



*Program Project  
Report*

**ONLINE PGDM**

**AICTE APPROVED**

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## **1. VISION, MISSION, OBJECTIVES AND RELEVANCE**

### **1.1 VISION AND MISSION OF THE INSTITUTION**

#### **1.1.1 VISION**

Becoming a Premier Jesuit Business School in the world by forming leaders of global repute who are committed to excellence with ethics.

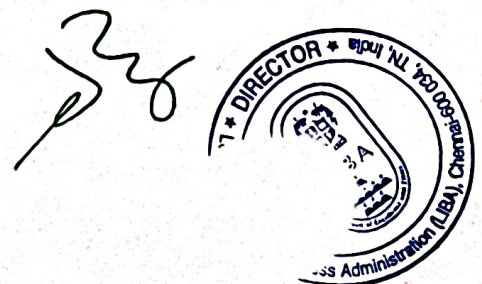
#### **1.1.2 MISSION**

- To train students to acquire professional competencies to lead business and social enterprises.
- To help form global attitude to face challenges and utilize opportunities.
- To provide avenues in learning to become ethically and environmentally sensitive and responsive.
- To guide and accompany students and other stakeholders in their being and becoming compassionate to the marginalized

### **1.2 MISSION AND OBJECTIVES OF THE PROGRAM**

#### **1.2.1 PROGRAM MISSION**

- **Digital Excellence:** To harness the power of our own digital platforms in delivering world-class management education.
- **Global Perspective:** To equip the students with the tools and knowledge to navigate international challenges and seize global opportunities.
- **Ethical Leadership:** To emphasize the importance of ethical decision-making in the digital age.



- **Entrepreneurship and Innovation:** To nurture the spirit of innovation and entrepreneurship in the students.

### 1.2.2 PROGRAM OBJECTIVES

- To provide comprehensive domain knowledge, critical thinking and problem-solving abilities in the field of management.
- To impart effective communication and leadership skills.
- To sensitize the students to ethical issues
- To provide international perspective of different managerial issues.

### 1.3 RELEVANCE OF THE PROGRAM WITH INSTITUTION'S VISION AND MISSION

The proposed Online PGDM program's mission, and objectives are intricately aligned with the institute's overarching vision and mission. Given below is a breakdown of the relevance:

- **Global Leadership & Excellence:** Both the institute and the program emphasize the formation of global leaders. The program's focus on "Digital Excellence" and "Global Perspective" directly correlates with the institute's aim to train students with a global attitude and professional competencies. The use of digital platforms ensures that the quality of education remains premier, even in an online format.
- **Ethical Foundation:** The institute's mission underscores the importance of ethics, and this is mirrored in the program's emphasis on "Ethical Leadership." By integrating ethical decision-making into the curriculum, the program ensures that students are not only competent but also morally grounded, which is a cornerstone of Jesuit education.
- **Holistic Development:** The institute's mission is not just about professional competencies; it's about holistic development, which includes ethical, environmental, and compassionate dimensions. The program's objectives, from "Innovative Curriculum" to "Environmental

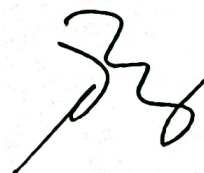
Sensitivity" ensure that students receive a well-rounded education that prepares them for both professional success and personal growth.

The program is not just a digital extension of the institute's offerings but a thoughtful and well-crafted program that embodies the core values and principles of the institute. It ensures that the essence of Jesuit education, with its emphasis on excellence, ethics, environmental consciousness, and holistic development, is seamlessly translated into the digital realm.

## **2. NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS**

For the Online PGDM program, given its alignment with the Jesuit values of holistic development, ethical grounding, and global perspective, the prospective target group of learners would likely encompass:

- **Working Professionals:** Individuals who are already in the workforce but are looking to upskill, reskill, or transition into managerial roles. The flexibility of an online program would be particularly appealing to this group, allowing them to balance their studies with professional commitments.
- **Global Aspirants:** Students and professionals from across the world who are attracted to the Jesuit values and the global perspective the program offers. The online nature of the program removes geographical barriers, making it accessible to a wider audience.
- **Ethically Conscious Individuals:** Those who prioritize ethical considerations in their professional lives and are looking for a program that emphasizes moral decision-making and social responsibility.
- **Recent Graduates:** Fresh graduates who are keen on pursuing advanced studies in management but prefer the flexibility and global exposure that an online program offers.



