 6: Stern Warning

PUNE INSTITUTE OF BUSINESS MANAGEMENT

LAVASA ROAD, NEAR PIRANGUT, PUNE – 411042.

Student Name: Roll. No. Date:

SUB: Stern Warning

-- xx –

It has been reported against you as under:

1. Your act of unauthorized absence/ showing dis-respect towards one of the students on DD:MM:TT: HH: SS has been reported against you.

Your explanation dated……. In this regard has been found to be unsatisfactory.

The gravity of misconduct committed by you is such that it warrants severe punishment. However, we are taking a lenient view this time and have decided to issue you this stern warning.

Should you repeat this kind of behavior or act in future, or commit any other misconduct, we will not hesitate to take disciplinary action against you.

For & On behalf of

PIBM

Batch In charge

Annexure 7: Suspension

PUNE INSTITUTE OF BUSINESS MANAGEMENT

LAVASA ROAD, NEAR PIRANGUT, PUNE – 411042.

Student Name: Roll. No. Date:

SUB: Suspension

-- xx –

It has been reported against you as under:

1. Your act of physical assault towards one of the students on the premises of the institute on DD:MM:TT: HH: SS has been reported against you.

   This kind of behavior/ act amounts to a severe mis-conduct under Rules & Regulations and Code of conduct of the Institute and this can also be detrimental to the smooth functioning of the institute.

   The gravity of the mis-conduct committed by you is such that it amounts severe punishment. Therefore, the management to suspend you for day(s) and you will not be authorized to attend the classes or enter the premises during the said period.

Should you repeat this kind of behavior or act in future, or commit any other misconduct, we will not hesitate to take strict disciplinary action against you which includes further suspension or debar from the placement/college.

For & On behalf of

PIBM

Batch In charge Director

Annexure 8: Debarred

PUNE INSTITUTE OF BUSINESS MANAGEMENT

LAVASA ROAD, NEAR PIRANGUT, PUNE – 411042.

Student Name: Roll. No. Date:

SUB: Debarred

-- xx –

It has been reported against you as under:

1. Your act of physical assault towards one of the students on the premises of the institute on DD:MM:TT: HH: SS has been reported against you.

This kind of behavior/ act amounts to a severe mis-conduct under Rules & Regulations and Code of conduct of the Institute and this can also be detrimental to the smooth functioning of the institute.

The gravity of the mis-conduct committed by you is such that it amounts severe punishment. Therefore, the management has decided to debar from the placements/ college with effect from DD:MM:YYYY

For & On behalf of PIBM

Batch In charge
DIRECTOR

Annexure 9 : Leave Application Form

IAEER'S

PUNE INSTITUTE OF BUSINESS MANAGEMENT

APPROVED BY AICTE, MINISTRY OF HRD, GOVERNMENT OF INDIA
AFFILIATED TO UNIVERSITY OF PUNE

LEAVE APPLICATION: STUDENTS

1. Name of student ....

   PRN No. /Roll No............................ Specialization.............................. Batch ....

   Div: .... Course: PGDM ☐ MBA ☐ SEM-I ☐ SEM-II ☐ SEM-III ☐ SEM-IV ☐

   Hostel Name: .... Hostel Flat No: ....
2. Contact No: ....
3. Leave applied: From .... To.............................. No of days. ....
4. Specific reason for leave request

   ....
5. Has permission been obtained from Parents: Yes/ No
6. Has permission been obtained from Mentor: Yes/ No
7. Name of Father: .... Father's Mobile No. ....

Signature of Student
Date: -

Mandatory Documents Attached:

1. Bank loan process (Sanctioned letter)	Yes ☐	No ☐
2. If medical (medical report)	Yes ☐	No ☐
3. Tickets of Departure and Return	Yes ☐	No ☐
4. Other..	Yes ☐	No ☐

Note: -

After sanction, make 2 copies. Hand over original copy to Academic Dept. 1st copy to Hostel Incharge / Warden (Admin Dept.) and Student will retain the 2nd copy.

(For Office Use Only)

Current Attendance % : -
Previous Leave details : -

Verified and Approved by Academic Department
Recommended/ Not Recommended

Signature
Date: -

Sanction of Director / Asst. Director
Sanctioned/ Not Sanctioned

Signature
Date: -

Academic Remark: -

....

Standard Operating Procedure of

ATTENDANCE, PUNCTUALITY AND DISCIPLINE

SOP No. 10

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

WINTER INTERNSHIP PROGRAM & SUMMER INTERNSHIP PROGRAM

1. Purpose

To outline the institute's program relating to Winter Internship Program (WIP) and Summer Internship Program (SIP)

2. Scope

This SOP is applicable for Pune Institute of Business Management, Pune and for PGDM students

3. Objectives

The objectives of WIP are –

3.1 to get 1st time exposure to companies for getting orientation to various functions such as Marketing, Finance ,HR, operations, IT and Materials, etc.

3.2 to create opportunity to apply concept learning of theory through classroom teaching to real life situation

3.3 to help students experiencing their expectation versus realities and adapt their attitude and mindset accordingly

The objectives of SIP are –

3.4 to do a real life project within their specialization of HR/ Marketing/ Finance/ IT/ Operations/ Analytics with an objective to learn application oriented management

3.5 to get practical exposure to an organization and work with a department and observe and learn how a department function

3.6 how an organization is managed in terms of structure, processes, goal, strategy, culture, systems, people, hierarchy, policies, products, services, business model, type of company, revenue, etc.

1. Duration

WIP Start date/ period : December

WIP End date/ period : January

SIP Start date/ period : May

SIP End date/ period : July

2. Program

<u>Pre-WIP</u>

2.1 Students are to be addressed about the WIP procedure by the Placement Head; students will be also informed about the various companies that will be coming to campus for WIP

2.2 Informing students about self-WIP

2.2.1 Students who are applying for self-WIP should approach Placements Head

2.2.2 An official mail should be sent from the company's HR regarding the detail of project to be offered to the student

2.2.3 Placement head along with the concerned HOD will decide whether the project will be offered or not

2.2.4 If the project is found to be good, then Placement Head will issue a No Objection Letter and send it to the company

2.3 Students will apply for companies coming for WIP by signing in a sheet maintained by the Academic Department

2.4 Shortlisting if required will be done internally by conducting a test comprising of questions from Aptitude, English, Current Affairs, General Awareness and Domain

2.5 Students who have applied for a company cannot back out from the process

2.6 A student once placed cannot sit in another company, even if he/ she is waiting for the result of other companies

2.7 Mentors have a big role to play in WIP (comprehensive role of mentor is written in SOP No. 12)

2.7.1 Mentors will guide students while applying for company

2.7.2 Mentors will guide students to prepare their resume for WIP (format as prescribed by the institute)

2.7.3 Mentors will help student in their preparation of GD and PI for WIP

During WIP

2.8 Students have to report to their internal (PIBM) mentor regularly – at least once in a week about their work progress in the WIP through email

2.9 Students have to share the contact details of their external mentor to their internal mentor

2.10 Students have to maintain the WIP log book (refer to annexure 1) by regularly updating the daily task and activities and getting it signed from their external mentor once in a week. Students must send an image of the signed log book to their internal mentor (PIBM mentor) once in a week at least

2.11 Mentors have to be in regular touch with their mentees and the industry mentor and take feedback about the performance of their mentees

2.12 Mentors have to guide mentees in deciding the project title of WIP in case the company doesn't provide it

2.13 Mentors have to guide students in the successful completion of WIP

2.14 Mentors should take disciplinary action in case mentees do not adhere to the standard expected

2.15 Students must not take leave from the company during the course of the WIP. If there is any emergency, the student must inform his/her internal mentor, external mentor and Placement Head about the situation and take authorization

After WIP

3.7 Mentors should make sure the report and presentation of the WIP is of best quality as per prescribed format (PPT) guidelines by the institute

3.8 Mentors should ensure that students are able to explain their project with relevant data

Pre-SIP

3.9 Students are to be briefed about the SIP procedure by the Placement Head; students will be also informed about the various companies that will be coming to campus for SIP

3.9.1 Students would be asked to give profile preference (Refer to Annexure 2)

3.10 Informing students about self-SIP

3.10.1 Students who are applying for self-SIP should approach Placements Head

3.10.2 An official mail should be sent from the company's HR regarding the detail of project to be offered to the student

3.10.3 Placement head along with the concerned HOD will decide whether the project will be offered or not

3.10.4 If the project is found to be good, then Placement Head will issue a No Objection Letter and send it to the company

3.11 Students will apply for companies coming for SIP by signing in a sheet maintained by the Academic Department

3.12 Shortlisting if required will be done internally by conducting a test comprising of questions from Aptitude, English, Current Affairs, General Awareness and Domain

3.13 Students who have applied for a company cannot back out from the process

3.14 A student once placed cannot sit in another company, even if he/ she is waiting for the result of other companies

3.15 Mentors have a big role to play in WIP (comprehensive role of mentor is written in SOP No. 12)

3.15.1 Mentors will guide students while applying for company

3.15.2 Mentors will guide students to prepare their resume for SIP (format as prescribed by the institute)

Mentors will help student in their preparation of GD and PI for SIP

During SIP

3.16 Students have to report to their internal (PIBM) mentor regularly – at least once in a week about their work progress in the SIP through email

3.17 Students have to share the contact details of their external mentor to their internal mentor

3.18 Students have to maintain the SIP log book (refer to annexure 2) by regularly updating the daily task and activities and getting it signed from their external mentor once in a week. Students must send an image of the signed log book to their internal mentor (PIBM mentor) once in a week at least

3.19 Mentors have to be in regular touch with their mentees and the industry mentor and take feedback about the performance of their mentees

3.20 Mentors have to guide mentees in deciding the project title of SIP in case the company doesn't provide it

3.21 Mentors have to guide students in the successful completion of SIP

3.22 Mentors should take disciplinary action in case mentees do not adhere to the standard expected

3.23 Students must not take leave from the company during the course of the SIP. If there is any emergency, the student must inform his/her internal mentor, external mentor and Placement Head about the situation and take authorization

After SIP

3.24 Mentors should make sure the report and presentation of the SIP is of best quality as per prescribed format (PPT) guidelines by the institute

Mentors should ensure that students are able to explain their project with relevant data

4. Do's of WIP/ SIP

6. 1 Before going for WIP/ SIP, take the email and phone number of your internal mentor (if you haven't got it yet) and also give your phone number, WhatsApp no and email to your internal mentor

6.2 Be punctual. Reach your office at least 15 minutes prior to their starting hour i.e., if the office starts at 9am, be sure to reach there by 8.45am

6.3 Demonstrate the positive and "can do" attitude

6.4 Maintain 100% attendance; in case of genuine problem such as serious sickness, be sure to inform your reporting head by phone call as well as email/SMS

6.5 Be high on integrity. Do not lie in any case to your seniors and fellow colleagues and take ownership and responsibility of whatever task has been assigned to you

6.6 Show mutual respect towards seniors and fellow colleagues

6.7 Demonstrate team work and take help from fellow colleagues and seniors

6.8 Do your homework and research about the company before going for the WIP/ SIP

6.9 Groom properly. Wear formal wear while going to work. Follow the dress code and grooming standard prescribed by the institute

6.10 Follow the norms and policies of the company

6.11 Be pro-active – be the one to take initiative to ask doubts from the company and external guide

6.12 Be in constant touch with your external guide and internal mentor by email, WhatsApp and phone at least once in a week

6.13 Get the log book signed (Refer to Annexure 3) by external guide and then Watsapp or email to your internal guide regularly

12. Don’ts of WIP/ SIP

.1 Don’t be late to the office

.2 Do not misuse the technology or facilities of the company

.3 No informal dress codes. Proper dress code and hygiene to be practiced

.4 No alcohol, cigarettes and pan masalas in office premise or even home

.5 Do not indulge in anti-social activities

.6 If leave is sanction by the authorized personal, be sure not to extend the leave

.7 Do not get involved in politics or arguments in the company

12. Evaluation

WIP and SIP would be evaluated on the following parameters –

- Feedback from company – 10%
- Timely submission of report to internal mentor – 10%
- Quality of log book submission – 10%
- Final Report – 30%
- Final corporate presentation – 40%

Annexure 1: QUESTIONNAIRE FOR WIP

To be handwritten by students in A4 sheets and submit to the Batch-in-charge on 22nd January 2022 or whenever you report to campus (for extended WIP)

1. Draw the organizational structure of your company

2. Who is the CEO/ MD of your company?

3. How many employees are there in your company?

4. Conduct SWOT analysis for your company

5. What is the turnover of your company?

6. Which industry does your company belong to? What is the market size of the industry?

7. Describe the product/ service portfolio of your company in brief

8. Analyzed the competition for various products of the company

9. Mention the geographic reach of your company in terms of branches, manufacturing centers and sales office

10. What is the ratio of male to female employees in your company?

11. What is the ratio of skilled to unskilled employees in your company?

12. Mention the green initiatives taken by your company, if any

13. What are the waste management policies adopted in your company?

14. What induction programs are given to new employees?

15. What recruitment process does the company follows?

16. Mention the CSR activities adopted by the company

17. What are the various employee engagement activities conducted in the company?

18. Describe the culture of the company

19. Write on employee engagement

20. Describe the PMS adopted in your company

21. What are the campus recruitment process – for engineers and Management Graduates?

SOP - SIP ACTIVITIES

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Standard Operating Procedure (SOP)

Pre - Summer Internship Program (SIP)

This Standard Operating Procedure (SOP) outlines the academic responsibilities and coordination mechanisms for effective planning and execution of the Summer Internship Program (SIP). It defines key tasks and deliverables for academic teams to ensure alignment with institutional objectives and industry requirements. The SOP ensures process uniformity, accountability, and data-driven decision-making across departments.

Pre- SIP SOP Objective

The objective of this SOP is to provide a structured and standardized framework for academic activities associated with SIP preparation. It aims to:

1. Consolidate academic inputs including trackers, feedback, and evaluation reports.
2. Facilitate profile-based resume building and SIP readiness.
3. Streamline mentoring practices through structured tools and trackers.
4. Ensure academic alignment with industry job roles, learning outcomes, and research expectations.
5. Enable efficient coordination between academic and placement teams for effective student engagement and placement outcomes.

1. Academic Responsibilities:

1.1. Consolidation Tasks:

- Consolidate the WIP Tracker, internal & external mentor feedback, WIP report and presentation feedback, weekly communication, and aptitude feedback reports.
- Share the tracker with the 2nd Semester mentors.
- Consolidate the reports department-wise and share them with the respective HODs.
- Consolidate the reports program-wise and share them with Program Directors.
- Identify and document, program-wise and department-wise, the Top 3 WIP logbooks, WIP Projects, and Presentations.
  - WIP Tracker format (Refer annexure)
  - Project report and presentation evaluation format (Refer annexure)
  - Weekly communication and aptitude feedback format (Refer annexure)

1.2. Resume Preparation:

- Finalize the resume format in discussion with HODs, Directors, and the Placement Department, along with guidelines for resume preparation and common challenges from previous years.
  - Resume samples category-wise (Refer annexure)
    - With and without experience
    - With more than one UG degree or a second PG
  - Resume preparation guidelines (Refer annexure)
  - Common challenges / Do's and Don'ts of resume writing (Refer annexure)

1.3. SIP Database (SIP DB):

- Finalize SIP DB requirements with the Placement Department and prepare a G-Form to collect the required information.
  - Share guidelines with students and mentors on how to fill out the SIP DB form (Refer annexure)
  - Highlight common challenges in filling the SIP DB (Refer annexure)
  - Share Do's and Don'ts for filling the SIP Placement DB

1.4. SIP Reports Format & Sample:

- Prepare and share the previous year's SIP placement data report with students. This should be presented by the Director, Batch In-Charge, and HOD.
  - Total number of companies (Refer annexure)
  - Company distribution department-wise (Refer annexure)
  - Company distribution profile-wise (Refer annexure)

1.5. Job Description (JD) & Learning Outcome Matrix:

- Share the JD and expected learning outcomes with students. The session should be initiated by the Director, Batch In-Charge, HODs, Profile Trainers, and Mentors.
  - Analyze JD and align it with the respective profile (Refer annexure)
  - Prepare a Master JD combining all JDs for a profile (Refer annexure)
  - List required competencies to fulfill the KRAs (Refer annexure)
  - Map subjects from 1st and 2nd semesters with SIP topics, and link them with 3rd semester subjects (Refer annexure)
  - Critically review sector-wise problems using SCPS methodology and prepare research questions based on industry-specific issues and opportunities

1.6. Open House Sessions (Program-wise, Department-wise):

- Agenda:

Placement Department presents last year's SIP company data.

HOD presents profile-wise company lists with Master JD.

HOD or Profile Trainer explains competencies expected for each profile.

HOD or Profile Trainer aligns ongoing 2nd-semester subjects with the expected competencies.

1.7. Student Profile Alignment:

- Guide students to identify their top 3 preferred profiles and align mentors accordingly.
  - Sector analysis (Macro and Micro) (Refer annexure)
  - JD analysis of preferred profiles (Refer annexure)
  - Conduct at least 2 mock PIs per profile

1.8. SIP Logbook:

- Prepare a profile-wise logbook in consultation with HODs.
  - Include weekly learning outcomes (Refer annexure)
  - Do's and Don'ts of logbook entries (Refer annexure)
  - Prepare benchmark logbooks for each profile (Refer annexure)
  - Conduct profile-specific mentoring sessions to debrief expectations using benchmarking samples

1.9. SIP Research Report:

- Finalize a profile-wise SIP research report format with HODs.
  - Identify profile-wise problem statements using SCPS (Refer annexure)
  - Prepare benchmark research project reports (Refer annexure)
  - Conduct debriefing sessions on research expectations and benchmarking examples

1.10. Mentoring Tracker:

- Collect detailed trackers from mentors and create a centralized version.
  - Include SIP DB, sector analysis, JD analysis, communication/aptitude feedback, domain knowledge, mock GD & PI marks (Refer annexure)
  - Rank students department-wise and profile-wise
  - Categorize students into 3 buckets and assign profile-relevant assignments
  - Create benchmark model answers

2. SIP Companies – Coordination Workflow:

1. Mentors collect profile preferences from students.
2. HODs consolidate data and present it to the Director.

3. The Director shares department-wise data with the Placement Department.
4. Academic team plans and executes profile training based on preferences.
5. Placement Department shares weekly company updates.
6. Mentors track student applications and statuses.

3. Mentoring Guidelines:

1. Mentors must know each mentee's profile preferences.
2. Understand industry expectations and required competencies.
3. Assign and review assignments with regular feedback and action.
4. Post-SIP allotment, debrief logbook and research report expectations using benchmarking examples.

4. HOD Responsibilities:

1. Align trainers based on student profile preferences.
2. Set clear expectations for profile trainers:
    - Profile training course plan
    - Assessments, model answers, and rubrics
    - Content review before Director submission
    - Keep content and assessments updated
    - Ensure alignment with Master JD from WIP, SIP, and Final Placements
3. Coordinate with the Academic team to create a mock PI roster:
    - 2 mock PIs per profile
    - Students must attempt PIs for all 3 preferred profiles

5. Checklist

5.1. Placement Department:

- SIP company distribution (overall, department-wise, and profile-wise)
- No. of students placed per profile
- All SIP JDs

5.2. HOD:

- Profile identification based on preferences
- Review of Master JD and content
- Updated assessments and model answers from the previous year

5.3. Academic:

- Schedule SIP debrief sessions with Placement, HODs, and Director

- Finalize and share SIP DB G-Form (with resume details)
- Conduct department-wise sessions on logbook and research report expectations
- Plan 36+ mentoring sessions in 2nd semester
- Maintain a comprehensive mentoring tracker
- Conduct biweekly mentor reviews with HODs
- Execute profile-based training and at least 2 mock PIs per profile

Standard Operating Procedure (SOP)

During Summer Internship Program (SIP)

The Summer Internship Program (SIP) is a critical component of the PGDM/MBA curriculum designed to provide students with practical exposure to industry operations, real-world problem-solving, and professional skill development. This Standard Operating Procedure (SOP) outlines the structured processes, roles, and responsibilities to ensure the effective implementation and monitoring of the SIP. It serves as a guiding document for mentors, academic coordinators, heads of departments, and other stakeholders involved in supporting students throughout the internship period. By following the processes defined in this SOP, the institution aims to uphold academic rigor, maintain consistent engagement with students, and ensure meaningful internship outcomes aligned with both academic goals and industry expectations.

Objective

1. To establish a structured and standardized process for the effective execution, monitoring, and evaluation of the Summer Internship Program (SIP).
2. To ensure students gain meaningful industry exposure, role-specific learning, and practical skills aligned with academic and career goals.
3. To define clear responsibilities for mentors, HODs, academic coordinators, and other stakeholders to ensure continuous support and accountability.
4. To implement regular tracking and review mechanisms through daily reporting, weekly submissions, and feedback loops for consistent student engagement.
5. To enhance learning outcomes through interim on-campus reviews, expert guidance, and academic validation of project progress.
6. To maintain academic discipline by monitoring deviations and initiating timely corrective actions, while supporting student development in communication, aptitude, and research.

During SIP, mentors are expected to update the Centralised SIP tracker from time to time. The format of the same ais shared in *Annexure 1*.

1. SIP Student Joining Confirmation

Responsibility: Mentors

Process:

- Collect joining confirmation emails from students on the day of their joining *(Annexure 2: Email draft format)*
- Collect the contact details of the external mentors from the mentees on day 1 and update the details on the SIP tracker.
- HODs should allocate the selected companies to each mentor who will be the SPOC for calling the external mentors of that companies on behalf of all the mentees interning with the company.

  Concerned faculty need give a call to external mentor within Week 1 of the SIP and get to introduce about self and also provide learning expectations of the institute for the mentees joined. Provide update to all the respective internal mentors of mentees interning with that company. Further, SPOC is expected to maintain the report of the calling done and feedback received from the external mentor. *(Annexure 2: Format of report to be maintained)*

  For example: Assuming that 10 students are interning with ITC ltd. These 10 students are mentees of 4 different internal mentors. HOD will make one of these internal mentors as a SPOC. Say Dr. Poorna has 4 of his mentees interning with ITC and he is appointed as SPOC. Dr. Poorna will be calling the external mentor every week to understand the students' progression during their SIP and the feedback of the same shall be communicated to all the respective internal mentors of 10 mentees. Further Dr. Poorna is expected to maintain the document of calling and feedback provided by external mentor from week to week. Verify internship details (company, location, start date, mentor name).

- If internal mentor finds any deviation from students working in the company like- not reporting to work on time, not performing as expected, taking leave from work without permission et., need to be immediately report to concerned internal mentor marking a copy to concerned HOD, Placement Department, Batch In-charge and Directors.
- Against such deviations, respective mentors need to talk to mentees and initiate appropriate action like sending a warning email for first instance and further issuing a

'STOP WORK' notice if the deviation is continued. However, this needs to be discussed with external mentor. Once the 'STOP WORK' notice is issues, student need to be called back to the campus and counsel him/her. Further, based on the students' seriousness, student shall be asked to report to work.

2. Tracking Daily Productive Engagement

Responsibility: Mentors

Process:

- All the mentors need to make a WhatsApp group with their respective mentees.
- Every mentee is expected to post their daily work status on the WhatsApp group in the format mentioned below.
  - Mentee Name xxxxxxxxxxxxxxxxxxxx
  - Company : ITC Limited
  - Location : Pune
  - Day : Day 6
  - Reporting time : 9:00 am
  - Closing Time : 6:00 pm
  - **Tasks Performed :**
    - Visited Kothrud Beat
    - Met 34 retailers
    - Picked 2 orders with the value of Rs.45000
  - **Learning :**
    - Beat planning
    - Maintaining DSR
    - Presenting products to retailers
    - Understanding product wise margins and competition analysis
  - **Research :**
    - About company
    - About Products
    - Competitor Analysis
- Provide feedback to mentees wherever you find the tasks are limited and learnings are not happening.
- Cross-verify random entries with external mentors if necessary.

