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## Pimpri Chinchwad University

Established under Govt. of Maharashtra Act No. V of 2023  
Sate, Maval (PMRDA) Dist - Pune, Maharashtra - 412 106.

✉ : info@pcu.edu.in 🌐 : www.PCU.edu.in ☎ : +91 9552421225



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### Board of Studies-School of Management - 1<sup>st</sup> Minutes of Meeting

**Date:** 07<sup>th</sup> August, 2023.

**Time:** 2:30 - 4:30 p.m.

#### MEETING AGENDA

**Agenda No 1:** Official welcome and introduction of Members of Board of Studies.

**Agenda NO 2:** Objectives of the Board of Studies and the role of the members.

**Agenda NO 3:** Presentation on Pimpri Chinchwad University and School of Management

**Agenda No 4:** To consider the model framework and distribution of credits applicable for the program in the Program structure of BBA and MBA.

**Agenda No 5:** Presentation on the New Education Policy 2020 guidelines and Curriculum Benchmarking.

**Agenda No 6:** Course description for Foundation Year.

**Agenda No 7:** Assessment policy for assuring quality of academic outcomes.

**Agenda No 8:** Any other Item with the permission of the Chair.

#### CHAired BY:

**Prof. Dr Rajeev Bhardwaj**

Director (I/C), School of Management, PCU

**ATTENDEES**

Dr Rajeev Bhardwaj	Chairperson
Dr. Ajay Sharma	Internal Member
Ms Aboli Niphadkar	Internal Member
Dr Rajkamal Upadhyaya	Internal Member
Mr Ajay Kumar Mishra	Internal Member
Mr. Alok Mishra	Nominee VC
Prof.K M Baharul Islam	Special Invitee
Mr. Advait Kurlekar	External Expert from Industry
Mr. Banwari Lal	External Expert from Industry
Mr Ancy Sreenivasan	External Expert from Industry
Prof. (Dr.) Kirti Dharwadkar	External Member-Academia
Dr. Manju Chopra	External Member -Academia
Dr. Kajal Maheshwari	External Member- Academia

**DISCUSSION POINTS**

**Agenda 1: Official welcome and introduction of Members of Board of Studies.**

Meeting started with welcome note to all the BOS members Internal as well as External. The welcome and introduction of Board of Studies (BOS) members involved acknowledging and introducing the members who had accepted the responsibility of guiding, reviewing, and contributing to the continuous improvement of the institution's academic programs.

Their significant expertise and experience in their respective fields were highlighted, emphasizing their potential impact on academic offerings and the institution's commitment to excellence.

A formal introductory meeting was proposed to provide the BOS members with a comprehensive overview of the institution, its programs, and their roles and responsibilities.

## **Agenda 2: Objectives of the Board of Studies and the role of the members**

After the warm introduction and greeting Director (I/C), School of Management presented the objectives of Board of Studies in detail. Since this was the inaugural meeting of the Board of Studies, a detailed discussion was held on the roles of the members in adding value and expert guidance through their effective mentorship in the Program Curriculum of BBA and MBA. He explained the major objective regarding the meeting and also explained their roles and Responsibilities.

The following **Objectives** of the Board of Studies members as discussed:

- i. To create and develop the curriculum to ensure that it remains relevant and aligned with the institution's mission and educational goals. Established and maintained high academic standards by monitoring the quality of courses and programs, which includes assessments and teaching methodologies.
- ii. To identify areas for program improvement and make recommendations to enhance the overall quality of education offered by the institution.
- iii. To ensure that academic programs are in sync with the requirements and expectations of the job market and various industries.
- iv. To encourage interdisciplinary collaborations and interdepartmental coordination to offer comprehensive educational experiences.
- v. To ensure that academic programs comply with regional or national educational regulations, accreditation requirements, and other relevant guidelines.