- **Lifelong Learners:** Individuals who, irrespective of their age or career stage, have a thirst for knowledge and personal development. They might be attracted to the holistic approach of the program, which goes beyond traditional business education.
- **Tech-savvy Individuals:** Given that the program is online, it would naturally appeal to those who are comfortable with digital platforms and see the value in digital education.
- **Individuals with Limited Access:** Potential students from regions or circumstances where access to quality business education is limited. The online format can bridge this gap, providing them with an opportunity to receive a premier education without relocating.
- **Career Transitioners:** Individuals looking to shift industries or roles and see the PGDM as a way to facilitate this transition, gaining new skills and perspectives in the process.

### 3. APPROPRIATENESS OF THE ONLINE MODE FOR THE PROGRAM

#### 3.1 PROGRAM LEARNING OUTCOMES

##### PO1: Domain Knowledge

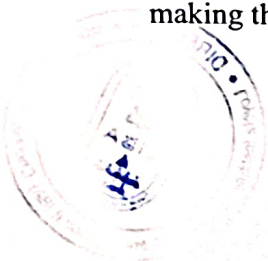
*Relevance:* In any business program, a foundational understanding of core business concepts is paramount. Domain knowledge ensures that students can comprehend and navigate the complexities of the business world.

*Significance:* It forms the bedrock upon which all other skills and competencies are built. Without domain knowledge, other skills might lack context and depth.

##### PO2: Critical Thinking and Problem-Solving Skills

*Relevance:* The business landscape is rife with challenges. The ability to critically analyze situations and devise solutions is crucial.

*Significance:* These skills empower students to tackle real-world business problems, making them valuable assets to any organization.



**PO3: Communication Skills**

*Relevance:* Effective communication is key in conveying ideas, influencing stakeholders, and ensuring smooth operations within and outside an organization.

*Significance:* Good communication can bridge gaps, foster collaboration, and drive organizational success.

**PO4: Leadership and Team Skills**

*Relevance:* Modern businesses thrive on teamwork. Leadership is not just about leading but also about being a productive team member.

*Significance:* These skills ensure that graduates can take on leadership roles and also contribute effectively in team settings.

**PO5: Entrepreneurial Spirit**

*Relevance:* With the rapid pace of change, an entrepreneurial mindset helps in identifying opportunities and navigating uncertainties.

*Significance:* It fosters innovation and adaptability, essential traits for business success in the modern era.

**PO6: International Perspective**

*Relevance:* In an interconnected global economy, understanding international business dynamics is essential.

*Significance:* This perspective equips students to operate in global markets and understand cross-cultural nuances.



## PO7: Ethical Orientation

**Relevance:** Ethical considerations are paramount in today's business world, with consumers and stakeholders demanding responsible business practices.

**Significance:** An ethical orientation ensures that business decisions are made with integrity, building trust and long-term success.

### 3.2 APPROPRIATENESS OF THE ONLINE MODE TO ACHIEVE THE EXPECTED LEARNING OUTCOMES

- **PO1 - Domain Knowledge:** Online platforms can provide access to a vast array of resources, case studies, and global business scenarios. Digital libraries, webinars, and virtual guest lectures can enhance domain knowledge effectively.
- **PO2 - Critical Thinking and Problem-Solving Skills:** Virtual simulations, case study discussions in online forums, and interactive problem-solving sessions can facilitate the development of these skills. Online platforms also allow for diverse perspectives from a global cohort, enriching the problem-solving process.
- **PO3 - Communication Skills:** Online modes inherently require written communication, be it in discussion forums, emails, or assignments. Additionally, video presentations and virtual group discussions can hone verbal and presentation skills.
- **PO4 - Leadership and Team Skills:** Virtual team projects and group assignments can help students develop leadership and teamwork skills in a digital environment, reflecting the realities of modern remote work settings.
- **PO5 - Entrepreneurial Spirit:** Online platforms can offer hands-on experience on digital entrepreneurship, e-commerce, and tech startups. Access to global business models and virtual pitch sessions can foster an entrepreneurial mindset.