3. Monitoring SIP Tracker Filling Status

Responsibility: HODs

Process:

- HODs are expected to review the tracker every week preferably on Wednesday of every week.
- Follow up with mentors for incomplete or inconsistent entries.
- Submit a summary report weekly to the SIP Incharge, Batch Incharge and Directors.
- This report needs to be submitted every Wednesday.

4. Weekly Feedback Calls for Academic Validation

Responsibility: Academic Coordinator

Process:

- Academic coordinators will be appointed by the Batch In-charge for calling the students interning with various companies.
- Each coordinator will be allocated with few sections of students from whom they will make a call to 10 students. They shall be tracking the students learning, will check on feedback from students about their SIP, understand the intensity of communication between internal mentor and mentees and also about students report submission on time.
- Report of the same shall be maintained and shared with respective HODs and Directors for necessary action on the default mentees and internal mentors and ensure academic improvement.

5. Mentee Weekly Submissions Review and Quality Check

Responsibility: Mentors

Process:

- Mentors need to collect following information mentees during Week 1
    - Joining conformation
    - SIP Project title (Quality check need to be done by internal mentor and approved title to be updated in tracker)
    - External mentor contact details
    - SIP Location, Joining date and Last date of SIP
    - SIP Company, Profile, and Roles & Responsibilities

    - Expected learnings for each week need to be updated in the tracker based on the profile of the internship.
- Mentors need to guide mentees to submit the following content every week:
    - Printed and Pen-written SIP log book signed by external mentor (If external mentor is not available in any case, this can be exempted to get the report signed by next week). Students need to take the photo of the week pages, convert them to PDF, upload the file to Google Drive, share it as open access link and this link needs to be shared to internal mentor.
    - Learning video also need to be submit through Google Drive and the link will be shared to internal mentor
    - Mentees are expected to post learning in their linked-in page and the link of the same need to be shared with internal mentor.
    - Based on weekly chapter submission schedule shared by academics department, mentees needs to also submit the chapter links through Google Drive.
- Mentor needs to review for completeness, relevance, and learning depth by reading and watching the content submitted by each mentee.
- Mentor needs to further provide written feedback along with suggestions for improvement through email and the email need be saved in PDF, upload to google drive and the link of the google drive file should be updated in the tracker.
- Mentor should attend the Weekly SIP review in the presence of SIP In-charge and Directors

6. Sharing Weekly Logbook Marks

Responsibility: Mentors

Process:

- Evaluate the logbook based on profile wise expected learning outcomes, the way it is filled, timely submission of the report etc.
- Provide the mark based on the log-book and learning video and share marks with students through email.
- Maintain a digital record for log-book reports and learning videos submitted by mentees.

8. Weekly Communication & Aptitude Assignments

Responsibility: Communication & Aptitude Team

Process:

- A meeting with HODs of aptitude and communication team needs to be conducted by respective Batch In-charge to finalise the schedule of which day aptitude assignment will be given for students and which day communication assessments will be given
- Once the assigments are submitted by students, these assignment need to be evaluated within 3 days and and the marks of the same needs to be shared to student by mail merge.
- Further, these students are to be classified in to 4 categories.
    - Bucket 1: Those who have scored 7 or more marks
    - Bucket 2: Those who have scored more than 5 but less than 7 marks
    - Bucket 3: Those who have scored less than 5 marks
    - Bucket 4: Those who have not submitted the assignment and those who have copied from others.
- Student who are falling under bucket 1 needs to be treated as fast learners and more assignment with higher criticality needs to be given to them.
- Students in bucket 2 needs to be given feedback through online session and monitor their performance during consecutive assignments.
- Students in bucket 2 will be provided with extra training and frequency of assignments will be increased.
- Share the entire marks to a respective domain mentor along with Batch In charges and HODs.
- Marks of all the further assignments needs to be consolidated at one place and students' improvement needs to be tracked.

9. Weekly Mentoring Sessions (Virtual)

Responsibility: Mentors

Process:

- Academics team will provide with an Online session link for each mentor along with log-in credential. Mentors are expected to share the link with respective mentees.

- At least one mentoring session needs to be taken by mentors at every week to monitors the students work progress and also to share the overall feedback of mentees performance during their previous week based on log-book, and learning video.
- Discuss project progress, challenges, and learning.
- Market student attendance during the session and ensure that the session is recorded.

10. Mentor Review with BI, HOD, SIP In-charge and Directors

Responsibility: Mentoring Head

Process:

- Academic team in coordination with HODs, SIP Incharge and Directors will schedule a review meeting of mentors to review the progress of respective mentees during the SIP and accordingly support for any challenges by mentors and mentees.
- Mentors are expected to present through a PPT on the weekly updates of mentees' SIP, present the filled-in SIP tracker and also show the feedback shared to mentees on weekly performance.
- Concerned SIP In charge need to share the Feedback on the meeting to respective mentors marking a copy to all the stakeholders.
- Academics team is expected to consolidate the list of defaulter students specialisation wise and initiate further action from issuing warning letter through mentors till issuing a STOP WORK notice based on the severity of the deviation.

11. SIP Project & Research Report Tracking

Responsibility: Mentors

Process:

- Mentors are expected to guide the mentees throughout their research process and report preparation.
- Students also need to be Guide students on report structure and content. Report format along with submission deadlines will be provided by academics department.
- Mentors needs to ensure timely progress and milestone submission.
- Any challenges in the execution of this process need to be escalated to respective HOD and Batch Incharge.

12. Interim SIP Review (On-Campus)

Responsibility: SIP In-charge, Academic Team, and Domain Experts

The interim review serves as a checkpoint for evaluating learning outcomes, validating role alignment, and offering expert guidance. This interaction enhances the quality of internship outcomes by aligning industry exposure with academic and research goals.

Process:

- An interim review is conducted during the SIP period to assess the student's progress and provide constructive academic and industry feedback.
- The academic team will prepare a list of students interning in Pune and Mumbai, mapped department-wise and profile-wise.
- Based on the mapped profiles, relevant domain experts will be identified and assigned to conduct the interim reviews.
- Students will be informed well in advance regarding the schedule and expectations for the interim review.
- Reviews will be conducted **offline on campus** on designated dates.

Student Preparation Guidelines:

- Students are required to create and deliver a presentation during the review session.
- The presentation must include the following:
    - Daily Job Routine
    - Roles and Responsibilities
    - Key Result Areas (KRAs)
    - Achievements and Contributions to the Company
    - Research Progression
    - Queries or Challenges for Reviewer Guidance

13. Students reporting to college and submission of reports

Responsibility: Mentors and Academics team

Process:

- Respective mentors and Batch In charge will be responsible for students reporting back to college after SIP as per the specified dates.

- Students who have extended SIP is only allowed after it is approved by both placement department and Batch In charge. Any extension without any of these approvals will not be accepted and students will face a backlog during the presentations held during their absence. Collect and compile data on SIP outcomes.
- Collect the following report from mentees on their return to college:
  - Filled-in log-book signed by External mentor
  - First-cut of SIP report for correction and feedback
  - Any other material like DSR, marketing material etc. which are not confidential for the company.

Standard Operating Procedure (SOP)

Post Summer Internship Program (SIP)

Introduction

The Post-Summer Internship Program (Post-SIP) phase is a crucial academic and evaluative stage designed to ensure the successful closure of students' internship journeys. This phase facilitates structured mentoring, rigorous project validation, and comprehensive performance assessment. Students are expected to report back to the campus within three days of completing their SIP and actively participate in guided sessions aimed at finalizing their internship deliverables. The Post-SIP framework integrates academic quality control, corporate insights, and student achievements, thereby ensuring that the internship outcomes are aligned with institutional standards and industry expectations.

I. OBJECTIVES

1. To ensure a structured academic review and evaluation of the students' learning experiences during the Summer Internship Program (SIP).
2. To validate and finalize SIP deliverables including logbooks, project reports, and presentations through guided mentoring.
3. To assess students on a multi-dimensional framework comprising content quality, professionalism, research orientation, and presentation effectiveness.
4. To enable benchmarking of top SIP projects for institutional learning and future reference.
5. To recognize and reward the best-performing students and projects across various specializations and profiles.

II. STUDENT REPORTING POST-SIP

Responsible Stakeholders: Academic Team, Program Coordinators, Batch In-Charge

Timeline: Within 3 working days from the SIP completion date

Process:

- All students are required to report physically to the campus within 3 working days of the official completion of their SIP.

- Students must carry the following documents:
  - A hardcopy of the SIP Logbook duly signed week-on-week by the respective external mentor.
  - The final draft of the SIP Project Report formatted as per the Academic Department's guidelines and aligned to the profile and specialization.
- The academic and placement teams will verify the date of SIP completion to ensure accurate reporting timelines.
- SIP extension requests must be pre-approved by the Placement Department and communicated formally by the student and company. Unapproved extensions will be treated as non-compliance.

III. DAILY MENTORING & REPORT FINALIZATION PHASE

Timeline: First 15 working days post SIP (parallel with the Bridge Course schedule)

Responsible Stakeholders: Assigned Faculty Mentors, Academic Coordinators, HODs

Key Activities:

- Each student will be assigned a dedicated time slot for mentoring, scheduled on a daily basis.
- The internal mentor will:
  - Validate the SIP logbook entries, ensuring completeness, mentor feedback quality, and student reflection.
  - Review the SIP project report draft with a focus on:
    - Structure and format compliance
    - Plagiarism and originality
    - Content alignment with objectives
    - Data analysis and interpretation
    - Research methodology
    - Reference and citation standards

    - Guide the student to revise and finalize the presentation slides (PPT) as per the SIP evaluation template.

- All students are expected to submit the final SIP report and presentation by the end of the mentoring phase.

IV. EVALUATION PARAMETERS & WEIGHTAGE SYSTEM

The SIP performance will be evaluated using a well-defined rubric with the following components:

Evaluation Component	Description	Weightage
Project Report	Content depth, structure, research methodology, formatting, plagiarism, referencing	40%
Logbook & Reporting	Mentor-signed logbook, weekly feedback, quality of entries, timely submissions, LinkedIn posts, learning videos, aptitude & communication assignments	10%
Presentation	Content, clarity, domain understanding, company contribution, sector insights, Q&A interaction	40%
Publication	Submission of project report for academic publication	10%

Note: Students must ensure that the logbook is signed weekly and entries are reflective of their actual work.

V. SIP PRESENTATION & CORPORATE PANEL REVIEW

Mode: Offline (On Campus)

Participants: External Corporate Panel, Internal Mentors, HODs, Academic Coordinators

Process:

- Presentations will be organized department-wise and profile-wise.

- Students will present a 10-15 minute summary including:

    - Daily Job Roles and Responsibilities

    - Key Result Areas (KRAs)

    - Contributions to the organization
    - Project outcomes and findings
    - Research progression
- Corporate reviewers will evaluate students based on:
    - Industry and sector relevance
    - Domain expertise and application
    - Q&A interaction and practical insights
    - Presentation and communication skills
    - Overall placability of the student
- Evaluation remarks from corporate reviewers will include: **Placable / Needs Improvement**

VI. ROLE OF INTERNAL MENTORS

Internal mentors act as facilitators and evaluators during the Post-SIP phase.

Responsibilities:

- Provide structured feedback and academic support.
- Validate logbook content and mentor sign-offs.
- Assist students in improving report formatting and referencing.
- Review and guide PPT content to ensure alignment with corporate expectations.
- Coordinate evaluation processes and track report and presentation quality.

Mentoring Logs: Each mentor must maintain a log of mentoring sessions and feedback given.

VII. RECOGNITION OF TOP PROJECTS

Process:

- Post-evaluation, marks from project reports, presentations, and logbook reviews will be compiled.

- Based on the final scores, the following recognitions will be awarded:
    - **Top 10 SIP Projects (MBA & PGDM Combined)**
    - **Top 5 SIP Projects per Specialization** (Marketing, Finance, HR, Analytics)
    - **Top 1 SIP Project per Profile** (e.g., Digital Marketing, Equity Research, Talent Acquisition, etc.)

Award Mechanism:

- Winners will be honored with **Appreciation Certificates** during key institutional events such as **CEO Meet**, **CHRO Meet**, etc.
- Reports and presentations of top projects will be published internally for academic benchmarking.
- These benchmarked projects will serve as reference models for future SIPs.

VIII. DOCUMENTATION & ANNEXURES

The SOP will be supported by the following annexures:

1. SIP Project Report Evaluation Parameters & Marks Sheet
2. Internal Mentor Evaluation Guidelines & Weightage Format
3. External Corporate Panel Evaluation Sheet
4. Student-wise SIP Performance Matrix
5. List of Top 10 MBA & PGDM SIP Projects
6. Department-wise Top 5 SIP Projects
7. Profile-wise Top 1 SIP Projects
8. Sample Appreciation Certificate Template
9. List of Corporate Evaluation Panel Members
10. SIP Project Report Formatting Guidelines
11. Standard SIP Presentation Template

This SOP is to be reviewed and updated at the end of each academic cycle in consultation with the Academic Council, Placement Team, and Industry Partners.

Standard Operating Procedure of

EVALUATION PROCESS

SOP No. 11

Prepared by:	Batch In-Charge (Senior & Junior Batch)
Checked by:	Academic Director
Approved by:	Director

1. *Purpose*

To outline the institute's policies relating to evaluation process and to provide guidelines to Academic department, Examination department, Faculties and students for the smooth conduct of evaluations

2. *Objectives*

The objectives of "SOP - Evaluation Process" are –

2.1 To understand whether students are meeting the required academic standards

2.2 To enable students to get certified whether they pass or fail and with what percentage or grade if they pass

2.3 To provide a benchmark of the type and nature of evaluation methods to be designed

2.4 To help the Academic department, Examination department, Faculties and students understand the number of evaluation process to be held for a particular subject in a semester and the timeline of the same

2.5 To enable providing feedback to students regarding their performance in a specific subject

3. *Scope*

This SOP is applicable for Pune Institute of Business Management, Pune and for PGDM program.

4. *Administration*

Day to day administration of the evaluation process is the responsibility of the Controller of Examination (COE). The COE will work under the supervision of the Evaluation Committee which comprise of the Director, Deputy Director, Batch-in -Charges and Controller of Examination. The committee will be responsible for checking and maintaining the standard of evaluation in the institute and solve any issue pertaining to Examination department. The Director is authorized to take decision in case of any problem and emergency relating to Examination department

5. *Types of Evaluations*

Evaluations can be of internal and external type. For PGDM course, external examination means the final end semester examination which is administered mostly in written form and sometimes in online mode depending on the situation.

5.1 *Internal evaluation*

This is done in a regular interval over the span of the semester to continuously monitor and check the performance of the students in terms of conceptual understanding and application of the concepts in practical situation. A subject would have a combination of the following types of internal evaluation (refer to Annexure 3)

- Written assignment
- Presentation – either in individual or group
- Unguided session – either in the form of group discussion or group presentation of a case study
- Pre-reading and Post-reading in the form of class participation
- Tests and quizzes
- Projects
- Live Projects
- VIVA
- Or any other type as decided by the concerned faculty or the institute

A minimum of 4 different types of internal evaluations would be held for each subject.

For more information, kindly refer to Annexure 1

5.2.1 Final Examination

Final written exam is scheduled at the end of the semester for full credit subjects only and is of 50 marks. Kindly refer to Annexure 2 for the process of administration of final examination

6. Calendar

6.1 **PGDM evaluation calendar (this is tentative and may change depending on the Institute's schedule)**

Sr. No	**Semester**	**Internal Evaluation period**	**Final Evaluation Period**
1.	Business Orientation Program	May to July weekly evaluations subject-wise	End Week of July
2.	Semester-I	August to November (On weekly basis)	1st week of Dec to 2nd week of Dec
3.	Winter Internship Program	Mid December to Mid-January	Last Week of January to 1st Week of February
4.	Semester-II	1st week of February to end week of April	1st Week of May to 2nd Week of May
5.	Summer Internship Program	Mid May to Mid-July	Last Week of July to 1st Week of August
6.	Semester-III	August to November (On weekly basis)	1st week of Dec to 2nd week of Dec
7.	Semester-IV	1st week of February to end week of April	1st Week of May to 2nd Week of May

7. Work-Breakdown of Examination Department

The major tasks of the Examination Department can be divided into 3 major parts –

7.1 Pre-Examination Tasks

This include all the activities to be done before examinations are held.

7.1.1 As mentioned in Point 6, the date for all the internal and external evaluations has to be planned in the beginning of the semester. The detailed time table for the external exam of PGDM has to be declared at least 1 month prior to the commencement of the exam

7.1.2 Internal evaluations are designed by the concerned subject faculty and reviewed and approved by the Evaluation Committee

7.1.3 For external examination of PGDM, paper is either set by the concerned subject faculty or someone from the subject domain. 3 sets of paper are set which could be used in backlog examinations. The paper is to be reviewed and approved by the Evaluation Committee as per the institute's standard and requirement

7.1.4 If there are backlog paper that students have to clear, backlog examination has to be scheduled accordingly. (For example, backlog exam of semester 1 for PGDM batch 2020-22 has to be planned when the regular exam of semester 1 for PGDM batch 2021-23 is scheduled)

7.1.5 To maintain discipline amongst the student, students who maintain the minimum attendance criteria of 80% in a semester and have cleared their fees would be given admit card to appear in the external examination. Accordingly, the list would be displayed in the notice board and updated in the attendance sheet of exam. If the attendance of a student is less than 80%, then the Evaluation Committee will decide the quantum of penalty/ punishment

7.1.6 A maximum of 1 student is allowed per bench in the examination hall. Seating arrangement is displayed in advance at least a day before the commencement of the exam and the hall is locked until 15 minutes prior to the start of the examination

7.1.7 Invigilators are informed about their duties at least 2 weeks prior to the commencement of the exam and a meeting is called by the Controller of Examination to explain the role of the invigilators

7.1.8 It is the responsibility of the COE and the Evaluation Committee to get the question paper ready and printed for PGDM external exam at least 1 day prior to the exam date

7.2 Examination Tasks

This include all tasks to be done during examination.

7.2.1 Invigilators must collect the question paper and necessary stationery including answer sheets, supplement papers, stapler, red pen, attendance sheet and key of the exam hall 20 minutes prior to the start of the exam

7.2.2 Invigilators must ensure that students get the instruction about rules and regulations of examination before distributing answer sheets i.e. 5 minutes prior to the commencement of exam

7.2.3 Question paper has to be distributed 5 minutes after distributing answer sheet i.e. at exact exam commencement time

7.2.4 Invigilators must signed in the admit card (applicable for PGDM exam only), answer sheets after verifying the details written in the answer sheet and attendance sheet on which students have signed

7.2.5 Late comers will not be allowed. For exceptional cases, written permission of the Director would be required

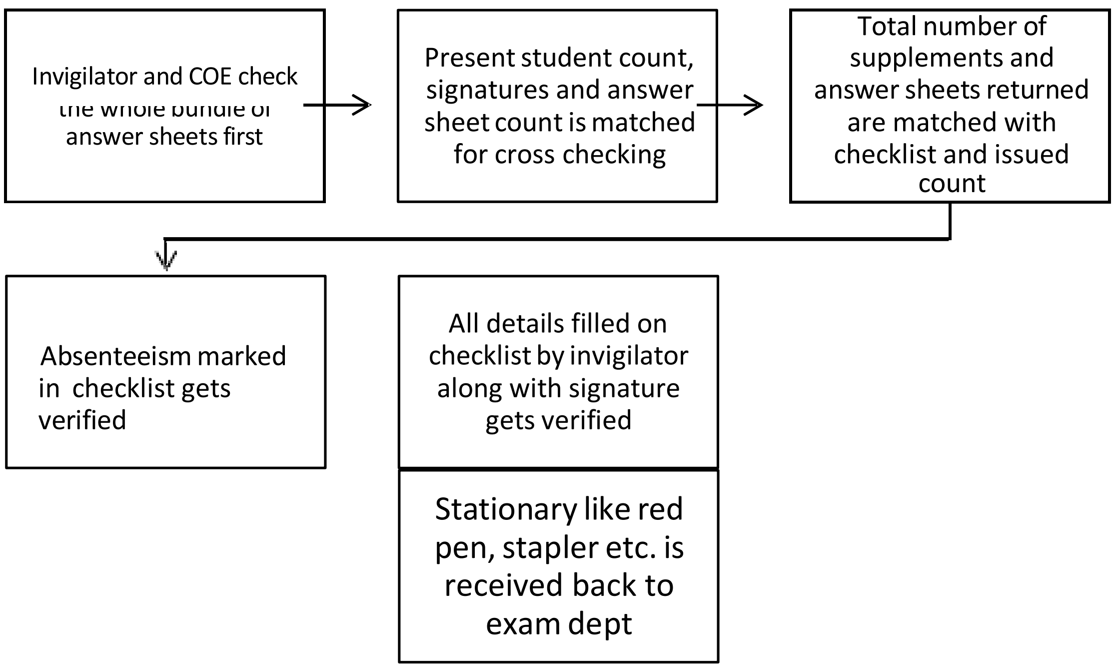
7.2.6 It is the responsibility of the invigilator that decorum is maintained in the exam hall

7.2.7 At the end of the examination, the number of answer sheets and supplement paper used must be checked for correctness and is submitted to the Examination department

7.3 Post Examination Tasks

This include all the activities to be done after examinations are held.

7.3.1 The following process take place after the answer sheets are submitted to the Examination Department -



7.3.2 The bundle of answer sheets gets packed and sealed with PIBM stamp and signed over it by the authorized personal

7.3.3 The external exam paper of PGDM is checked by qualified evaluator. He/ She enters the mark in the attendance sheet provided and sign the sheet

7.3.4 The evaluator for the different subjects in the examination should be known to only the COE. In case students have any issue or problem with the evaluated answer sheet, they should approach the COE only and in case the evaluator has any problem regarding the answer sheet, he/she should contact the COE only. This has to be strictly adhered to by all the concerned person

7.3.4 Evaluated papers are cross verified for any discrepancies in the mark totaling or missing paper

7.3.5 It is the responsibility of the COE to consolidate the marks of internal and external evaluations

7.3.6 The consolidated mark is cross-check thoroughly

7.3.7 Final result is then declared by the COE with approval of the Evaluation Committee. Final result should be declared within 45 – 60 days of the completion of the external examination

7.3.8 Students who wish to get their paper re-evaluated after declaration of result must fill the re-evaluation form and submit it along with photocopy of mark sheet and re-evaluation charge within a deadline to be declared by the COE

7.3.9 Top 3 students are declared and awarded

7.3.10 At the end of the entire course, aggregate toppers are awarded in the Convocation Ceremony

8. Punishment for unfair conduct in exam hall

If any student is caught possessing materials or using unfair means in the exam hall, the following punishment would be given –

<table>
<tr><th>Sr. No</th><th>Nature of Malpractice</th><th>Quantum of Punishment</th></tr>
<tr><td>1</td><td>Possession of Copying Material</td><td>Cancellation of one subject exam in which the student is caught with copying material</td></tr>
<tr><td>2</td><td>Actual Copying from Copying Material</td><td rowspan="2">Cancellation of one subject exam in which the student is caught with copying material with additional one subject examination. The additional subject to be cancelled will be</td></tr>
<tr><td>3</td><td>Possession of another student’s answer book or supplement</td></tr>
</table>

4	Mutual/ Mass Copying	decided by the Evaluation Committee
5	Possession of Mobile	Cancellation of one subject exam in which the student is caught with Mobile and fine of Rs.500/-
6	Found having written on palms or on the body, or on the clothes/ writing pad/ calculator while in the examination	Annulment of the performance of the Student at the Institute or cancelation of one subject exam in which the student is caught. Depending on gravity of offence.
7	Exchange of any material during examination	Annulment of the performance of the Student at the Institute
8	Use of anything which is not permitted	Cancellation of one subject exam in which the student is caught using
9	Chit chatting in exam hall	Annulment of the performance of the Student at the Institute
10	All other malpractices not covered in the aforesaid categories.	Annulment of the performance of the student at the University or College or Institution examination in full and severe punishment depending upon the gravity of the offence.

