

Online Management Courses.

Open & Distance Learning for Management Courses.

DETAILED PROJECT REPORT

Great Lakes Institute of Management
Gurgaon.

The academic year 2022-23 onwards.

INDEX

This Report is prepared strictly in conformance with the guidelines for the introduction of online & ODL courses as per AICTE APPROVAL PROCESS HANDBOOK 2022-23. Accordingly, serial no. etc. of the contents below corresponds with the guidelines of the handbook.

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1 PREAMBLE

a. Introduction

The Great Lakes Institute of Management, Gurgaon(GLIM), is promoted by Great lakes Institute of Management, a section 25 company under the Companies act 1956, in the year 2011. In 2016 its PGDM-2years and PGCM-1-year program was recognized by AICTE. Within a span of six years, both the programs (PGDM and PGCM) got AMBA(UK) accreditation in 2019 and its PGDM program got NBA accreditation in 2021 respectively. The institute became a member of AIU (Association of Indian Universities) in 2021.

As a new-age business school in line with our goal of being the most industry-responsive business school in the NCR, GLIM Gurgaon has pioneered several initiatives. GLIM, Gurgaon, has been the first business school to introduce Analytics specialization in full-time programs back in 2013 foreseeing that the future of decision-making across fields will be driven by data. The School has also designed and offered a cutting-edge executive program in Business Analytics, which has been consistently ranked No. 1 in the country ahead of all the top B-schools which are decades older! The school also pioneered and introduced specialization in Artificial Intelligence and Machine Learning (AIML) given that these will be the critical tools for businesses going forward.

Great Lakes Institute of Management, Gurgaon promotes management education to disseminate world-class management practices by facilitating the scientific and economic research in the field of management in India and providing management education to all sections of our society at an affordable cost. We will develop the character of the students to be the humblest citizens and give them a sense of dignity, professional pride and corporate responsibility to all stakeholders.

Management graduates today require not only adequate technological ability and problem-solving skills but must also be endowed with soft skills like cooperative working, communication and presentation skills, business ethics and interpersonal relationships and possess a deep commitment to safety, reliability, quality and sustainability of all engineering activities in which they take part. Management institutions actively now have a new responsibility to provide opportunities to every student to acquire these abilities in addition to their technical knowledge. Great Lakes Institute of Management, Gurgaon is committed to prepare students to meet these challenges.

The Institute has already made a significant mark in the areas of higher education, community education and continual professional development. The Institute has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it.

The institute has continuously striven to build an inclusive knowledge society through inclusive education. It has tried to participate in the objective of the National Education Policy, 2020 to increase the Gross Enrolment Ratio (GER) by offering its high-quality management programmes. Promoting the Online and Open and Distance Learning (ODL) mode.

Our Online & ODL educational wing will be a world-class establishment where students obtain excellent education and training in Management and are encouraged to invent and investigate concepts and make known their nature and merits, and practice corporate citizenship with values & ethics.

We aspire to achieve excellence in the field of online and ODL management education through diligence, dexterity and dedication. We imbibe in our students, a spirit of quality consciousness, an awareness of our ecology & environment and sensitivity for the crying needs of honesty and sincere efforts determining individuals aspiring to be management professionals to face the competition evident at global levels. Our students shall emerge as dignified, responsible, disciplined and talented citizens of our motherland and strive to continue the journey of our nation towards prosperity and success.

The Institute began its operations by offering two academic programmes in 2016, i.e., a Diploma in Management, and Certificate in Management.

Today, it's ready to serve the educational aspirations of a large number of students in India and Abroad through a large network.

The mandate of the Online and ODL wing of the Institute is to:

- Provide access to higher education to all segments of the society.
- Offer high-quality, innovative and need-based programmes at different levels, to all those who require them.
- Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs.

To achieve the above objectives of widening access for all sections of society and providing continual professional development and training to all sectors of the economy, the Institute has planned to participate in Online and ODL modes of education through the use of a variety of media and the latest technology in imparting education.

b. Background of the Consultants

No Consultant is employed to prepare DPR.

c. OBJECTIVES & SCOPE OF THE PROPOSED PROGRAMME

The growth of educational technology and online education is inevitable as the rapid advancement of technology has shaped the changing behaviour of consumers. In India, the Online sector had been recording a slow, but steady growth before the pandemic. But nobody imagined a growth as exponential as the last two years.

The pandemic became a blessing in disguise for the burgeoning Online/ODL Education across the globe as the online/ODL mode remained the only alternative to continue education when the operation of educational institutions got disrupted due to Covid-19. Since face-to-face learning came to a standstill, even formal education had to rely on online tools and functions for teaching and learning. It allowed them to reach out to the student community that was distributed across regions amid the crisis.

Following the increased penetration of digital solutions in day-to-day activities, individuals belonging to different age groups and experience levels consider online/ODL education a feasible solution to improve their knowledge levels and acquire in-demand skills to stay relevant in the volatile job market. The growing demand helped over 100 Institutes emerge in the ODL and e-learning sectors across India during this period, which is in line with the NEP 2020 .

At present, India has over 130 higher education institutes, which offer solutions in varied segments, including higher education, skill development, training and preparations, executive education, learning management system development, online examinations, and others. The current market size of the Indian online education industry is around USD 3 billion and is projected to reach USD 10 billion by 2025, owing to the ever-increasing internet and smartphone user base.

Emerging Trends in the Online/ODL space

1. **Multi-lingual delivery:** In higher education, the dominance of English as a medium of instruction has always been significant. The National Education Policy 2020 (NEP) proposed to bring regional language as the primary medium of instruction for education at all levels. This will improve accessibility and equity in education. Institutes will also focus on preparing multi-lingual content and will deliver it in different regional languages. It is imperative to reach out to a broad learner community. This will also help teachers with local language expertise find attractive jobs in the online sector.
2. **Adoption of AI-ML:** Artificial intelligence and machine learning play a key role in almost all sectors. Several organisations have adopted this niche technology to effectively streamline their operations and functions. The education sector has also started exploring the possibilities of AI-ML to enable more personalised learning. This cutting-edge technology can offer an adaptive learning environment based on individual capacity. Adaptive learning provides personal-level education because the cognitive ability of each individual varies, and delivering the same content and pace makes the learning ineffective, especially for students with special needs. Higher education institutes with the help of EdTech players source prospective learners effectively.
3. **Micro-learning:** Completing course content at a given time is a tedious and time-consuming task. It could, in some cases, result in learners losing interest or getting distracted. Online platforms now focus on providing bite-sized content in audio-visual, infographic, and lecture note formats to help learners comprehend easily and keep them engaged throughout their learning journey. Interactive quizzes and exercises and hands-on practical assignments have proven to be more effective learning methods for both fresh students and working professionals. Nowadays, a few e-learning platforms offer short-time certification by dividing long-term programmes into segments. It helps students learn only relevant parts or subjects instead of learning the entire course.
4. **Gamification:** Who doesn't like a game! Using gaming strategy is a trend that is used in different sectors to attract and engage customers in their platforms. It ensures greater engagement and enhances customer retention. Applying gamification in education allows students to learn without losing interest. There are two types of gamification – structural gamification and content gamification. In structural gamification, the platform structure itself, is gamified. Content gamification is the gamification of course content. Both make learning fun and engaging. Institutes implement gamification by splitting the learning content into different levels and giving points or scores for completing each level. Quizzes or tests are used to grade and pass each level. A leader board on the platform provides learners and teachers with real-time status of students' learning progression. It instills positive competition among the learners and keeps the students engaged till the end of the course.

