



Rashtriya Shikshan Mandal's Chetan Dattaji Gaikwad Institute of Management Studies

Affiliated to the Savitribai Phule Pune University.
Approved by AICTE New Delhi and DTE Maharashtra.

Ordinance

Exam Related Ordinances

Download Ordinances

1. Photo/ScanCopy & Revaluation
2. Ordinance 1 to 10
3. Permission to apply for degree/diplomas in various faculties, after convocation.
4. Subjects to be taken by external students. No student shall be allowed to keep terms for two degree courses.
5. Result of student to waive benefits of Ordinance.
6. Best of Performance.
7. Grant of additional marks for extra-curricular activities.
8. Improvement of Class/Grade.

Ordinance 1 Grace Marks for Passing in each of head of passing (Theory /Practical /Oral /Sessional). (External /Internal)

The examinee shall be given the benefit of grace marks only for passing in each head of passing, (Theory/Practical/Oral/Sessional) in External or Internal examinations as follows:

Head of Passing	Grace Marks Upto	Head of Passing	Grace Marks Upto
Upto- 50	2	251-300	7
51-100	3	301-350	8
101-150	4	351-400	9
151-200	5	401 & above	10

Provided that benefit of such gracing marks given in different heads of passing shall not exceed 1% of the aggregate marks in that examination. Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All India level such as AICTE, MCI, Bar Council, CCIM, ccrn, NCTE, UGC etc.

Ordinance 2 Grace Marks for getting Higher Class.

A candidate who passes in all the subjects and heads of passing in the examination without the benefit of either gracing or condonation rules and whose total number of marks falls short for securing Second Class/ Higher Second Class or First Class by marks not more than 1% of the aggregate marks of that examination or upto 10 marks, whichever is less, shall be given the required marks to get the next higher class or grade as the case may be. Provided that benefits of above mentioned grace marks shall not be given, if the candidate fails to secure necessary passing marks in the aggregate head of passing also, if prescribed in the examination concerned.

Provided further that benefits of above mentioned grace marks shall be given to the candidate for such examinations only for which provision of award of class has been prescribed. Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All India level such as AICTE, MCI, Bar Council, CCIM, CCIII, NCTE, etc.

Ordinance 3

Grace Marks for getting distinction in the subject only.

A candidate who passes in all the Subjects/Heads of passing in the examination without benefit of either gracing or condonation rules and whose total number of marks in the subject/s falls short by not more than three marks for getting distinction in the subject/s shall be given necessary grace marks upto three in maximum two subjects, subject to maximum 1% of the total marks of that Head of Passing whichever is more, in a given examination.

Provided that benefit of the above mentioned grace marks shall be given to the candidate only for such examinations for which provision for distinction in a subject has been prescribed.

Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All India level such as AICTE, MCI, Bar Council, CCIM, CCIII, NCTE, etc.

Ordinance 4

Condonation

If a candidate fails in only one head of passing, having passed in all other heads of passing, his/her deficiency of marks in such head of passing may be condoned by not more than 1% of the aggregate marks of the examination or 10% of the total number of marks of that head of passing in which he/she is failing, whichever is less. However condonation, whether in one head of passing or aggregate head of passing be restricted to maximum up to 10 marks only.

Condonation of deficiency of marks be shown in the Statement of Marks in the form of asterisk and Ordinance number.

Provided that this condonation of marks is concurrent with the rules and guidelines of professional statutory bodies at the All India level such as AICTE, MCI, Bar Council, CCIM, CCIII, NCTE, etc.

Notes for Ordinances from 1 to 4 :

1. If a candidate fails in a head of passing, which is included in another head of passing, of the same subject, he shall be entitled to the benefit of the Condonation in both the heads, if necessary subject to the maximum limit of Condonation permissible.
2. If a deficiency of marks is condoned, the class/grade in the examination concerned, of the candidate, shall be declared on the actual marks obtained by the candidate.
3. The benefit of not more than one Ordinance shall only be given for one examination of one course.
4. The benefits of above mentioned Ordinances may be given to the candidates appearing in the examination with backlog and/or exemption whenever such an exemption/system of backlog has been provided.
5. The benefits under above mentioned Ordinances shall be given at the time of declaration of [mal examinations only. 6. Final examination for the purposes of these Ordinances means and includes such examination/s on the basis of marks on which class/grade is awarded.

2019 PATTERN SUBJECTS AND EXAMINATION GUIDELINES

Master of Business Administration (MBA) – Revised Syllabus 2019

2 year, 4 Semester Full time Programme

Choice Based Credit System (CBCS) and Grading System

Outcome Based Education Pattern

MBA I effective from AY 2019-20

MBA II effective from AY 2020-21

1.0 Preamble: The revised MBA Curriculum 2019 builds on the implementation of the Choice Based Credit System (CBCS) and Grading System initiated in the AY 2013. The curriculum takes the MBA programme to the next level in terms of implementing Outcome Based Education along with the Choice Based Credit System (CBCS) and Grading System.

2.0 Definitions:

2.1 Outcome Based Education:

2.1.1 Outcome Based Education (OBE) Approach: Outcomes are about performance, and this implies:

- a) There must be a performer – the student (learner), not only the teacher
- b) There must be something performable (thus demonstrable or assessable) to perform
- c) The focus is on the performance, not the activity or task to be performed

2.1.2 Programme Educational Objectives (PEOs): Programme Educational Objectives are a set of broad future-focused student performance outcomes that explicitly identify what students will be able to do with what they have learned, and what they will be like after they leave school and are living full and productive lives. Thus PEOs are what the programme is preparing graduates for in their career and professional life (to attain within a few years after graduation¹).

2.1.3 Graduate Attributes (GAs): Graduate Attributes (GAs) are the qualities, knowledge and capabilities that students are encouraged to take responsibility for developing throughout their studies and are the defining characteristics of the students passing out of the MBA program. These attributes include, but go beyond, the disciplinary expertise or technical knowledge.