If the same student who was caught earlier with any of the malpractices mentioned above is found to repeat the same mistake or any other mistake, he/she will be rusticated/ debarred from examination.

A Candidate who has been involved in act of indiscipline or any unlawful criminal activity or Unfair means (UFM) will be referred to the Evaluation committee and as per university rules such student(s) may be rusticated/ expelled.

9. *Responsibilities of Invigilators*

Invigilators assigned for both internal and external exam are responsible for following tasks:

9.1 An invigilator must be strict in the exam hall and should make sure that decorum is maintained in the exam hall

9.2 He/ She is responsible for the successful completion of student writing the exam - from distribution of answer sheet, question paper and supplement paper to collection of completed answer sheet

9.4 He/ She must attend to student’s query, if any, and solve the problem of the students.

For example, if there is doubt in the question paper, the invigilator should call for the subject faculty or any faculty from the same domain to clarify the doubt of the students

9.5 Because of the immense importance of invigilator, he/ she must be a post graduate with minimum 5 years of work experience either in teaching or non-teaching line

10. Passing/ Qualification Marks

The process of awarding final grading and criteria for passing are given below –

10.1 PGDM

A minimum of 40% marks has to be secured as a sum of Continuous Internal Assessment (CIA) and End Semester Exam (ESE). In case the candidate remains absent or secures zero marks in continuous evaluation and secures passing marks in End semester exam, the candidate will be declared fail and vice-versa is also fail.

Grades for PGDM per semester are as follows:

- A Grade: 70% and above
- B Grade: 60% and above
- C Grade: 50% and above
- D Grade: 40% and above
- ATKT : Allowed to keep term (Backlogs)

Final Class/ Division for PGDM will be calculated for both years i.e., FY and SY separately

- Distinction : 70% and above
- First Class : 60% and above
- Higher Second Class: 55% and above
- Second Class : 50% and above
- Pass Class : 40% and above
- Fail/ATKT : Student will be declared as fail in case of any single backlog in FY or SY

Aggregate of achieved percentage for FY and SY gets calculated for the final diploma award.

10.2 Promotion to second year

For PGDM course, minimum 50% subject clearance is the mandatory criteria for promoting to second year

10.3 Termination from program of PGDM

10.4.1 Obtaining F Grade and hence not passing a course, in spite of four successive attempts in PGDM;

10.4.2 Absence from classes for more than 2 weeks at a time in a semester without leave of absence being informed/ granted by competent authorities;

10.4.3 Candidate who is admitted on regular admission to the program will have to successfully complete the program in maximum 4 years failing which the candidate will be terminated.

10.4.4 Failure to meet the standards of discipline as prescribed by the College from time to time.

10.5 Improvement of Result

10.5.1 Candidate can apply for Class / Result Improvement at the end of the complete course for PGDM.

10.5.2 Candidate has to appear for minimum one third of the total subjects of the course for PGDM

10.6 Grace Mark provision

10.6 1 For PGDM**:** A candidate may be awarded grace marks only, if he / she secure a pass in all the subjects after the award of the grace marks. Maximum of 10 marks in maximum of 3 subjects (if subjects are more than 10 in a semester) in each semester will be awarded as grace marks. If there are less than 10 subjects grace marks can be awarded in maximum of 2 subjects only.

11. Confidentiality

Exam department has lot of sensitive information, which is confidential in nature. It is the core responsibility of examination department to take the necessary steps to protect such information from misuse. Department shall not at any time for any reason whatsoever, unless mandatorily required, reveal the affairs or business matters of the institute or information regarding students result without prior written approval of management. Information shall not be deemed to be publicly available merely because it is embraced by general disclosure or because individual features or combinations thereof are publicly available.

Annexure 3: Types of Internal Evaluation (Sample Questions)

A3.1 Test

Pune Institute of Business Management, Pune

Internal Exam Sem-…. / Batch…/Sun Code-Sub Short form Date:

Time: From ….. to ……… Total

Marks:

Internal Examination, Semester –1

Subject Name: Human Resource Management

Instructions:

Questions

Solve any 4 questions (each question carry 5 Marks)

1. What are the functions of HR manager at Marico India Ltd.?
2. Ashish Verma has joined HUL as Marketing Manager. What are his human resource management responsibilities?
3. Discuss the trends affecting the HR manager's role in today's organization?
4. Discuss following terms:
    a. Knowledge worker
    b. Emotional Labor
    c. VUCA
    d. Boomerang employees
    e. Blue Collar and While collar employees
5. What is Human Resource Management and discuss its importance in an organization?

A3.2 Unguided Session (PPT)

Students are divided into group of 5. Each group is assigned a company and 3 different positions (a sample of 1 group is shown below)

Sl. No.	Name	Group	Company Allotted	Positions Allotted
1	ABHAY RAWAT	1	Cognizant	Recruitment Manager
2	ASHISH KUMAR AGARWAL			HR Executive
3	ASTHA PANDEY			Sales Executive
4	BIDYASHREE ADHYA			

Students need to prepare presentation of 10 to 15 slides. The following pointers are to be covered in the presentation -

- Sector
- Company
- Sourcing mix for all jobs allocated
- Knowledge and skills required for each job
- Selection Process
- Joining formalities & Documentation required
- Interview questions (Justify questions)
- *For selection process refer to the Harvard note sent to you*

A3.3 Presentation

Students have to prepare 10 to 15 slide presentation after extensive survey and secondary data on the company allocated to you (some sample companies allotted are given below). The company will be the same that you have been given for your Semester 1 Final Project.

Below are the points to be included in the presentation -

- Sector
- Business Model & Company details
- Functions of HR Manager in a company.
- R & S process of a company
- 3 Jobs JDS in standard format (Entry Level)

- HR 2) Marketing 3) Finance

- On the Job and off the job methods training provided in a company for different job profiles.
- PMS of a company and suggest new method of performance appraisal to the company.
- The career management and development process in company
- Prepare CTC structure 1) 10.50 L 2) 23.66 L 3) 4.58 L
- Employee benefits and facilities provided by the company
- Suggest employee retention strategies

Name	Section	Company
KAPISH MAHESHWARI	PGDM-V	Godrej Consumer Products
PRITI SINGH	PGDM-V	Marico Ltd

Marketing Management (Semester 1) A3.4

Assignment

The below assignment is regarding Marketing Management assignment for all PGDM students with the **deadline of 2:00 PM on Saturday, 2nd September 2023. The assignment has to be printed format and not in handwriting.**

Assignment Topic - Idea Generation and Idea Screening for a New Product

Assignment Detail - Students working in groups of 4 or 5 have to come up with a brand new product/service idea by going through the idea generation and idea screening process.

Students must provide the details of idea generation approach adopted and the idea screening criteria used for screening out less lucrative ideas and deciding on the final idea. Each group member must contribute at least one idea for consideration and the assignment should indicate which member contributed which idea(s).

Assignment Type - Group Assignment

Evaluation Weightage - 5% of internals.

Submission Guidelines - Students to submit **typed assignments on A4 sheets**. Each group to make a single submission. All submissions to be made to CR and then CR will submit it to Exam department.

A3.5 Project

The below instruction is about an ongoing project of Marketing Management for PGDM students.

Project instructions-

1. Students working in groups on innovative products or services to prepare a sales forecast for next 1 year and a promotion plan using IMC tool. Consolidate it with rest of their assignment capturing Product, Price and Placement strategies and submit a complete Marketing Mix for their respective product/service.

2. Students must also give STP logic for the marketing mix strategy developed.

3. One submission per group.

4. Submission to be in the form of printed document on A4 sheet. Calibri font style, font size 12 for text and font size 16 for headings. Maximum 30 pages for the project.

5. *Project document to be spiral bound.*

6. **Submission Deadline - 29th and 30th November, 2022 at the time assigned for presentation**

Presentation instructions -

1. All group members must be present for the presentation and must present some part of the project.

2. Presentation can have 12-15 slides, covering all the stages of idea generation, STP, product mix, pricing strategy, distribution strategy, sales forecast and promotion mix.

3. Each group will get 15 minutes for presentation of their project and submission of project document before presentation is mandatory.

4. Evaluation Parameters for evaluation sheet will be – NPD Process (5 marks), STP (5 marks), Product/ Service Level and Mix (5 marks), Pricing Strategy (5 marks), Distribution Strategy (5 marks), Sales Forecast (5 marks), Promotion Strategy (5 marks) and Presentation Skills (5 marks).

Annexure 4: Exam Timetable Format

Semester 1

PUNE INSTITUTE OF BUSINESS MANAGEMENT Date: TIMETABLE FOR SEMESTER - … FINAL EXAMINATION PGDM, BATCH (..........)			
Subject Code	**Subject Name**	**Day & Date**	**Time**

Controller of Examinations

Date :

PIBM,
Pune

Annexure 5: Seating Arrangement Format

PUNE INSTITUTE OF BUSINESS MANAGEMENT **SEATING ARRANGEMENT FOR SEMESTER -…..** FINAL EXAMINATION PGDM, BATCH (……………..)		
Exam Hall	**PRNs**	**Total Students**

Annexure 6: Invigilation Schedule Format

SUB CODE	SUBJECT	DAY & DATE	Total No. of Students	Exam Hall	Invigilator Name	Reliever Name

Annexure 7: Checklist of Receipt of Question Paper from Paper Setter

Sr. No	Sub Code	Subject Name	Faculty Name	Email Id	Mob No	Paper Set-1 Received or not	Paper Set-2 Received	Paper Set-3 Received	Re ark

Annexure 8: Admit Card Format

Front Page

PUNE INSTITUTE OF BUSINESS MANAGEMENT

(Approved by AICTE, Affiliated to University of Pune) COURSE-PGDM BATCH ………..

Card No. ____________

ADMIT CARD - SEMESTER ….. EXAMINATION (Date From - To)

Name :-

Roll No :-

PRN :-

Specialization :-

Student Photo

Signature of the Student Controller of Examinations

Instructions for Examinees:

1. No admission without Admit Card and I-Card.
2. Examinee should be present at least fifteen minutes before the commencement of examination.
3. Obey all the instructions given by the invigilator.
4. Observe complete silence during examination.
5. Any form of copying or misbehavior will be dealt with disciplinary action.
6. The schedule is subject to change in case of any emergency.

Back Page

Subject Code	SUBJECT	DAY and DATE	TIME	Invigilator's Signature

Annexure 9: DOs AND DON'Ts FOR WRITTEN EXAMINATION

DO:

1) Examinations start sharp at given time. Be seated on your respective seat numbers. Seating plan is displayed on the Notice Board.

2) PRN Numbers are also displayed on the entrance of respective classrooms.

3) Be seated at least 10 minutes prior to commencement of Examination.

4) You must carry your Admit Card every day of Examination.

5) *You should be in College Uniform only*.

6) Be in possession of adequate writing materials, calculator etc. Borrowing writing materials or books or anything else is NOT permitted.

7) Must read all instructions on the answer sheets and complete all mandatory details.

8) Sign the daily attendance sheet without fail.

9) Before submission, please mention number of supplements attached on main answer sheet.

10) Please maintain strict silence in the Hall. Strictly follow all instructions given by the Invigilators. Invigilator has full authority to take action on students as and when required.

DON'Ts:

1) Do not use any unfair or foul means. You will be debarred from writing Examination.

2) Do not carry any reference material (except permitted books) inside the Hall.

3) *Don't carry mobile sets. Deposit it with the Examiners. If found Rs.500/- will be charged and your paper of that particular day will be canceled.*

4) **Don't write your name or any other details anywhere in the answer sheets which may help to disclose your identity. In such cases your paper will not be considered.**

5) Use of any color other than Blue or Black ink NOT permitted. Pencil is allowed.

6) Don't remove / disturb the Roll Numbers pasted on the writing Tables.

7) Do not argue unnecessarily with invigilator or other staff members during examinations.

8) Don't ask for permission to go to washroom or drink water. It is strictly not allowed.

NOTE :- CANDIDATES ARE HERE BY CAUTIONED TO STRICTLY ADHERE ALL ABOVE INSTRUCTIONS FAILING WHICH THEY ARE LIABLE FOR DISCIPLINARY ACTION INCLUDING DEBARRING FROM EXAMINATION.

Annexure 10: Sample of Show Cause while in case of malpractices

5 May, 2022

<u>SHOW CAUSE NOTICE</u>

From:
Director and Controller of Examinations,

Pune Institute of Business Management,

Pune

To: Mr. XXXXX

You have been found in your possession a paper containing subject matter written on it for the Examination Paper "<Subject Name> (Subject Code)". The same was kept with you by mistake. This was brought out by the internal squad team member, Mr. XXXX

You have been adequately cautioned prior to the Examination not to indulge in any such unfair practice in the Examination Hall and you are also aware of the penalty for such unfair practices.

In view of the above, you are hereby instructed to give a written explanation for the happened misconduct. Pending your explanation, you are hereby warned for not repeating the same in future. You must submit your written explanation to the undersigned latest by 3.00pm today.

Name and Signature of the Invigilator:

Mr./Ms. AAAA
Controller of Examination PIBM, Pune

Received by
Student Name and Sign

Annexure 11: Example of Notice about Exam date and Exam instruction

<u>Pune Institute of Business Management, Pune</u>

<u>PGDM Sem-…. Batch ….</u>

Date

This is to inform all the students about following important Examination dates and Instructions:

1) **<u>Final Exam:</u>** **PGDM** Students will have final Exams from date……. To date ……

2) **<u>Eligibility criteria for appearing in Examinations of PGDM :</u>**

i) **Fee and Fine Clearance:** Necessary and applicable fee and fine if any in Semester – … should be clear for getting Admit Card of Examination. (Fee/ Fine due list will be displayed on notice board on date……)

ii) **Attendance:** Attendance percent according to Academic Rule has to be maintained.

3) For PGDM list of subjects where open book exam will be followed would be informed to students 2 weeks prior to the exam

4) Laptop is required for Exams of ……..

g) Detailed Time-table of Examination is displayed alongside for PGDM.

Controller of Examinations,

PIBM

Annexure 12: Duties & Responsibilities of Invigilators

DUTIES ASSIGNED TO INVIGILATORS

1) Collect answer sheets, Supplements, Question Papers, Stationary from Examination department 15 minutes prior to the commencement of Examination and sign the register kept for the invigilators.
2) Open the seal of the Examination Hall with the help of Peon or Watchmen 10 minutes prior to the commencement of Examination.
3) Distribute answer sheets only to the present students 5 minutes prior to the commencement of Examination.
4) Distribute Question Papers only to the present students at exact commencement of Examination Time.
5) Once the Examination starts, don't allow any late comer student to enter in the class for next 15 minutes, but allow them after 15 minutes all together. (No extra time will be given to late comers).
6) Start signing the answer-sheets after half an hour but kindly cross check all the details such as Roll No, PRN, Sub Name etc. At the same time sign the admit card also and take student's signature on attendance sheet. (Note: Please don't pass the attendance sheet).
7) Fill the details on attendance sheet viz. Total No. of students Present, Absent etc. with your signature on it.
8) Mention number of supplements on the attendance sheet in the respective column and sign the supplements by checking all the details mentioned on it immediately.
9) *Copy Case:* -
    a) In case of copy material found with the student like Chits, Mobile Images, Mobile Messages/Drafts, etc. then call Controller of Examinations.
    b) In case of chit chatting, looking into one another's answer sheets, gossiping etc. please take the answer sheet from the student and let him/her wait for next 15-20 minutes and then again allow the student by giving answer sheet back.

12. Please do not allow any student to go out of the Exam Hall for washroom or any other reason.

12. At the end of the Examination please staple the supplements and answer sheet together and check whether student have mentioned the “number of supplements” column on the main answer sheet or not.

12. Finally arrange all the answer sheets according to the PRN (or Roll No) as mentioned in the attendance sheet.

13. Very carefully count the submitted main Answer sheets and attached supplements and match the count with the issued supplement numbers from the attendance sheet.

14. Submit all the answer sheets + Remaining Question Papers, Supplements, Answer sheets + Stationary (Red Pen, Stapler, Stapler Pin Box) by counting everything correctly and carefully to the Examination Department.

Annexure 13: Top Sheets (Summary Sheets of each subject Exams)

Pune Institute of Business Management

PGDM: (Batch) SEMESTER – ….,

Examination

Subject (Code & Name)	:	
Faculty Name	:	Prof.
Date of Exam	:	
No. of Students Supposed to Attend	:	
Total No. of Students absent for Exam (for this bundle)	:	
No. of Students Appeared for Exam (for this bundle)	:(CM+MH+CF+FM)	

Enclosure:

1) List of ….. Students for entering marks.
2) 2 Question papers

Date of Submission after evaluation:

Given to faculty by

Received by faculty

(Name & Sign)

Date:

(Name & Sign)

Date:

Faculty Sign at the time of returning the bundle to exam dept:

Annexure 14: Exam Attendance Sheet Format

Pune Institute of Business Management (Sem-1)

Hall	
Date	
Time	
Subject	
Name of the Faculty	
Name of the Invigilator	
No. of Students Present	
No. of Students Absent	
Total No. of Students	

Sr. No.	Roll No./ Students Name	PRN No.	Student's Sign	Invigilator’s Sign	Marks (out of)
1					
2					
3					
4					
5					
..					
..					
..					
31					
32					
33					
34					
35					

Prof.

Answer sheets

Evaluated by

Signature

Annexure 15

FORM OF VERIFICATION OF MARKS AND REVALUATION OF ANSWER BOOKS

1. To be submitted within 15 days from the declaration of the examination result.
2. **Fee for Revaluation is Rs. 250 per subject. (Rs. 150 per subject For Recalculation)**
3. The application received after the last date, for any reason, will not be considered.
4. The application form has to be submitted to the Examination Department.

To, Date: ………………….

THE CONTROLLER OF EXAMINATIONS,

Pune Institute of

Business Management,

Pune.

Sir/Madam,

I, the undersigned, request you to verify my marks & revaluate my answer book(s) as per details given below:

Full name of the Candidate : Mr./Ms..

…………………………………………………………

Examination :

……………………………………………………………………

Year & Month of the Examination :

…................................... No. of Subject(s) appeared

Roll No. ....Perm Reg No.…………………………………

Specialization :…………………………………………………

………………….

Subject(s) for Verification of Marks & Revaluation of Answer Book(s) [Theory Subjects only].

(Candidate can apply for Revaluation of Answer Books, for maximum 5 external subjects (Not internal))

Sub. Code	Name of the Subject	Internal Marks Obtained	External Marks Obtained	Total Marks Obtained	Marks Out of

DECLARATION OF THE CANDIDATE

I hereby declare that,

1. I have gone through the instructions of Revaluation mentioned below and it shall be binding on me.
2. The result of the Verification and Revaluation shall be binding on me and I shall accept the revised marks after Verification of marks and Revaluation of answer book(s).
3. The amount of **Rupees** ....is paid by me for revaluation.

Yours faithfully,

(Signature of the

Candidate)

INSTRUCTIONS TO THE CANDIDATES

1. The candidates are advised to read carefully the rules of verification of marks and revaluation of answer books.
2. Photo Copy of the Statement of Marks of candidate at the concerned examination should be enclosed with this application form.
3. Separate application form should be submitted for each examination. (For Example, separate application form for First Semester & Separate application form for Second Semester.)
4. Incomplete forms will not be entertained and no correspondence will be made in that behalf.

Candidate should not submit double form for the same examination

Annexure 16: Form Format for Reappearing Backlog exam

IAEER'S PUNE INSTITUTE OF BUSINESS MANAGEMENT, PUNE

Post Graduate Diploma in Management (P.G.D.M.)

Re-Examination Form Semester –I

To,

THE CONTROLER OF EXAMINATIONS, PIBM, PUNE 411042.

Respected Madam,

I desire to appear for the re- examination for the Semester –I of the P.G.D.M. Examination to be held in Apr, 2019

I hereby declare that I shall not claim any concession on religious grounds.

1. Mention Full Name in legible BLOCK Letters:

PRN of PGDM: (should be mentioned correctly)

Roll No. (Should be mentioned correctly)

Batch ………………………..

E-mail ID:…………………………………………………………….

Contact No………………………………………….

EXAMINATION PARTICULARS

PLEASE TICK (√) IN FRONT OF THE SUBJECT FOR WHICH YOU WILL APPEAR

Subject Code	Subject Name	Tick the Subject	Subject Code	Subject Name	Tick the Subject

DECLARATION

I hereby declare that I have gone through the syllabus and the list of books prescribed for the examination for which I am appearing. I will be responsible for any errors and wrong or incorrect information supplied by me in the application form. I shall not request for any special concession such as change in time/ or day fixed for the re-examination on religious or any other grounds. The courses/subjects mentioned by me are as per PIBM rules and regulations.

Place Date Signature of the Candidate

OFFICIAL USE (To be filled up by Accounts Department)

No of Subjects - …………………. (Rate per subject: - Rs.200/-) Date: ………………

Total Amount paid by Student: - Rs.…………….. Receipt No -…………………..

Signature of Accountant

Annexure 17: Checklist of paper Evaluation

Sr. No	Sub Code	Subject Name	Evaluator's Name	Mob No	Paper Issued Date	Total Number of papers issued	Expected Return Date	Actual Return Date	Remark

Standard Operating Procedure of

MENTORING PROGRAM

SOP No. 12

Prepared by: Batch In-Charge (Senior & Junior Batch)

Checked by: Academic Director

Approved by: Director

MENTORING SOP

1. Introduction

1.1. Mentoring:

Mentoring is defined as "a mutually beneficial relationship which involves a more experienced person helping a less experienced person to identify and achieve their goals".

It is a mutual learning partnership in which individuals assist each other with personal and career development through coaching, role modeling, counseling, sharing knowledge and providing emotional support.

(Clutterburg 2001:98)

A mentor is a person who achieves a one to one developmental relationship with a learner and one whom the learner identifies as having enabled personal growth to take place.

(Cranwell-Ward, Bossons & Gover 2004:31)

1.2. Objective Mentoring is:

- A means of supporting individual learning and development, particularly beyond the confines of the classroom.
- A tool for building competence and confidence, empowering mentees to take ownership of their growth.
- A method by which one person helps another make significant transitions in knowledge, work life, thought processes, or personal identity.
- A time-bound, goal-oriented, and self-managed process, anchored in clearly defined roles and outcomes agreed upon by both mentor and mentee.

1.3. Role of a Mentor at PIBM

At Pune Institute of Business Management (PIBM), mentors play a dynamic and evolving role in guiding students throughout their academic journey. The mentoring relationship is multifaceted, and the responsibilities of a mentor may evolve over time, deepening as the trust and connection between mentor and mentee grow. An effective mentor not only supports the academic and professional development of the student but also contributes significantly to their personal growth and emotional well-being.

2. Outlined below are the key roles a mentor is expected to fulfill at PIBM:

2.1. Familiarizing Mentees with PIBM's Culture and Academic Journey

A mentor is responsible for introducing the mentee to the institutional culture and the structured journey of the MBA/PGDM program. This includes an overview of various aspects such as the teaching-learning value framework, the SCPS (Sector, Company, Product & Services) approach to pedagogy, the teaching-learning model, and the assessment framework. The mentor should also explain the key milestones of the program—including Winter and Summer internships, placement training, and active participation in cultural, sports, and corporate interaction events—so that the student gains a holistic understanding of the PIBM experience from day one.