5. **Immersive learning:** The absence of a physical atmosphere is the biggest limitation of online education. A campus environment with the presence of co-learners and teachers establishes a psychological mindset to learn and grow. Online education providers are slowly attempting to replicate the campus elements in the online space. They are adopting various digital technologies to offer an immersive learning environment. The adoption of virtual reality (VR) and augmented reality (AR) is becoming a new trend in the online education space. Some EdTech players have started preparing AR-VR content. With a VR device, students get a near-real learning experience. They can closely understand various concepts and acquire in-depth knowledge. The interactivity of these technologies allows immersive learning. As technology advances a little more each day, learners are getting a more immersive learning experience. Immersive learning will, no doubt, be a gamechanger for online as well as conventional education.

2 THE PROMOTING BODY




a. Introduction to its Genesis including its Registration Status


Great lakes Institute of Management, a section 25 company , registered under the Companies Act ,1956 is the promoter of Great lakes Institute of Management, Gurgaon

b. Details of its Promoters including their Background

Great Lakes Institute of Management, Gurgaon (Great Lakes), India is a premier management educational institution offering post-graduate management programs since 2010. The school was founded by Padma Shri Prof. Bala V Balachandran, J L Kellogg Distinguished Professor of Accounting and Information Management, Kellogg School of Management, Northwestern University, Evanston, USA to create a Business School of international repute in the Gurgaon - NCR region. Great Lakes seeks to create 'Business Ready' managers who, during the program, receive high-quality, industry-relevant business education with greater emphasis on honing their managerial and entrepreneurial potential.

Latest constitution of the Board of Directors(Promoters)

S.No.	Name		Status
1		Mr. Mohan Lakhamraju, Chairman, Great Lakes Institute of Management B.Tech (Computer Science), IIT, Mumbai MS (Computer Science), University of California, USA MBA – Stanford Business School, USA	Chairman of the Board
2		Dr. Sudhakar Balachandran Director of MBA Graduate Studies, University of Illinois, Chicago, USA BS – North Western University, USA MBA – JL Kellogg Graduate School of Management, USA Ph.D.– Harvard Business School, USA	Director
3		Mr. Gautam Lakhamraju Chief Marketing Officer, Great Lakes Institute of Management B.Tech ICT – DA-IICT, India PGDBM – Management Development Institute (MDI), India	Director

4		Dr Diwakar Balachandran, MD Professor, Department of Pulmonary Medicine, The University of Texas, MD Anderson Cancer Centre, Houston, USA Northwestern University Medical School, Chicago, IL, USA	Director
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C & d. Activities of the Promoting Body including a listing of major educational promotion activities undertaken by it in the past.

The sponsoring body established the following other institutes so far:

1. Great Lakes Institute of Management, Chennai Campus.
2. Great Lakes E_Learning Services Pvt. Ltd. (Great Learning).
3. Great Lakes Institute of Management, Gurgaon Campus.

e. Vision & Mission of the Institute

Vision

To become an Academic Centre of Excellence that helps students and organizations navigate the economic, social and environmental challenges posed by a rapidly changing 21st-century world.

Mission

To foster managerial excellence and human capital development that best serves the evolving needs of the business world through teaching, applied research and executive programs.

3. ACADEMIC PROGRAMS

a. Basic Academic Philosophy of the Institution

Human beings possess four dimensions of power, physical, mental, intellectual and spiritual. Good quality higher education must empower a person in all four dimensions.

The basic academic philosophies of the institution are:

1. To create an atmosphere of mutual trust, respect for learning and joy in ideas.
2. To be fair, honest and patient with students
3. To establish high academic standards and help students understand the criteria for achieving them.
4. To help students understand the large content and virtues of humanities.
5. To allow students to revise their work and learn from their mistakes.
6. To maximize one's creative potential and develop a problem-solving attitude.
7. To provide a platform to bring out the talent and creative skills.
8. To develop inspiration mid-set to take risks and to persevere in the face of difficulties to overcome.
9. To nurture an ability to learn without copying.
10. To discover and manifest the power of teamwork and organizations.
11. To improve communication and soft skills.

b. Types of Programs

At present we are seeking approval for the Online/ODL Program in Management. The program duration and number of intakes are given in the table.

c. Identified Courses

The identified courses for the Academic year 2022-23 are given in the following table:

PROGRAM	Mode	LEVEL	COURSE	DURATION
Management	Online	Postgraduate Diploma	Postgraduate Diploma In Management	24 months
Management	ODL	Postgraduate Diploma	Postgraduate Diploma In Management	24 months
Management	Online	Postgraduate Certificate	Postgraduate Certificate in Management	12 months

d. Phase-wise Introduction of Programs & Intake

The proposed phase -wise introduction of programs and intake are given in the following table:

PROGRAM	LEVEL	COURSE	Mode	DURATION	INTAKE 2022-23
Management	Postgraduate Diploma	Postgraduate Diploma In Management	Online	24 months	10000
Management	Postgraduate Diploma	Postgraduate Diploma In Management	ODL	24 months	10000
Management	Postgraduate Certificate	Postgraduate Certificate in Management	Online	12 months	10000

e. Target Date for Start of Academic Programs

PROGRAM	LEVEL	COURSE	Mode	DURATION	TARGET DATE FOR START OF ACADEMIC PROGRAM
Management	Postgraduate Diploma	Postgraduate Diploma In Management	Online	24 months	1 st Aug 2022
Management	Postgraduate Diploma	Postgraduate Diploma In Management	ODL	24 months	1 st Aug 2022
Management	Postgraduate Certificate	Postgraduate Certificate in Management	Online	12 months	1 st Aug 2022

f. Central Computing Facility

The Central Computing facility available in the Institute headquarter for the proposed ODL program is given in the table below:

S.No	Particulars	Availability	
1.	Number of Computer terminals	100	
2.	Hardware Specification	As per AICTE norms	
	latest configuration	–	
3.	Number of terminals of WiFi	100	
4.	Relevant Legal Software	Application	10
		System	2
5.	Peripheral(s)/ Printers	2	
6.	Internet Accessibility (in kbps & hrs)	100mbps	

g. Central Library (Resource Centre)

The primary mission of the Resource Centre is to support the educational and management programs by providing physical and intellectual access to information, consistent with the present and the anticipated educational functions of the institute. Our vision is to bring excellent electronic information services to the academic community. In accordance with the objectives of the institute, the Resource Centre aims to develop a comprehensive collection of documents useful for the faculty and the student community of the institute. Resource Centres also play a key role in making our institution an internationally reputed research-driven management institution. Established as the knowledge hub, it will enable access to information resources for all and provides innovative, responsive, and effective services to meet the changing needs of the academic community. The Resource Centre has a collection of books, top management journals, magazines, course materials, project reports, annual reports, newspapers, case studies and articles. It will also provide access to various research databases like JGate, EBSCO, CMIE, etc. which would enable the students in their research activities. In addition, the resource center also has AV resources that facilitate learning.

The Resource Centre will offer services to the ODL resource center, such as Reference, Referrals, User Guidance Services, Circulation Services including Inter-Library Loan and Document Delivery Service, Database service, Article alert service, Weekly display of recent additions of periodicals and books including E-mail distribution of these lists to users on our mailing list, Bibliographic Service, reprographic and document binding Services, etc.