- **PO6 - International Perspective:** The online mode naturally attracts a diverse set of students from different countries. Interacting with this global cohort, coupled with case studies from various markets, can provide a rich international perspective.
- **PO7 - Ethical Orientation:** Digital platforms can offer modules on digital ethics, data privacy, and cybersecurity. Discussions on global ethical dilemmas, facilitated by the diverse student base, can deepen ethical understanding.

#### **4. INSTRUCTIONAL DESIGN**

##### **4.1 DURATION AND STRUCTURE OF THE PROGRAMME**

4.1.1 The minimum and maximum period for completion of the Programmes are given below:

<b>Programme</b>	<b>Minimum Period</b>	<b>Maximum Period</b>
Online PGDM	2 Years	4 Years

4.1.2 This programme consists of the following components as prescribed in the respective curriculum

- Core courses
- Elective courses
- Capstone Projects

The medium of instruction, examination and project report shall be in English.

4.1.3 The curriculum and syllabi of the OL PGDM programme shall be as per the guidelines of the AICTE and placed before the Academic Council and approved by the Director (given in section 4.2).

4.1.4 Each academic year shall normally be for one year and divided into three trimesters.



4.1.5 The Formative assessments and Summative assessments shall follow the Academic Calendar and Examination Schedule.

4.1.6 The structure for framing assessment patterns and monitoring teaching learning and assessment process of OL programmes (PGDM) are same as for programmes (PGDM) offered in full time regular (conventional) mode under respective regulations.

4.1.7 The curriculum of OL PGDM programme shall follow the minimum prescribed credits required for the award of the degree as specified in the AICTE guidelines for this programme as given below:

Programme	Minimum Prescribed Credits
Online PGDM	120

4.1.8 Delivery of the Learning Materials will be done via online through LIBA Learning Management System (LMS).

4.1.9 The contact sessions for theory and practical courses (on an indicative basis) for OL Programmes are as follows:

Credit per Course	No. of Weeks	Hours of Asynchronous Learning (Faculty Recorded sessions + Coursera Course prescribed by the faculty) per Course	Hours of Synchronous Learning (Faculty Lectures, Industry Talks, Discussions, Tutorial sessions, etc.) per Course	Hours of Study Material, articles, links to access, etc.	Hours of Self-Study, Presentations, Assignments, Assessments, etc.	Total Hours of Study (based on 30 hours per credit)
4	16	15	20	30	55	120



## 4.2 PROGRAM CURRICULUM

The approved Curriculum for AY 2023-24, is given below.

Trimester 1							
S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	Core	PGOL11	Principles of Management	3	1	0	4
2	Core	PGOL12	Financial Accounting	3	1	0	4
3	Core	PGOL13	Quantitative Methods for Management	3	1	0	4
4	Core	PGOL14	Marketing Management	3	1	0	4
5	Core	PGOL15	Managerial Economics	3	1	0	4
<b>Credits</b>							<b>20</b>

Trimester 2							
S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	Core	PGOL21	Operations Management	3	1	0	4
2	Core	PGOL22	Organizational Behaviour	3	1	0	4
3	Core	PGOL23	Corporate Finance	3	1	0	4
4	Core	PGOL24	Human Resource Management	3	1	0	4
5	Core	PGOL25	Business Research methods	3	1	0	4
<b>Credits</b>							<b>20</b>



**Trimester 3**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	Core	PGOL31	Strategic Management	3	1	0	4
2	Core	PGOL32	Business Ethics and Corporate Social Responsibility	3	1	0	4
3	Core	PGOL33	Management Information Systems	3	1	0	4
4	Core	PGOL34	Managerial Accounting	3	1	0	4
5	Core	PGOL35	Business Law	3	1	0	4
<b>Credits</b>							<b>20</b>

**Capstone Project I**

Students have to do a capstone project in their chosen functional area, after the end-term examination of Trimester 3. The capstone project has to be submitted within 2 weeks of the reopening of Trimester 4.