**Role of BOS Members:**

- i. BOS members are typically experts in their respective fields. Their primary role is to provide subject-specific knowledge and insights to help shape the curriculum.
- ii. BOS members review and assess existing course offerings and program structures, identifying areas that require improvement or modification.
- iii. BOS members make recommendations regarding changes to course content, structure, assessment methods, and program outcomes to enhance academic quality.
- iv. They are responsible for evaluating the quality and relevance of courses and programs, ensuring that they meet or exceed established academic standards.
- v. BOS members may be involved in developing and reviewing assessment criteria to measure student learning outcomes.
- vi. They bring insights from their respective industries to ensure that academic programs align with current industry trends and expectations.
- vii. BOS members promote interdisciplinary collaboration and the integration of various subjects to provide holistic education.
- viii. They offer valuable feedback and contribute to the continuous improvement of academic programs. BOS members also encourage innovation in teaching and learning methods.
- ix. BOS members may engage in professional development activities to stay updated on the latest developments in their fields, which can inform their contributions to curriculum development.
- x. They maintain open communication with the institution's faculty, administration, and other stakeholders to ensure that their recommendations are effectively implemented.
- xi. Above all, BOS members have a commitment to the welfare and academic success of students, and they play a critical role in shaping the educational experience.

### **Agenda 3: Presentation on Pimpri Chinchwad University and PCU School of Management**

Refer to the presentation - [Agenda no 3 - Presentation - PCU - SOM.pptx](#)

### **Agenda 4: To consider the model framework and distribution of credits applicable for the program and the course structure of BBA and MBA.**

Dr Ajay Sharma exhibited and explained the credit structure to the member. He explained the relevance of **Model Framework** and Course structure in fields of Management. He added that the Internal faculty members have done a great job by making the whole program as interdisciplinary in approach. He explained each and every concept in the model framework like -Majors, Minors, open elective, value Enhancement, Interdisciplinary courses and specially the weightage given to the skills enhancement and Entrepreneurship skills development programs. (*Refer to Annexure C and D*)

### **Agenda No 5: Presentation on the New Education Policy 2020 guidelines and Curriculum Benchmarking**

Dr Ajay Sharma explained the importance and need of the NEP 2020 policy formulated by the government in academia and also highlighted how these fundamentals are included in the course structure of BBA and MBA.

He explained how the department has incorporated various programs and divided them into Major's and Minor's. The Open elective culture breded in the program in order to generate inclusiveness in various departments like BBA, MBA, BCA, MCA, B.Sc. etc. that would help the students for their overall growth and development.

The department highlighted the inclusion of programs like- Indian Family System-Concept Practices and Current Relevance, Sales, Negotiation and Conflict Mgt, Introduction to Corporate Social Responsibilities and Environment and Sustainable studies which would be useful for the overall academic Nurture of the students.

Dr Ajay Sharma explained the inclusion of Summer Internship at BBA and MBA level. This would be helpful in imparting practical approach with the help of real case-based scenarios in the both the fields. He also requested the members from industry to kindly help in the internships and Projects to the students.

To this, all the BOS members appreciated the efforts taken by the department in making the program structure in such a unique way. They also added that this program structure in BBA and MBA is quite skill based and would really help in the better internship and placement opportunity for the students.

They appreciated the fact that the program is Industry ready and subjects like – Innovation and startups, Sales, conflict and negotiations, Web Designing, Computer applications and Financial Literacy would be really helpful for the holistic growth of the students and would help them in setting their own startups. (*Refer to Annexure A and B Point No 2 and 3*)

The internal members mentioned the inclusion of at least 40 % of Multidisciplinary and Interdisciplinary courses like Gender equity and Equality, human Values and Ethics, Environmental sciences and Indian Family Values and System (*Refer to Annexure A and B Point No 2 and 3*)

The members were shown with the various Benchmarking with other universities who run the similar programs in BBA and MBA done by the department in order to understand the similarity and Uniqueness offered at PCU in the domain of the degree program BBA and MBA.

The model frame work was made with the credit distribution after the careful benchmark with the various Universities in India who offer these programs from past a decade and more. (*Refer to Annexure G and H*)

Dr Ajay Sharma presented the total credit structure offered by the universities/institutions like SCMS, Pune; Amity University, Noida; SP Jain Global Management, Mumbai; BITS Ranchi, Parul University, LPU, Punjab, IIM Calcutta, IIM Kashipur, IIM Bangalore, University of Cambridge, Stanford Graduate School of Business

This agenda was unanimously appreciated and no changes were suggested.

#### **Agenda No 6: Course description for Foundation Year.**

Dr Ajay Sharma highlighted how the programs in Management have been designed with the interface of Academics and Industry. He explained the need of the hour is to include the resources who are practicing in the fields of the Management would be a value addition for the students.

Learning by Doing is the basic mantra and essentiality of today's era. For this, internships, project works, Dissertations will pave the way for fostering student insights to real life cases.