Current awareness service will be provided comprising a regular display of reprographic copies of articles published by the Institute faculty and students, in various periodicals that are being received in the Resource Centre. Resource Centre will organize customized information services through membership.

h. Central Workshop

Not Applicable

i. Central Instrumentation Facility

Not Applicable

j. Affiliating Body

Not Applicable

k. Scholarships

Merit Scholarships

4. DETAILS OF THE PROGRAM

Details of Post Graduate Diploma (Both Online & ODL)

The Post Graduate Diploma will follow a credit system with a full course having 3 credits and a few courses with 1.5 credits respectively. Each full credit course corresponds to 14-15 hours of teaching (includes Live sessions and recorded contents using MOOC and swayam, other digital services provided by Edtech service providers). Each academic year is divided into two semesters. In the first year (Semester I and II), all courses will be mandatory and lead the students into choosing their specializations for the second year. The second-year (Semester III & IV) will comprise of few mandatory and elective courses including Capstone Project and Simulations. The elective courses would lead to respective specializations.

After the first year, all students will have to undergo a project for a period of 4-8 weeks. The project would be mandatory, graded and carry a weightage. For successful completion of the course, every student should have successfully completed 81 credits including all 4 semesters and projects.

Details of the Admission procedure, Course Structure and evaluation criteria are given in **Appendix-I**

Details of Post Graduate Certificate

The Post Graduate Certificate will follow a credit system with a full course having 2 credits and few courses with 1 credit respectively. Each full credit course corresponds to 14-15 hours of Teaching (includes Live sessions and recorded contents using MOOC and swayam, other digital services provided by Edtech service providers). The academic year is divided into two semesters. In Semester I, all courses will be mandatory and lead the students into choosing their specializations for the subsequent semester. The semester II will comprise mandatory and elective courses. The elective courses would lead to respective specializations. For successful completion of the course, each student should have successfully completed 40 credits.

Details of the Admission procedure, Course Structure and evaluation criteria are given in **Appendix-II**

SALIENT FEATURES OF ACADEMIC DIVISIONS

a. Classification of Academic Divisions i.e. Departments, Centres, Schools, Central Academic Facilities.

Offline:

At present, the Institute has a single program in Management with two levels and three courses which form three basic divisions on that basis. The levels and the names of the courses are below:

1. Level: Post Graduate Diploma - 24 months
 - Course: Post Graduate Diploma in Management-180 approved intake.
2. Level: Post Graduate Certificate - 12 months
 - Course: Post Graduate Certificate in Management-60 approved intake
 - Course: Post Graduate Certificate in Management(Marketing)-60 approved intake

Proposed: Applied for the academic year 2022-23

1. Level: Post Graduate Diploma - 24 months
 - Course: Post Graduate Diploma in Management(Marketing)-60 intake.
2. Level: Fellow Program – 24 Months
 - Course: Fellow Program in Management – 10 Intakes.

b. Details of each academic department/center, like :

1. Academic Objectives

The academic objectives of the Post Graduate Diploma in Management:

The twenty- four months full-time Post Graduate Diploma in Management will have a general management curriculum with a focus on the growth sectors of the economy. The program is uniquely designed to leverage the rich prior work experience of the students and deliver market-focused financially sustainable value propositions in a socially responsible manner. It will facilitate students to understand the interactions between marketing and finance along with other associated functional areas thereby appreciating the need for developing holistic perspectives in business. This highly intensive program would demand a high caliber of students, with a proven record of academic brilliance along with an ability to demonstrate vision, initiative, leadership and hard work. The course will meet the contemporary needs of businesses by imparting management skills to the students and help them in making value-enhancing decisions.

It offers unique and unparalleled coverage of Internet business models, data-driven decision making through analytics, and the energy sector poised for growth on the back of key policy thrusts. The curriculum has been designed by a panel of experts, which comprises the best in the world of managerial academia. Regular inputs from Industry experts will keep it in sync with the needs of an ever changing marketplace. The course

will help the students to develop into business-ready managers, capable of responding to complex business requirements that arise in a changing global business environment.

The academic objectives of Post Graduate Certificate in Management:

The thirteen months full time Post Graduate Certificate in Management is uniquely designed to leverage the rich prior work experience of the students and deliver customer-centricity and profitability in a socially responsible manner. It facilitates students to understand the interactions between the various functional areas of a business system and thereby appreciates the need for developing cross-functional perspectives in business. This highly intensive program would demand a high caliber of students, with a proven record of academic brilliance along with an ability to demonstrate vision, initiative, leadership and hard work. The course will meet the contemporary needs of businesses by imparting management skills to the students and help them in making value enhancing decisions.

2. Areas of Focus

Holistic Management Education covers all aspects of Management.

3. Academic Program

The Institute will offer only a Program in Management and related areas.

4. Faculty Requirement and Phase-wise Recruitment for :

Post Graduate Diploma in Management: 24 Months(Online)

S.NO	ACADEMIC YEAR	DETAILS			TOTAL	CUM.FIGURES
		Professor	Associate Professor	Assistant Professor		
1	2022-23	1	1	2	4	4
2	2023-24	0	1	2	3	7

Post Graduate Diploma in Management(ODL): 24 Months

S.NO	ACADEMIC YEAR	DETAILS			TOTAL	CUM.FIGURES
		Professor	Associate Professor	Assistant Professor		
1	2022-23	1	1	2	4	4
2	2023-24	0	2	2	4	8

Post Graduate Certificate in Management(Online): 12 Months

S.NO	ACADEMIC YEAR	DETAILS			TOTAL	CUM.FIGURES
		Professor	Associate Professor	Assistant Professor		
1	2022-23	1	1	2	4	4

5. Requirement of Laboratories, Space and Equipment (cost)

Not Applicable

6. Requirement of other Space like Class Rooms, Faculty Rooms, Departmental Office**Post Graduate Diploma in Management & Post Graduate Certificate in Management (Online):**

S.NO	ACADEMIC YEAR	Academic Area	Administrative area	##Academic Support area	*Amenities /other support	TOT	REMARKS	ESTIMATED COST RUPEES IN LAKHS
		SQ.M	SQ.M	SQ.M	SQ.M	SQ.M		
1	2022-23	696.8	139.4	418	139.4	1393.6	AVAILABLE	50

Open and Distance Learning (ODL)**Post Graduate Diploma in Management: 12 Months**

S.NO	ACADEMIC YEAR	Academic Area	Administrative area	##Academic Support area	*Amenities /other support	TOT	REMARKS	ESTIMATED COST RUPEES IN LAKHS
		SQ.M	SQ.M	SQ.M	SQ.M	SQ.M		
1	2022-23	696.8	139.4	418	139.4	1393.6	AVAILABLE	50

Library area is common between the Online, ODL and offline Classes, it will be used as sharing basis.

* Computer lab under Academic support area is common between the Online, ODL and offline Classes, it will be used as sharing basis.

5. QUALITY & HUMAN RESOURCE DEVELOPMENT

a. Academic Values

The educational mission of our Institution is to contribute to society through excellence in education, research, and public service, drawing on core strengths in science, data engineering, humanities and social sciences, and management. This mission will be accomplished by an educational program combining rigorous academic study and the excitement of research with the support and intellectual stimulation of a diverse campus community.