**Trimester 4**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	Core	PGOL41	Supply Chain Management	3	1	0	4
2	Elective		Elective 1	3	1	0	4
3	Elective		Elective 2	3	1	0	4
4	Elective		Elective 3	3	1	0	4
5	Capstone Project I					8	4
<b>Credits</b>							<b>20</b>



### Trimester 5

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	Core	PGOL51	International Business	3	1	0	4
2	Core	PGOL52	E-commerce and Digital Marketing	3	1	0	4
3	Elective			3	1	0	4
4	Elective			3	1	0	4
5	Elective			3	1	0	4
<b>Credits</b>							<b>20</b>

### Trimester 6

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	Core	PGOL61	Entrepreneurship and Innovation	3	1	0	4
2	Elective			3	1	0	4
3	Elective			3	1	0	4
4	Elective			3	1	0	4
5	Capstone Project II					8	4
<b>Credits</b>							<b>20</b>



**List of Elective Courses for Trimester 4****Specialization 1 – Marketing Management**

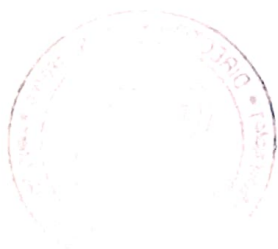
S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E1	PGOL411	Consumer Behaviour	3	1	0	4
2	E1	PGOL412	Strategic Brand Management	3	1	0	4
3	E1	PGOL413	Sales & Distribution Management	3	1	0	4
4	E1	PGOL414	Services Marketing	3	1	0	4

**Specialization 2 – Financial Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E2	PGOL421	Investment Analysis & Portfolio Management	3	1	0	4
2	E2	PGOL422	Derivatives & Risk Management	3	1	0	4
3	E2	PGOL423	Direct Taxation	3	1	0	4
4	E2	PGOL424	Financial Markets & Institutions	3	1	0	4

**Specialization 3 – Human Resource Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E3	PGOL431	Talent Acquisition and Management	3	1	0	4
2	E3	PGOL432	Performance Management	3	1	0	4
3	E3	PGOL433	Compensation and Benefits	3	1	0	4
4	E3	PGOL434	Training and Development	3	1	0	4





**List of Elective Courses for Trimester 5****Specialization 1 – Marketing Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E1	PGOL511	Integrated Marketing Communications	3	1	0	4
2	E1	PGOL512	Digital Marketing & Analytics	3	1	0	4
3	E1	PGOL513	Customer Relationship Management	3	1	0	4
4	E1	PGOL514	Advanced Market Research	3	1	0	4

**Specialization 2 – Financial Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E2	PGOL521	International Finance	3	1	0	4
2	E2	PGOL522	Mergers, Acquisitions & Corporate Restructuring	3	1	0	4
3	E2	PGOL523	Goods & Services Tax (GST)	3	1	0	4
4	E2	PGOL524	Financial Modelling & Analytics	3	1	0	4

**Specialization 3 – Human Resource Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E3	PGOL531	Organizational Development and Change Management	3	1	0	4
2	E3	PGOL532	Labour Laws and Industrial Relations	3	1	0	4
3	E3	PGOL533	Strategic HRM	3	1	0	4
4	E3	PGOL534	HR Analytics	3	1	0	4



**Specialization 4 – Business Analytics**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E4	PGOL541	Big Data Technologies	3	1	0	4
2	E4	PGOL542	Advanced Machine Learning and Artificial Intelligence	3	1	0	4
3	E4	PGOL543	Text and Sentiment Analysis	3	1	0	4
4	E4	PGOL544	Prescriptive Analytics and Optimization	3	1	0	4

**Specialization 5 – HealthCare Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E5	PGOL551	Healthcare Informatics	3	1	0	4
2	E5	PGOL552	Quality and Patient Safety	3	1	0	4
3	E5	PGOL553	Health Law and Ethics	3	1	0	4
4	E5	PGOL554	Healthcare Strategic Management	3	1	0	4