(*Refer to Annexure J*).

#### **PhD Programs**

Dr Ajay Sharma mentioned the aspirations to start the PhD programs in field of Management and Allied areas. The members of the Board motivated the department for the same and agree to Co-Guide as well.

The members also expressed the department to flourish the center of Research required for the Experimental studies.

**The changes suggested by the members were incorporated and this agenda was approved by the BOS for Management.**

## **PART (B)**

### **1. Relevance of Program to the local / national / global developmental needs.**

Dr Ajay Sharma discussed about the need of the Management programs:

A well-designed management program can be tailored to meet local, national, regional, and global needs by adapting its curriculum, strategies, and objectives to address the specific challenges and opportunities presented by each level of operation.

A Management graduate program and curriculum is designed to address the local, national, regional, and global developmental needs in several ways. These programs aim to produce well-rounded and competent managers who can contribute to various aspects of business, research, and economy. Here's how such programs can be relevant to development needs at different levels:

#### **1. Local Development Needs:**

- ❖ **Employment at local Level:** Management graduates can be trained to work closely with local Industry and factories to address employment needs at local level and cater the masses to meet their physiological needs, this identification of needs can help the society in raising their standards of living and can establish a sense of belongingness in the geographical boundaries they live.
- ❖ **Increasing per capita income at local level:** Opening of the industries and factories in the nearby vicinity not only helps in new job creation but at the same time helps in raising the per capita income of the work force also. Development of infrastructure and optimum utilization of resources in the form of land, labour and machines increases the efficacy and potency of the plants which eventually results in overall increase in wealth of the local area where such plants get established.
- ❖ **Management education in India faces specific development needs that are influenced by the country's unique business environment, socio-cultural diversity, and economic conditions. Here are some key development needs for management education in the local Indian context:**
- ❖ **Entrepreneurship and Startups:** India is experiencing a surge in entrepreneurship and startups. Management education programs need to provide comprehensive support for aspiring entrepreneurs, including courses on entrepreneurship, access to venture capital, and mentoring.
- ❖ **Digital Transformation:** With India's growing prominence in the IT and technology sector, management education should focus on digital transformation, including data analytics, e-commerce, and digital marketing.

- ❖ Rural and Urban Divide: India has a significant divide between urban and rural areas. Management education should address the unique challenges and opportunities in both settings, preparing graduates to work in diverse environments.
- ❖ Inclusive Leadership: Given India's cultural diversity, management programs should emphasize the importance of inclusive leadership, ensuring that students are equipped to manage diverse teams and promote equity and inclusion.
- ❖ Family Business Management: Family-owned businesses are prevalent in India. Management education needs to address the specific challenges of family businesses, including succession planning, governance, and preserving family values within the business.
- ❖ Government Relations and Policy Understanding: Navigating government regulations and policies in India can be complex. Management education should prepare students to understand and work effectively within the Indian regulatory framework, including topics like taxation, trade policies, and labor laws.
- ❖ Sustainability and Environmental Concerns: India faces significant environmental and sustainability challenges. Management programs should focus on sustainability and corporate social responsibility, educating students on how businesses can contribute to environmental conservation and social welfare.
- ❖ Public Sector Management: In India, the public sector plays a significant role in the economy. Management education should cater to the needs of those pursuing careers in the public sector, covering topics related to public administration, governance, and public-private partnerships.
- ❖ Soft Skills Development: Soft skills such as communication, negotiation, conflict resolution, and emotional intelligence are critical for success in India's business environment.
- ❖ Language Skills: Given the linguistic diversity in India, language skills are essential for effective communication. Management education should provide opportunities for students to learn and master languages relevant to their target markets or regions.
- ❖ Ethical Leadership: India places a strong emphasis on ethics and values. Management programs should instill a strong sense of ethics and moral leadership in students, considering the cultural importance of these aspects in business decision-making.
- ❖ Cross-Cultural Competence: India is culturally diverse, and students should be equipped to work effectively with colleagues and clients from various cultural backgrounds.
- ❖ Risk Management: India is exposed to various risks, including economic, political, and environmental risks. Management education should teach students how to assess and manage these risks effectively.
- ❖ Government Initiatives and Policies: Management programs should keep students updated on various government initiatives and policies, such as "Make in India," "Digital India," and "Startup India," to help them understand the current business landscape.