Our Students will aspire to:

1. Develop a refined ability to discover knowledge, solve problems, think about systems, and master other personal and professional attributes.
2. Analyze and solve management problems.
3. Conduct inquiry and experimentation in management problems.
4. Think holistically and systemically.
5. Master personal skills that contribute to successful management practice: initiative, flexibility, creativity, curiosity, and time management.
6. Master professional skills that contribute to successful management practice: professional ethics, integrity and career planning.
7. Develop an advanced ability to communicate and work in multidisciplinary teams
8. Lead and work in teams.
9. Communicate effectively in writing, in electronic form, in graphic media, and oral presentations.
10. Develop skills to conceive, design, implement, and operate systems in an enterprise and societal context.
11. Recognize the importance of the societal context in engineering practice.
12. Appreciate different enterprise cultures and work successfully in organizations.
13. Conceive engineering systems including setting requirements, defining functions, modeling, and managing projects.
14. Design complex systems.
15. Implement hardware and software processes and manage implementation procedures.
16. Operate complex systems and processes and manage operations.
17. Students will realize the need for and have the ability for life-long learning. Students will garner a sense of leadership, creativity and ethics.

b. Recruitment, Strategies for Attracting and Retention of Faculty Personnel for Excellence, Promotional Avenues, Career Ladder

We believe the success and effectiveness of the institution will depend on the quality and performance of the faculty and support staff in addition to physical infrastructure, curriculum and students. We will take great care in the recruitment and selection of the faculty for the proposed courses. The recruitment process would ensure the competence, and talents as per the requirements of the institution. On recruitment, the faculty will be informed about our policies and procedures, the availability of educational facilities such as a library, computer center, laboratories and responsibilities as faculty adviser, curricula, academic discipline, assessment of faculty etc.

c. Policies for Teaching and Non-Teaching Staff Development

1. The Institute exists for the two-fold purpose of teaching and researching the dissemination of knowledge and the extension of the boundaries of the known. Though it must have buildings and equipment, wise administrators, and earnest and intelligent students, it is obvious that its purpose cannot be accomplished unless its teachers are without exception competent and in as many cases as possible, distinguished to a greater or less degree. The policies of the Institute concerning rank, salary, and advancement of teachers evidently have an important bearing on its success.
2. Along with favorable working, a reasonable teaching load, and a stimulating intellectual climate, the assurance of academic freedom and tenure will be provided at our Institution.
3. A sum will be available each year for faculty research grants. Members of the Faculty will be notified annually of the application deadline.
4. We would have opportunities for faculty scholarship and research, and also for improving both activities to contribute to vitalizing and advancing instruction at the Institute.
5. As professional self-development is a normal and expected part of an academic career, Staff members will be encouraged to higher studies. A loan facility for higher education will be provided after assessing the situation. Grants will be awarded to any approved project leading to a scholarly or artistic product, textbook, or paper.
6. Technical staff will be encouraged to register for part-time courses. Financial assistance and leave would be given.

d. Permanent and Contract Services for Teaching, Non-teaching and other support personnel

In the Institute, the employees will be made permanent after satisfactory completion of a one-year probationary period. The other terms and conditions are given below:

Proposed Terms & Conditions for Teaching Faculty

1. Candidates interested in providing the service of Faculty must have educational qualifications as prescribed by the AICTE.
2. Candidates must have good aptitude in teaching.
3. Candidates must have the capability to teach theory and practical papers prescribed for the course.
4. Candidates must have a good command of the English language.
5. Candidates are prohibited from involving themselves in any political associations.
6. The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notices incumbent upon either party to provide, will be stated or confirmed in writing and a copy will be given to the faculty member.
7. Beginning with an appointment as Assistant Professor or a higher rank, the probationary period shall not exceed one year.
8. After the expiration of a probationary period, faculty members shall have continuous tenure, and their services shall be terminated only for adequate cause, or under extraordinary circumstances.
9. During the probationary period, the faculty member shall have the academic freedom that tenured members of the faculty have.
10. Ordinarily, a leave with or without pay will be awarded recommended by the department head and forwarded to the Director.
11. On completion of the probationary period the faculty becomes a tenured faculty.
12. Resignation of a Faculty Member:
A Faculty member may resign effective at the end of a semester, provided that he or she gives notice in writing one month prior.
13. Termination of Appointments by the Institution
Dismissal, defined as the termination of an appointment with continuous tenure, or probationary appointment before the end of the specified term, may be affected by the institution only for adequate cause. Termination of a probationary appointment at the end of the specified term shall not be defined as dismissal.
14. Retirement:
A faculty member's decision to retire is understood to be an individual one, but in the interests of continuity and proper academic planning, it is expected that the faculty member will give notice of his or her plans at least a year in advance.
Department heads, where appropriate, will seek to enlist the services of emeriti in professional activities such as lecturing, serving on academic committees, and advising students.

Proposed Terms & Conditions for Non – Teaching Staff

1. Appointed candidates are on probation for a period of six months.
2. Assistants and attendants should report to the respective HOD
3. Assistants are expected to maintain the dept/records/laboratory and maintain the registers.
4. Campus maintenance staff should report to the campus manager.
5. Performance will be appraised periodically by the superiors.

e. Total Quality Management

In order to meet societal/customer needs, the institution needs to continuously modify and improve the quality of its education and enhance the added value to the management programs. Total quality management (TQM) came into existence in 1980 in the western world. TQM is now part of a much wider concept that addresses overall organizational performance and recognizes the importance of quality processes.

As we move into the 21st century, TQM has developed in many countries into holistic frameworks, aimed at helping organizations achieve excellent performance, particularly in customer delight and business results.

Management education could be considered as a system having inputs, system operations and outputs. Inputs comprise entities like students, faculty, employees, capital and other resources. With the help of decision/policy variables under the environmental constraints, the Management education system transforms the inputs into quality outputs. Quality students, well trained faculty, consultancy project and research & development and satisfied employers are some of the outputs of a management system.

Quality Assessment Model:

Quality assessment is an important element in the roadmap to achieving quality improvement. A proposed self-assessment model is followed. It would help us to investigate the present status and lead to improving the quality continually.

A quality assurance cell is proposed with the following objectives:

1. To evaluate and improve the quality program of all academic departments.
2. To improve the cost-effectiveness in the use of resources
3. To select a suitable quality award model and keep this as a tool for self-assessment.
4. To benchmark the present system with the best in the category or globally.
5. To set the base for a regular, automated quality assessment procedure.

f. Overall Teaching and Non-Teaching Staff Requirements

We follow the requirements of AICTE norms and conditions for recruiting teaching and non-teaching staff.

LINKAGES IN TECHNICAL/MANAGEMENT EDUCATION

a. Linkages with Industry

Guest Lectures & Pre Placement Talks

The Institute will be in touch with the latest developments in the industry by inviting senior business professionals from all disciplines to deliver Guest Lectures to share with the students contemporary issues and also talk about their companies and opportunities in their sectors.

Training & Placement Cell

The training and placement cell of the institute will effectively engage in developing the students in all needed skills and placing them in top companies. Students will also be apprised continuously through seminars and workshops etc. about higher learning opportunities in India and abroad. The various activities of P&T Cell would be:

1. Company Visits
2. Career Guidance
3. Holistic Growth of the students
4. Project work Guidance
5. Campus and off Campus Interviews for placements
6. Tie up with companies for engagement with the institute

6. GOVERNANCE & ACADEMIC & ADMINISTRATIVE MANAGEMENT

a. Philosophy of Governance

The Great Lakes Institute of Management, Gurgaon views its commitment to learning and collegial structure as distinctive aspects of its institutional character. The college invites participation in shared governance and its shared commitment to common values. This commitment depends on openness and trust among all the members of the Great Lakes Institute of Management, Gurgaon community, defined in the broadest sense. The structures and procedures of governance are the means by which we organize ourselves to achieve institutional goals which transcend our individual interests and make possible the achievement of larger objectives. Membership in college presupposes a voluntary commitment to a philosophy of shared governance, to these structures, and procedures for their orderly change.