**Specialization 6 – Logistics & Supply Chain Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E6	PGOL561	Digital Transformation in Supply Chain	3	1	0	4
2	E6	PGOL562	Strategic Sourcing	3	1	0	4
3	E6	PGOL563	Supply Chain Finance	3	1	0	4
4	E6	PGOL564	Aggregator Models, E-Commerce and Logistics	3	1	0	4



**List of Elective Courses for Trimester 6****Specialization 1 – Marketing Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E1	PGOL611	Product and Innovation Management	3	1	0	4
2	E1	PGOL612	Marketing Strategy and Planning	3	1	0	4
3	E1	PGOL613	Retail Marketing	3	1	0	4
4	E1	PGOL614	International Marketing	3	1	0	4

**Specialization 2 – Financial Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E2	PGOL621	Credit Risk Management	3	1	0	4
2	E2	PGOL622	Financial Planning and Wealth Management	3	1	0	4
3	E2	PGOL623	Fintech Innovations & Disruptions	3	1	0	4
4	E2	PGOL624	Corporate Governance and Sustainable Finance	3	1	0	4

**Specialization 3 – Human Resource Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E3	PGOL631	HR Technology and Tools	3	1	0	4
2	E3	PGOL632	Workforce Diversity and Inclusion	3	1	0	4
3	E3	PGOL633	Leadership and Team Building	3	1	0	4
4	E3	PGOL634	HR Consultancy	3	1	0	4



**Specialization 4 – Business Analytics**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E4	PGOL641	Business Intelligence Tools & Techniques	3	1	0	4
2	E4	PGOL642	Time Series and Forecasting	3	1	0	4
3	E4	PGOL643	Customer Analytics	3	1	0	4
4	E4	PGOL644	Supply Chain and Operations Analytics	3	1	0	4

**Specialization 5 – HealthCare Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E5	PGOL651	Healthcare Human Resources	3	1	0	4
2	E5	PGOL652	Health Economics	3	1	0	4
3	E5	PGOL653	Healthcare Innovations	3	1	0	4
4	E5	PGOL654	Health Analytics	3	1	0	4

**Specialization 6 – Logistics & Supply Chain Management**

S. No.	Course Group	Course Code	Course Title	L	T	P	C
1	E6	PGOL661	Operations Strategy	3	1	0	4
2	E6	PGOL662	International Trade and Logistics	3	1	0	4
3	E6	PGOL663	SCM in Circular Economy	3	1	0	4
4	E6	PGOL664	Retail Supply Chain	3	1	0	4

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### 4.3 TEACHING, LEARNING AND ASSESSMENT

The core philosophy of Teaching, Learning and Assessment at LIBA is based on the understanding that effective learning isn't about one-size-fits-all. Every individual has unique needs, and the teaching methodology should be designed to cater to this diversity. The Online PGDM program combines asynchronous and synchronous learning methods to deliver a rich, flexible, and engaging educational experience.

#### 4.3.1 Asynchronous Learning:

Asynchronous learning gives the students the flexibility to learn at their own pace. Pre-recorded video lectures, readings, assignments, and discussion forums will be available on our advanced learning platform, allowing students to access the course materials anytime, anywhere. Further, students will be asked to produce a certificate from Coursera for each of the courses as a part of the Summative Assessment. This flexibility is especially beneficial for working professionals, enabling them to balance their studies with work commitments.

#### 4.3.2 Synchronous Learning:

There will be real-time interactive sessions where the students get a chance to participate in live webinars, group discussions, case study analyses, and virtual classroom sessions. During these sessions, they can interact with faculty and fellow students, ask questions, share insights, and engage in lively discussions. This real-time interaction brings the classroom experience to the students' screen, fostering a sense of community, enhancing understanding, and promoting collaborative learning.