2.2. Building Personal Rapport

Establishing a personal rapport is a crucial aspect of mentoring. A mentor should maintain consistent individual attention, fostering a relationship built on mutual trust, empathy, and care. By being approachable and accessible, mentors act as local guardians, helping mentees address challenges such as adjusting to hostel life or managing emotional and personal issues, especially for those living away from home.

2.3. Understanding the Mentee's Academic Background

Mentors should make an effort to understand each mentee's academic history, including performance in Class 10, Class 12, undergraduate studies, and their specific academic stream. This information allows mentors to assess the academic foundation of the student and tailor support strategies that address specific learning needs and performance improvement in the ongoing management program.

2.4. Identifying Strengths and Areas for Improvement

Mentors are expected to observe and analyze both the strengths and developmental areas of their mentees. By offering constructive feedback, mentors can help students leverage their strengths and work diligently on areas that require improvement. This self-awareness is crucial for setting and achieving academic and career goals.

2.5. Goal Setting and Career Clarity

Mentors play a critical role in helping students articulate their career aspirations and set clear, actionable goals. In cases where students are uncertain about their future direction, the mentor provides personalized counseling and guidance to explore viable career paths. This may involve introducing alternative options aligned with the student's aptitude, interests, and market opportunities, ultimately supporting the mentee in achieving clarity and confidence in their goals.

2.6. Encouraging and Motivating

As noted by Phillips-Jones, encouragement is one of the most valued mentoring skills. Effective mentors provide consistent recognition, sincere appreciation, and positive reinforcement. At PIBM, mentors inspire students to actively participate in academic and extracurricular activities such as pre-readings, class discussions, debates, case study assignments, business quizzes, and inter-college competitions. Mentors also motivate students to excel in key program components like winter and summer internships, and placement-related evaluations—including aptitude tests, domain knowledge assessments, mock interviews, group discussions, and job description-specific training modules.

2.7. Nurturing Development and Digital Readiness

Mentoring at PIBM also includes nurturing mentees to grow into industry-ready professionals. Mentors guide students to develop capabilities and competencies aligned with the evolving demands of the business world, particularly in transitioning from traditional to digital competencies. The nurturing process involves attention to small but impactful changes in daily habits, time management, and learning approaches. Even a 1% improvement across different areas, consistently pursued, can lead to significant transformation. This growth mindset is at the heart of the nurturing approach embraced at PIBM

2.8. Tracking Student Progress

At PIBM, mentors play a proactive role in continuously observing, measuring, and analyzing the academic and professional development of their mentees. This is achieved through systematic monitoring using the institution's in-house Learning Management System (LMS), *Classroom+*, an ERP platform designed specifically to enhance academic administration and student engagement.

Through Classroom+, mentors have access to a comprehensive data dashboard that includes semester-wise academic performance, aptitude test scores, communication skill ratings, and mock assessment results—including Mock Group Discussions (GD), Mock Personal Interviews (PI), and technical evaluation metrics. Furthermore, the system provides valuable insights into each student's proficiency in key technical areas such as:

1. Excel Skills – covering both basic and advanced functionalities
2. Analytical Tools – including SPSS, R, and Python
3. Digital Marketing Competencies – such as content writing, blog creation, video production, and e-book development
4. Sales & Distribution Models – including Return on Investment (ROI) analysis and sales forecasting techniques

To supplement this, PIBM employs a dedicated *Mentee Mapping and Tracking Sheet*, which is maintained by mentors to identify individual learning trajectories. This tool is instrumental in classifying students as fast or slow learners based on performance benchmarks. The tracking sheet enables mentors to assess progression not only in academics but also in skill acquisition and employability readiness.

Mentors use this structured data to provide personalized feedback and timely interventions, ensuring students receive appropriate support where needed. Slow learners may be guided through remedial sessions, one-on-one tutoring, or peer-assisted learning, while fast learners are encouraged to deepen their expertise through advanced projects, industry engagement, and leadership roles in student clubs or live case studies.

Ultimately, the mentor's role in progress tracking is not merely evaluative, but developmental—aimed at improving student competencies, fostering accountability, and guiding each mentee toward becoming a self-reliant, industry-ready professional.

2.9. Outputting: Measuring the Outcomes of Mentoring Activities

Mentoring at the postgraduate level is not solely about providing support and guidance—it is fundamentally results-oriented. At PIBM, the mentoring process culminates in **'Outputting'**, a systematic evaluation of the tangible outcomes resulting from all mentoring activities, nurturing efforts, and training initiatives facilitated by the mentor.

Outputting refers to the **quantification and analysis of developmental progress** made by the mentee over a period of time. It provides insights into how effectively the mentor's efforts have translated into improvements in the mentee's competencies, behaviors, performance, and employability readiness. Each output is a reflection of the cumulative impact of mentoring across academic, technical, professional, and personal growth domains.

A. Purpose of Outputting

- To objectively assess the efficacy of the mentor-mentee relationship.
- To identify gaps in student development and intervene with focused strategies.
- To create an individual development portfolio for each student.
- To ensure accountability and alignment with institutional learning outcomes.
- To establish evidence-based progress reports for continuous mentoring improvement.

B. Data-Driven Output Measurement

Mentors at PIBM utilize the **Classroom+ LMS** and the **Mentee Mapping and Tracking Sheet** to access detailed reports and records across various performance parameters. These digital platforms provide real-time visibility into each student's learning trajectory, enabling accurate and timely measurement of mentoring outcomes.

Key output parameters include, but are not limited to:

Area of Development	**Output Measure**
Academic Performance	Semester-wise CGPA, subject-wise marks, and course outcome mapping

Academic Performance	Semester-wise CGPA, subject-wise marks, and course outcome mapping
Aptitude	Bi-weekly test scores and progression charts
Communication Skills	Evaluated presentations, extempore scores, GD/PI mock scores
Technical Competency	Excel workbook submissions, case study analysis, software tool proficiency
Internship Readiness	Winter & summer internship feedback, project quality, domain-specific assessments
Placement Preparedness	Aptitude test trends, domain and profile-specific test results, final grading
Digital & Industry Exposure	Participation in digital marketing tasks, e-book/video/blog contributions
Engagement & Participation	Attendance, participation in clubs/events, case competitions, quizzes
Behavioral Growth	Feedback from faculty and mentors, class discipline, leadership in group tasks
Self-Driven Initiatives	Voluntary contributions, entrepreneurial ideas, research paper submissions

C. Interpreting and Acting on Output Data

Mentors are encouraged not only to record these outputs but also to interpret them meaningfully. Based on output analysis, students are categorized into three broad performance bands:

- **Advanced Learners** – consistent high performers showing readiness for higher responsibilities.
- **Average Learners** – students performing within acceptable thresholds but needing focused coaching.
- **Slow Learners** – mentees requiring intensive support, skill-based remediation, and motivational strategies.

Accordingly, mentors can:

- Recommend advanced learners for research, case writing, incubation center activities, or corporate club leadership.
- Offer personalized action plans for average and slow learners including remedial sessions, peer learning, and co-teaching strategies.
- Conduct one-on-one counseling sessions using output data as evidence to improve accountability and focus.

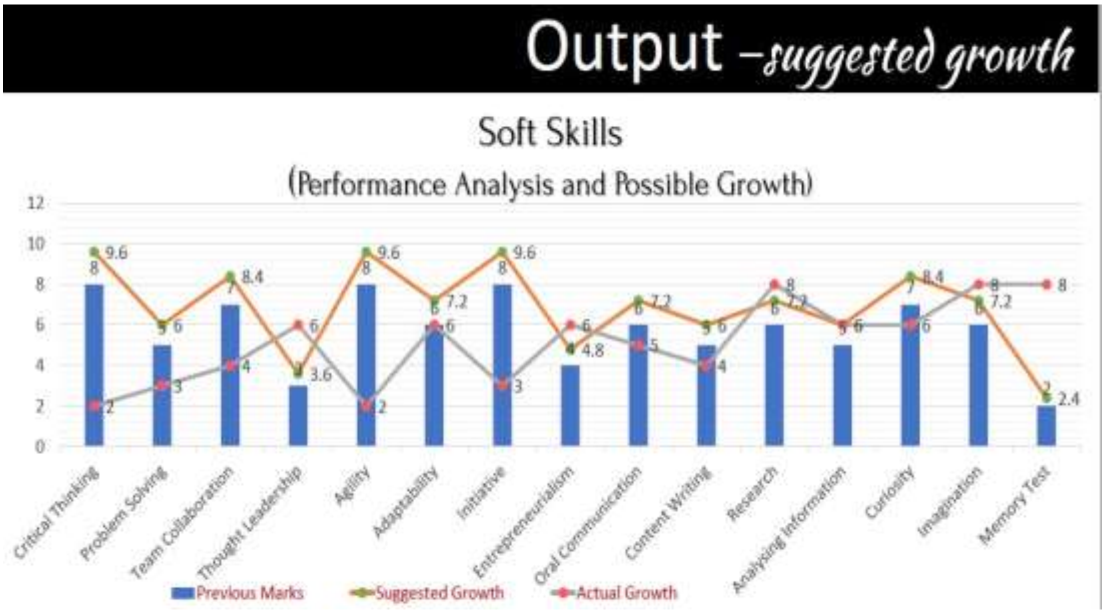
D. Sample Output Sheet

Each mentor maintains a **Mentoring Output Sheet** that consolidates all relevant performance data, reflections, and action plans. This sheet is periodically reviewed with the mentee and shared with academic coordinators to ensure alignment with broader program objectives.

A simplified structure of the output sheet includes:

- Mentee Basic Information
- Academic & Skill Performance Summary
- Behavioral Observations
- Strengths & Development Areas
- Action Taken by Mentor
- Suggested Intervention Plan
- Final Output Score (Qualitative & Quantitative)

In essence, Outputting transforms mentoring from a subjective support activity into a structured, data-driven developmental framework. It reinforces PIBM’s commitment to outcome-based education and ensures that each student’s mentoring journey leads to measurable, meaningful progress.



2.10. Appreciation and Rewarding: Recognizing and Reinforcing Student Achievement:

At PIBM, mentors are encouraged to **recognize and appreciate the efforts and achievements** of their mentees regularly. This helps in building students' confidence, motivation, and willingness to participate actively in academics and other activities.

2.10.1. Why Appreciation Matters

Appreciation is a powerful tool in mentoring. When students feel valued for their work, they become more confident and motivated to take on new challenges. It also builds a positive relationship between the mentor and mentee.

2.10.2. How Mentors Can Appreciate Mentees

- **Use positive and strong words** to recognize student efforts. Instead of saying just “Good” or “Very Good,” mentors should use motivating words like *Excellent*, *Superb*, *Fantastic*, or *Outstanding*.
- **Give instant feedback** after tasks or assignments, explaining what was done well and what can be improved.
- **Celebrate achievements**, big or small. For example, winning competitions, doing well in internships, or leading student events can be recognized in simple but meaningful ways.

2.10.3. Different Ways to Reward Students

- **Small rewards** like certificates, appreciation letters, or even small gifts or cash prizes for special achievements.
- **Dean's letter of appreciation** can be given for outstanding performance in creativity, leadership, or academic contribution.

2.10.4. Making Appreciation Part of Mentoring

Mentors should **keep a record of student achievements** and link them with their personal and academic development. This can be helpful during performance reviews or placement discussions and will show students the progress they are making.

3. Mentee Learning Assessment Model at PIBM

At Pune Institute of Business Management (PIBM), we believe that a robust, data-driven assessment framework is essential for identifying learning gaps, ensuring continuous improvement, and delivering measurable outcomes. To support this vision, PIBM has developed and implemented a comprehensive Learning Assessment Model, seamlessly integrated with its proprietary ERP-based Learning Management System (LMS) – CLASSROOM+.

3.1. Foundation of the Model

PIBM's Learning Assessment Model begins right from the onboarding of newly admitted students into the PGDM program. The goal is to ensure that students, despite coming from diverse academic and professional backgrounds, are brought to a common foundational level in key competency areas such as:

- ✓ Aptitude (quantitative and logical reasoning)
- ✓ Communication skills
- ✓ General awareness and current affairs

- ✓ Business Model Canva
- ✓ Sector, Company, Product and Services
- ✓ Design Thinking
- ✓ Ms – Office

This initial competency alignment plays a critical role in setting the stage for deeper, value-based teaching and learning throughout the program

3.2. Competency Mapping and Course Alignment

Each course in the PGDM curriculum at PIBM is mapped with semester-wise and week-wise competencies. These competencies are directly aligned with the course outcomes (COs), program outcomes (POs), and the overarching goals of employability and entrepreneurial readiness.

The CLASSROOM+ LMS is designed to capture all student-level academic and skill development data. It allows faculty members, mentors, and program coordinators to:

- ✓ Track performance in real-time
- ✓ Measure learning outcomes for each assessment component
- ✓ Identify fast learners, average performers, and slow learners

3.3. Support for Differentiated Learning

One of the key strengths of the model is its ability to differentiate instruction based on learner needs. Using LMS analytics, faculty and mentors can pinpoint students who are struggling in specific competencies. Based on these insights, targeted remedial sessions are scheduled.

These remedial sessions are:

- ✓ Customized to the learner's pace and challenges
- ✓ Scheduled promptly after diagnostic identification
- ✓ Followed by reassessment, comparing performance before and after remediation to measure effectiveness

In contrast, fast learners are given opportunities to take on challenging tasks such as:

- ✓ Industry live projects
- ✓ Advanced analytics tools and simulations
- ✓ Research, case writing, and leadership roles in student-led clubs

3.4. Continuous and Qualitative Feedback

Throughout the program, PIBM faculty provide continuous and qualitative feedback on each assessment component – including assignments, projects, presentations, and exams. The feedback is shared through CLASSROOM+, and is intended to help students:

- ✓ Understand where they stand
- ✓ Recognize specific areas for improvement
- ✓ Stay motivated and on track toward learning goals

Furthermore, industry mentors and corporate partners are involved in providing feedback on student performance during Winter Internship Programs (WIP), Summer Internship Programs (SIP), live projects, and fieldwork assignments. This real-time industry feedback is systematically recorded and analyzed to:

- ✓ Understand professional readiness
- ✓ Identify skill gaps as perceived by recruiters
- ✓ Restructure future course delivery and content accordingly

3.5. Outcome-Driven Assessment Philosophy

The entire assessment model at PIBM is outcome-focused, with clearly defined metrics that evaluate the success of the teaching-learning process. The ultimate goal of this model is not only academic excellence but also career preparedness and industry integration.

PIBM's Learning Assessment Model contributes significantly to the program's exceptional outcomes:

- ✓ 95% of students secure placements in reputed national and international organizations.
- ✓ 3% of students launch their own entrepreneurial ventures, backed by mentorship and incubation support.
- ✓ 2% of students pursue higher education globally, building on the strong academic foundation offered at PIBM.

By constantly aligning student learning with industry expectations and integrating feedback loops at multiple touchpoints, PIBM's assessment model ensures that every student is guided, supported, and prepared for success in the real world.

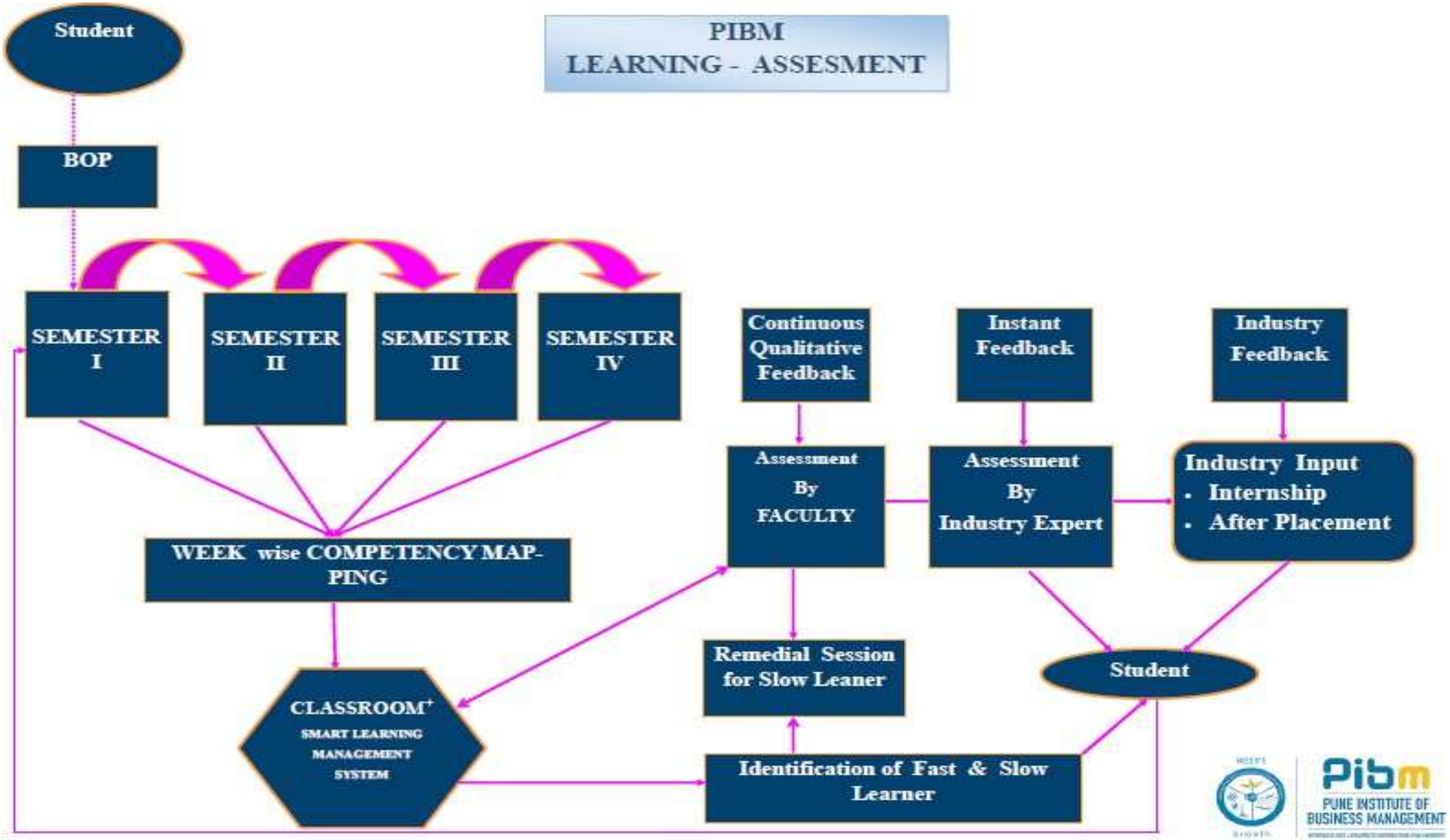


Figure: Mentee Learning Assessment Model

4. Expectations from a Mentee at PIBM

At Pune Institute of Business Management (PIBM), mentees are expected to adhere to a defined framework of academic, behavioral, and professional conduct that supports their holistic development and ensures they are industry-ready. The following expectations serve as guiding principles for all mentees to align with institutional values and achieve their personal and professional goals.

4.1. Strong Academic and Domain Knowledge

Mentees are expected to demonstrate a sound academic foundation. They must show consistent efforts in strengthening their conceptual understanding and apply domain knowledge effectively in coursework, projects, and internships.

4.2. Professional Attitude and Behaviour

Mentees must maintain high standards of discipline and professionalism, as outlined below:

- ✓ Be punctual for all classes, meetings, and institutional activities.
- ✓ Follow proper grooming standards, including formal attire, daily shaving (for male students), and professional etiquette.
- ✓ Exhibit a positive, respectful, and proactive attitude in all academic and co-curricular interactions.
- ✓ Maintain 100% attendance, unless exempted due to genuine reasons approved by the mentor or academic department.
- ✓ Demonstrate sincerity, honesty, and integrity in all academic and personal pursuits.

4.3. Aptitude Proficiency

- ✓ Mentees must achieve a minimum of a ‘C’ grade in aptitude assessments.
- ✓ Adherence to guidelines and training plans provided by the Aptitude Department is mandatory.
- ✓ Regular participation in aptitude sessions is essential to meet placement readiness benchmarks.

4.4. Communication Skills

- ✓ Mentees are expected to demonstrate strong verbal and written communication skills.

- ✓ They should be able to articulate thoughts clearly and professionally in classroom discussions, assignments, and presentations.
- ✓ Participation in debates, mock interviews, and public speaking forums is encouraged to enhance articulation and confidence.

4.5. Technical Competencies

Mentees must actively develop technical proficiency in key tools and technologies relevant to business management, including:

- ✓ Basic and Advanced Microsoft Excel (with applications like dashboards, ROI models, heatmaps, and data visualization).
- ✓ Digital skills including content writing, blogging, video editing, and social media management.
- ✓ Analytics tools such as SPSS, R, Python, and Power BI, as per program/course requirements.

4.6. Interpersonal and Soft Skills

PIBM places high emphasis on interpersonal development. Mentees are expected to develop and demonstrate:

- ✓ Active listening and empathy
- ✓ Team collaboration and cooperation
- ✓ Accountability and dependability
- ✓ Leadership and initiative
- ✓ Motivation, adaptability, patience, and time management

4.7. Internship Engagement (WIP/SIP)

During Winter Internship Program (WIP) and Summer Internship Program (SIP), mentees must:

- ✓ Submit daily and weekly progress updates to their mentors.
- ✓ Maintain a logbook verified weekly by their industry mentor.
- ✓ Submit Chapter summary week on week

- ✓ Track your weekly learning with the help of mentors
- ✓ Should appear for the scheduled Weekly Virtual session (Zoom)
- ✓ Comply with all academic guidelines regarding project format and deliverables.
- ✓ Review and refine reports based on feedback from faculty mentors.
- ✓ Prepare and present industry-evaluated presentations demonstrating practical learning outcomes.

4.8. Career and Profile Orientation

- ✓ Mentees must finalize their desired job profiles in consultation with mentors, considering individual strengths and market opportunities.
- ✓ They should participate in all profile-based training sessions organized by the institute.
- ✓ Mentees are expected to build deep knowledge in their chosen sectors and stay informed about industry trends and job role requirements.
- ✓ Mentor will assign various assignment related to the profile all the assignment should be submitted as per time frame given.
    - SWOT Analysis
    - Sector Analysis (Macro & Micro)
    - Industry Analysis (National and Global Context, Developing and Developed)
    - Master JD Analysis of the Preferred profile

4.9. Placement Grooming and Readiness

Mentees must proactively engage in PIBM’s structured placement training program:
For every company lined for Final Placement, academic department will schedule the JD training with the expert faculty. Its mandatory for all the students who have applied for the company.

- ✓ Assignment is mapped in all the JD training scheduled, it mandatory to submit.
- ✓ Practice aptitude tests regularly as a critical part of the placement selection process.
- ✓ Prepare thoroughly for group discussions (GD) by developing relevant content and incorporating feedback from evaluators.

- ✓ Attend all mock personal interviews (PI) and present a well-prepared CV. They must demonstrate domain expertise, internship learnings, and clarity of career goals during these sessions.

4.10. Final Placement Process

- ✓ Mentees must register for final placement opportunities based on their profile readiness, academic performance, and mentor advice.
- ✓ Strict adherence to the guidelines issued by the Placement Cell is mandatory.
- ✓ Underperformance or lack of seriousness during placement processes will be considered a breach of protocol.
- ✓ All decisions related to Pre-Placement Offers (PPOs) or final placements must be taken in consultation with mentors, Heads of Departments (HODs), or batch coordinators.