- ❖ **Ethics and Compliance:** In India, corporate governance and compliance have gained importance. Management education should educate students on corporate governance, ethics, and compliance standards.
- ❖ Management education in India should adapt to these development needs while staying forward-looking and agile to address the evolving business environment. Collaboration with industry partners and experiential learning opportunities can be instrumental in achieving these goals.

## **2. National Development Needs:**

- ❖ Management programmes can incorporate various courses in their syllabi pertaining to their life skills, training needs analysis, value added courses, skill enhancement courses and market research through which a gap between quality and skills / mismatch of skills can easily be identified for the professionals and various measures can be taken to minimize the gap between skills required to perform a task and real skill set possessed by professionals. Management professional at this level can certainly contribute in innovations, entrepreneurship, and economy at large.

## **3. Regional Development Needs:**

- ❖ Management professionals can not only meet the needs of industry, SEZ and factories established in India but may cater the industry and companies situated in the region as well.
- ❖ India being technological hub; Indian management professional may provide training and assist work force of the Asian countries in various ways like AI, Machine learning, digital marketing and blend of finance and technology.
- ❖ India has free trade agreements in the region, So the workforce of the region can be exchanged with each other for mutual benefit.
- ❖ Management education in the Asian region has its unique set of development needs and challenges. Asia is a diverse continent with varying levels of economic development, cultures, and business environments. Here are some specific development needs in management education for the Asian region:
- ❖ **Global Perspective:** Given Asia's increasingly prominent role in the global economy, management education in the region needs to provide students with a strong global perspective. This includes understanding international business, cross-border trade, and global management practices.
- ❖ **Local Contextualization:** While globalization is crucial, it's equally important to address the specific challenges and opportunities in different Asian countries. Management education should adapt and

contextualize its curriculum to address the unique business environments and cultural nuances of each nation.

- ❖ **Technology and Innovation:** Asia is a hub for technological innovation, and management education must keep pace with the rapid developments in technology and digital transformation. This includes integrating topics like AI, big data, and e-commerce into the curriculum.
- ❖ **Entrepreneurship and Startups:** Many Asian countries are experiencing a surge in entrepreneurship and startup culture. Management education should support and nurture the entrepreneurial spirit by offering courses and resources related to starting and managing new businesses.
- ❖ **Family Business Management:** Family-owned businesses are prevalent in many Asian countries. Management education needs to address the specific challenges of family businesses, including succession planning, governance, and maintaining family values within the business.
- ❖ **Inclusive Leadership:** Encouraging diversity and inclusivity is essential, given the diversity of cultures, languages, and religions in Asia. Management programs should focus on preparing students to be inclusive leaders who can effectively manage diverse teams.
- ❖ **Sustainability and Environmental Concerns:** Asia faces significant environmental challenges, and management education should emphasize sustainability and corporate social responsibility, helping students understand how businesses can contribute to environmental conservation and social welfare.
- ❖ **Public-Private Partnerships:** Many Asian countries rely on strong collaboration between the public and private sectors. Management education should prepare students for working effectively in these partnerships, addressing regulatory and policy issues.
- ❖ **Soft Skills Development:** Beyond technical knowledge, management education in Asia should emphasize soft skills like cultural awareness, negotiation, conflict resolution, and emotional intelligence, which are critical in a diverse and complex business landscape.
- ❖ **Language Skills:** Given the linguistic diversity in Asia, language skills are important for effective communication. Management education should provide opportunities for students to learn and master languages relevant to their target markets or regions.
- ❖ **Ethical Leadership:** Instilling a strong sense of ethics and moral leadership is crucial in Asian cultures, where values and ethics play a significant role in business decision-making.
- ❖ **Government and Regulatory Understanding:** Asia has a wide range of government regulations and business environments. Management programs should educate students on understanding and navigating these regulatory frameworks effectively.
- ❖ **Cross-Cultural Competence:** Given the cultural diversity within Asia, students should be trained to work effectively with colleagues and clients from different backgrounds.

- ❖ **Risk Management:** Asia is prone to various types of risks, including political, economic, and environmental risks. Management education should equip students with the skills to assess and manage these risks effectively.
- ❖ **Lifelong Learning:** The Asian business landscape is dynamic, and management education should emphasize the importance of continuous learning and adaptability to stay relevant in evolving markets.
- ❖ **Management education in the Asian region** should not only address these development needs but also maintain a forward-looking approach to ensure that graduates are well-prepared to navigate the unique challenges and opportunities in this diverse and dynamic continent. Collaboration with industry and government partners can be instrumental in achieving these goals.