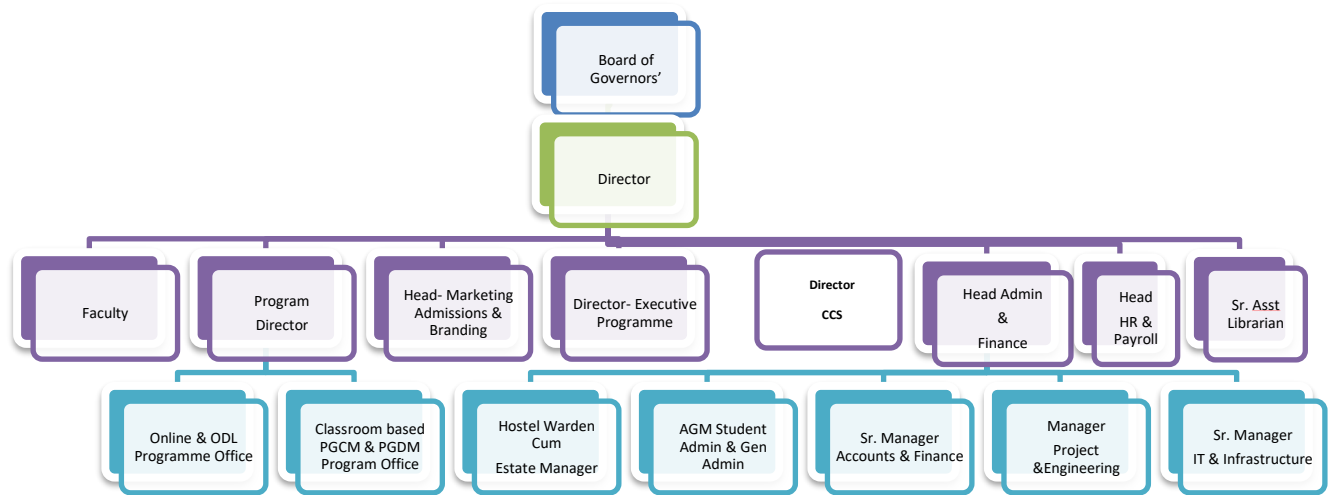
Our Board of Governors defines areas over which responsibility rests for each category of staff. The principal/director will be empowered by the Board of Governors as its Chief Executive officer for the campus. Authority and responsibility will be, by a delegation of the Board of Governors, shared among itself, the faculty and the principal. Policies and procedures concerning instruction and the non-academic life of the Institute will be delegated by the Board of Governors to the principal and the faculty. The Board of Governors vests authority and responsibility in the director within the lines of general policy laid down by the Board, and requires that the responsibilities must be shared among other administrative officers and faculty committees.

Such a collegial structure places great emphasis on shared information, advice and consultation and the process of seeking concurrence among the faculty, the Board of Governors, and the Director. Continual dialogue among the constituents is necessary. Recommendations for changes may be initiated by any of the constituencies, but changes in academic policy and governance will be approved by both the faculty and the Board. However, the ultimate authority and responsibility will rest with the Board of Governors.

b. Board of Governors (Latest)

SI No	Name	Status
1	Shri Mohana Krishna Lakhamraju	Chairman
2	Prof. Dr. Sudhakar Balachandran	Member
3	Prof. Dr. Diwakar Balachandran	Member
4	Shri Gautam Lakhamraju	Member
5	Shri Arjun Nair	Member
6	Prof. Dr. Debashis Sanyal, Director of GLIMG	Member Secretary
7	Prof. Dr. Umashankar Venkatesh	Member
8	Prof. Dr. Poornima Gupta	Member
9	Prof. S.K.Palhan	Member

c. Organizational Structure & Chart for day-to-day Operations & Management



d. Role and Responsibilities of Key Senior Positions

Responsibilities of BoG

Overall strategic direction policies and guidelines for operation and monitoring performance and conferment of diploma/certificate.

Responsibilities of Director

Carrying out all the activities to implement the strategic guidelines given by the BoG and he will also be responsible for both operation and academic performance.

Responsibilities of Academic Council

- Discuss program level changes based on proposals from Program Directors.
- Discuss and decide on all academic matters including formulation and review of PEOs, POs, COs, measurement of learning outcome, rubrics, curriculum changes.
- Discuss and decide on the introduction of specializations, courses and certifications.
- Discuss and decide on changes to course credits, requirements of tutorials.
- Analyze PO, CO scores and suggest interventions to improve the same.

e. Methods / Style of Administration / Management

Director will be the head of the Institute. He will be overall in charge of the day-to-day activities. The Following committees/councils will be formed to help the Director in online/ODL academics, administration, maintaining discipline and overall development and growth of the division.

- Executive Committee.
- Disciplinary committee.
- Faculty Council.
- Quality Assurance Committee

7. CONCEPTUAL MASTER PLAN FOR HEADQUARTERS AT MAIN CAMPUS

The Headquarter

The headquarter for the proposed online/ODL will be located at Block B(A1) 2nd & 3rd floor of Great Lakes Institute of Management, Gurgaon campus located at Village Bilaspur on Bilaspur Tauru Road, Gurgaon - 122413.

Design Concept

7.25 Acres of own campus with approx. 1.25 lakh sqft of academic infrastructure with state of art facilities: eco-friendly, energy saving and maintenance free.

Buildings & Facilities in the Campus

The Sponsor body has allocated an around 30,000 sq ft constructed area spread over four floors in two buildings from its academic space. The entire campus has been built on a healthy and natural environment in the village Bilaspur which is at a distance of 26 km from Gurgaon, on NH-8, Delhi-Jaipur Expressway. An approach road is laid from the highway to the main building. The campus will have a sanctioned load of 1000 KVA of electricity supply in addition to a 750 KVA generator to cater to any emergency. Potable water will be available inside the campus.

External Services

The institute already has security arrangements, transport facilities, rain-water harvesting, peripheral roads, sports facilities etc. In the longer run, the institute will have facilities like an auditorium, health facilities, Yoga Centre, hostel facilities, faculty housing etc.

Construction Systems and Materials

The layout of the building and design of the structure is done by the architect in consultation with the management. The construction of the building is done by a civil construction contractor.

Landscape Proposal

A good garden has been maintained on the campus. In the future, the landscaping will be carried out depending on the requirement.

REQUIREMENT OF STAFF, SPACE & EQUIPMENT & THEIR COST

a. Introduction

We believe the success and effectiveness of our proposed programs depend on the quality and performance of our faculty and support staff in addition to technological infrastructure. We will always maintain the specified staff/student ratio as per AICTE norms. Based on the requirements of the department, the staff members will be recruited.

b. Faculty Requirements

The Projected number and expenditure for Faculty requirements for the programs for the next two years are as follows:

S.NO.	ACADEMIC YEAR	No. of Faculties (Full time, Adjunct and Visiting)	TOTAL Rs in Lakhs
1	2022-23	14	280
2	2023-24	30	650

c. Non-teaching Staff Requirements

The Projected number and expenditure for Non-Teaching Staff requirements for the next two years are as follows:

S.NO	ACADEMIC YEAR	No of Staff	TOTAL Rs in Lakhs
1	2022-23	10	100
2	2023-24	18	120

d. Building Requirements: Area and Costs

The Building requirements and their costs for the next two years are given in the following table year-wise and course-wise:

Online (PGCM & PGDM) & ODL(PGDM)				
S.No.	Academic Year	New Area Required (Sq.m)	Cost Rs in lakhs	Remarks
1	2022-23	2000	60	Building already exists
2	2023-24	788	30	Building already exists

e. Estimated Cost of Delivery Capex (Technical resources)

The equipment required for the proposed courses is given in the following table:

S.No	Description	Required for the Academic Year	Cost Rs in lakhs	Remarks
1	Technological Platform for Online (PGCM & PGDM)	2022-23 2023-24	100 25	Server, LMS, Software, Recording Equipments etc.
2	ODL (PGDM)	2022-23	30	LMS and examination tools.

f. Phase-wise Resource Planning

Hard infrastructure for applied Intake is already available. Hence there is no significant capital expenditure to be done, except for interior works and procurement of furniture and fixtures required for the Headquarters.