2.1.4 Programme Outcomes (POs): Programme Outcomes are a set of narrow statements that describes what students (learners) of the programme are expected to know and be able to perform or attain by the time of graduation.

2.1.5 Programme Specific Outcomes (PSOs): Programme Outcomes are a set of narrow statements that describes what students (learners) of a particular specialization of the programme are expected to know and be able to perform

or attain by the time of graduation. PSOs are also a function of the various course combinations offered by the Institute.

2.1.6 Learning Outcomes: A learning outcome is what a student CAN DO as a result of a learning experience. It describes a specific task that he/she is able to perform at a given level of competence under a certain situation. The three broad types of learning outcomes are:

a) Disciplinary knowledge and skills

b) Generic skills

c) Attitudes and values

2.1.7 Course Outcomes (COs): A set of specific statements that describes the complex performances a student should be capable of as a result of learning experiences within a course.

2.1.8 Teaching and Learning Activities (TLAs): The set of pedagogical tools and techniques or the teaching and learning activities that aim to help students to attain the intended learning outcomes and engage them in these learning activities through the teaching process.

2.1.9 Outcome Based Assessment (OBA): An assessment system that asks course teachers to first identify what it is that we expect students to be able to do once they have completed a course or program. It then asks course teachers to provide evidence that they are able to do so. In other words, how will each learning outcome be assessed? What evidence of student learning is most relevant for each learning outcome and what standard or criteria will be used to evaluate that evidence? Assessment is therefore a key part of outcome-based education and used to determine whether or not a qualification has been achieved.

2.2 Credit: In terms of credits, for a period of one semester of 15 weeks:

1 Graduation refers to passing out of the MBA programme. Graduation does NOT refer to 10+2+3/4 degree e.g. BA, BE, etc.

SPPU - MBA Revised Curriculum 2019 CBCGS & OBE Pattern

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- a) every ONE hour session per week of L amounts to 1 credit per semester
- b) a minimum of TWO hours per week of T amounts to 1 credit per semester,
- c) a minimum of TWO hours per week of P amounts to 1 credit per semester,

Each credit is a combination of 3 components viz. Lecture (L) + Tutorials (T) + Practice (Practical / Project Work / Self Study) (P) i.e. LTP Pattern. Indicative LTP, for each course, is documented in the syllabus.

The course teacher may modify the LTP of the course in view of the course requirements, nature of the course, the level of learners and the type of pedagogy and assessment tools proposed. The modified LTP shall have to be approved by the Director / Head of the Department / Designated academic authority of the Institute.

2.3 Session: Each teaching-learning, evaluation session shall be of 60 minutes. However, institutes shall have the flexibility to define their time slots in a manner as to use their faculty and infrastructure resources in the best possible way and ensure effective learning.

2.4 Course Announcement: The institute shall announce the elective courses and specializations it proposes to offer the students out of the wider course basket. It is not mandatory to offer all the specializations and all the electives. The decision of the Director shall be final in this case. However, in the spirit of Choice Based Credit System, institutes should offer choices to the students for the elective courses and not offer only the minimum number of electives.

2.5 Course Registration: It is mandatory for every student, to register every semester, for the courses opted for that semester. Each student, on admission shall be assigned to a Faculty Advisor who shall advise her/him about the academic programs and counsel on the choice of courses considering the student's profile, career goals and courses taken in the earlier semesters. With the advice and consent of the Faculty Advisor, the student shall register for a set of courses he/she plans to take up for the Semester. Students shall have to register for the courses for the semester within first week of Semester I and immediately after conclusion of the preceding term for subsequent Semesters II, III and IV.

3.0 MBA Programme Focus:

3.1 Programme Educational Objectives (PEOs):

1. PEO1: Graduates of the MBA program will successfully integrate core, cross-functional and inter-disciplinary aspects of management theories, models and frameworks with the real world practices and the sector specific nuances to provide solutions to real world business, policy and social issues in a dynamic and complex world.
2. PEO2: Graduates of the MBA program will possess excellent communication skills, excel in cross-functional, multidisciplinary, multi-cultural teams, and have an appreciation for local, domestic and global contexts so as to manage continuity, change, risk, ambiguity and complexity.
3. PEO3: Graduates of the MBA program will be appreciative of the significance of Indian ethos and values in managerial decision making and exhibit value centered leadership.
4. PEO4: Graduates of the MBA program will be ready to engage in successful career pursuits covering a broad spectrum of areas in corporate, non-profit organizations, public policy, entrepreneurial ventures and engage in lifelong learning.
5. PEO5: Graduates of the MBA program will be recognized in their chosen fields for their managerial competence, creativity & innovation, integrity & sensitivity to local and global issues of social relevance and earn the trust & respect of others as inspiring, effective and ethical leaders, managers, entrepreneurs, intrapreneurs and change agents.

3.2 Programme Outcomes (POs): At the end of the MBA programme the learner will possess the

1. Generic and Domain Knowledge - Ability to articulate, illustrate, analyze, synthesize and apply the knowledge of principles and frameworks of management and allied domains to the solutions of real-world complex business issues
2. Problem Solving & Innovation - Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques.

3. Critical Thinking - Ability to conduct investigation of multidimensional business problems using research based knowledge and research methods to arrive at data driven decisions
4. Effective Communication - Ability to effectively communicate in cross-cultural settings, in technology mediated environments, especially in the business context and with society at large
5. Leadership and Team Work - Ability to collaborate in an organizational context and across organizational boundaries and lead themselves and others in the achievement of organizational goals and optimize outcomes for all stakeholders.
6. Global Orientation and Cross-Cultural Appreciation: Ability to approach any relevant business issues from a global perspective and exhibit an appreciation of Cross Cultural aspects of business and management.
7. Entrepreneurship - Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups as well as professionalizing and growing family businesses.
8. Environment and Sustainability - Ability to demonstrate knowledge of and need for sustainable development and assess the impact of managerial decisions and business priorities on the societal, economic and environmental aspects.
9. Social Responsiveness and Ethics - Ability to exhibit a broad appreciation of the ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment and distinguish between ethical and unethical behaviors & act with integrity.
10. LifeLong Learning – Ability to operate independently in new environment, acquire new knowledge and skills and assimilate them into the internalized knowledge and skills.