#### 4.3.3 Assessment

The pedagogical approach involves practical case studies, real-world projects, quizzes, MCQs, and peer learning, all aimed at providing a holistic learning experience. All the assignments

will be self-assessed by the students and further reviewed by faculty, we strongly believe this practice will breed honesty among the students. Through this blend of learning methods, we aim to create an engaging, enriching, and learner-centric environment that transcends geographical boundaries. The weightage for the assessment components were given below:

***For Courses (Both Core and Electives)***

**Formative Assessment**

1. MCQs from Recorded Sessions – 20% Weightage
2. Assignments, Presentations, MCQs from Live Sessions, etc. - 30% Weightage

***Total Weightage for Formative Assessment – 50%***

**Summative Assessment:**

1. Coursera Course – 20% Weightage
2. Summative Exam / Viva – 30% Weightage

***Total Weightage for Summative Assessment – 50%***

***For Capstone Projects***

1. First Review – 30 Marks
2. Second Review – 30 Marks
3. Viva – 40 Marks

**Pass Mark – 40%**

**Supplementary Examination – No**

**Redo – On approval, students can redo any particular course along with the subsequent cohort students.**



#### **4.3.4 Attendance**

4.3.4.1 The students have to attend all the live sessions, subject to a maximum relaxation of 5 sessions per term and no more than 2 sessions per course (for genuine reasons such as medical grounds, family emergency, representing for the institution in approved events, etc.), with the approval of the Cohort In-charge.

4.3.4.2 Absence from more than 2 live sessions per course, may mean the loss of a grade point, i.e., if the students absent himself for 3 live sessions, it will result in loss of 1 grade point.

4.3.4.3 Any student who absents himself/herself for more than 3 live sessions in a course without approval from the Cohort In-charge will have to repeat the course.

#### **4.3.5 Specializations**

4.3.5.1. The following six specializations are offered:

- i. Marketing Management
- ii. Financial Management
- iii. Human Resource Management
- iv. Business Analytics
- v. Healthcare Management
- vi. Logistics and Supply Chain Management

4.3.5.2 Students are allowed to take any two of the above six specialization to complete their Diploma. Although dual specialization is encouraged, students have been given the discretion to choose a single specialization (out of the above five specializations) only.

4.3.5.3 The minimum required credits to award the completion of a specialization is 16 credits.

4.3.5.4 The minimum number of students required to offer a particular specialization is 50 students.

4.3.5.5 The minimum number of students required to offer a particular elective course is 30 students.

#### 4.3.6 MOOCS COURSERS

Students have to submit the required course certificate from NPTEL/Coursera, as prescribed by the course Faculty for each of the courses. The certificate will be given 20% weightage in Summative Assessment. Students shall undergo project related online course on their own with the mentoring of the faculty member.

#### 4.4 COHORT IN-CHARGE AND MENTORING SYSTEM

##### 4.4.1 Cohort In-Charge

A faculty member shall be nominated by the Dean as Cohort In-charge for the whole cohort. He/she is responsible for maintaining the academic, curricular and co-curricular records of all students throughout their period of study.

##### 4.4.2 Mentoring System

**Buddy Mentors:** To help the students in planning their courses of study and for general counselling on the academic programme the buddy mentors are introduced. Buddy mentors shall function as counsellors for the students throughout their period of study. Dean will decide the number of students to be allocated to each of the buddy mentors. They will offer advice to the students on academic and personal matters, and guide the students in taking up courses for registration and enrolment in every semester. They will also follow up on submission of assignments and would evaluate their quizzes, tests and assignments.

**Faculty Mentor:** The Cohort In-Charge will be the faculty mentor for that particular cohort. Issues not satisfactorily resolved by the buddy mentors will be escalated to the faculty mentor.



## 4.5 CLASS COMMITTEE

4.5.1 A class committee comprising faculty members handling the classes, student representatives and Dean as chairman will be constituted in every trimester:

4.5.2 The composition of the class committee will be as follows:

- i) Dean as the Chairman
- ii) Faculty members of all courses of the trimester
- iii) Student representatives
- iv) Cohort in-charge and Buddy mentors

4.5.3 The class committee shall meet at least three times during each Trimester. The first meeting shall be held one week before the commencement of classes (without student representatives), in which the nature of continuous assessment for various courses and the weightages for each component of assessment shall be elaborated by the Dean and schedules for live sessions and tutorials, closing date of the trimester and the dates for Summative Assessment will be decided.