Apart from the above Major Capex will be as per point e mentioned above.

Phase-wise Financial Planning for planned Online & ODL management Programs.

Financial Projections:

Student Details

All figures in Lakhs unless stated otherwise

	2023	2024	2025	2026	2027
Students					
Management					
Online PGCM- 1 year course	3,000	5,000	7,500	10,000	10,000
Online PGDM 2 year course					
Ist Year	3,000	5,000	8,000	10,000	10,000
IInd Year	-	3,000	5,000	8,000	10,000
ODL PGDM 2 year course					
Ist Year	2,500	3,000	5,000	7,500	10,000
IInd Year	-	2,500	3,000	5,000	7,500
Total	8,500	18,500	28,500	40,500	47,500
Total MBA Students	8,500	18,500	28,500	40,500	47,500
<hr/>					
Total No of Students	8,500	18,500	28,500	40,500	47,500
<hr/>					
YoY Growth (%)		118%	54%	42%	17%

	2023	2024	2025	2026	2027
Average Fees (in Rs.)					
Management					
PGCM I year course - Online	40,000	42,000	44,100	46,305	48,620
PGDM 2 year course -Online /ODL					
Ist Year	75,000	78,750	82,688	86,822	91,163
IInd Year	50,000	52,500	55,125	57,881	60,775
Revenue (Rs .in lakhs)					
Management Revenue					
PGCM I year course - Online	1,200	2,100	3,308	4,631	4,862
PGDM 2 year course - Online	2,250	5,513	9,371	13,313	15,194
PGDM 2 year course - ODL	1,875	3,675	5,788	9,406	13,674
Management Revenue	5,325	11,288	18,467	27,349	33,730
<hr/>					
Total Revenue	5,325	11,288	18,467	27,349	33,730

Income & Expenditure Statement

All figures in Lakhs unless stated otherwise

	FY	2023	2024	2025	2026	2027
Revenue						
Academic Revenue		5,325	11,288	18,467	27,349	33,730
YoY Growth (%)			112%	64%	48%	23%
Net Academic Revenue		5,325	11,288	18,467	27,349	33,730
Interest Earned						
Total Revenue		5,325	11,288	18,467	27,349	33,730
Expenses						
Human Resource		391	770	963	1,059	1,165
Academic Expenses		2,929	6,208	9,603	13,674	16,865
Utilities & Services		533	1,129	1,847	2,735	3,373
Office & General Expenses		266	564	923	1,367	1,687
Admission, Marketing & Placement Expense		850	1,850	2,850	4,050	4,750
Total Expenses		4,968	10,521	16,185	22,886	27,839
EBITDA		357	766	2,282	4,463	5,891
Depreciation		75	86	116	163	216
EBT		282	680	2,166	4,300	5,675
Margin (%)		5%	6%	12%	16%	17%

Balance Sheet*All figures in Lakhs unless stated otherwise*

	FY	2023	2024	2025	2026	2027
Assets						
Fixed Assets						
Gross Block		250	288	387	545	719
Accumulated Depreciation		75	86	116	163	216
Net Block		175	202	271	381	503
 Total Fixed Assets		 175	 202	 271	 381	 503
 Current Assets, Loans & Advances						
Cash & Bank Balance		621	1,737	4,305	9,053	15,019
Total Current Assets		621	1,737	4,305	9,053	15,019
 Total Assets		 796	 1,938	 4,576	 9,434	 15,522
Liabilities						
Current Liabilities						
Sundry Creditors		414	877	1,349	1,907	2,320
Advance Fees		-	-	-	-	-
Other Current Liabilities		-	-	-	-	-
Total Current Liabilities		414	877	1,349	1,907	2,320
 Corpus Fund		-	-	-	-	-
Promoters Contribution		100	100	100	100	100
Reserves & Surplus		282	962	3,127	7,427	13,102
Net Worth		382	1,062	3,227	7,527	13,202
 Total Liabilities & Equity Capital		 796	 1,938	 4,576	 9,434	 15,522

Cash Flow Statement*All figures in Lakhs unless stated otherwise*

FY	2023	2024	2025	2026	2027
Cash Flow From Operations					
PBT	282	680	2,166	4,300	5,675
Add: Depreciation	75	86	116	163	216
Add: Interest Paid	-	-	-	-	-
(Inc)/ Dec in Current Assets					
Inc/(Dec) in Current Liabilities	414	463	472	558	413
Net Cash Flow from Operations	771	1,229	2,754	5,022	6,304
Cash Flow from Investing Activities					
(Inc)/Dec in Gross Block	(250)	(113)	(185)	(274)	(338)
(Inc)/Dec in CWIP	-	-	-	-	-
Net Cash Flow from Investing Activities	(250)	(113)	(185)	(274)	(338)
Cash Flow from Financing Activities					
Inc/(Dec) In Secured Loans					
Inc/(Dec) In Unsecured Loans					
Inc/(Dec) In Corpus Funds	-	-	-	-	-
Inc/(Dec) in Equity Contribution	100	-	-	-	-
Less: Interest Paid	-	-	-	-	-
Net Cash Flow from Financing Activities	100	-	-	-	-
Net Change in Cash	621	1,116	2,569	4,748	5,966
Cash Balance					
Opening Cash Balance	-	621	1,737	4,305	9,053
Net Cashflow	621	1,116	2,569	4,748	5,966
Closing Cash Balance	621	1,737	4,305	9,053	15,019
Cash Balance in Balance Sheet	621	1,737	4,305	9,053	15,019

APPENDIX I_1

ADMISSION PROCESS FOR ONLINE/ODL POSTGRADUATE DIPLOMA

Eligibility Criteria

- All applicants are required to participate in the GLIM screening process before applying to the Institute.
- All applicants should possess a Bachelor's degree [10+2+3/4/5 or 10+3+3(for diploma)] in any discipline from a recognized institution with a minimum of 50% marks.

Application Form

- Candidates meeting the eligibility criteria given below can apply to the Institute by completing an online form.

Evaluation Process

Applicants are evaluated based on graduation scores, past academic performance, essays, work experience and performance in the personal interview. The selection process is based on criteria that facilitates evaluating of each applicant on:

a) Standardized Test Scores: % marks received in Graduation exam

b) Academic Abilities: Since the program has been designed to be highly demanding and intense; candidates with a consistent academic background (10th &12th) and an ability to sustain pressure make the shortlist

c) Work Experience: For people who have work experience, the quality of the work experience particularly in terms of achievements and learning are good indicators of the motivation and ability of these candidates to perform well in the academic program of the Institute.

c) Essay: A written essay is a good mechanism to assess a candidate's ability to structure their thoughts logically and communicate that effectively. These are important attributes for an effective manager who will need to structure new problems/situations/opportunities and communicate that to others in the organization.

d) Personal Interview: A personal interview allows an assessment of the depth of the knowledge of the candidate as well as their personality, things that are not possible through any of the other above criteria.