3.3 Programme Specific Outcomes (PSOs): It is expected that Institutes define the PSOs for each specialization / major-minor combination. PSOs shall also vary based upon the customized combination of Generic Core, Generic Elective, Subject Core, Subject Elective, Foundation, Enrichment & Alternative Study Credit Courses that they offer.

3.4 Graduate Attributes (GAs): At the end of the MBA programme the learner shall exhibit:

GA1: Managerial competence

GA2: Proficiency in Communication, Collaboration, Teamwork and Leadership

GA3: Competence in Creativity & Innovation

GA4: Research Aptitude, Scholarship & Enquiry

GA5: Global Orientation

GA6: Proficiency in ICT & Digital Literacy

GA7: Entrepreneurship & Intrapreneurship Orientation

GA8: Cross-functional & Inter-disciplinary Orientation

GA9: Results Orientation

GA10: Professionalism, Ethical, Values Oriented & Socially Responsible behaviour

GA11: Life-Long Learning Orientation

4.0 MBA Programme Course Types & Evaluation Pattern:

Sr.No. Course Type Credits Nature Comprehensive

Concurrent

Evaluation

(CCE)

End

Semester

Evaluation

(ESE) Marks

Total

Marks

BASIC COURSE TYPES

1 Generic Core (GC) 3 Compulsory 50 50 100

2 Subject Core (SC) 3 Compulsory (Specialization
specific)

50 50 100

3 Generic Elective (GE - UL) 2 Elective 0 50 50

4 Generic Elective (GE - IL) 2 Elective 50 0 50

5 Subject Elective (SE - IL) 2 Elective (Specialization
specific)

50 0 50

6 Summer Internship

Project (SIP)

6 Project (Compulsory) 50 50 100

ADDITIONAL COURSE TYPES

1 Enrichment Courses

(ENR)

1 Elective 25 0 25

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2 Foundation Courses

(FOU)

1 Elective 25 0 25

3 Alternative Study Credit

Courses (ASCC)

2 Elective 50 0 50

4 Open Electives (OE) 3 or 2 Subject Core / Subject

Elective

As per Subject Core / Subject Elective

Pattern

4.1 Course Types

4.1.1 Foundation Course: These courses focus on developing the basic abilities that support the understanding of other courses.

4.1.2 Core courses are the compulsory courses for all the students. Core courses are of two types: Generic Core & Subject Core.

4.1.3 Generic Core: This is the course which should compulsorily be studied by a candidate as a core requirement to complete the requirement of a degree in a said discipline of study. Therefore, Generic Core courses are mandatory and fundamental in nature. These courses cannot be substituted by any other courses. Such courses are also known as Hard Core Courses.

4.1.4 Subject Core: A Core course may be a Subject Core if there is a choice or an option for the candidate to choose from a broad category (grouping) of subjects (specializations / electives). These are also known as Soft Core Courses.

4.1.5 Elective Course: Elective course is a course which can be chosen from a pool of courses. It may be:

- a) Very Specialized or advanced course focusing on a specific aspect
- b) Supportive to the discipline of study
- c) Providing an extended scope
- d) Enabling an exposure to some other discipline/domain
- e) Nurturing candidate's proficiency/skills.

4.1.6 Generic Elective: An elective course which is common across disciplines / subjects is called a generic elective.

'Generic Elective' courses develop generic proficiencies amongst the students.

4.1.7 Generic Elective – University Level: These elective courses are supportive to the discipline of study and focus on the knowledge aspect of competence building. The course outcomes for such courses can be better assessed through traditional End Semester Evaluation.

4.1.8 Generic Elective – Institute Level: These elective courses are aimed to develop inter-personal, technical and other skills aspect of competence building. The course outcomes for such courses can be better assessed through Comprehensive Concurrent Evaluation.

4.1.9 Subject Elective: A 'Discipline (specialization) centric' elective is called 'Subject Elective.' Subject Elective courses, in the Semester II, III and IV are focused on a specialization.

4.1.10 Open Elective: A subject elective course chosen generally from another Discipline / specialization / subject, with an intention to seek cross-functional exposure is called an Open Elective. A Subject Elective offered in one specialization area may be treated as an Open Elective by another specialization area and vice-a-versa.

4.1.11 Enrichment Course: This is a course generally offered to bright learners / fast learners for advanced inputs beyond the curriculum. Enrichment / Add-on Course shall be a 1 Credit Course. The course is of the nature of Course of Independent Study (CIS) and is designed for learners who have the ability and inclination to work independently with limited guidance, supervision and interaction with the faculty member(s).

4.1.12 Alternative Study Credit Courses: These courses prepare the learners for a VUCA (Volatile Uncertain, Complex and Ambiguous) world by going beyond the boundaries of their campus. Apart from core and elective courses, these courses engage students in discussion, debate and solution of real world challenges.

4.1.13 Massive Open Online Courses (MOOCs)²: Massive Open Online Courses (MOOCs) are such online courses which are developed as per the pedagogy stated in the AICTE regulation (2016) or equivalent; following the four quadrant approach and made available on the SWAYAM platform of Government of India.

4.2 MBA Programme Structure: The Basic Programme Structure shall be as depicted below

² AICTE (Credit Framework for online learning course through SWAYAM) Regulations, 2016

2016 PATTERN SUBJECTS AND EXAMINATION GUIDELINES

Savitribai Phule Pune University

Revised Syllabus

Master of Business Administration

(MBA)

Choice Based Credit System and Grading System

Two Year Full Time Four Semester

POST GRADUATE PROGRAMME

MBA I Year Curriculum Applicable w.e.f. AY 2016-17

MBA II Year Curriculum Applicable w.e.f. AY 2017-18

Name of the Programme: Master of Business Administration (MBA).

Nature of the Programme: MBA is two year full time post-graduate degree programme.