5. Information collection related to Mentee

With the advent of education, it seems inevitable to understand your pupil without knowing them in terms of quality and behaviour apart from academic details. At PIBM we follow exceptional practices to connect to our students. We do our best to be Faculties and Guardians to our students and make them comfortable with us. Students at PIBM are allotted mentors from BOP (Business Orientation Program) i.e., as soon as they join us, to provide them with a faculty who would be his guide, Guardian and friend in need.
To know the student, we follow the unique practice of collecting complete data from the students. The data collected from the students through Google Form or ERP should be:

1. Full Name (First Name_Middle Name_Surname)
2. Section (PGDM/MBA_Specialization)
3. UID (Unique Identity Number provided by the institution)
4. Email Id
5. Mobile Number
6. Home State
7. Home City
8. Father's Name
9. Fathers Contact Number
10. Father's occupation
11. Mother's Name

12. Mother's contact number
13. Mother's occupation
14. Number of siblings
15. Profession and brief on siblings (Brief 2 liner about them)
16. 10^{th} School Name
17. 10^{th} Percentage
18. 12^{th} School Name
19. 12^{th} percentage
20. Graduation college / University (we may create a drop-down list so that it would be easy to analyze, as drop-down would have uniformity in the data)
21. Graduation course (Create drop down)
22. Graduation specialization (create drop down)
23. Graduation %age
24. Aptitude Level (Applicable for students who have been graded at least once)
25. Communication Level (Applicable for students who have been graded at least once)
26. Any other qualification
27. Certifications completed
28. Prior Work Experience (Yes/ No)
29. If Yes, Name of Company
30. Designation
31. Role / Responsibilities
32. Last CTC
33. Why MBA? (Brief explanation to the reason of joining B-School)
34. Short term Goal (2 years)
35. Medium-term goal (5 years)
36. Long Term goal (more than 5 years)
37. Strengths
38. Weaknesses
39. Feedback of BOP (Applicable only in case of First Sem Students)
40. Profiles Looking for (Dropdown)
41. WIP Profile looking for (Drop Down)
42. WIP Company
43. WIP Profile
44. WIP Learnings

45. WIP Log Book (Upload)
46. WIP Report (Upload)

Point number 42 to 46 applicable only for 2nd-semester students

47. SIP Profile Looking for
48. SIP Company
49. SIP Profile
50. SIP Learnings
51. SIP Log Book (Upload)
52. SIP Report (Upload)

Point number 48 to 52 applicable only for 3rd-semester students

53. Final Placement profile looking for (Drop Down)
54. Reason for the profiles chosen above
55. Expectations from Mentor (Mostly for 1st Sem Students)
56. Expectations from PIBM (Mostly for 1st Sem Students)
57. Any other information you would like to share with us which had not been covered
58. Medical History (Medical History and related details will not be shared with anyone and will only be used in case of required medical assistance or emergency)
59. Any medications taking for critical or chronic illness (If yes specify the medicines)
60. Upload Medical reports- for multiple file upload zip file (Filename format: Name_ Course_ Section/ Specialization_ Medical records)
61. Upload Passport Size Photo (File Name format: Name_ Course_ Section/ Specialization_ Photo)
62. Upload 10th,12th and graduation and other qualifications certificates copies in the ZIP file (File Name format: Name_ Course_ Section/ Specialization_ Academic records)
63. Upload Pan Card and Aadhar card copy in Zip File (File Name format: Name_ Course_ Section/ Specialization_ Identity records)

POINTS TO REMEMBER

i) Mentor has to choose his/her medium to collect the data.

ii) After the data collection continuous updating of the data concerning the communication, aptitude and semester level scores.

iii) If Mentor remains same for more than 1 semester then he may keep the existing data from the mentees or may collect fresh data from retained mentees

The mentor should maintain the confidentiality of the medical data collected and refrain from quoting the data at any public forum unless necessary and in good faith and favor of the mentee

6. Best Practices to Be a Good Mentor

At PIBM, the role of a mentor goes beyond academic support — it encompasses holistic student development, emotional intelligence, and career readiness. A good mentor embodies a blend of professionalism, empathy, discipline, and proactivity. The following best practices outline the essential characteristics and actions that mentors must consistently demonstrate to foster impactful mentor-mentee relationships:

6.1. Practice Active Listening

Effective mentoring begins with listening. A good mentor must encourage the mentee to speak freely about their thoughts, challenges, and aspirations. Active listening involves full attention, avoiding interruptions, asking reflective questions, and offering responses that validate the mentee's experience. It creates a safe space where students feel heard and respected.

6.2. Demonstrate Empathy, Not Sympathy

A mentor must adopt the perspective of the mentee and understand their situation through empathy, rather than sympathy. Empathy fosters deeper connection, trust, and meaningful support. By seeing the issue through the mentee's lens, mentors can guide them in a balanced and constructive manner, helping mentees become more resilient and self-aware.

6.3. Exhibit Patience and Commitment

Mentoring is a process that requires time and consistent effort. Good mentors are patient listeners and thoughtful guides who remain committed to the long-term development of their mentees. They understand that each mentee learns and grows at a different pace and thus, avoid quick judgments or unrealistic expectations.

6.4. Maintain a Positive and Solution-Oriented Attitude

Mentors should maintain a positive demeanor, especially when mentees face setbacks or confusion. Believing in solutions and focusing on what can be done reinforces a growth mindset. A mentor's optimism directly influences the confidence and motivation levels of mentees.

6.5. Be Proactive and Take Initiative

Mentors must take initiative in identifying challenges, planning student engagement, and driving outcomes. They should not wait for mentees to approach them with issues but instead proactively schedule check-ins, offer advice, and follow up on pending tasks or goals.

6.6. Cultivate a Continuous Learning Mindset

To stay relevant and resourceful, mentors must regularly update their knowledge — be it domain expertise, current affairs, industry trends, or institutional activities. This equips them to provide accurate guidance and model lifelong learning for their mentees.

6.7. Uphold Firmness and Discipline

While being approachable and empathetic, a good mentor must also uphold discipline. They should lead by example — adhering to institutional norms and ensuring mentees do the same. Mentorship should be structured, planned, and purpose-driven, avoiding any ad-hoc approach.

6.8. Build Mutual Trust and Respect

Mentors must foster a non-judgmental, respectful relationship with their mentees. Trust is the foundation of effective mentoring and is built through confidentiality, consistency, transparency, and genuine care.

6.9. Address Both Academic and Non-Academic Issues

Mentors should act as a first point of contact for any student concerns — whether academic challenges, emotional stress, or personal struggles. They must be solution-focused and, when necessary, coordinate with faculty or support services to resolve more complex issues.

6.10. Be Approachable and Accessible

A mentor should always be seen as a reliable and accessible support system. Regular office hours, open communication channels, and quick responsiveness ensure that students do not hesitate to seek guidance when needed.

6.11. Monitor and Track Mentee Performance

Mentors must maintain a structured tracking system using institutional tools like Classroom+ LMS and Mentee Mapping Sheets. This includes:

- ✓ Academic scores
- ✓ Aptitude and communication assessments
- ✓ WIP, SIP, and final placement performance
- ✓ Attendance and engagement in co-curricular activities
  Tracking allows mentors to identify learning gaps and initiate timely interventions.

6.12. Take Ownership of Mentee Development

Mentors must take full responsibility for the academic and professional development of their mentees. This includes providing strategic direction, monitoring progress, guiding choices, and celebrating milestones. Ownership is reflected in how deeply mentors invest in each student's success.

6.13. Support in Resume and Career Preparation

Mentors should actively guide mentees in preparing their resumes aligned with WIP, SIP, and final placement requirements. They must ensure students reflect their competencies effectively and provide constructive feedback on drafts.

6.14. Guide WIP and SIP Project Work

Mentors play a crucial role in reviewing, refining, and approving WIP and SIP projects. This includes:

- ✓ Ensuring alignment with academic standards and company expectations
- ✓ Supporting data analysis, report writing, and research framework
- ✓ Preparing students for evaluations by industry delegates

6.15. Use Data to Evaluate and Communicate Student Progress

Mentors must use data-driven insights to assess performance. Whether during mentor meetings or placement reviews, the ability to explain a student’s growth trajectory using LMS records, test scores, or evaluation sheets adds credibility and depth to their mentoring.

6.16. Guide Company Applications and Profile Alignment

Mentors should assist mentees in selecting and applying for companies that match their skills and interests. They should ensure students attend all profile-based training sessions and understand industry-specific job roles before registering for final placements.

6.17. Enforce Discipline in Case of Non-Compliance

When mentees fail to meet expectations or violate norms, mentors must take appropriate action in coordination with the Batch-In-Charge, HOD, or Director. Disciplinary action must be fair, documented, and focused on corrective behavior.

6.18. Plan Weekly and Monthly Engagement

Mentors must prepare structured mentoring schedules in advance. Weekly and monthly engagement plans ensure consistency, goal tracking, and alignment with academic calendars. These may include:

- ✓ One-on-one review sessions
- ✓ Group discussions
- ✓ Resume workshops
- ✓ Internship review meetings
- ✓ Profile orientation sessions

6.19. Monitor Placement Performance and Create Action Plans

Mentors must track the mentee's participation and performance across placement processes, including:

- ✓ Number of companies appeared for
- ✓ GD/PI outcomes
- ✓ Failure Analysis with respect Team, Aptitude, Communication and respective department HOD, Mentor & Director.
- ✓ Feedback from evaluation panels, and Action plan need to reviewed.

For students who face repeated failures, mentors must prepare individualized action plans focusing on communication, aptitude, or domain gaps to avoid recurrence.

Do’s and Don’ts for Mentors and Mentees

What makes a good mentor?

What a mentor DOES	What a mentor DOES NOT do
Listen: function as a sounding board for problems and ideas	**Protect from experience:** do not assume the role of problem solver for the mentees
Criticize constructively: point out areas that need improvement, always focusing on the mentee’s behavior, never his/her character.	**Take over:** do not do what the mentees should be doing themselves
Support and facilitate: provide networking experience; share knowledge of the system; offer assistance where needed	**Force:** do not attempt to force a mentee in one direction
Teach by example: serve as a model for adhering to the highest values in every area of life	**Use undue influence:** do not use a sense of obligation to influence the mentee’s professional decisions
Encourage and motivate: help mentees to consistently move beyond their comfort zone	**Lose critical oversight:** do not allow friendship to shade over into favoritism
Promote independence: give their mentees every opportunity to learn by experience	**Condemn:** do not convey to the mentees that honest mistakes are career-altering disasters
Promote balance: serve as a model for balance between professional and personal needs and obligations	
Take pride in the success of their mentees: recognize that students may rise to greater levels than those who trained them	

What makes a good mentee?

What a mentee DOES	What mentee DOES NOT do
Take the initiative: recognize the need for mentoring and seek it out	**Avoid difficulties:** do not expect mentors to solve all your problems for you
Avoid perfectionism: accept that you will make mistakes, and learn from them	**Sidestep work:** do not expect mentors to do work that you should be doing yourselves
Maintain balance: preserve time for family and friends	**Stay in your comfort zone:** do not shy away from new learning experiences
Work hard: are prepared to give your best	**Take advantage:** do not use friendship with a mentor as a tool to avoid work or escape consequences of your own activities
Support your peers: exchange personal and professional support with fellow trainees	**Bottle it up:** do not avoid talking about problems, anxieties, or grief because it makes you seem less than perfect

7. Roles of Mentors during WIP/ SIP and monitoring of mentees

7.1. Pre WIP/ SIP

- ✓ Mentors will guide mentees in preparation of their resume
- ✓ Mentors will guide mentees for GD and PI
- ✓ Mentors will guide mentees while applying for companies
- ✓ Mentors will guide mentees researching about the company and sector/ industry in which they will do their internship before
- ✓ Mentors should brief mentees the Dos and Donts before they go for their internship

7.2. During WIP/ SIP

- ✓ Mentors must ensure students join on Day 1 of internship and that students must be punctual
- ✓ Mentors must be in regular touch with the mentees in the course of the WIP and SIP
- ✓ Mentors have to take feedback about their mentees from the external mentor atleast once in a month if not fortnightly
- ✓ Mentors must take regular report from the mentees – daily report of their task completed and weekly update of their WIP log book signed by the external mentor in the form of email or whatsapp update
- ✓ Mentors must help mentees decide the project title of the WIP and SIP in case the company doesn't provide it
- ✓ Mentors must conduct periodic meeting with all mentees as a part of WIP/ SIP progress review in the form of video conferencing
- ✓ Mentors have to fill the tracker weekly for review by the batch-in-charge and HOD and Director
- ✓ Mentors should intervene if mentees are not working upto the mark
- ✓ Mentors should intervene if the company is not providing support or good project to mentees
- ✓ Mentors must guide mentees in the successful completion of the project
- ✓ Mentors are authorized to take disciplinary action against non-compliance mentees in co-ordination with the batch-in-charge
    - o Mentors should give verbal warning to mentees who are defaulters in attendance, discipline, grooming and assignment submission
    - o If the mentee do not change his/her habit/ behavior, his/ her parents should be called by the mentor and should be apprised of the situation. Written

warning letter has to be given to the student and a signed copy of the warning letter should be send to the parents

    - If the mentee still continue to be non-compliance, he/she must be taken to the Discipline Committee panel headed by the Director – Academics and appropriate disciplinary action must be taken

- ✓ Recognition should be given to mentees who are doing exemplary work

7.3. Post WIP/SIP

- ✓ Mentors must guide mentees in preparation of their project report and presentation

8. The decision of Early WIP/Early SIP/Late WIP/Late SIP

It is imperative to say that Placements and internships are the by-products of education, thus it is critical to decide on the approval for decisions related to early joining of WIP or SIP and late relieving from WIP or SIP.

Generally, Early or late internships will not be allowed unless they are adding value to the student and institute but provided committee is convinced on the same.

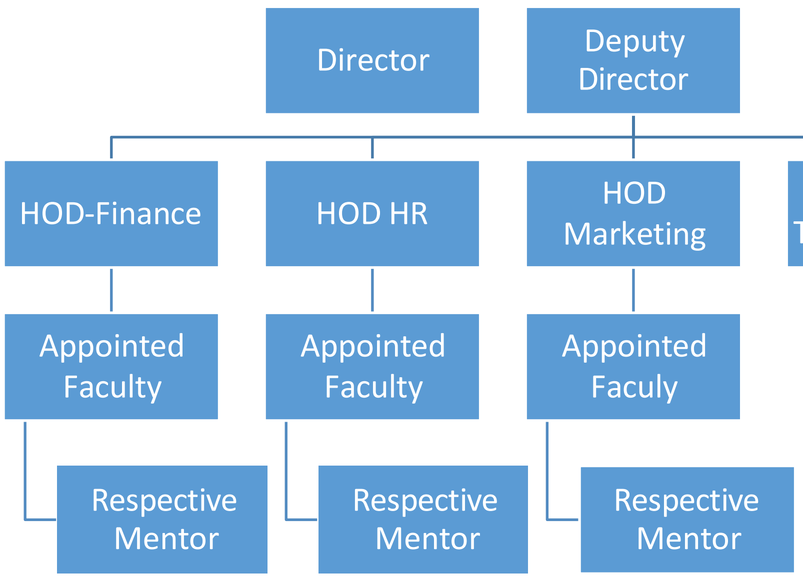
For an application to be eligible to be discussed by the committee for the decision should have

1. Student details
2. Company
3. Profile (Profile should match the specialization and domain-related learnings)
4. Job Description
5. Company HR Contact details (or related contact person)
6. Mentor Comments
7. HOD Comments
8. Nominated faculty comments
9. Students comments
10. Placement comments

NOTE: Comments should support their view on the decision.

The decision for this would be put forth in front of the committee which could be called Academic decision committee headed by Directors. The committee will meet every week on Saturday to discuss the related matters. The committee meeting could be called urgently for issues requiring urgent attention.

The committee structure is



Decision Level Committee

1. Early Joining or Late relieving from 1 to 15 days- The decision could be taken by a primary committee headed by Academic Director along with HOD, Mentor and Placement member
2. Early Joining or Late relieving from 15 to 30 days- The decision could be taken by a secondary level committee headed by Director along with Assistant Director, HOD, Batch Incharge, nominated faculty in charge, Mentor and Placement member
3. Early Joining or Late relieving from 30-45 days- The decision could be taken by a Tertiary committee headed by Chairman along with Director, Assistant Director, HOD, Batch Incharge, nominated faculty in charge, Mentor and Placement member

All the decisions taken by the committee will be final and abiding. The decision related to the aforementioned issues would be marked through a mail or a letter depicting the date and reference number for all the decisions. Decisions taken by primary level committee will be communicated the to above level committees through a written communication along with CC to the student and respective departments. The same procedure will be followed by other committees.

9. The problem-solving mechanism for mentees

When students came from different part of the country and admitted in the institute they face some challenges in adjusting in a new environment and culture. The role of a mentor is to make them comfortable and listen to their problems in scheduled mentoring session as well as whenever mentee approach to them.

Few problems of mentee are enlisted as follows

I] Non-Academic problems

1) I card related issues
2) Uniform Related problems
3) Laptop related issues
4) Health-related issues
5) Hostel related problems
6) Transport related problems
7) Mess related problems
8) Fees related problems
9) Leave related issues

II] Academic Problems

1) Difficulty in understanding subjects
2) Exam related query
3) Evaluation related query
4) Attendance related issues
5) Scores/grade related query

Role of a mentor, batch in-charge and other staff members in problem-solving mechanism

9.1. I card related issues:

It is expected that students will get their temporary i-cards within one week after joining BOP and Final I card within 30 days after their admission for the program.

If after stated period students don’t get their ID then mentor needs do the follow up with batch in-charge and admin department

9.2. Uniform Related problems:

It is expected that students will get their uniform within 2 months after their admission for the program. In case there is any problem in uniform, Batch in charge is the first person to contact. If still problem not resolved then a mentor can discuss the issue with a batch in charge.

9.3. Laptop related issues :

It is expected that students will get their laptop within 3 months after their admission for the program. In case there is any problem in issuing or any other technical issue they can contact system admin(IT).

Batch in-charge needs to coordinate with the IT team regarding issuing laptop. Still, if there is any problem in issuing laptop or technical problem then a mentor can intervene.

9.4. Health-related issues:

We have Doctor available on campus, who sits in CR 204-A, Doctor cabin is fully equipped with necessary infrastructure and medicine. We have Ambulance on campus with dedicated driver 24*7 for emergency.

9.5. Hostel related problems

We have dedicated warden for every 100 students, who stay in hostel 24*7 for student support, as per our SOP any queries or complains (WiFi, Plumbing issues, electricity, etc.) needs to be solved within 24hrs. We have dedicated IT, Plumbing, Electricity department on campus). We have dedicated hostel in-charge who track of daily compliances report to Admin Head.

9.6. Transport related problems

We have 12 Bus, 6 Cars, 2 food trucks, 1 Ambulance on campus with dedicated drivers, and a Transportation In-charge. Every day transportation plan will be shared with students one day in advance which has pickup Point & Time hostel wise, Driver name, Bus No., expected time of arrival to campus.

TENTATIVE TRANSPORT SCHEDULE FOR 29-04-25 (ADVANCE DRIVER SCHEDULE-ADS)								
STUDENTS & STAFF PICKUP SCHEDULE								
VEHICLE NUMBER	DRIVER NAME &	FROM	DEP TIME	TO	REACH TIME	FROM	DEP TIME	TO
MH12WP-3964	Sagar	Pibm	7.15am	S.Nagar	8.00am	Sh. Nagar	8.00am	
		Bavdhan	8.30am		pibm9.55am			
				PGDM STU				
MH-12XM8798	Shamboo	Pibm	8.15am	Navyanagan	8.40am	Navyanagan	8.40am	pibm9.00am
MH-12-FZ-8265	Shangmesh war	Pibm	8.15am	kristyal/Navyanag an	8.40am	kristyal/Navyana gan	8.40am	pibm9.00am
MH-12-WJ-2734	Shivaji	Pibm	8.15am	Navyanagan	8.40am	Navyanagan	8.40am	pibm9.00am
MH-12-RN-6039	Ram	Pibm	8.15am	Navyanagan/warri	8.40am	Navyanagan/warr	8.40am	pibm9.00am
MH12-QG--5916	Devkumar	Pibm	8.15am	H.G/staff	8.30am	H.G/staff	8.35am	pibm9.00am
MH-12-RN-6039	Ram	Pibm	9.00am	Unique	9.10am	Unique	9.10am	pibm9.20am
MH-12-RN-6041	Dinesh	Pibm	8.15am	H.G	8.30am	H.G	8.40am	pibm9.00am
MH-12-RN-6041	Dinesh	Pibm	9.00am	piramid	9.15am	piramid	9.15am	pibm9.30am
MH-12-WJ-2734	Shivaji	Pibm	9.00AM	Tangde	9.15am	Tangde	9.15am	pibm9.30am
MH-12XM8798	shamboo	Pibm	9.00am	Muktai/Dreeam/L eader	9.15am	Muktai/Dreeam/ Leader	9.15am	pibm9.30am
MH-12-FZ-8265	Shangmesh war	Pibm	9.00am	Crown/dream leader	9.15am	Crown/dream leader	9.15am	pibm9.30am
MH-12-QG-5916	Devkumar	Pibm	9.00am	Dream/Leader	9.15am	Dream/Leader	9.15am	pibm9.30am

10. Role of mentor for Slow learner students

Students admitted for management program come from different academic and family backgrounds. All mentees are not academically strong or their communication and aptitude levels are also varied.

In the process, the first step in the process is to diagnose the problem and then design development plan

10.1. Evaluate the level of mentee:

For this step, mentor used to get inputs of mentee’s performance from batch in-charge, subject faculties, HOD and exam department.

Based on the input, mentor need to analyze A, B, C and D grade students. Also need to understand in which area mentee is performing poor like mentee is poor in aptitude or Communication or specific subject.

10.2Design a Development Plan:

If a mentee is not performing good in their aptitude or communication, then as a mentor first you need to discuss with concern HOD. The second thing you need to do is design some assignments or plan some extra classes for the development of poor mentees in coordination with respective HOD and subject faculties

If a mentee is poor in a particular subject, then first understand what is the exact problem. After coordination with concern subject faculty, schedule a joint meeting help the mentee solve the problem. Second semester onwards mentees allotted as per the specialization so you as a mentor can also guide mentee for the specific subject.

GROUP REWARD FOR BEST MENTOR
"PIBM - Best Mentor of the Year"

11. Mentoring Reward System in PIBM

In identification of **"Best of Best"**, Pune Institute of Business Management has introduced the **"Best Mentoring Award system"** and it has completed two years of recognizing the best mentors in PIBM. The main aim of PIBM Mentoring Reward and Recognition process is to improve the mentoring process among faculties. In order to encourage the mentoring activity, it becomes more important to recognize the efforts put in by the mentors in terms of students training, development, performance, attitude, and achievements in PIBM.

Purpose of the Mentoring rewarding system is to build up an organizational culture where good work done by mentors is valued and their tremendous efforts are recognized. This is applicable to all the mentors of Pune Institute of Business Management (PIBM). The importance of mentoring reward process is to promote motivation among mentors and to build up culture that is conducive for achieving institutional objective and to make mentors feel valued and appreciated for their good work done.

11.1. Process of Mentoring Reward System

11.1.1. Award Specification

PIBM Mentoring Reward System is to recognize significant and outstanding value-added contributions of the mentors while performing the duties in spite of various constraints. It also creates a **"Role Model"** for others to emulate and surpass. Mentors will be nominated on an annual bases to get in to the **"PIBM Mentoring Award"** division through certain process and procedure. This process will make timely recognition to mentors to improve quality of mentoring in Pune Institute of Business Management in creation of excellence management students and good human being to the world.