4.5.4 The second meeting shall be held within a week after the completion of first two modules, to review the students' performance and for follow up action (with the student representatives).

4.5.5 The third meeting of the class committee (without student representatives), shall meet within 5 days from the last day of the summative examination of the trimester to analyze the performance of the students in all the components of assessments and decide their grades in each course.



## 5. ADMISSION AND REGISTRATION

### 5.1 ELIGIBILITY FOR ADMISSION

5.1.1 Eligibility for Admission into OL Programmes (PGDM) are as follows:

Sl. No.	Degree	Admission Eligibility
1	PGDM	<p>Applicants must hold a bachelor's degree from a recognized university or an equivalent professional qualification, with a minimum aggregate of 50% marks.</p> <p>Applicants with a minimum of two years full-time work experience in business, industry, or government are preferred, although it's not mandatory.</p>

5.1.2 For admission into OL programme other than Indian students stated in (5.1.1) above, foreign students are also eligible to enrol in this programme.

5.1.3. Admission eligibility criteria, includes the class achieved, the number of attempts taken for the qualifying examination, will be periodically updated and set by this Institution.

### 5.2 ADMISSION PROCESS

The process of admission will follow the below steps:

**Step 1: Application** Students will submit the application for our Online PGDM program, along with a “Statement of Purpose” and “Self-Recorded Video” for joining the program.

**Step 2: Screening** LIBA online program committee will go through the application, statement of purpose and self-recorded video and shortlist the candidates for admission. Final approval for admission will be given by the Director of LIBA.




**Step 3: Joining the Program** Successful candidates will receive an admission offer letter for the next upcoming cohort. Students can secure their admission by paying the required admission fee and after submitting the required documents.

### 5.3 PROGRAM FEE

The program fee for the Academic year 2023-24 is fixed at INR 3 Lakh.

### 5.4 REGISTRATION AND ENROLMENT FOR TRIMESTERS

5.4.1 The students of first trimester shall register and enrol at the time of admission by paying the prescribed fees.

5.4.2 For the subsequent trimesters registration for the courses shall be done automatically unless the student expresses his willingness to withdraw from the trimester in writing to the Dean, one week before the starting of the respective trimester.

5.4.3 A student can withdraw from an enrolled course at any time before the first assessment test for genuine reasons, with the approval of the Dean, on the recommendation of the Cohort In-charge.

### 5.5 TEMPORARY BREAK OF STUDY

A student may be permitted by the Dean to avail temporary break of study from the programme up to a maximum of one trimester for reasons of ill health or other valid grounds. A student can avail the break of study before the start of first assessment of the ongoing trimester. However, the total duration for completion of the programme shall not exceed 4 years. If any student is debarred for want of attendance or suspended due to any act of indiscipline, it will not be considered as break of study. A student who has availed break of study has to rejoin in the same trimester only in the subsequent cohort.



## 6. GRADING SYSTEM

6.1 The primary objective of the Institute's grading system is to motivate all students to excellence. We seek to achieve this objective by keeping all the students continually informed of their performance in relation to the required and expected standards. Apart from the summative assessment, a student's performance is continuously assessed by way of formative assessment on the basis of class participation, presentations, case studies, assignments, quizzes, etc. The grading synthesizes a nine-point scale through continuous assessment system.

6.2 Each faculty evolves his or her criteria for grading student performance, which is appropriate for the course he or she teaches. The criteria will be announced to the students at the beginning of the course to enable them to plan their work accordingly.

6.3 In general, the grade represents the student's combined performance in quizzes, assignments, presentations, case discussions, class participations, assessments, etc.