2. Preamble: The revised curriculum for MBA is developed keeping in mind the *national priorities* and *international practices*. It also attempts to align the programme structure and course contents with student aspirations & recruiter expectations. This syllabus also attempts to align with National Goal of “Make in India”, “Start – Up and Stand – Up India” and “Digital India”.

2.1 Need for Revision of the Curriculum: The MBA programme curriculum of the Savitribai Phule Pune University was last revised in the AY 2013 and there was a need for revision of the curriculum in view of the dynamism in the industry

practices, evolution in technology and the evolving expectations of key stakeholders viz. students, the industry and faculty members at large. It also has relevance due to changed technological, social, cultural and economic environment of the nation.

Specifically, the triggers for the comprehensive revamp of the curriculum are -

- a) **New Skills & Competencies desired due to dynamic business environment:** Jobs of today were perhaps not created about 5 years ago. This aspect has a direct linkage with contents and structure of syllabus across the *Knowledge, Skills and Attitude (KSA) dimensions*, which calls for frequent and meaningful updating of the curriculum.
- b) **Concerns expressed by the Industry:** The industry has expressed concerns about the need for improvement in the *communication skills, inter-personal skills, domain knowledge basics, business environment awareness, technology proficiency, and attitude* of the MBA graduates. *Newer and innovative evaluation methods* are necessary to address these concerns of the industry.
- c) **Application Orientation:** There is a pressing need to *imbibe application oriented thinking*, based on sound knowledge of management theories, principles and concepts. Management education needs to move out of the classrooms and instead focus on *group activity, field work, experiential learning, etc.* This can be achieved only through a radical change in the evaluation pattern and course delivery methodology.
- d) **Changing mindset of the Learner:** The profile of the students for the management programme, their learning styles and the outlook towards higher education has undergone a gradual transformation. The expectations of the students from the MBA programme have changed over the last decade.
- e) **Integrate a basket of skill sets:** B-Schools are expected to imbibe varied aspects of 'learning beyond the syllabus through innovative curriculum design, contemporary syllabus, effective delivery and comprehensive evaluation.
- f) **Entrepreneurial aspirations and preparedness for the same:** The youth now aspires to become masters of their own and wish to start up their new ventures. These will create further growth opportunities.

Specifically the following skill sets are in focus:

- i. Reading & Listening Skills
- ii. Problem Definition & Problem Solving Skills
- iii. Application of Technology Tools
- iv. Mastery of Analytics (Quantitative Aspects)
- v. Sensitization to Cross-Functional skills
- vi. Sensitization to Cross-Cultural skills
- vii. Sensitization to Global perspectives
- viii. Peer-based Learning - Working in groups
- ix. Learning by application and doing – Experiential learning

x. Team building basics and its orientation

2.2 MBA Programme Objectives: The MBA programme prepares a student for a career in diverse sectors of the industry domestically and globally. The MBA programme facilitates learning in theory and practice of different functional areas of management and equips the students with an integrated approach to various functions of management. However, the demand for managerial skills is not limited to the industry. Managerial talent is much sought by the Government Sector, NGOs, non-corporate sector as well.

Students also expect to become entrepreneurs. Their aspirations also require a broad based learning encompassing the end to end processes involved in developing entrepreneurial skills. Institutes, Faculty and Students need to move away from the excessive focus on industry and look at needs and demands of broader sections of the society also.

Specifically the objectives of the MBA Programme are:

1. To equip the students with requisite knowledge, skills & right attitude necessary to provide effective leadership in a global environment.
2. To develop competent management professionals with strong ethical values, capable of assuming a pivotal role in various sectors of the Indian Economy & Society, aligned with the national priorities.
3. To develop proactive thinking so as to perform effectively in the dynamic socio-economic and business ecosystem.
4. To harness entrepreneurial approach and skillsets.

2.3 Highlights of the New Curriculum: The New Curriculum intends to add immense value to all stakeholders by effectively addressing their requirements in more than one way by:

1. Enhancing *the brand value of the MBA programme of the Savitribai Phule Pune University.*
2. Providing the much needed flexibility to individual Institutes to carve a niche for themselves.
3. Emphasizing the *centrality of the student and teacher-student relationship* in the learning process.
4. Focusing on '*Concurrent Evaluation*' i.e. continuous evaluation throughout the programme.
5. Empowering the Institutes through *cafeteria approach – by providing Generic Core, Subject Core, Generic Elective, and Subject Elective Courses.* This shall provide in-built flexibility in the curriculum to help the institutes to offer tailor made courses preferred by students, from a wider basket of courses.
6. Evaluating *all Half Credit Courses completely on Concurrent Evaluation* pattern.
7. Emphasizing *Experiential Learning* aspect through Half Credit Courses.
8. Supplementing traditional classroom teaching/learning with focus on *group activity, field work, experiential learning, self-study, projects, Industry Exposure Programmes* etc.
9. Incorporating new specializations viz. Retail Management, Services Management, International Finance, Travel & Tourism, Media & Communication and Entrepreneurship Development thereby providing wider choice to the students.
10. A thorough revamp of Systems and Operations Specializations to make them more meaningful and attractive to BCA, BCS, BE students.
11. Providing opportunity to students to choose courses from other electives to explore *cross-functional issues.*
12. Emphasizing on *Research, Inter-personal, Analytical, Cross-Cultural, Entrepreneurial Skills, and Global aspects* of managerial careers throughout the curriculum.

3. Pattern: The Programme comprises of 4 Semesters and adopts the Choice Based Credit System (CBCS) and Grading System.

3.1 Choice Based Credit System: Choice Based Credit System (CBCS) offers wide ranging choice for students to opt for courses based on their aptitude and their career goals. CBCS works on the fundamental premise that students are mature individuals, capable of making their own decisions.

CBCS enables a student to obtain a degree by accumulating required number of credits prescribed for that degree.

The number of credits earned by the student reflects the knowledge or skill acquired him / her. Each course is assigned a fixed number of credits based on the contents to be learnt & the expected effort of the student. The grade points earned for each course reflects the student's proficiency in that course. CBCS is a process of evolution of educational reforms that would yield the result in subsequent years and after a few cycles of its implementation.