11.1.2. PIBM - Annual Mentoring Reward System

Mentors will be appreciated and recognized during the annual convocation held in Pune Institute of Business Management, Pune. The mentors will be recognized in various categories mentioned below:

- Overall Best Mentor – Marketing, HR and Finance Department

- Best Mentor – Marketing Department
- Best Mentor – Human Resource Department
- Best Mentor – Finance Department

Overall mentors will be consider for the award based on their respective departments as specified in the four (individual) categories above. Chairman, Principal Director and Department HOD shall determine how the mentoring award is to be administered within their respective areas within the specific period of time.

11.1.2.1. Overall Best Mentor – Marketing, HR and Finance Department

There will be an institute-wide annual **"Overall Best Mentor of the Year Award"** to the most outstanding mentor of the four listed individual categories above. Awardee will be recognized with "**Overall Best Mentor of PIBM Title with Shield"** in the convocation forum of PIBM early.

11.1.2.2. Best Mentor – Marketing Department

There will be a Marketing Department-wide annual **"PIBM - Best Mentor of Marketing Department"** of the most outstanding mentor in Marketing Department of PIBM. Awardee will be recognized with **"PIBM - Best Mentor of Marketing Department with Title with Shield"** in the convocation forum of PIBM early.

11.1.2.3. Best Mentor – Human Resource Department

There will be a Human Resource Department-wide annual **"PIBM - Best Mentor of HR Department"** of the most outstanding mentor in HR Department of PIBM. Awardee will be recognized with **"PIBM - Best Mentor of HR Department with Title with Shield"** in the convocation forum of PIBM early.

11.1.2.4. Best Mentor – Finance Department

There will be a Finance Department-wide annual **"PIBM - Best Mentor of Finance Department"** of the most outstanding mentor in Finance Department of PIBM. Awardee will be recognized with **"PIBM - Best Mentor of Finance Department with Title with Shield"** in the convocation forum of PIBM early.

11.2. On-Spot Mentor Recognition Award

This approach provides mentor rewards and recognition at any time for building up the student's domain knowledge, behaviors and values in the institute, contributions to the goals and objectives of the institute and to acknowledge individual or team accomplishments. This On-Spot Mentor Recognizing process will be indorsed by **Director of PIBM** in Mentoring Experience Sharing Series of PIBM which motivate other mentors to work harder and smarter for institutional goal achievement.

11.3. Reward and Recognition Committee

This committee will be set up, coordinated and chaired by the Chairman, Director, Assistant Director and all Department HOD of PIBM. The committee will be selecting and evaluating Mentors in various criteria and will present the winners. The awards will assist to create some excitement and healthy competition in the department for the benefit of the students and Institution.

11.4. Selection Process of PIBM Mentoring Award System

Type of Reward	Criteria	Level	Purpose	Approval Required	Reward Timing	Awarded Event
Overall Best Mentor	Excellence in Overall Mentoring in PIBM	Overall Department	To motive and recognize the best mentor	Chairman, Director, Assistant Director and all Department HOD's	Annually	Convocation
Best Mentor – Marketing Department	Excellent in Mentoring from Marketing Department	Department Level	To motive and recognize the best mentor	Chairman, Director, Assistant Director and all Department HOD's	Annually	Convocation
Best Mentor – HR Department	Excellent in Mentoring from HR Department	Department Level	To motive and recognize the best mentor	Chairman, Director, Assistant Director and all Department HOD's	Annually	Convocation
Best Mentor – Marketing Department	Excellent in Mentoring from Finance Department	Department Level	To motive and recognize the best mentor	Chairman, Assistant, Director, Director and all Department HOD's	Annually	Convocation

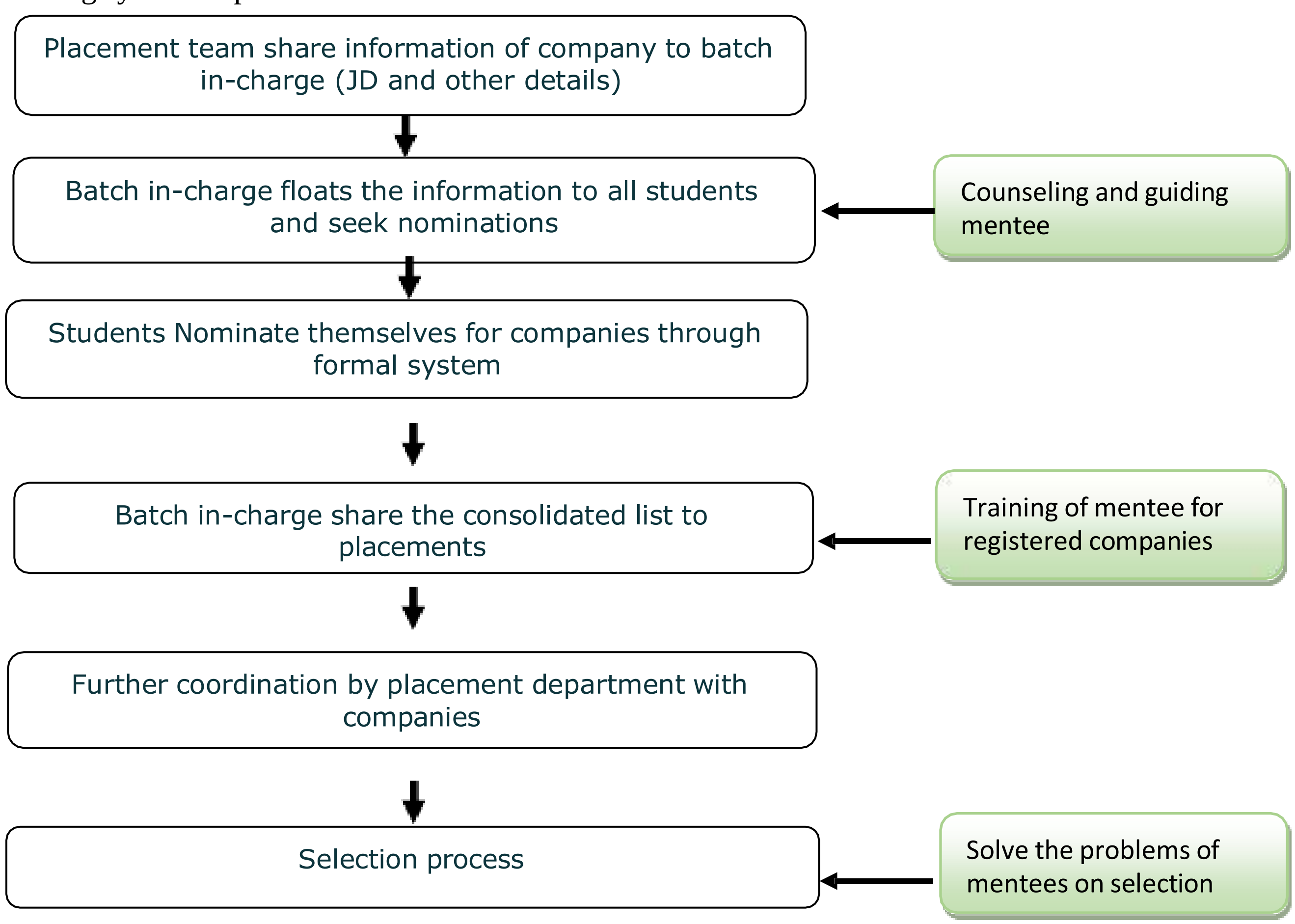
11.5. Outcome of Mentoring Reward System

- Building knowledgeable students and well human being to the society
- Achieving Institutional Vision and Mission
- With reward system both mentor and institution will enjoy the positive and productive work environment
- Increase motivation in the workplace and energies mentors to work with proficiency

12. Role of mentor regarding coordination with placements

Institute’s placement cell plays an important role in students’ tenure at PIBM. Placement department works for students WIP, SIP, Live projects, Industrial guest lectures, Events, and Final placements.

Existing system of placement coordination is



Apart from regular training to mentees and evaluation from placement perspective throughout the year, Mentor also contribute in 3 ways as stated above

1) Counselling and guiding mentee for registration

After receiving company details from the academic team, mentees are having any query in their mind related to JD, Company and many more. As a mentor, you need to answer all the queries and encourage students to register for the company.

2) Training of mentee for registered companies
3) Solve the problems of mentees on selection

ANNEXURE

If a student has undergone a project on Channel Sales in Dabur in his/ her winter internship, the student must be able to speak data pertaining to sector, industry, company and product with respect to their contribution to nation's GDP. He/ she should be able to explain in detail about his/ her profile in the company along with various functions performed and the major achievements. Students should be able to speak on their performance with respect to number of channel partners met in a day and overall performance with respect to conversion and closure. With respect to the product which he/ she has worked, the student must be aware of the market size, market share, segmentation and positioning

In case of retail sales, students must understand and explain their role in back-end operations, SKU management, visual merchandising, day to day store operations, floor management, etc.

MENTORING LOG BOOK

MENTOR MENTEE ENGAGEMENT & PROGRESS MATRIX AND REPORT				
Name of Mentor:			**Name of Mentee:**	
Date:		**Time:**		
Sl. No	**Area/ Factor**	**Frequency**	**Scale**	**Status/ Remark of Mentor**
1	Attendance and Punctuality	Daily	Fully Present (100 %) Partial Present * (50 – 100 %) Absent (0%)	
2	Discipline and adhering to daily schedule	Daily	0 NC 1 NC 2 NC's 1 warning letter 2 warning letters Suspension	** Extreme cases should be justified and mentors can take opinion of the functional head
3	Attitude	Every Monday of the week (for regular faculties) and every Monday/ Tuesday/ Wednesday for adjunct faculties	Always positive (Desirable) Most of the time +ve and sometimes -ve (70:30) Sometime +ve and sometime -ve (50:50) Always negative	

Sl. No	Area/ Factor	Frequency	Scale	Status/ Remark of Mentor
4	Subject/ Domain learning and application	Every 15 days	He/ She does not know He/ She knows but can't express He knows and can express/ explain He knows, can explain and can apply with data or examples He knows, can explain, give examples with data and also	
			Confidence level is low - can't speak one complete sentence in Confidence level is okay but can't speak	

5	Communication and Confidence	Weekly	Confidence level is okay and also speak few sentences in	
			Confidence level is good and can read, write and speak English	
			High level of confidence and language proficiency - can speak freely with substance, example,	

Sl. No	Area/ Factor	Frequency	Scale	Status/ Remark of Mentor
6	Business, Industry, General Awareness and Current Affairs (Indian Economy, Sports, Politics, etc.)	Weekly	No update, doesn't know anything what is happening around	
			Know few things but not adequate	
			Has adequate knowledge about current affairs	
			Always updated and can	
7	Placements preparation and issues (GDPI, WIP, SIP, Final Placement, JD based training)	Weekly	Casual, lazy, weak in every subject	
			Moderate in domain knowledge but cannot express and have	
			Good in communication and aptitude, fairly good in domain knowledge with some	
			Good in communication, aptitude and domain but	
			Well prepared with domain knowledge and application, well versed with learning from WIP and SIP; always adhered to learning and development	

Sl. No.	Area/ Factor	Frequency	Scale	Status/ Remark of
8	Aptitude	Weekly	Level D; Marks < 12/ 50	
			Level C; Marks 12 - 25/ 50	
			Level B; Marks 25 - 40/ 50	
			Level A; Marks 40+/ 50	
9	Grooming	Daily	Never adhere to grooming standard	
			Sometimes adhering to grooming standard (50:50)	
			Most of the time adhering to grooming standard (70:30)	
			Always adhere to grooming standard and checklist defined by the institute	
10	Evaluation			
10.1	GD	Weekly	Never participates	
			Sometimes participate; most of the time "No"	
			Most of the time participate and make valuable contribution; good communication, confidence and	
			Active participation and makes sensible and valuable	
10.2	PI	15 days	He/ She does not know	
			He/ She knows but can't express	
			He knows and can express/ explain	
			He knows, can explain and can apply with data or examples	
			He knows, can explain, give examples with data and also teach and demonstrates to others	

S. No	Area/ Factor	Frequency	Scale	Status/ Remark of Mentor
10.3	Internals	15 days	Below average; < 50%	
			Average; 50 - 60 %	
			Above Average; 60 - 80% (minimum expectation)	
			Excellent; > 80% (desirable)	
10.4	External	End of each semester	Below average; < 50%	
			Average; 50 - 60 %	

			Above Average; 60 - 80% (minimum expectation)	
			Excellent; > 80% (desirable)	
10.5	Internship			
10.5.1	WIP/ S I P / L i v e Project		Below average; < 50%	Feedback f r o m c o m p a n y - 10% Timely submission of report to internal mentor - 10% Quality of log book submission - 10% Final Report - 30% Final corporate
			Average; 50 - 60 %	
			Above Average; 60 - 80% (minimum expectation)	
			Excellent; > 80% (desirable)	

S. No	Area/ Factor	Frequency	Scale	Status/ Remark of Mentor
11	Class Participation	Daily	Do not participate at all	
			Participate very less	
			Participate actively but lacks content	
			Always participate and with content	
12	Any other special remarks other than points covered above			

ANNEXTURE (Filled Format 1: Excellent Performance)

Mentoring Log Book

MENTOR MENTEE ENGAGEMENT & PROGRESS MATRIX AND REPORT					
Name of Mentor:					Name of Mentee:
Date:	Time:				
S. No	**Area/ Factor**	**Frequency**	**Scale**		
1	Attendance and Punctuality	Daily	Fully Present (100 %)	X	** Extreme cases should be justified and mentors can take opinion of the functional head
			Partial Present * (50 – 100 %)		
			Absent (0%)		
2	Discipline and adhering to daily schedule	Daily	0 NC	X	
			1 NC		
			2 NC's		
			1 warning letter		
			2 warning letters		
			Suspension		

S. No	Area/ Factor	Frequency	Scale
3	Attitude	Every Monday of the week (for regular faculties) and every Monday/ Tuesday/ Wednesday for adjunct faculties	Always positive (Desirable)
			Most of the time +ve and sometimes -ve (70:30)
			Sometime +ve and sometime -ve (50:50)
			Always negative
4	Subject/ Domain learning and application	Every 15 days	He/ She does not know
			He/ She knows but can't express
			He knows and can express/ explain
			He knows, can explain and can apply with data or examples (minimum expectation)
			He knows, can explain, give examples with data and also teach and demonstrates to others (Desirable)
5	Communication and Confidence	Weekly	Confidence level is low - can't speak one complete sentence in English
			Confidence level is okay but can’t speak
			Confidence level is okay and also speak few sentences in English correctly
			Confidence level is good and can read, write and speak English correctly and can comprehend (minimum expectation)
			High level of confidence and language proficiency - can speak freely with substance, example, application and comprehend fully (Desirable)

S. No	Area/ Factor	Frequency	Scale
6	Business, Industry, General Awareness and Current Affairs (Indian Economy, Sports, Politics,	Weekly	No update, doesn't know anything what is happening around
			Know few things but not adequate
			Has adequate knowledge about current affairs (Minimum expectation)
			Always updated and can response promptly to any current affairs (Desirable)
7	Placements preparationand issues (GDPI, WIP, SIP, Final Placement, JD based training)	Weekly	Casual, lazy, weak in every subject
			Moderate in domain knowledge but cannot express and have low aptitude
			Good in communication and aptitude, fairly good in domain knowledge with some application; confidence level is acceptable
			Good in communication, aptitude and domain but cannot explain WIP and SIP with relevant data
			Well prepared with domain knowledge and application, well versed with learning from WIP and SIP; always adhered to learning and development schedule; effective in aptitude and communication and high level of confidence; adheres to personal grooming standard of the institute (Desirable)
8	Aptitude	Weekly	Level D; Marks < 12/ 50
			Level C; Marks 12 - 25/ 50
			Level B; Marks 25 - 40/ 50
			Level A; Marks 40+/ 50

S. No	Area/ Factor	Frequency	Scale
9	Grooming	Daily	Never adhere to grooming standard
			Sometimes adhering to grooming standard (50:50)
			Most of the time adhering to grooming standard (70:30)
			Always adhere to grooming standard and checklist defined by th institute (Desirable)
10	Evaluation		
10.1	GD	Weekly	Never participates
			Sometimes participate; most of the time "No"
			Most of the time participate and make valuable contribution; goo communication, confidence and substance (minimu expectation)
			Active participation and makes sensible and valuable contribution (desirable)
G10.2	PI	15 days	He/ She does not know
			He/ She knows but can't express
			He knows and can express/ explain
			He knows, can explain and can apply with data or examples
			He knows, can explain, give examples with data and also teac and demonstrates to others (desirable)
10.3	Internals	15 days	Below average; < 50%
			Average; 50 - 60 %
			Above Average; 60 - 80% (minimum expectation)
			Excellent; > 80% (desirable)

S. No	Area/ Factor	Frequency	Scale
10.4	External	End of each semester	Below average; < 50%
			Average; 50 - 60 %
			Above Average; 60 - 80% (minimum expectation)
			Excellent; > 80% (desirable)
10.5	Internship		
10.5.1	WIP/ S I P / L i v e Project	As and when done; WIP – December to January; SIP – May to July	Below average; < 50%
			Average; 50 - 60 %
			Above Average; 60 - 80% (minimum expectation)
			Excellent; > 80% (desirable)
11	Class Participation	Daily	Do not participate at all
			Participate very less
			Participate actively but lacks content
			Always participate and with content
12	Any other special remarks other than points covered above		

ANNEXTURE (Filled Format 2: Bad and Average Performance)

Mentoring Log Book

MENTOR MENTEE ENGAGEMENT & PROGRESS MATRIX AND REPORT				
Name of Mentor:				
Date:		Time:		
S. No	**Area/ Factor**	**Frequency**	**Scale**	
1	Attendance and Punctuality	Daily	Fully Present (100 %)	
			Partial Present * (50 – 100 %)	X
			Absent (0%)	
2	Discipline and adhering to daily schedule	Daily	0 NC	
			1 NC	
			2 NC's	X
			1 warning letter	
			2 warning letters	
			Suspension	

S. No	Area/ Factor	Frequency	Scale	
3	Attitude	Every Monday of the week (for regular faculties) and every Monday/ Tuesday/ Wednesday for adjunct faculties	Always positive (Desirable)	
			Most of the time +ve and sometimes -ve (70:30)	
			Sometime +ve and sometime -ve (50:50)	X
			Always negative	
4	Subject/ Domain learning and application	Every 15 days	He/ She does not know	X
			He/ She knows but can't express	
			He knows and can express/ explain	
			He knows, can explain and can apply with data or examples (minimum expectation)	
			He knows, can explain, give examples with data and also teach and demonstrates to others (Desirable)	

S. No	Area/ Factor	Frequency	Scale	
5	Communication and Confidence	Weekly	Confidence level is low - can't speak one complete sentence in English	
			Confidence level is okay but can’t speak	
			Confidence level is okay and also speak few sentences in English correctly	X
			Confidence level is good and can read, write and speak English correctly and can comprehend (minimum expectation)	
			High level of confidence and language proficiency - can speak freely with substance, example, application and comprehend fully (Desirable)	
6	Business, Industry, General Awareness and Current Affairs (Indian Economy, Sports, Politics, etc.)	Weekly	No update, doesn't know anything what is happening around	X
			Know few things but not adequate	
			Has adequate knowledge about current affairs (Minimum expectation)	
			Always updated and can response promptly to any current affairs (Desirable)	

S. No	Area/ Factor	Frequency	Scale	
7	Placements preparation and issues (GDPI, WIP, SIP, Final Placement, JD based training)	Weekly	Casual, lazy, weak in every subject	
			Moderate in domain knowledge but cannot express and have low aptitude	X
			Good in communication and aptitude, fairly good in domain knowledge with some application; confidence level is acceptable	
			Good in communication, aptitude and domain but cannot explain WIP and SIP with relevant data	
			Well prepared with domain knowledge and application, well versed with learning from WIP and SIP; always adhered to learning and development schedule; effective in aptitude and communication and high level of confidence; adheres to personal grooming standard of the institute (Desirable)	
8	Aptitude	Weekly	Level D; Marks < 12/ 50	X
			Level C; Marks 12 - 25/ 50	
			Level B; Marks 25 - 40/ 50	
			Level A; Marks 40+/ 50	

S. No	Area/ Factor	Frequency	Scale		S
9	Grooming	Daily	Never adhere to grooming standard		
			Sometimes adhering to grooming standard (50:50)	X	
			Most of the time adhering to grooming standard (70:30)		
			Always adhere to grooming standard and checklist defined by the institute (Desirable)		
10	Evaluation				
10.1	GD	Weekly	Never participates		
			Sometimes participate; most of the time "No"	X	
			Most of the time participate and make valuable contribution; good communication, confidence and substance (minimum expectation)		
			Active participation and makes sensible and valuable contribution (desirable)		
10.2	PI	15 days	He/ She does not know		
			He/ She knows but can't express	X	
			He knows and can express/ explain		
			He knows, can explain and can apply with data or examples		
			He knows, can explain, give examples with data and also teach and demonstrates to others (desirable)		

S. No	Area/ Factor	Frequency	Scale		
10.3	Internals	15 days	Below average; < 50%	X	St pe ev
			Average; 50 - 60 %		
			Above Average; 60 - 80% (minimum expectation)		
			Excellent; > 80% (desirable)		
10.4	External	End of each semester	Below average; < 50%	X	St pe ev
			Average; 50 - 60 %		
			Above Average; 60 - 80% (minimum expectation)		
			Excellent; > 80% (desirable)		
10.5	Internship				F 1 T to Q su Fi Fi 4
10.5.1	WIP/ SIP/ Live Project	As and when done; WIP – December to January; SIP – May to July	Below average; < 50%	X	
			Average; 50 - 60 %		
			Above Average; 60 - 80% (minimum expectation)		
			Excellent; > 80% (desirable)		
11	Class Participation	Daily	Do not participate at all		
			Participate very less	X	
			Participate actively but lacks content		
			Always participate and with content		
12	Any other special remarks other than points covered above				

Course Plan & Execution

SOP No. 13

Course Plan & Execution

Introduction

The Program Outcome–Course Outcome (POCO)–based academic planning framework is a distinctive and institutionalized practice of the Pune Institute of Business Management (PIBM). As part of structured semester-wise academic planning, PIBM follows this framework consistently every semester to ensure precision in course design, execution, and outcome attainment.

This SOP formalizes a system-driven, outcome-based planning approach wherein academic decisions—from subject finalization and faculty allocation to course execution and assessment—are aligned with industry requirements, institutional Program Outcomes, and measurable student competencies. The POCO framework serves as the academic backbone of PIBM's Outcome-Based Education (OBE) implementation, ensuring uniformity, rigor, relevance, and accountability across all programs and specializations.

By integrating historical academic insights, industry and employability inputs, pedagogy planning, assessment governance, and multi-level review mechanisms, this SOP enables PIBM to translate academic intent into structured execution and evidence-based outcomes on a semester-to-semester basis.

Objectives of the POCO SOP

- To establish a standardized, outcome-based framework for course planning that aligns Course Outcomes (COs) with institution-defined Program Outcomes (POs) and expected competencies.
- To ensure industry relevance and employability orientation in curriculum design through systematic integration of job role requirements, industry inputs, and application-based learning.

- To enable structured academic execution by guiding faculty in pedagogy selection, session-wise planing, and competency-aligned assessment design.
- To create measurable and auditable learning outcomes through CO–PO–CEC mapping, assessment rubrics, benchmarking, and outcome attainment tracking.
- To support continuous quality improvement and accreditation readiness through documented planning, internal and external reviews, and analytics-driven academic decision-making.

Detailed Process Description

A System for Outcome-Based Academic Planning and Analytics

1. Introduction and System Context

The present document describes an integrated, institution-level System for Outcome-Based Academic Planning and Analytics, designed to govern the complete lifecycle of academic course conceptualization, validation, execution readiness, and performance analysis within a management education environment. The system has been conceptualized and operationalized to address the growing complexity of curriculum governance in contemporary MBA and PGDM programs, where academic rigor, industry relevance, accreditation compliance, and measurable learning outcomes must coexist in a structured and auditable manner.