6.4 The grading follows a system of nine points. The point value of the grades and their significance is as follows:

GRADE	POINTS	SIGNIFICANCE
O	9	Outstanding
A+	8	Very Good
A	7	
B+	6	Good
B	5	
C+	4	Average
C	3	
D+	2	Poor

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D	1	
F	0	Fail
I		Incomplete

6.5 A Student's performance in a term is indicated by the Grade Point Average (GPA), which is derived by averaging the grade points earned by the student in all the courses of that term. The cumulative performance of the student in all the terms he or she has completed is shown as the Cumulative Grade Point Average (CGPA).

6.6 The Institute insists on ON-TIME submission of all written reports, projects, and other assignments. Late submission is penalised by reduction of grades for that segment as follows:

- i. *Delay upto one week: Reduction of one grade point.*
- ii. *Delay of more than a week but less than two weeks: Reduction of two grade points.*
- iii. *Delay of more than two weeks and upto 3 weeks: Reduction of three grade points.*
- iv. *If the delay is more than 3 weeks, the faculty can refuse to accept the assignment.*

6.7 The minimum qualifying GPA and CGPA required by a student for continuing in the programme and for being awarded the PGDM is:

Terms	GPA for each term	CGPA at the end of the Year
I, II, III	3.5	4.0
IV, V, VI	4.0	4.5



## 7. DISCIPLINE

7.1 Every student is expected to strictly follow the “Manual of Policies” issues by the institute on all aspects of their study during the entire duration of the program.

7.2 Every student is expected to observe disciplined and decorous behaviour both inside and outside the virtual classroom and not to indulge in any activity which tends to affect the reputation of the Institution.

7.3 Any act of indiscipline of a student, reported to the Dean, through the Cohort In-Charge shall be taken seriously for appropriate action.

## 8. REQUIREMENTS FOR THE DIPLOMA

8.1 To qualify for the diploma, a student should not have any “incomplete” grades. Further, the student must also meet the following requirements. Throughout the duration of the programme, he or she

- i. Should not obtain “F” in more than one course;
- ii. Should not obtain a grade lower than “C” in more than three courses provided, even if he or she has not obtained an “F” grade in any course;
- iii. If the student has obtained a “F” grade in one course, he or she should not obtain a grade less than “C” in more than one other course.



## 9. LIBRARY RESOURCES

Student will be given unrestricted access to the e-learning resources of LIBA's library. The following are the kinds of e-learning resources that will be given to the students:

- i. Portable Document Format or eBooks or Illustration, video demonstrations, documents and interactive simulations, Web Resources, that shall contain - Related Links, Open Content on Internet, Case Studies, Historical development of the subject, Articles, wherever required.
- ii. Recorded Lectures via LIBA LMS.
- iii. Unlimited access to Coursera Platform for the entire duration of the study (2 years).
- iv. Peer-Learning Forums for raising of doubts and clarifying the same on real time basis by the students among themselves.
- v. Self-Assessment, that shall contain – MCQ, Problems, Quizzes, Assignments and solutions,
- vi. Discussion forum topics and setting up the FAQ, Clarifications on general misconceptions by Course Faculty.

## 10. COST ESTIMATES OF THE PROGRAM AND PROVISIONS

Particulars	Terms (Amount in INR)						Total
	I	II	III	IV	V	VI	
Admission Fee	5000	-	-	-	-	-	5000
Tuition Fee	40000	40000	40000	40000	40000	40000	240000
Platform Fee	5000	5000	5000	5000	5000	5000	30000
LMS Fee	2500	2500	2500	2500	2500	2500	15000
Coursera License Fee	10000						10000
<b>Total</b>	<b>62500</b>	<b>47500</b>	<b>47500</b>	<b>47500</b>	<b>47500</b>	<b>47500</b>	<b>300000</b>

**Note:** Additional fee of INR 25000 will be charged for students opting for financing through our lending partner.

## **11. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAM OUTCOMES**

The CIQA is the apex body for quality assurance head by the Dean. It comprises of industry experts and expert faculties from the institution who review the course curriculum once in every 2 to 3 years. The CIQA board benchmarks the course curriculum with the requirements of the industry and ensures it achieves the Program Learning Outcomes. CIQA will ensure the study material is in tune with the curriculum and also reviews the examination results and the pedagogy followed.

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