3.1.1 Key features of CBCS:

Enriching Learning Environment: A student is provided with an academically rich, highly flexible learning system blended with abundant provision for skill practice and activity orientation that he/she could learn in depth without sacrificing his/her creativity. There is a definite movement away from the traditional lectures and written examination.

2. **Learn at your own pace:** A student can exercise the option to decide his/her own pace of learning- *slow, normal or accelerated plan.* Students can select courses according to their aptitude, tastes and preferences.

3. **Continuous Learning & Student Centric Concurrent Evaluation:** CBCS makes the learning process continuous and the evaluation process is not only made continuous but also made learner-centric. The evaluation is designed to recognize the capability and talent of a student.

4. **Active Student-Teacher Participation:** CBCS leads to quality education with active teacher-student participation. This provides avenues to meet student's scholastic needs and aspirations.

5. **Industry Institute Collaboration:** CBCS provides opportunities for meaningful collaboration with industry and foreign partners to foster innovation, by introduction of electives and half credit courses through the cafeteria approach. This will go a long way in capacity building of students and faculty.

6. **Interdisciplinary Curriculum:** Cutting edge developments generally occur at the interface of two or more discipline. Interdisciplinary approach enables integration of concepts, theories, techniques, and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline.

7. **Employability Enhancement:** CBCS shall ensure that students enhance their skill/employability by taking up project work, entrepreneurship and vocational training.

8. **Faculty Expertise:** CBCS shall give the Institutes the much needed flexibility to make best use of the expertise of available faculty.

3.1.2 Programme Structure in Choice Based Credit System:

Programme

Semesters

Courses

Core Courses

Generic Core

Subject Core

Elective Courses

Generic Elective

Subject Elective

3.2 Time Schedule: An academic year is divided into two terms – I and II. Each term has one semester. Term I shall have SEM I and III, whereas Term II shall have SEM II and IV. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. For students, each week has 40 working hours spread over 5/6 days a week consisting of lectures, tutorials, assignments, class participation, library work, special counseling, Sports, project work, field visit, youth welfare and social activities.

3.3 Course: A “Course” is a component of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a unique course code. While designing curriculum, course can have defined weightage. These weightages are called credits.

Each course, in addition to having a syllabus, has learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/ laboratory work/ field work/ project work/vocational training /viva voce etc. or a combination of some of these.

3.3.1 Core Courses: The Curriculum comprises of Core Courses and Elective Courses.

Core courses are the foundation courses of management education. They are compulsory for all the students. Core courses are of two types: Generic Core & Subject Core.

Generic Core: This is the course which should compulsorily be studied by a candidate as a core requirement to complete the requirement of a degree in a said discipline of study. Therefore, Generic Core courses are mandatory and fundamental in nature. These courses cannot be substituted by any other courses. Such courses are also known as **Hard Core Courses**.

A Hard core course may be a Theory, Practical, Field based or Project Work based subject which is a compulsory component in the Programme Structure.

Subject Core: A Core course may be a Subject Core if there is a choice or an option for the candidate to choose from a broad category (grouping) of subjects (specializations). These are also known as **Soft Core Courses**.

Following Specializations shall be offered:

1. Marketing Management (MKT)
2. Financial Management (FIN)
3. Information Technology Management (IT)
4. Operations Management (OPE)
5. Human Resources Management (HR)
6. International Business Management (IB)
7. Supply Chain Management (SCM)
8. Rural & Agribusiness Management (RABM)
9. Family Business Management (FBM)
10. Technology Management (TM)
11. Banking and Insurance Management (BIM)
12. Healthcare Management (HM)
13. Entrepreneurship Development (ED)
14. Services Management (SM)

15. Retail Management (RM)
16. Digital Media & Communication Marketing(MC)
17. Tourism and Hospitality Management (THM)
18. Defence Management (DM)

Students shall study 2 Full Credit Courses & 4 Half Credit Courses in Semester III and IV each for specialization courses i.e. a total of 16 specialization courses of which 4 are full credits and 8 are half credits.

- Generic Core courses in Semester I provide *foundations of management*.
- Generic Core courses in Semester II focus on *functional areas*.

Generic Core courses in the Semester III and IV are *integrative* in nature along with the Subject Core subjects.

3.3.2 Elective Course: Elective course is a course which can be chosen from a pool of courses. It may be:

- a) Very Specialized or advanced course focusing on a specific aspect
- b) Supportive to the discipline of study
- c) Providing an extended scope
- d) Enabling an exposure to some other discipline/domain
- e) Nurturing candidate's proficiency/skill.

Generic Elective: An elective course which is common across disciplines / subjects is called a generic elective. 'Generic Elective' courses develop generic proficiencies amongst the students.

Subject Elective: A 'Discipline centric' elective is called 'Subject Elective.'

- Generic Elective courses, in Semester I and II facilitate self-development and skill building.
- Subject Elective courses, in the Semester III and IV are focused on a specialization.

Open Elective: A subject elective course chosen generally from an unrelated discipline/ subject, with an intention to seek cross-functional exposure is called an Open Elective. A Subject Elective offered in a discipline / subject may be treated as an Open Elective by other discipline / subject and vice versa.

Choice of Cross Functional Half Credit Courses (Subject Elective chosen as Open Elective): Out of the 8 half credit subject elective courses (to be taken collectively in Semester III and IV); *a student may choose 2 half credit subject courses from another elective* (i.e. other than his chosen elective). The student may exercise this choice either in Semester III and/or in Sem IV. The final say in this matter shall rest with the Director of the Institute.

Generic and Subject Electives will provide flexibility to each Institute to offer courses based on: -

- a) Intended positioning of the Institute
- b) Targeted Industry Linkages – sectoral requirements and networking at the Institute Level
- c) Student Composition – rural/urban, commerce/engineering/others, fresh/experienced, etc.
- d) Present & Future Faculty Competencies – generic and specialization areas
- e) Locational Aspects - rural/urban/ semi-urban

An Institute may offer varied combinations of Half Credit courses to various groups of students enrolled in a particular academic year / enrolled for a particular specialization based on student interests and competencies, faculty availability.