Traditionally, academic planning processes in higher education institutions have relied on fragmented practices such as isolated syllabus preparation, individual faculty-driven course plans, and assessment mechanisms that are weakly connected to program-level outcomes. Such approaches often result in limited traceability between institutional vision, program outcomes, course design, pedagogy selection, assessment strategies, and actual student competency attainment. The absence of an integrated system also creates challenges in accreditation reporting, outcome attainment analysis, and continuous quality improvement.

The system described in this document overcomes these limitations by functioning as a governance-driven academic operating system, rather than a mere documentation framework. It systematically integrates historical academic data, industry and employability requirements, faculty capability intelligence, standardized outcome frameworks, pedagogy taxonomies, assessment governance rules, and multi-level quality assurance mechanisms into a single coherent process architecture.

At its core, the system transforms academic planning from a static, document-centric activity into a dynamic, data-informed, and analytics-enabled process. Every academic decision—ranging from subject finalization and faculty allocation to course outcome design, pedagogy alignment, and assessment planning—is executed through predefined system logic, validated through structured review checkpoints, and stored as auditable academic artifacts.

The system is explicitly designed to support Outcome-Based Education (OBE) principles by ensuring that:

- Program Outcomes (POs) derived from institutional vision and mission are consistently operationalized at the course and session levels;
- Course Outcomes (COs) are measurable, competency-driven, and aligned with industry-relevant skill sets;
- Teaching pedagogies and assessment mechanisms are intentionally selected and justified based on expected competency development;
- Outcome attainment is evidenced through structured assessment data and analytics rather than anecdotal inference.

Further, the system incorporates a closed-loop quality assurance model, wherein internal and external academic reviews, feedback mechanisms, and revision workflows are embedded as integral components of the process. This ensures that academic plans are not only compliant at the point of creation but remain robust, validated, and execution-ready prior to course delivery.

The scope of the system extends beyond individual subjects to encompass institution-wide academic orchestration, including pre-semester subject portfolio analysis, faculty capability matching, course allocation governance, POCO document preparation, session-level execution intelligence, and ERP/LMS-based deployment readiness. By doing so, the system provides a scalable foundation for academic standardization while allowing contextual flexibility across specializations, subjects, and faculty expertise.

Importantly, the system is implementation-agnostic and can be deployed as a standalone digital platform, an ERP-integrated module, or a cloud-based academic analytics solution. Its architecture supports longitudinal data capture, outcome attainment tracking, and accreditation-ready reporting, thereby enabling informed academic decision-making and continuous improvement at the institutional level.

This detailed process description that follows elaborates each phase of the system in a sequential and logical manner, outlining inputs, processing logic, validation mechanisms, and outputs. Collectively, these phases define a comprehensive, repeatable, and auditable framework for outcome-based academic planning and analytics, suitable for adoption, scaling, and formal intellectual property protection.

2. Phase I – Historical Academic Portfolio Review and Subject Intelligence Layer

Phase I represents the foundational intelligence layer of the system and marks the formal initiation of the outcome-based academic planning cycle. In this phase, the system performs a structured, longitudinal analysis of the institution's academic subject portfolio in order to establish evidence-based continuity, relevance, and strategic direction for forthcoming academic terms.

The system retrieves historical academic data spanning a predefined temporal window, typically comprising the previous five academic years, and organizes this data specialization-wise. This historical dataset functions as a critical input repository, enabling the system to move away from ad-hoc or intuition-driven subject decisions toward a data-supported academic planning approach.

The historical academic portfolio analyzed in this phase includes, but is not limited to:

- Subject titles offered across each specialization and semester
- Frequency and continuity of subject offerings over multiple academic cycles
- Introduction, modification, or discontinuation patterns of subjects
- Structural overlaps and thematic redundancies across subjects

Using this data, the system performs comparative subject intelligence analysis, wherein subjects are examined for sustained relevance, redundancy, or obsolescence. Subjects that have remained unchanged over extended periods are flagged for relevance reassessment, while subjects with overlapping learning objectives or content coverage are identified for possible consolidation or redesign.

This phase ensures that academic planning is anchored in institutional memory and longitudinal evidence, rather than being limited to short-term trends. It also provides a defensible academic rationale during internal reviews, external audits, and accreditation assessments by demonstrating that subject decisions are supported by historical data analysis.

Output of Phase I is a historical subject intelligence baseline, which includes:

- A specialization-wise consolidated view of subjects offered over the last five years
- Identification of stable, evolving, and redundant subjects
- Evidence markers to support subject retention, modification, or replacement decisions

Illustrative Example: If multiple analytics-related subjects across five academic cycles demonstrate significant overlap in tools and learning objectives, the system flags such subjects for consolidation or repositioning in subsequent phases.

The historical subject intelligence baseline generated in Phase I is not a decision-making endpoint; rather, it serves as a validated reference layer that feeds into subsequent phases of multi-source input integration and subject finalization. By embedding this intelligence layer at the start of the process, the system ensures academic continuity, strategic coherence, and traceability across planning cycles.

3. Phase II – Multi-Source Academic and Industry Input Integration

Phase II constitutes the contextual alignment and relevance assurance layer of the system. Building upon the historical subject intelligence baseline generated in Phase I, this phase integrates multiple structured data sources to ensure that academic planning decisions are aligned with contemporary learner needs, employability requirements, institutional objectives, and external regulatory expectations.

In this phase, the system does not treat academic inputs in isolation. Instead, it operates as a multi-source integration engine, wherein diverse academic, industry, and governance-related inputs are aggregated, normalized, and jointly evaluated. This design ensures that subject planning reflects a balanced synthesis of past performance, present relevance, and future orientation.

3.1 Structured Input Dimensions

The system mandates the integration of the following six structured input dimensions, each of which contributes a distinct perspective to academic planning:

1. Historical Subject Performance Data

   This includes aggregate indicators such as course completion trends, internal and external assessment outcomes, course outcome attainment levels, and observed learning gaps. These indicators help the system identify subjects that have consistently delivered strong outcomes versus those requiring redesign or repositioning.

2. Student Feedback and Learning Effectiveness Data

   Structured student feedback collected across academic cycles is processed to capture learner perceptions regarding content relevance, conceptual clarity, workload balance, and practical applicability. This data enables the system to incorporate the learner voice into academic planning without relying on anecdotal inputs.

3. Placement-Oriented Job Description and Role Requirement Data

   The system integrates placement data, including current and emerging job descriptions, role competency frameworks, and recruiter expectations. This ensures that subject planning remains aligned with employability outcomes and that academic content supports real-world role readiness.

4. Industry Advisory and Practitioner Inputs

   Inputs from industry professionals, advisory boards, corporate partners, and domain experts are incorporated to reflect evolving business practices, tools, and skill expectations. These inputs enable the system to anticipate market shifts rather than react to them retrospectively.

5. Regulatory, Accreditation, and Compliance Requirements

   The system processes requirements derived from accreditation frameworks, regulatory bodies, and institutional academic policies. This ensures that subject planning decisions remain compliant with outcome-based education standards and external quality benchmarks.

6. Faculty Capability and Expertise Data

   Faculty profiles, including prior teaching experience, industry exposure, and historical student outcome performance, are integrated to assess delivery feasibility and alignment with subject complexity.

3.2 Integration and Evaluation Logic

Once the above input dimensions are ingested, the system performs contextual relevance analysis, wherein correlations and consistencies across inputs are examined. Subjects identified as historically stable but misaligned with emerging industry roles are flagged for enhancement, while subjects demonstrating strong alignment across multiple input dimensions are reinforced.

The system deliberately avoids prioritizing any single input source. Instead, it applies a balanced integration logic, ensuring that academic rigor, learner experience, employability, and compliance requirements are jointly satisfied. This prevents short-term market trends or isolated feedback from disproportionately influencing curriculum design.

3.3 Outputs of Phase II

The outputs of Phase II include:

- A validated and context-aligned subject recommendation set for each specialization
- Identification of subjects requiring enhancement, redesign, or repositioning
- Evidence-based justification for inclusion or modification of subjects

Illustrative Example: If placement data indicates increased demand for data-driven decision-making roles while student feedback highlights difficulty with advanced analytics tools, the system recommends strengthening foundational analytics coverage while scaffolding advanced tool-based learning through pedagogy and assessment redesign.

The outputs generated in Phase II serve as a decision-support layer rather than a final determination. These outputs are subsequently used in Phase III to finalize subjects and align them with faculty capability intelligence, ensuring that relevance and deliverability are jointly addressed.

4. Phase III – Subject Finalization and Faculty Capability Matching

Phase III represents the decision orchestration and execution feasibility layer of the system. In this phase, the system transitions from analytical recommendation to controlled academic decision-making by finalizing the subject portfolio for the academic term and aligning each approved subject with appropriate internal faculty expertise.

Building upon the historical intelligence baseline from Phase I and the contextual relevance outputs from Phase II, the system consolidates all validated inputs to arrive at a finalized subject list, specialization-wise. This subject list is treated as an authoritative academic dataset for the given academic cycle and serves as the foundation for subsequent allocation and execution workflows.

4.1 Subject Finalization Logic

The system evaluates each candidate subject against the following consolidated criteria:

- Historical continuity and relevance indicators
- Alignment with industry and employability requirements
- Compliance with regulatory and accreditation expectations
- Strategic fit with program-level objectives

Subjects that demonstrate strong alignment across these criteria are confirmed for inclusion, while subjects identified as partially aligned are flagged for enhancement, restructuring, or controlled modification. Subjects deemed misaligned or redundant are either repositioned within the curriculum or excluded from the active subject portfolio for the cycle.

This finalization logic ensures that subject approval is not discretionary but is instead anchored in documented evidence and structured evaluation.

4.2 Faculty Capability Intelligence and Matching

Upon finalization of the subject list, the system initiates a faculty capability matching process to ensure delivery readiness and academic quality. Rather than relying solely on availability-based allocation, the system evaluates faculty suitability using a composite capability model.

Faculty capability intelligence is derived from:

- Prior Teaching Experience: Historical records of faculty having delivered the subject or closely related domains across previous academic cycles
- Industry Experience Alignment: Documented professional experience that aligns with the subject's conceptual and applied requirements
- Historical Student Outcome Performance: Aggregated indicators of course outcome attainment, assessment performance, and learning effectiveness associated with the faculty

These capability dimensions are collectively analyzed to determine subject–faculty alignment strength.

4.3 Subject–Faculty Alignment Outcomes

Based on the capability analysis, the system generates:

- A recommended faculty assignment for each finalized subject
- Alignment justifications documenting why a specific faculty member is suitable for the subject
- Risk indicators where capability alignment may require additional academic support or oversight

Illustrative Example: A subject focusing on business analytics and decision modeling is aligned to a faculty member with prior analytics teaching experience, relevant industry exposure in data-driven roles, and demonstrable historical student outcome performance in similar subjects.

4.4 Output of Phase III

The outputs of Phase III include:

- A finalized subject portfolio approved for the academic term
- A subject–faculty capability alignment dataset supporting execution feasibility
- Documented rationale enabling transparency during internal governance reviews and external audits

The outputs generated in this phase establish a critical transition point in the system, ensuring that academic relevance and delivery capability are jointly validated before moving into allocation communication and content development workflows.

5. Phase IV – Pre-Allocation Faculty Confidence Validation

Phase IV constitutes the execution assurance and risk mitigation layer of the system. This phase is designed to validate practical feasibility and readiness before formal course allocation is issued, thereby preventing downstream execution risks related to faculty availability, preparedness, or misalignment.

Unlike conventional allocation processes that finalize subject responsibility unilaterally, the system incorporates a pre-allocation confidence validation workflow to ensure that academic planning decisions are not only theoretically sound but also operationally executable.

5.1 Pre-Allocation Communication Workflow

In this phase, the system initiates a structured communication process wherein the faculty members identified through the subject–faculty capability matching process are formally informed of the proposed subject responsibility. This communication is positioned as an intent notification rather than a final allocation.

The intent notification includes:

- Subject title and specialization context
- Academic term and expected delivery scope
- Indicative expectations related to POCO preparation, pedagogy planning, and assessment design

This communication enables transparency and prepares faculty for subsequent planning responsibilities.

5.2 Faculty Confidence and Readiness Validation

Following the intent notification, the system captures faculty confidence and readiness indicators, which may include:

- Confirmation of availability for the academic term
- Acceptance of subject responsibility
- Self-assessed preparedness to deliver the subject as per institutional outcome frameworks

This validation step ensures that subject allocation decisions are mutually acknowledged and operationally feasible prior to formal activation.

5.3 Conflict Resolution and Adjustment Logic

If constraints, conflicts, or reservations are identified during the validation process, the system triggers an adjustment workflow. This may involve:

- Re-evaluating faculty capability alignment
- Identifying alternative internal faculty options
- Rebalancing subject responsibilities to maintain execution quality

This logic ensures that allocation integrity is preserved without compromising academic standards or faculty workload balance.

5.4 Output of Phase IV

The outputs of Phase IV include:

- A validated faculty readiness confirmation for each proposed subject
- A refined subject–faculty mapping free from execution-level conflicts
- Formal readiness signals enabling safe transition to allocation activation

By embedding confidence validation as a distinct system phase, the invention ensures that academic planning progresses from strategic alignment to execution readiness in a controlled and accountable manner.

6. Phase V – Course Allocation Communication and Activation

Phase V represents the formal activation and orchestration layer of the system, wherein academic planning decisions validated in prior phases are converted into executable academic responsibilities. This phase serves as the transition point between strategic academic design and operational course preparation.

Upon successful completion of pre-allocation confidence validation, the system initiates the course allocation communication workflow through the Academic Department. This communication is treated as an authoritative system trigger that formally assigns subject responsibility to faculty members and activates downstream academic preparation processes.

6.1 Course Allocation Communication Logic

The system generates and dispatches a structured course allocation communication to the validated faculty members. This communication is standardized to ensure consistency, traceability, and accountability across all academic units.

The course allocation communication includes:

- Subject title, specialization, semester, and academic term identifiers
- Faculty responsibility confirmation
- Mandatory academic deliverables associated with the subject

- Clearly defined submission timelines for:
    - POCO document preparation
    - Session-wise course content development
    - Assessment planning and documentation
- References to institution-approved frameworks, including:
    - Teaching Pedagogy Framework
    - Assessment and Evaluation SOP
    - POCO documentation standards

This communication establishes a formal contractual understanding between the institution and the assigned faculty regarding scope, quality expectations, and timelines.

6.2 Activation of Course Preparation Workflow

Issuance of the course allocation communication triggers the course preparation workflow within the system. From this point onward, the assigned subject is marked as *active* in the academic planning system, enabling faculty access to relevant templates, guidelines, and reference frameworks.

The system records the allocation event along with timestamps and faculty identifiers, thereby creating an auditable activation trail. This activation ensures that all subsequent academic artifacts—such as POCO documents, session planners, assessment plans, and learning resources—are traceable to an authorized and time-bound allocation.

6.3 Alignment with Institutional Governance and Monitoring

The system simultaneously notifies relevant academic governance stakeholders, including Heads of Department, Batch In-Charges, and Academic Leadership, regarding course allocation activation. This enables parallel visibility and monitoring of course preparation progress across departments and programs.

The activation logic ensures that:

- Course preparation begins only after validated allocation
- All faculty members operate under uniform academic expectations
- Deviations from timelines or deliverables can be proactively monitored

6.4 Output of Phase V

The outputs of Phase V include:

- A formally activated subject–faculty assignment for the academic term
- System-level initiation of POCO and content development workflows
- An auditable allocation and activation record supporting academic governance

By formalizing allocation as a distinct system phase, the invention ensures controlled transition from academic planning to execution preparation, thereby maintaining institutional consistency, accountability, and readiness for subsequent outcome-based course design activities.

7. Phase VI – POCO and Course Content Development Workflow

Phase VI constitutes the core academic design and configuration layer of the system. In this phase, the system translates institution-level academic intent and governance decisions into a structured, outcome-aligned, and execution-ready academic blueprint for each subject. The primary artifact produced in this phase is the Program Outcome–Course Outcome (POCO) document, supported by detailed session-wise content and assessment plans.

Upon activation of the course preparation workflow in Phase V, the system grants the assigned faculty access to standardized templates, rule sets, and reference frameworks required for academic design. The system enforces completeness, alignment, and consistency by requiring faculty to operate strictly within the defined outcome-based architecture.

7.1 POCO Document as the Master Academic Blueprint

The POCO document functions as the single, authoritative academic blueprint for a subject. It encapsulates the full academic intent of the course and serves as the reference point for delivery, assessment, review, and outcome attainment analysis.

The system mandates that each POCO document include the following structured components:

7.1.1 Course Perspective

The Course Perspective articulates why the subject exists within the MBA/PGDM curriculum. Faculty must justify the subject's relevance by linking it to:

- Program-level learning objectives
- Industry roles and employability requirements
- Functional and cross-functional business contexts

Illustrative Example: A subject on Marketing Analytics is justified by its relevance to roles such as Business Analyst, Growth Manager, and Marketing Consultant, where data-driven decision-making is a core competency.

7.1.2 Course Description

The Course Description defines what the subject covers by outlining chapter-wise and topic-wise content, tools, models, and frameworks. This component ensures transparency regarding the scope, depth, and academic rigor of the subject.

7.1.3 Course Outcomes (COs)

The system enforces the definition of exactly six (6) Course Outcomes for each subject. COs are generated using predefined outcome construction rules and must be:

- Measurable and observable
- Action-oriented and competency-driven
- Aligned with higher levels of Bloom's Taxonomy

Illustrative Example CO: "Apply analytical and decision-making tools to evaluate business problems and recommend data-driven solutions."

CO's	Course Outcome	Expected Competency
CO1	Describe the use of Voice of the Customer data in making data-driven marketing decisions.	Domain Knowledge, Data Interpretation

CO2	Demonstrate an understanding of utility theory to measure customer preferences and choices.	Domain Knowledge, Analytical Thinking
CO3	Identify what customers value in a product, and assess what they are willing to pay for it.	Analytical Skills, Problem Solving
CO4	Illustrate the use of various tools and frameworks to solve strategic marketing problems using marketing data.	Critical Thinking, Analytical Reasoning, Problem Solving
CO5	Determine the most effective target markets.	Strategic Thinking, Decision Making, Critical Thinking
CO6	Design a study that incorporates the key tools of Marketing Analytics.	Innovation, Research Aptitude, Problem Solving

7.1.4 Program Outcomes (POs)

Program Outcomes are retrieved from a centralized institutional repository and represent the graduate attributes derived from the Institute's Vision and Mission. Each PO is associated with defined competency attributes such as analytical thinking, leadership, ethics, global perspective, innovation, and digital literacy.

PO's	Program Outcomes	Competency
PO1	Apply knowledge of management theories and practices to solve business problems.	Domain & Application of Knowledge, Business Acumen, Problem Solving
PO2	Foster Analytical and critical thinking abilities for data-based decision making.	Analytical Skills, Critical Thinking and Data driven Decision Making
PO3	Ability to develop Value based Leadership ability.	Integrity, Ethical, Strategic Thinking, Value driven Leadership Skills
PO4	Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.	Global Perspectives, Legal Compliance, Economic Analysis, Cultural Sensitivity, Social Responsibiity
PO5	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment	Communication, Interpersonal skills, Collaboration and Team Work

PO6	Demonstrate competency in evaluating dynamic business environments to craft strategies aligned with long-term sustainability goals.	Environmental scanning, Strategic thinking, Business analytics, Sustainability orientation
PO7	Ability to foster innovation by applying design thinking, and entrepreneurial skills in business and social contexts.	Creative problem-solving, Design thinking application, Entrepreneurial mindset, Opportunity recognition
PO8	Ability to effectively use digital technologies, productivity tools, and business applications to optimize organizational performance.	Digital literacy, Data-driven decision-making, Technology adoption, Process optimization

7.2 Outcome Mapping and Alignment Matrices

7.2.1 CO–PO Mapping (Programme Articulation Matrix)

The system requires faculty to map each Course Outcome to relevant Program Outcomes using a weighted correlation scale.

E. Mapping /Alignment of COs with POs (Programme Articulation Matrix)

Programme Outcomes	CO.1	CO.2	CO.3	CO.4	CO.5	CO.6
PO 1		3	3	3	3	
PO 2	3	3	3	3	3	2
PO 3		3		3	2	
PO 4		3	2	2		
PO 5			3	3	2	
PO6		3	3	3		
PO7		2	3	3	2	2
PO8	2	3	3	3	3	

1= the strength of co-relation between CO and PO is Weak, 2= strength of co-relation between CO and PO is Medium, 3= strength of co-relation is High

This matrix ensures traceability between subject-level learning and program-level outcomes.
*Sample Course Outcomes – Marketing Analytics

7.2.2 Teaching Pedagogy Alignment

The system integrates an institution-approved Teaching Pedagogy Framework comprising multiple pedagogical approaches such as case-based learning, simulations, role plays, problem-based learning, action learning, and design thinking.

For each CO, faculty must select pedagogies that are best suited to the targeted competencies and justify their selection.

Illustrative Example: To develop analytical thinking under CO1, simulation-based learning is selected due to its strong alignment with decision-making and data interpretation competencies.

Teaching Pedagogy alignment with Competencies

Pedagogy	Definition / Approach	Best-Suited Competencies	Justification
SCPS	Applying a concept into different Sector, Company, Product, and Services.	Critical thinking, Domain knowledge, Application knowledge, Problem-solving, Research-oriented.	When the concept is delivered in class, students apply the learning to various sectors, companies, products, and services. E.g., the formula for margin is constant, but margin varies across FMCD, FMCG, different companies, and products depending on SKU turnaround time.
Case Study Method	Analyzing real or hypothetical business scenarios to apply theoretical concepts.	Critical thinking, Domain knowledge, Strategic thinking, Communication.	Students evaluate real-life business problems and recommend solutions. E.g., analyzing a case on retail pricing helps explore demand forecasting, customer behavior, and strategy.
Simulations / Business Games	Interactive, decision-making scenarios in a virtual business environment.	Data-driven decision-making, Analytics skills, Leadership skills.	Students engage in virtual business environments where they react to market changes and test their strategies. E.g., managing a virtual company in a simulation game improves analytical and decision-making skills.
Role Plays	Students act out business roles to understand interpersonal dynamics and stakeholder management.	Interpersonal skills, Communication, Culture sensitivity, Ethical orientation.	E.g., role play between supplier and procurement team enhances negotiation skills, ethical decision-making, and empathy.
Problem-Based Learning (PBL)	Students solve complex, open-ended business problems without	Problem-solving, Research-oriented, Conceptual skills.	Students identify knowledge gaps, research, and collaboratively solve a challenge. E.g., creating a market

	predefined solutions.		entry strategy for a new product in an emerging economy.
Action Learning	Real-time application of learning through live industry problems and faculty/mentor support.	Strategic thinking, Business tools, Leadership skills.	Students work on actual business challenges from partner companies, apply tools and present solutions to decision-makers. Helps connect theory to real impact.
Flipped Classroom	Students learn core concepts independently (videos, readings), and use class time for active learning.	Domain knowledge, Communication, Conceptual clarity.	Class time is used for problem-solving, peer discussions, and concept application. Promotes accountability and communication. E.g., pre-learn Porter's Five Forces, apply it to multiple industries during class.
Live Projects / Industry Immersion	Students undertake short-term real projects from industry under mentor supervision.	Application knowledge, Business tools, Technology orientation.	Enables direct exposure to tools like CRM, Excel, ERP, or dashboards. E.g., students analyze data from an FMCG company to improve distributor efficiency.
Mentorship & Coaching	Structured one-on-one or small group guidance from faculty or industry mentors.	Integrity, Positive attitude, Global perspective.	Personal mentoring sharpens professional behavior, ethical grounding, and attitude. Global perspectives are enhanced through guided reflections and feedback on cross-border case analysis.
Workshops / Bootcamps	Short, intensive sessions to develop practical or digital/technical competencies.	Productivity tools, Technology orientation, Analytics.	Hands-on practice in Excel, Tableau, SPSS, Canva, Google Analytics, etc. E.g., a two-day Excel workshop enhances employability and productivity.
Design Thinking Workshop	Empathy-driven problem-solving through ideation, prototyping, and testing.	Customer-centricity, Problem-solving, Strategic thinking.	Students reimagine customer experiences or design service innovations. E.g., redesigning a bank's customer journey using empathy maps and rapid prototypes.