The above process can be reviewed by the Institute from time to time.

APPENDIX I_2

**COURSE STRUCTURE
OF
ONLINE
and
OPEN & DISTANCE LEARNING MODE**

**POSTGRADUATE DIPLOMA
Batch 2022-23**

Great Lakes Institute of Management, Gurgaon
Course Structure
of
Post Graduate Diploma

SUMMARY

- | | |
|---------------------------|--|
| 1. Duration | : 24 Months (4 Semester) |
| 2. Medium | : English |
| 3. Attendance Requirement | : Online /ODL |
| 4. Credits | : 81 |
| 5. Evaluation System | : Cumulative Grade |
| | Point Average (CGPA) System of Institute |
| 6. Objectives of Program | : |

Upon completion of the Post Graduate Diploma, students will learn

- To display competencies and knowledge in key business functional areas including accounting, finance, marketing, and management
- To possess the skills to communicate effectively, both verbally and in writing
- To work effectively and professionally in teams
- To develop an understanding of the diverse and rapidly changing global business environment
- To possess the skills to identify professional issues in a variety of contexts
- To apply decision-making techniques, using both quantitative and qualitative analysis, to management issues
- To analyze and evaluate ethical problems that occur at all levels of business decision making
- To conduct a strategic analysis using both theoretical and practical frameworks.
- To identify, analyze and create business opportunities as well as solve business problems, developing their ability to think strategically and to lead, motivate and manage teams across borders.
- To develop the skills of curiosity, initiative, independence, reflection and knowledge transfer which will allow them to be in a position to manage new knowledge in their professional careers and to enhance their managerial effectiveness with superior written and oral communication.

COURSE STRUCTURE

The Post Graduate Diploma is spread over 24 months and broken down into four semesters. The first year of academic work is spread over two semesters followed by projects in a business organization. Only after the successful completion of the first year Post Graduate Diploma, the students will be allowed to register for the second year of the Post Graduate Diploma.

Online Delivery Mode: For each 3 Credit course, there will be 42-45 hours of contact and additional tutorial (if any are required to successfully complete the course). This involves Live sessions, recording contents, capstone project, simulations, reading (online referred books) and other assignments/exercises, case study preparation, etc. This unit would be treated as three credits equivalent to academic work attainment. Thus a course with 42-45 hours of learning would be three credits as per norms of one credit per 14-15 hours of class contact.

ODL Mode: Reading (selfstudy through study materials), recording contents, capstone project, simulations ,submissions of assignments, exercises, case study preparation, etc

EMPIRICAL PROJECT

- The Empirical Project will be designed to be a Live Industry Project as a consulting/problem solving assignment wherein students will work upon a problem/issue that a company wants to get investigated (for insights; solutions; and/or validation) either in an on-going business process/project or something that the corporation has plans to implement in the future.
- This will be a Live Project and not an internship. The project will be executed over a period of time as per specified milestones while the students are concurrently attending classes. The students will, therefore, visit the premises of the corporate office only periodically as the work demands. This project will be equivalent to two full courses and consists of 6 credits weight.

Objectives:

- To develop a holistic understanding of businesses, business models and how they are designed to exploit business opportunities
- To inculcate an appreciation of businesses and their underlying processes as to how they are supposed to deliver high quality customer experience and, therefore, drive organizational goals.
- To enhance and build upon managerial and analytical skills of participants by making them work upon cross functional or functional projects
- To integrate the evaluation process of the program participants as a learning tool, through a practical hands-on methodology
- To facilitate team-work, interpersonal skills, time management by making the participants work in small teams over an extended period.

SEMESTER-WISE DETAILS

Semester -1			
Sno	Code	Course Name	Credits
1		Managerial Economics	3
2		Financial Accounting for Managers	3
3		Marketing Management-1	3
4		Organisational Behaviour	3
5		Oral Communication	3
6		Quantitative Analysis for Decision Making	3
7		Assignments/Tests	
		Total	18

Semester-2			
Sno	Code	Course Name	Credits
1		Business Environment-Macro Economics	3
2		Advance Business Communication	3
3		Financial Management	3
4		Marketing Management-Digital Marketing	3
5		Production and Operations Management	3
6		Human Resource Management	3
7		Assignments/Tests	
		Total	18

Semester 3			
Sno	Code	Course Name	Credits
1		Corporate Governance & Ethics	1.5
2		Negotiation & Bargaining	1.5
3		Business Analytics	3
4		Strategic Management	1.5
Electives			
i		Elective-1	3
ii		Elective-2	3
iii		Elective-3	3
iv		Elective-4	3
		Total	18

Capstone Project	6
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Semester-4			
Sno	Code	Course Name	Credits
1		Leadership	3
2		Strategic Management	3
i	Elective	Elective-5	3
ii		Elective-6	3
iii		Elective-7	3
iv		Elective-8	3
		Total	18
Simulation			3
Total Credits			21

Grand Total of Course Credits	81
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SPECIALIZATION(Elective) PAPERS**Each Paper is for 3 credits****MARKETING**

Digital Marketing

MK-202 Consumer Behaviour

MK-203 Sales & Distribution Management

MK-204 Web and Social Media Analytics

MK-205 Product & Brand Management

MK-206 Customer Relationship Management

MK-207 Services Marketing

MK-208 Marketing and Retail Analytics

MK-210 Business Marketing

MK-211 International Business Strategies

IT AND OPERATIONS MANAGEMENT

OP-201 Project Management

OP-202 Logistics & Supply Chain

OP-203 Supply Chain Modeling and Analytics

OP-204 Service Operations Management

OP-205 Demand Planning and Forecasting

OP-206 Strategic Sourcing & Corporate Quality

IT-201 Internet Business

AN-201 Business Intelligence

AN-202 Enterprise Resources Planning

FINANCE

FN-201 Security Analysis and Portfolio Management

FN-202 Financial Statement Analysis and Valuation

FN-203 Banking Management

FN-204 Financial Modeling

FN-205 Derivatives and Risk Management

FN-206 Risk & Fraud Analytics

FN-207 International Finance

FN-208 Mergers & Acquisitions

FN-209 Project and Infrastructure Finance

GENERAL MANAGEMENT

GM-201 Business Consulting

GM-202 Entrepreneurship

GM-203 Negotiation

EC-201 Economics of Strategy

HR-201 Performance Management

HR-202 Learning and Development

HR-203 Talent Acquisition

OB-201 Leadership, Influence and Power

OB-202 Motivation Theory & EQ

APPENDIX II_2

COURSE STRUCTURE

OF

ONLINE POSTGRADUATE CERTIFICATE

Batch 2022-23 onwards

Great Lakes Institute of Management Gurgaon

Course Structure of Post Graduate Certificate

SUMMARY

- | | |
|----------------------------|---|
| 1. Duration | : 12 Months (2 semesters) |
| 2. Medium | : English |
| 3. Attendance Requirements | : Online |
| 4. Credits | : 40 |
| 5. Evaluation System | : As Cumulative Grade Point Average
(CGPA) System of Institute |

6. Objectives of Program :

Upon completion of the program, students will learn

- To display competencies and knowledge in key business functional areas including accounting, finance, marketing, and management
- To possess the skills to communicate effectively, both verbally and in writing
- To work effectively and professionally in teams
- To develop an understanding of the diverse and rapidly changing global business environment
- To possess the skills to identify professional issues in a variety of contexts
- To apply decision-making techniques, using both quantitative and qualitative analysis, to management issues
- analyze and evaluate ethical problems that occur at all levels of business decision making
- Conduct strategic analysis using both theoretical and practical applications.
- To identify analyze and create business opportunities as well as solve business problems, developing their ability to think strategically and to lead, motivate and manage teams across borders.
- To develop the skills of curiosity, initiative, independence, reflection and knowledge transfer which will allow them to be in a position to manage new knowledge in their professional careers and to enhance their managerial effectiveness with superior written and oral communication.