3.4 Pre-requisites for successful implementation of CBCS: The success of the CBCS also requires certain commitments from both the students and the teachers.

1. The student should be regular and punctual to his classes, studious in carrying out the assignments and should maintain consistency in his tempo of learning. He should make maximum use of the available library, internet and other facilities.
2. The teachers are expected to be alert and punctual and strictly adhere to the schedules of teaching, tests, seminars, evaluation and notification of results.
3. All teachers should notify the tentative schedule of teaching and tests of the entire semester, including the dates of tests, dates of score notification and all other schedules, which can be planned in advance.
4. The teachers are expected to adhere to unbiased and objective evaluation and marking of concurrent evaluation scores (internal examinations) which will not only maintain the confidence of the students, but, at the same time, ensure that merit is given due credit.

5. Transparency, objectivity and quality are the key factors that will sustain a good CBCS system.

6. At the post-graduate level, and in a professional programme, the syllabus is to be looked upon as the bare minimum requirement to be fulfilled and sufficient emphasis shall be laid on contemporary aspects, going beyond the syllabus.

3.5 Credits

Credit: The definition of 'credits' can be based on various parameters—such as the learning hours put in, learning outcomes and contact hours, the quantum of content/syllabus prescribed for the course.

The credit system requires that a student progresses in the academic programmes not in terms of time (years or semesters), but in terms of courses.

Each course is assigned a certain credit, depending on the estimated effort put in by a student. When the student passes that course, he/she earns the credits associated with that course.

In the Credit system the emphasis is on the **hours put in by the learner and not on the workload of the teacher**. Each credit can be visualized as a combination of **3 components viz. Lecture (L) + Tutorials (T) + Practical / Project Work (P)**

i.e. LTP Pattern.

The effort of the learner for each Credit Point may be considered under two parts –

- a) One part consisting of the hours actually spent in class room / practical / field work instructions and
- b) The other part consisting of notional hours spent by the Learner in self-study, in the library, peer interactions, case study, writing of journals and assignments, projects etc. for the completion of that course.

Every course offered shall have three components associated with the teaching-learning process of the course, viz.

- a) Lecture – L : Classroom sessions delivered by faculty in an interactive mode
- b) Tutorial- T : Session consisting of participatory discussion/ self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture sessions
- c) Practice - P: Practice session /Project Work consisting of Hands-on experience / Field Studies / Case studies that equip students to acquire the much required skill component.

In terms of credits, for a period of one semester of 15 weeks:

- a) every ONE hour session per week of L amounts to 1 credit per semester
- b) a minimum of TWO hours per week of T amounts to 1 credit per semester,
- c) a minimum of TWO hours per week of P amounts to 1 credit per semester,

The teaching / learning as well as evaluation are to be interpreted in a broader perspective as follows:

- a) Teaching – Learning Processes: Classroom sessions, Group Exercises, Seminars, Small Group Projects, Self-study, etc.
- b) Evaluation: Tutorials, Class Tests, Presentations, Field work, Assignments, Research papers, Term papers, etc.

A course shall have either or all the three components, i.e. a course may have only lecture component, or only practice component or a combination of any two or all the three components.

The total credits earned by a student at the end of the semester upon successfully completing a course are 'L + T + P'. The credit pattern of the course is indicated as L: T: P.

If a course is of 3 credits then the different credit distribution patterns in L: T: P format could be 3:0: 0, 1:2: 2, 2: 0: 2, 2: 2: 0, etc. In no instance the credits of a course can be greater than the number of hours (per week for 15 weeks) allotted to it.

Full Credit Course: A course with weightage of 3 credits is considered as a full course. (Except for Summer Internship Project and Dissertation which are full credit courses with 4 Credits each.)

Half Credit Course: A course with weightage of 2 credits is considered as a half course.

The MBA programme is a combination of:

- a) Full Credit Courses (100 Marks each) : 3 Credits each
- b) Half Credit Courses (50 Marks each) : 2 Credits each

3.6 Adoption of Credit and Grading System

As per national policy and international practices, we have adopted the Credit and Grading System for the MBA programme w.e.f. AY 2013-14.

3.6.1 Rationale for adoption of the Credit and Grading System:

a) **Learner's Perspective:** The current practice of evaluation of student's performance at the end of a semester is flawed. The students are expected to express their understanding or mastery over the content included in their curriculum for a complete semester within a span of three hours and their efforts over the semester are often completely ignored. It also promotes to an unhealthy practice of cramming before the examinations and focusing on marks rather than on learning.

b) **Evaluation Perspective:** The present system of evaluation does not permit the flexibility to deploy multiple techniques of assessment in a valid and reliable way. Moreover, the current practice of awarding numerical marks for reporting the performance of learners suffers from several drawbacks and is a source of a variety of errors. Further, the problem gets compounded due to the variations in the marks awarded in different subjects. The 'raw score' obtained by the learner, is, therefore, not a reflection of his true ability.

In view of the above lacunae, it is desirable that the marking system used for the declaration of results is replaced by the grading system. The system of awarding grades provides a more realistic picture of learner's ability than the prevailing marking system. *Excellence in quality education can be achieved by evaluating the true ability of the learners with the help of continuous evaluation.*

3.6.2 Salient features of the grading system:

1. In this system, students (learners) are placed in ability bands that represent a range of scores. This ability range may be designated with alphabetical letters called as 'GRADE'.
2. Grading reflects an individual learner's performance in the form of a certain level of achievement.
3. The Grading system ensures natural classification in qualitative terms rather than quantitative terms since it expresses a range /band of scores to which a learner belongs such as O,A,B,C,D,E & F
4. Grades can be interpreted easily and directly and can be used to prepare an accurate 'profile' of a learner.
5. A properly introduced grading system not only provides for a comparison of the learners' performance but it also indicates the quality of performance with respect to the amount of efforts put in and the amount of knowledge acquired at the end of the course by the learners.