7.3 Assessment Design and Concurrent Evaluation Planning

The system enforces a Concurrent Evaluation Component (CEC) framework, wherein each subject carries a total of 100 marks distributed between formative (internal) and summative (external) assessments.

Faculty are required to design assessments in accordance with the institutional assessment SOP, ensuring:

- Use of the N+1 assessment model
- Distribution of assessments across the semester
- Mapping of each assessment to COs, POs, and competencies

Each assessment component must be documented with:

- Assignment title and description
- Topic coverage
- Competency expected
- Rollout, submission, evaluation, and feedback dates
- Rubrics and benchmarking/model answers

Illustrative Example: An analytical case study assessment is rolled out in Week 4, evaluated by Week 6, and mapped to CO1 and PO2, with feedback provided within a defined turnaround time.

7.4 CO–PO–CEC Skill Triangulation

To enable evidence-based outcome attainment, the system requires preparation of a CO–PO–CEC Skill Triangulation Matrix, linking learning outcomes, pedagogical strategies, and assessment components.

CO	Target Skill	Pedagogy	Assessment	PO Attained
CO1	Analytical Thinking	Simulation	Case Analysis	PO2, PO6
CO2	Communication	Role Play	Presentation	PO5

This triangulation enables the system to infer Program Outcome attainment directly from assessment performance data.

Example - Marketing Analytics- Mapping between COs, POs, and Course Evaluation

Course Outcomes	Program Outcomes	Workbook	Price Bundling	MBA	RFM & Cluster	VIVA / Pres.	Mid Term	End Term Exam
Total		10	10	10	10	10	15	35
CO 1	PO2, 3 , 5, 6, 7, 8	*	*		*	*	*	*
CO.2	PO2, 3, 6, 7, 8, 9	*	*		*	*	*	*
CO.3	PO2, 3, 6, 7, 8, 9	*		*		*	*	*
CO.4	PO2, 3, 6, 7, 8, 9	*		*		*		*
CO.5	PO2, 3, 6, 7, 8, 9	*			*	*		*
CO.6	PO2, 3 , 5, 6, 7, 8				*			*

7.5 Detailed Session-Wise Execution Planning

The system mandates a session-wise execution planner for the entire course. For each session, faculty must document:

- Topic and sub-topics
- Pedagogy with time breakup
- Pre-readings
- Justification of why the topic is taught (JD alignment)
- Where and how the topic is applied in industry contexts
- Session learning outcomes and CO mapping
- In-class, data-driven problem-solving or discussion questions

This component converts academic planning into execution intelligence, ensuring consistency between planned and delivered learning.

K. PIBM Detailed Session Planner – Human Resource Management

Sr. No	Topic	Teaching tool or Pedagogy (with Time Break-Up)	Why the Topic is Taught (Learning Goal)	Where it can be applied	How it is aligned with purpose	Pre-reading	Session outcome/ Learning outcome	Course Outcome (Cos)
1	Introduction and Framework of HRM	10 Minutes introduction on Topic, 30 Minutes Lecture on Current Topic, 15 Minutes Practical session, 21 Minutes Discussion	It can be applied in Industry analysis and career segment in terms Who, What and Why HR?, Organizational Structure, Introduction, Scope, Importance, HR-Functions	Students will understand about career segment in terms Who, What and Why HR?, Organizational Structure, Introduction, Scope, Importance, HR-Functions	Student will learn about career segment in terms Who, What and Why HR?, Organizational Structure, Introduction, Scope, Importance, HR-Functions	T1 Chapter 1	K1, K2, K4	CO1

Annexure – 1 – Course allocation Mailer

7.6 Learning Resources

The system requires faculty to specify:

- Prescribed textbooks (latest editions)- should be available in Library
- Reference books and digital resources
- Online courses and databases

7.6.1 Case Study Planning

- A minimum of five case studies per subject, including publisher details, session usage, and facilitation mode (guided or unguided)

Sample Case planning for – HRM Subject

Case No.	Case Details	Publisher	Session	Guided and Unguided
1	Case Study 1- Amazon as an Employer	HBR	Session 4	Unguided
2	Case Study 2– LinkedIn and Modern Recruitment	HBR	Session 16	Guided
3	Case Study 3 - IndCo: Challenges of Designing and Implementing Customized Training	HBR	Session 22	Guided
4	Case Study 4 – Cavinkare – Human Capital Performance Excellence	HBR	Session 30	Unguided
5	Case Study 5 – Colgate Palmolive – Determining the salary offer	HBR	Session 37	Guided

7.7 Output of Phase VI

The outputs of Phase VI include:

- A complete and outcome-aligned POCO document
- Session-wise course content and execution plan

- Assessment calendar with rubrics and benchmarking
- All academic artifacts prepared for internal quality review

By consolidating outcome definition, pedagogy alignment, assessment design, and session planning into a single system-controlled workflow, Phase VI ensures that each subject is academically rigorous, industry-aligned, and fully prepared for quality validation and execution.

8. Core Academic Matrices Used by the System

8.1 CO–PO Mapping Matrix (Programme Articulation Matrix)

E. Mapping /Alignment of COs with POs (Programme Articulation Matrix)

Programme Outcomes	CO.1	CO.2	CO.3	CO.4	CO.5	CO.6
PO 1		3	3	3	3	
PO 2	3	3	3	3	3	2
PO 3		3		3	2	
PO 4		3	2	2		
PO 5			3	3	2	
PO6		3	3	3		
PO7		2	3	3	2	2
PO8	2	3	3	3	3	

1= the strength of co-relation between CO and PO is Weak, 2= strength of co-relation between CO and PO is Medium, 3= strength of co-relation is High

Annexure – 2 – Sample PoCo document

8.2 Pedagogy–Program Outcome Mapping Matrix

The system references an institution-approved pedagogy framework comprising pedagogies such as SCPS, Case Method, Simulations, Role Plays, Problem-Based Learning, Action Learning, Flipped Classroom, Live Projects, Mentorship, Workshops, and Design Thinking.

Each pedagogy is mapped against Program Outcomes with Strong or Partial alignment indicators to guide faculty selection.

Example: Simulation-based pedagogy is strongly aligned with analytical thinking, decision-making, and leadership competencies.

Mapping of Pedagogy with Program Outcomes

Pedagogy	PO1 (Cross-border acumen, Anticipation, Communication)	PO2 (Domain & App. Knowledge Interpersonal)	PO3 (Critical Thinking, Research, Sustainable)	PO4 (Cultural Sensitivity, Social Responsibility	PO5 (Ethics, Integrity, Attitude, Global View)	PO6 (Analytics, Decision-making, Leadership)	PO7 (Business Tools, Analytics	PO8 (Strategic Thinking, Problem Solving, Conceptual)	PO9 (Tech Orientation, Productivity Tools)
SCPS	—	✅	✅	—	—	—	✅	✅	—
Case Study Method	✅	✅	✅	✅	✅	✅	—	✅	—
Simulation / Biz Games	✅	—	—	—	—	✅	✅	✅	✅
Role Plays	✅	✅	—	✅	✅	—	—	—	—
Problem-Based Learning	—	✅	✅	—	—	✅	—	✅	—
Action Learning	✅	✅	✅	—	✅	✅	✅	✅	✅
Flipped Classroom	—	✅	✅	—	—	—	✅	✅	—
Live Projects / Immersion	✅	✅	✅	—	—	✅	✅	✅	✅
Mentorship & Coaching	✅	—	—	✅	✅	—	—	—	—
Workshops / Bootcamps	—	—	—	—	—	✅	✅	—	✅
Design Thinking Workshop	✅	✅	✅	✅	—	✅	✅	✅	✅

Annexure – 3 – SOP Teaching Pedagogy PIBM

8.3 CO–PO–CEC Skill Triangulation Matrix

CO	Target Skill	Pedagogy Used	Assessment Type	PO Attained
CO1	Analytical Thinking	Simulation	Case Analysis	PO2, PO6
CO2	Communication	Role Play	Presentation	PO5

This matrix enables evidence-based linkage between teaching, assessment, and outcome attainment.

Example - Marketing Analytics- Mapping between COs, POs, and Course Evaluation

Course Outcomes	Program Outcomes	Workbook	Price Bundling	MBA	RFM & Cluster	VIVA / Pres.	Mid Term	End Term Exam
Total		10	10	10	10	10	15	35
CO 1	PO2, 3 , 5, 6, 7, 8	*	*		*	*	*	*
CO.2	PO2, 3, 6, 7, 8, 9	*	*		*	*	*	*
CO.3	PO2, 3, 6, 7, 8, 9	*		*		*	*	*
CO.4	PO2, 3, 6, 7, 8, 9	*		*		*		*
CO.5	PO2, 3, 6, 7, 8, 9	*			*	*		*
CO.6	PO2, 3 , 5, 6, 7, 8				*			*

9. Assessment Planning and Governance

The system enforces a 100-mark evaluation structure, comprising 60% formative (internal) and 40% summative (external) assessment.

Each assessment must include:

- Assignment title and description
- Topic coverage

- Competency expected
- Rollout, submission, evaluation, and feedback dates
- Rubrics
- Benchmarking/model answers

Example: An analytical assignment rolled out in Week 4 is evaluated by Week 6, with structured feedback mapped to CO and PO attainment.

Sr. No	Assessments Planed – Title	Marks Allocated	Rollout Date	Deadline /Conduct date	Evaluation Deadline	Feedback Slot
1	Assignment and Presentation	10	Week 1	Week 3	Week 3	Week 3
2	Case Study and Presentation	10	Week 3	Week 5	Week 6	Week 6
3	HR Handbook and MCQ	10	Continues	Continues	Continues	Continues
4	Mini Project and Presentation	15	Week 5	Week 8	Week 10	Week 10
5	HRM Tools and Techniques	15	Week 8	Week 11	Week 13	Week 13
6	End Term {As per exam calendar}	40	As per exam calendar	As per exam calendar	As per exam calendar	As per exam calendar
	Total	100				

Approved list of Assessment mapped with expected Competency.

S.NO.	Assessment Parameters	Description	Competency
1	Practical Sessions or Unguided Sessions	A practical session or unguided session is a part of internal evaluation. In the practical session, situational-based assignment/case studies/application questions are discussed with the students in the class to understand their domain concepts and ability to apply through analysing, evaluating and creating strategic solutions to the problem with the help of the respective topic and subject faculty	Domain Knowledge, Research Oriented, Conceptual thinking, Analytical skill

2	Mini Project	Mini project is explained and assigned to the students on the first day of their course and it mostly covers all the chapters of the subject. Based on the class completion students will be simultaneously working on the mini project in a phase-wise manner which enables the student understanding to apply, analyse, evaluate and create.	Domain Knowledge, Research Oriented, Conceptual Thinking, Cross-functional Business Acumen, Domain & Interpersonal skill, Business tools, Ethical oriented, Integrity, Positive attitude
3	Case Study	Case study analysis is part of all subject evaluations. Each subject carries 5 minimum number of cases mapped with topics from reputed published cases where students need to analyse based on the given case questions and present.	Critical thinking, Research-oriented, Sustainable, Conceptual thinking, Problem-solving, Strategic thinking, & Anticipation skill
4	MCQ	MCQ test in the form of assessment where after every chapter respective faculty will conduct an application-based MCQ Test to ensure students remember and understand about the concepts.	Domain Knowledge, Conceptual Thinking, Application knowledge
5	Live Project	In this component respective faculty is assigned field-oriented projects and company where the student will work closely with the company or on the field to apply their learnings and analyse feasibility to evaluate alternative options their by creating a new solution for real-time practical problems	Interpersonal skills, Commercial awareness, Productivity tools, multidisciplinary, Cultural sensitivity, Team building, Domain knowledge, Conceptual thinking, Strategic thinking
6	Simulation	A certain subject and competency demand a student's hands-on experience, wherein it's not practically possible or required huge investment in such case we emphases faculties to use stimulation-based assessment as part of the evaluation. (Product Management, Equity Research, NPD etc.)	Ethical oriented, Integrity, Positive attitude, Global Perceptive, Anticipation, Optimizing, Technology oriented & Critical thinking
7	Role Play	In role-play process, students will be individually allocated with the current critical situation of an organization. Students will perform the character or person and express their strategies or solution through Concept knowledge, decision making skill, problem-	Strategic thinking, Application knowledge, Creative thinking, Multidisciplinary, Communication, Integrity, Positive attitude

		solving skill, analytical skill & strategic thinking skill	
8	Presentation	PPT Presentation will be allocated to an individual or group of students in a specific topic or chapter of the subject. A classroom presentation or showcasing of the results of a particular project that has been conducted by an individual student or by a group of students in fulfilling a course assignment.	Creativity & Team work, Leadership, Interpersonal, Strategic thinking & communication
9	Viva	Viva is an oral examination, conduct among individual students to know about their domain concept with practical answers for situational questions	Strategic thinking, Verbal communication, Positive attitude, Domain Knowledge
10	Extempore	Extempore is conducted on-spot for an individual student based on certain topics in the chapters. Through extempore, we can understand the students, content delivery – voice pacing body language preparation, organizational perspectives, in-depth content knowledge, ability to apply and flow of content.	Communication, Domain & Application knowledge
11	Chapter Wise Assignment	Chapter-wise assignments will be given to the students to understand their concept knowledge based on the chapter. The Chapter-wise assignment will be a situational-based assignment where students need to use their critical analytical skills to work on the assignment	Cross-functional business acumen, & Written Communication, Research oriented, Domain Knowledge, Critical Thinking, Strategic Thinking
12	End – term	End term is the major component of the evaluation wherein the question paper consists of MCQ, Descriptive based questions or case-based questions. The end term will be conducted end of the semester for each subject. End-term evaluation will be done for 50 marks of the subject which consists of application-based questions or case-based questions as per the chapter.	Domain Knowledge, Written communication, Strategic thinking, Critical Thinking
13	Midterm	Mid-term will be conducted mid of semester with 50% of subject completion. The mid-term	Domain Knowledge, Written communication,

		evaluation will be done for 30 marks of the subject which consists of application-based questions or case-based questions as per the chapter completed.	Strategic thinking, Critical Thinking
14	Class Participation	Class Participation may be used as an assessment method to gauge how well students understand class content and issues.	Communication, Domain & Application knowledge
15	Research Paper Review	In-depth research and analysis demonstrating high scholarly achievements, independent original research and advancing a new point of view.	Conceptual Thinking, Research Oriented, Data driven decision making, Business tools
16	Workbook	The workbook will be explained and assigned to the students on the first day of their course and it covers all the chapters of the subject. Based on the chapter completion, students will be working on the current situation of the topics related to the business world, which enables the student to be updated day to day processes.	Conceptual Thinking, Research Oriented, Data driven decision making, Business tools

Annexure - 4 – Assessment SOP

8. Phase VII – Internal Quality Review and Iterative Validation

Phase VII represents the institutional quality assurance and governance control layer of the system. In this phase, all academic artifacts generated during the POCO and course content development workflow are subjected to a structured, multi-level internal review to ensure completeness, correctness, alignment, and readiness for external validation and execution.

The system is designed to treat quality review not as an ad-hoc approval activity, but as a rule-driven validation process embedded within the academic planning lifecycle. This ensures that academic rigor, outcome alignment, and institutional standards are consistently enforced across subjects, specializations, and academic cycles.

8.1 Submission and Review Activation

Upon completion of Phase VI, the system transitions the subject status from *Design Completed* to *Review Pending*. At this stage, the complete academic artifact set—including the POCO document, session-wise course content, assessment plans, rubrics, benchmarking/model answers, and case study details—is formally submitted into the system for review.

Submission triggers the internal review workflow and generates a timestamped audit record, ensuring traceability of review initiation and progression.

8.2 Structured Checklist-Based Validation

The system employs a standardized internal review checklist to evaluate submitted academic artifacts. This checklist functions as a validation schema and ensures uniform review criteria across all subjects.

The checklist verifies, among other parameters:

- Conformance of the POCO document to the prescribed institutional format
- Completeness and clarity of course perspective and course description
- Correct formulation and measurability of Course Outcomes
- Accuracy and justification of CO–PO mapping matrices
- Appropriate selection and justification of teaching pedagogies
- Compliance of assessment design with institutional assessment SOP
- Presence of rubrics, benchmarking/model answers, and feedback mechanisms
- Completeness of session-wise execution plans and pre-readings
- Inclusion of case studies with teaching notes and facilitation modes

This checklist-driven approach ensures that quality validation is objective, repeatable, and auditable.

8.3 Multi-Level Internal Review Governance

The system routes submitted artifacts through a multi-tier internal governance structure, comprising:

- Head of Department (HOD) review for academic coherence and domain depth
- Batch In-Charge review for semester-level balance, workload distribution, and delivery feasibility
- Director-level review for strategic alignment, institutional standards, and outcome integrity

Each review level records observations, approval status, and recommendations within the system, thereby maintaining a consolidated review history.

Annexure - 5 – Internal Course review checklist

8.4 Iterative Revision and Feedback Loop

If deviations, gaps, or improvement opportunities are identified at any review stage, the system triggers an iterative revision loop. In this loop:

- Structured feedback is communicated to the faculty through the system interface
- Specific correction requirements are mapped to checklist parameters
- Revised submissions are resubmitted for validation

This iterative process continues until all internal quality criteria are satisfied and formal internal approval is achieved.

8.5 Output of Phase VII

The outputs of Phase VII include:

- Internally approved POCO documents and course content
- A complete internal review audit trail documenting validation and revisions
- Quality-assured academic artifacts ready for external expert review

By embedding multi-level governance, checklist-based validation, and iterative refinement into the system architecture, Phase VII ensures that academic designs are not only compliant on paper but are institutionally robust, execution-ready, and defensible during audits and accreditation assessments.

9. Phase VIII – External Expert Review and Validation

Phase VIII constitutes the independent validation and external assurance layer of the system. This phase introduces an objective, third-party perspective into the academic planning lifecycle to validate industry relevance, academic rigor, and practical applicability of the internally approved academic artifacts.

The system is designed to ensure that academic plans are not validated solely through internal governance structures. Instead, it embeds an external expert review mechanism as a mandatory quality gate prior to execution readiness, thereby strengthening credibility, relevance, and defensibility of the academic design.

9.1 Trigger and Scope of External Review

Upon completion of Phase VII, and only after formal internal approval has been recorded, the system transitions the subject status from *Internally Approved* to *External Review Pending*. This status change triggers the external review workflow.

The scope of artifacts submitted for external review includes:

- The finalized POCO document
- Session-wise execution plans
- Teaching pedagogy selection and justification
- Assessment design, rubrics, and benchmarking logic
- Case study selection and facilitation approach

This ensures that the external reviewer evaluates the complete academic blueprint, rather than isolated components.

9.2 External Expert Identification and Assignment

The system assigns each subject to an external expert, selected from a predefined pool comprising:

- Senior industry practitioners with relevant domain expertise, or
- Experienced academicians from reputed institutions

The selection criteria ensure that the external expert possesses sufficient contextual understanding to evaluate both theoretical rigor and applied relevance.

The system records expert credentials, assignment timestamps, and review scope to maintain transparency and auditability.

9.3 External Review Evaluation Parameters

The external expert evaluates submitted artifacts against defined validation parameters, including:

- Alignment of course content with current and emerging industry practices
- Appropriateness and depth of Course Outcomes
- Relevance of pedagogy selection to targeted competencies
- Effectiveness of assessment design in evidencing outcome attainment
- Practical applicability of session plans and case studies

This evaluation ensures that the academic design meets external relevance benchmarks beyond internal institutional perspectives.

Annexure – 6 – External Review sample.

9.4 Feedback Incorporation and Closure Logic

Upon completion of review, the external expert submits structured feedback through the system. The system processes feedback outcomes as follows:

- If no modifications are recommended, the subject is marked as *Externally Validated*
- If improvements are suggested, the system routes feedback to the faculty for controlled revision

Revised submissions, if any, may be revalidated by the expert or acknowledged as incorporated based on predefined closure rules.

9.5 Output of Phase VIII

The outputs of Phase VIII include:

- Externally validated academic artifacts
- Documented external expert feedback and resolution status
- Enhanced academic credibility and industry alignment

By embedding independent expert validation as a system-controlled phase, the invention ensures that academic planning outputs are robust, contemporary, and aligned with real-world expectations before being released for execution.

10. Phase IX – Execution Readiness and ERP/LMS Integration

Phase IX represents the final deployment, execution readiness, and system closure layer of the invention. This phase ensures that all academically validated artifacts transition seamlessly from planning and validation into live academic execution environments, while preserving traceability, auditability, and analytics readiness.

At this stage, the system confirms that all prerequisite quality gates—historical validation, contextual alignment, faculty capability matching, confidence validation, formal allocation, academic design, internal governance review, and external expert validation—have been successfully completed. Only upon satisfying these conditions does the system permit transition to execution readiness.

10.1 Execution Readiness Validation

The system performs a final execution readiness check, verifying that all mandatory academic artifacts are complete, approved, and version-controlled. This validation confirms the availability of:

- Externally validated POCO document
- Session-wise course execution plans
- Approved teaching pedagogy mappings

- Assessment plans, rubrics, and benchmarking/model answers
- Case studies, teaching notes, and pre-reading materials

The readiness validation acts as a final safeguard to prevent incomplete or non-compliant academic designs from entering the execution environment.

10.2 ERP/LMS Deployment and Artifact Registration

Upon successful readiness validation, the system initiates deployment to enterprise academic platforms, including ERP and/or Learning Management Systems (LMS). All academic artifacts are uploaded, registered, and tagged with relevant metadata such as subject identifiers, semester, specialization, faculty ownership, and outcome mappings.

The system ensures that:

- Only approved and validated versions are deployed
- Artifact access is role-based (faculty, students, academic administrators)
- Version history and modification logs are preserved

This deployment transforms static academic documents into live execution assets accessible throughout the academic term.

10.3 Auditability and Evidence Preservation

As part of deployment, the system creates a persistent academic evidence repository, storing all planning, validation, and approval records. This repository supports:

- Accreditation and regulatory audits
- Internal quality assurance reviews
- Longitudinal academic performance analysis

Each artifact is traceable back to its originating phase, reviewer approvals, and validation checkpoints, ensuring full lifecycle transparency.

10.4 Analytics Enablement and Continuous Improvement Linkage

The system configures deployed courses for analytics enablement, allowing assessment performance data generated during course delivery to be mapped back to Course Outcomes, Program Outcomes, and competency attributes defined in earlier phases.

This linkage enables:

- Real-time and post-term outcome attainment analysis
- Identification of learning gaps and strengths
- Data-driven inputs for subsequent academic planning cycles

Thus, Phase IX closes the loop by feeding execution data back into the system's intelligence layers, enabling continuous academic improvement.

10.5 Output of Phase IX

The outputs of Phase IX include:

- Execution-ready courses deployed on ERP/LMS platforms
- A centralized, auditable academic artifact repository
- Analytics-ready configurations supporting outcome attainment measurement

By formalizing execution readiness and deployment as a distinct system phase, the invention establishes a closed-loop, end-to-end academic planning and analytics system, ensuring that academic intent, validation, delivery, and improvement are seamlessly integrated within a single operational framework.