COURSE STRUCTURE

Online Delivery Mode: The online Post Graduate Certificate is spread over 12 months broken down into two semesters. Semester 1 mostly cost courses and each has 3 Credits , there will be 42-45 hours of contact and additional tutorial (if any required to successfully complete the course). This involves Live sessions, recording contents, capstone project, simulations, reading (online referred books) and other assignments/exercises, case study preparation, etc. This unit would be treated as three credits equivalent of academic work attainment. Thus a course with 42-45 hours of learning would be three credits as per norms of one credit per 14-15 hours of class contact. In semester 2 majority is an elective subject which is 2 credit course. This semester has a capstone project and simulation in it.

EMPIRICAL PROJECT

- The Empirical Project will be designed to be a Live Industry Project as a consulting/problem solving assignment wherein students will work upon a problem/issue that a company wants to get investigated (for insights; solutions; and/or validation) either in an on-going business process/project or something that the corporation has plans to implement in the future.
- This will be a Live Project and not an internship. The project will be executed over a period of time as per specified milestones while the students are concurrently attending classes. The students will, therefore, visit the premises of the corporate office only periodically as the work demands. This project will be equivalent to 4 credits weight.

Objectives:

- To develop holistic understanding of businesses, business models and how they are designed to exploit business opportunities
- To inculcate an appreciation of businesses and their underlying processes as to how they are supposed to deliver high quality customer experience and, therefore, drive organizational goals.
- To enhance and build upon managerial and analytical skills of participants by making them work upon cross functional or functional projects
- To integrate the evaluation process of the program participants as a learning tool, through a practical hands-on methodology
- To facilitate team-work, interpersonal skills, time management by making the participants work in small teams over an extended period of time.

SEMESTER-WISE DETAILS

Semester -1			
S.No	Code	Course Name	Credits
1		Business Environment-Micro & Macro Economics	3
2		Financial & Managerial Accounting for Managers	3
3		Marketing Management	3
4		Organisational Behaviour & Human Resource Management	3
5		Production and Operations Management	3
6		Quantitative Analysis for Decision Making	3
7		Business Analytics	3
		Total	21

Semester 2			
S.No	Code	Course Name	Credits
1		Capstone Project	4
2		Simulation	3
Electives			
i		Elective-1	2
ii		Elective-2	2
iii		Elective-3	2
iv		Elective-4	2
v		Elective-5	2
vi		Elective-6	2
		Total	19

Grand Total of Course Credits	40
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SPECIALIZATION PAPERS
Each Paper is for 2 credits

MARKETING

Digital Marketing
Consumer Behaviour
Sales & Distribution Management
B2B Marketing
Product & Brand Management
Customer Relationship Management
Services Marketing
Marketing and Retail Analytics
IMC

IT & SYSTEMS AND OPERATIONS MANAGEMENT

Project Management
Logistics & Supply Chain
Supply Chain Modeling and Analytics
Service Operations Management
Demand Planning and Forecasting
Strategic Sourcing & Corporate Quality
Internet Business
Business Intelligence
Enterprise Resources Planning

FINANCE

Security Analysis and Portfolio Management
Financial Statement Analysis and Valuation
Banking Management
Financial Modeling
Derivatives and Risk Management
Risk & Fraud Analytics
International Finance
Mergers & Acquisitions
Project and Infrastructure Finance

GENERAL MANAGEMENT

International Business Strategy
Business Consulting
Entrepreneurship
Negotiation
Economics of Strategy
Performance Management
Learning and Development
Leadership, Influence and Power
Motivation Theory & EQ

APPENDIX II_3

ACADEMIC PERFORMANCE AND GRADING SYSTEM

The evaluation of academic performance is based on varying combinations of the following components:

- a) **Online:**Assignments, Quizzes, Class participation, etc.
- b) **ODL:** Assignments
- c) Project Work Assignments
- d) Semester-end Examination

The relative weight-age of the components for the specific course will be at the discretion of the faculty. The evaluation scheme for every course will be conveyed to the students at the beginning of the course along with the course outline.

Grades

Letter Grades	Interpretation	Grade Points
A	Outstanding	4.00
A-	Excellent	3.67
B+	Very Good	3.33
B	Good	3.00
B-	Just above average	2.67
C+	Average	2.33
C	Just below average	2.00
C-	Satisfactory	1.67
D+	Adequate enough to pass	1.33
D	Less than passing quality	1.00
D-	Much less than passing quality	0.67
F	Credit not earned	0.00

Minimum Grade Point Average Requirement

All students are required to maintain a minimum grade point average of 2.5 on a scale of 4.0 every term. A student will be placed on academic probation when his/her cumulative grade point average falls below 2.5. If in the subsequent terms, the student earns grades that restore his/her cumulative average to 2.5 or above; he/she will be returned to good standing. If, in subsequent terms, the student earns at least a 2.5 average for the term, but does not restore his/her cumulative record to 2.5, he/she will be permitted to continue on academic probation. If, in the subsequent term, the student on probation fails to earn a 2.5 average for the term, he/she will be dropped from the course for poor scholarship.

A student who has been dropped for poor scholarship may appeal to the DAC (Disciplinary Action Committee.) This Committee will conduct a hearing to determine whether the student's appeal should be granted. This Hearings Panel process shall afford the student the full and fair opportunity to present evidence relevant to the issue being raised. The Hearing will not be open to the public.

The hearing will be conducted in the presence of the Program Director if he is available. If the Program Director is unavailable, the Committee's recommendation will be conveyed to the Director whose decision will be final and binding on all parties concerned.

Passing Requirement

A student shall be declared to have passed a course if he/she has regularly attended classes (for Online mode only), participated in all assessments and receives C- grade at the least. The minimum standards that are required to successfully continue to be a part of the program are: (1) D+/D/D- in not more than 3 courses; (2) F in not more than 1 course and D+/D/D- in not more than 1 course. Students who get (a) 2 F grades or (b) 1 F and 2 D+/D/D- grades or (c) 4 D+/D/D- grades shall be asked to withdraw from the program from the institute, and all fees paid by them till then shall stand forfeited.

Calculation of SGPA, CGPA and GPA

Two types of Grade Point Averages (GPAs) are computed using grades earned by a student, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA). The weighted average of grade points earned in a semester is called SGPA, whereas the weighted average of grade points earned in all the previous terms is called CGPA. GPA is the weighted grade point average of grade points in all seven terms.

To calculate a grade point average,

- determine the grade points earned in each course by multiplying course credits by the appropriate grade-point equivalent
- add the grade points earned in each course to calculate a term total, and divide this sum by the number of credits taken to determine the term grade-point average.

A student is eligible for the award of certificate only if

- a) He does not obtain (1) 4 D+/D/D-'s or (2) 1 F and 2 D+/D/D-'s or (3) 2 F's at any point during the course.
- b) He/she has no outstanding backlogs.
- c) The CGPA obtained is 2.5 or more after completion of the last trimester.