3.6.3 Basics of Credit and Grading System: Grading is a method of reporting the result of a learner's performance subsequent to his evaluation. It involves a set of alphabets which are clearly defined and designated and uniformly understood by all the stake holders.

Grading is carried out in a variety of ways. The classification of grades depends upon the reference point.

With 'Approach towards Grading' as the reference point, Grading may be classified as:

a) **Direct grading:** When the performance exhibited by the examinees is assessed in qualitative terms and the impressions so obtained by the examiners are directly expressed in terms of letter grades, it is called, '*Direct Grading*'.

5. Examination:

Pattern of Examination: The evaluation scheme comprises of:

- a) University Evaluation
- b) Concurrent Evaluation

For each full credit course –

- a) 70 marks shall be evaluated by the University and
- b) 30 marks shall be evaluated by the respective Institute. *There shall not be any University evaluation for half credit courses.*

(Evaluation Scheme for Summer Internship Project is detailed separately.)

5.1 University Evaluation

There shall be University evaluation for each full credit course as per the time table announced by the University. The evaluation by the University for Full Credit Courses shall comprise of two parts:

- a) Online Examination for 20 marks.
- b) Written Examination (subjective – concept plus case study / application oriented type) for 50 marks.

5.1.1 Online Examination

The Savitribai Phule Pune University shall conduct an online examination for each full credit course. This examination will be *objective* in nature and shall carry a *weightage of 20 marks per full credit course*. Students will appear for the online examinations in their respective institutes. Online examination shall constitute a *separate head of passing* for the full credit courses for which such online examination is scheduled passing shall be at 30%. The student does NOT have a facility of Grade Improvement, in online examination, if he/she has secured any grade other than F.

The Online Examination will be conducted prior to one week before the start of theory examination of each semester. The Controller of Examinations of the Savitribai Phule Pune University shall announce the *online examination window of 6 days per semester* i.e. a window of 6 days for Semester I and another window of 6 days for Semester III (in term I and likewise for term II. The number of days will vary as per number of courses) for the examination, *in consultation with the Dean – Faculty of Management*. The online test shall be conducted for all 4 semesters during each term.

There shall NOT be any retest for those students who are absent for the online exam during the declared examination window period. Any student, who *is absent* for the online test during the regular term, can take the online test for the specific course in the next term and his grades evaluation shall be updated accordingly in the revised **Grade Card**.

The date declared by DTE for commencement of classes as per CAP process shall be the reference date for Semester I. Only for Semester I, in case of unforeseen circumstances the Controller of Examinations (CoE), Savitribai Phule Pune University, in consultation with the Dean of the Faculty of Management may postpone the examinations for Semester I.

For Semester II, III and IV the reference date shall be the term commencement date declared by the SPPU.

The *syllabus for the online examination shall be all 5 units in each full credit course*. The duration of online examination for each course shall be of 25 minutes.

There shall be **one mark for each correct response**. There shall be no negative marking for wrong response. **There shall be 20 questions – each carrying one mark. All the questions shall be compulsory.** The questions shall be of different variety within the objective format. In the extreme event of a student answering all the questions incorrectly, the final score of such a student for that course for the online examination shall be 0 (ZERO).

The Faculty of Management shall devise objective question bank comprising questions of varying degree of difficulty, and of different types, in sufficiently large number for each course for the exclusive purpose of the online examination. *The objective question paper shall be developed in real time, randomly using an ERP / Learning Management System.*

The Institutes shall ensure the provision of necessary IT infrastructure and internet bandwidth, backup power supply, for the smooth conduct of such online examination.

The score of each candidate for each course shall be known immediately after the conclusion of the online test and the Institute shall display the scores of all students for the online test within 3 days of the completion of the test.

5.1.2 Instructions to External Paper Setters / Chairman/ Examiners: The syllabus for each course is organized in 5 units. The end-semester University evaluation shall cover the entire syllabus prescribed for the course. For University evaluation (Written Examination – subjective type of 50 marks) of each full credit course, the question pattern shall be as follows:

Pattern of Question Paper:

- 1) There shall be five questions each of 10 marks.
- 2) All questions shall be compulsory with internal choice within the questions. i.e. There shall be 2 questions from each unit of the curriculum with an internal option.
- 3) A Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

5.2 Concurrent Evaluation: A continuous assessment system in semester system (also known as internal assessment/comprehensive assessment) is spread through the duration of course and is done by the teacher teaching the course.

The continuous assessment provides a feedback on teaching learning process. The feedback after being analyzed is passed on to the concerned student for implementation and subsequent improvement. As a part of concurrent evaluation, the learners shall be *evaluated on a continuous basis* by the Institute to ensure that student learning takes place in a graded manner.

Concurrent evaluation components should be designed in such a way that the faculty can *monitor the student learning & development and intervene wherever required*. The faculty must share the outcome of each concurrent evaluation component with the students, soon after the evaluation, and guide the students for betterment.

Individual faculty member shall have the flexibility to design the concurrent evaluation components in a manner so as to give a balanced assessment of student capabilities across Knowledge, Skills & Attitude (KSA) dimensions based on variety of assessment tools.

Suggested components for Concurrent Evaluation (CE) are:

1. Case Study / Caselet / Situation Analysis – (Group Activity or Individual Activity)
2. Class Test
3. Open Book Test
4. Field Visit / Study tour and report of the same
5. Small Group Project & Internal Viva-Voce
6. Learning Diary
7. Scrap Book
8. Group Discussion
9. Role Play / Story Telling
10. Individual Term Paper / Thematic Presentation
11. Written Home Assignment
12. Industry Analysis – (Group Activity or Individual Activity)
13. Literature Review / Book Review
14. Model Development / Simulation Exercises – (Group Activity or Individual Activity)
15. In-depth Viva
16. Quiz
17. Student Driven Activities
18. News paper reading

There shall be a *minimum of three concurrent evaluation components per full credit course and five concurrent evaluation components for each half credit course*. The faculty shall announce in advance the units based on At the end of Concurrent Evaluation (out of 30/50 marks) the student does NOT have a facility of Grade Improvement, if he/she has secured any grade other than F.