#### **4. Global Development Needs:**

- ❖ Global development needs in management education are influenced by various factors, including changes in the business environment, technological advancements, and evolving societal demands. Here are some key areas that highlight the development needs in management education on a global scale:
- ❖ **Embracing Technology and Digital Transformation:** Management education needs to keep pace with the rapid advancements in technology and digital transformation. This includes integrating topics related to data analytics, artificial intelligence, blockchain, and digital marketing into the curriculum to prepare students for the digital age.
- ❖ **Sustainability and Corporate Social Responsibility (CSR):** With increasing concerns about climate change and social issues, management education should focus on sustainable business practices and CSR. Students need to understand the ethical and environmental responsibilities of businesses and how to incorporate sustainability into decision-making.
- ❖ **Cross-Cultural Competence:** In an increasingly globalized world, management graduates must be equipped with cross-cultural competence. This includes understanding diverse cultural norms, values, and business practices, as well as effective communication and collaboration across borders.
- ❖ **Entrepreneurship and Innovation:** Management education should encourage entrepreneurial thinking and innovation. Students should learn how to create and manage startups, foster innovation within established organizations, and adapt to rapid changes in the business landscape.
- ❖ **Soft Skills Development:** Beyond technical knowledge, management education needs to emphasize soft skills like leadership, teamwork, emotional intelligence, and adaptability. These skills are crucial for effective management and leadership in a complex, fast-changing world.
- ❖ **Ethical Leadership:** Teaching ethics and promoting ethical leadership is essential to ensure that future managers and executives make morally sound decisions and promote integrity in their organizations.

- ❖ **Data Literacy:** The ability to understand and interpret data is increasingly important in decision-making. Management education should focus on data literacy, teaching students how to analyze and make decisions based on data-driven insights.
- ❖ **Global Business and Geopolitical Awareness:** Students should be well-informed about global business trends, international trade, and geopolitical issues that may impact their organizations. This knowledge is crucial for making informed strategic decisions.
- ❖ **Adaptation to Change:** Management education should emphasize adaptability and resilience, given the fast-paced and uncertain nature of the global business environment. This includes teaching students how to manage change and lead organizations through periods of transformation.
- ❖ **Interdisciplinary Learning:** Encouraging interdisciplinary learning can help students connect management principles with other fields, such as psychology, sociology, economics, and engineering, enabling a holistic approach to problem-solving.
- ❖ **Lifelong Learning:** In a rapidly evolving business landscape, management education should instill a culture of lifelong learning. Graduates should be prepared to continually update their knowledge and skills throughout their careers.
- ❖ **Inclusivity and Diversity:** Management education needs to promote inclusivity and diversity, ensuring that students are prepared to lead diverse teams and navigate the challenges and opportunities that come with diverse workplaces.
- ❖ **To meet these global development needs,** management education programs must be adaptable, responsive, and forward-thinking. Collaboration with industry partners and a strong emphasis on experiential learning can help bridge the gap between theory and practice and prepare graduates to address the challenges and opportunities of the global business world.

To ensure Management programs align with developmental needs, institutions should collaborate with various organizations, government bodies, and industry stakeholders. Additionally, regular curriculum updates and ongoing feedback from the local, national, regional, and global communities can help ensure that graduates are well-prepared to address the evolving challenges and opportunities at different levels of management development.

2. **Integration of cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Program Structure and Curriculum.**

Dr Ajay Sharma mentioned the importance of the multidisciplinary and value-added courses in the curriculum and referred to the courses.

Integration of cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Programme Structure and Curriculum.

PCU curriculum will effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students. Various activities will be organized throughout the year as part of the curriculum that help in this endeavor.

**Gender –**

In the university, gender equality and equal opportunities for women are required. Every activity and program in the University's circular should provide equal opportunities for the growth of female students and staff. This University will take special care of and support female students and staff. Meetings will be held on a regular basis, and topics are discussed in order to develop solutions to create a better atmosphere for women.

**Environment and Sustainability**

IN PCU students will be taught about the environment. The institution's curriculum will include the compulsory course on environmental studies, whereby we will educate the students on the importance of environmental preservation.

**Human Values**

Human Values Courses like Pharmacy Practice, Social and Preventive Pharmacy, physical education examination will be conducted. To imbibe various human values co-curricular, extracurricular activities are organized like donation of food grains, free medical camp etc will be organized.

**Professional Ethics**

The practice of reciting the Pharmacist Oath. Pharmaceutical Jurisprudence includes study of regulatory system for safety and effectiveness of medicine. Pharmacological screening methods for animal handling and prevention of cruelty. Plagiarism checking policy for all the research projects. Value added courses for students to learn professional ethics and activities to imbibe the professional ethics, such as “Wall of Ethics”.

*(Refer to annexure A and B point no 2).*

**3. Percentage of courses having focus on employability/ entrepreneurship/ skill development.**

To this part of the agenda, he mentioned that the courses like Business environment, sales and conflict management and Entrepreneurship skills, Intellectual Property rights such subjects would be taught to the students in order to achieve and maximise Employability opportunities. (*Refer to annexure A and B point no 3*).

**4. Percentage of new courses introduced of the total number of courses in the programs.**

Since it's the first year, so all courses are new. So, no query was raised on this by BOS members.

**5. Number of Value-Added Courses (other than BC/CS/TC, BS, EVS & FBL) imparting transferable and life skills.**

The School of Management is encouraging the students to go for further value-added courses in order to maximise and increase the skill in the domain. (Annexure A and B Point no 5)

**6. (a) Structured feedback received from stakeholders for design of syllabus Semester wise/year wise. (b) Feedback collected, analysed and action taken, feedback is available on ERP**

Since the University is in its first year so this is not applicable

**7. a) No. of Industry 4.0 courses integrated in Programme Structure.**

Dr Ajay Sharma justified that today Digitization is very important in every field of study. So he highlighted, that they have included courses like – Digital marketing, Data Analytics, HR Analytics, Business Analytics, Cyber Security, Web Designing in the program to coordinate and upskill as per industry norms and standards.

**8. Guidelines for Self- Paced learning courses (non- teaching courses/self -study courses) and calendar.**

The faculty members of School of Management agreed the need and emergence of Self Paced learning Courses offered in order to add extra value and credits to their knowledge. They mentioned many courses like:

**Transferable skills**

- a. Strategic Management for Competitive Advantage – 12 weeks (NPTEL SWAYAM)
- b. Advanced Business Decision Support Systems – 12 weeks (NPTEL SWAYAM)

**Life skills (included in Program structure)**

- a. Basics of Asanas
- b. Stress Management & Work Life Balance
- c. Financial Literacy

**9. Benchmarking of programme with programme and institutions (*Annexure G and H*)**

**10. Detailed Annual Academic Calendar**  
*(Annexures attached)*

**Agenda 7: Assessment policy for assuring quality of academic outcomes.**

A structured framework of the evaluation policy was presented and discussed with the members. Student learning as the purpose of this assessment policy is to outline the principles, procedures, and responsibilities related to assessing student learning, program effectiveness, and overall academic quality.

*(Refer to annexure K)*

Dr Ajay Sharma highlighted the need of Formative assessment in both the domains for the critical analysis and research-oriented thinking skills in the students. He mentioned about the inclusion of Bloom's taxonomy and Mapping of course outcome while designing the question papers in the foundation years of the university.

Assessments like- Research paper review Writing, Quiz, Case study, Case-lets and many more would be the types of Continuous internal Assessment.

This agenda was passed unanimously by all the BOS members.

**Agenda No 8: Any other Item with the permission of the Chair**

No further agenda was put forth for discuss and meeting concluded with vote of thanks by the Chair.

**CONCLUSION**

The program structure and curriculum were applauded by the BOS members. They valued the hard work and efforts taken by the School of management to place such a comprehensive program which would be benefitting to the students in longer run. They also agreed to facilitate the internships and placements to the students. Few of the BOS members like Mr. Alok Mishra and Mr Ancy Sreenivasan agreed to deliver the Guest sessions to the students. In the end, vote of thanks was delivered by Ms. Aboli Niphadkar and Dr. Ajay Sharma concluded the meeting on a note of great support from all the BOS members.

**Minutes of Meeting Preparation**

**Dr. Ajay Sharma**  
**Head**  
**School of Management**