5.2.1 Safeguards for Credibility of Concurrent Evaluation: The following practices are encouraged to enhance transparency and authenticity of concurrent evaluation:

- a) Involving faculty members from other management institutes.
- b) Setting multiple question paper sets and choosing the final question paper in a random manner.
- c) One of the internal faculty members (other than the course teacher) acting as jury during activity based evaluations.
- d) Involvement of Industry personnel in evaluating projects / field based assignments.
- e) Involvement of alumni in evaluating presentations, role plays, etc.
- f) 100% moderation of answer sheets, in exceptional cases.

5.3 Summer Internship Project: At the end of Second Semester each student shall undertake a Summer Internship Project (SIP) for 8 weeks. It is mandatory for the student to seek advance written approval from the faculty guide and the Director of the Institute about the topic and organization before commencing the SIP. The SIP may or may not have a Functional Focus, i.e. the student may take up a SIP in his/her intended area of specialization or in any other functional area of management. Ideally the SIP should exhibit a cross-functional orientation. The student shall submit a written structured report based on work done during this period on the basis of suggested guidelines and research methodology. SIP may be a research project – based on primary/ secondary data or may be an operational assignment involving working by the student on a given task/assignment/project/ etc. in an organization / industry. It is expected that the SIP shall sensitize the students to the demands of the workplace. The learning outcomes and utility to the organization must be specifically highlighted.

The report should be well documented and supported by:

1. Introduction/ Executive Summary.

2. Objectives of the Study.
3. Company/ Organization profile (including Organization Chart).
4. Research Methodology (Statement of Problem, Hypothesis (if any), Research Design).
5. Data analysis, Data Interpretation & Hypothesis Testing.
6. Relevant activity charts, tables, graphs, diagrams, etc.
7. Suggestions & Recommendations.
8. Conclusions.
9. References in appropriate referencing styles. (APA, MLA, Harvard, Chicago Style etc.)
10. Appendix (Questionnaire, Data Sheets etc.)

It should reflect the nature and quantum of work undertaken by the student. The report must reflect 8 weeks of work and justify the same.

The student shall submit TWO hard copies & one soft copy (CD) of the project report before 30th September in Semester III. One hard copy is to be returned to the student by the Institute after the External Viva-Voce.

The Institute shall conduct an internal viva-voce for evaluation of the SIP for 50 marks. The Panel shall comprise of the Internal Faculty Guide & One additional faculty nominated by the Director.

There shall be an external viva-voce for the SIP for 50 marks. The examiner's panel for the same shall include one external faculty member nominated by the University and one internal faculty member nominated by the Director. The external viva-voce shall be conducted for 15 minutes at least per student.

The Internal & the External viva-voce shall evaluate the project based on:

1. Actual work undertaken by the student
2. Student's understanding of the organization and business environment
3. Outcome of the project
4. Utility of the project to the organization
5. Basic analytical capabilities

Copies of SIP report and records of evaluation shall be maintained by the Institute for a period of 3 academic years.

5.4 Dissertation: In Semester IV the student shall work under the supervision of the Faculty and The student can undergo desk research or field research and can follow the guidelines mentioned in the SIP for preparation of their final hard copy.

5.5: Standard of Passing:

Degree Requirements:

- a) **Earned Credits:** A candidate who has successfully completed all the Core courses and accumulated, through elective courses, not less than minimum number of Credits prescribed shall be eligible to receive the Degree. The degree requirements for the MBA programme are completion of 100 earned credits.
- b) **Final Grade Point Requirement:** A student must obtain the Final Grade Point of a minimum of 00.50 to be eligible for award of the MBA degree.
- c) **Aggregate:** If a student fails to secure **aggregate 40% marks** out of 100 [concurrent evaluation (30) + online evaluation (20) + university evaluation (50)], such students will have to appear for University theory examination (50) only.

The performance of a student will be evaluated in terms of two indices, viz.

a) *Semester Grade Point Average (SGPA)* which is the Grade Point Average for a semester

b) *Cumulative Grade Point Average (CGPA)* which is the Grade Point Average for all the completed semesters at any point in time.

Semester Grade Point Average (SGPA): At the end of each semester, SGPA is calculated as the weighted average of GPI of all courses in the current semester in which the student has passed, the weights being the credit values of respective courses.

SGPA = Grade Points divided by the summation of Credits of all Courses.

$$\Sigma \{C * GPI\}$$

SGPA = -----for a semester.

ΣC

Where GPI is the Grade and C is credit for the respective Course.

Cumulative Grade Point Average (CGPA): Cumulative Grade Point Average (CGPA) is the grade point average for all completed semesters. CGPA is calculated as the weighted average of all GPI of all courses in which the student has passed up to the current semester.

Cumulative Grade Point Average (CGPA) for the Entire Course

$\Sigma \{C * GPI\}$

CGPA = ----- for all semesters taken together. ΣC

Where GPI is the Grade and C is credit for the respective Course.

5.5.1 Assessment and Grade Point Averagea. The system of evaluation will be as follows: Each CA and ESE (ETE) will be evaluated in terms of marks. The marks for CA and ESE (ETE) will be added to convert into a grade and later a grade point average. There is no grade independently for CA or ESE (ETE).

b. Result of a student will be declared for each semester after the ESE (ETE) only.

c. The student will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of a PG program (subject to 3.9).

d. **Grade Grade Point**

Marks/Grade/

Grade Point

w.e.f. AY

2015-16 (10

Point Scale):

Marks

80-100	O: Outstanding	10
70-79	A+: Excellent	9
60-69	A: Very Good	8
55-59	B+: Good	7
50-54	B: Above Average	6
45-49	C: Average	5
40-44	P: Pass	4
0-39	F: Fail	0
-	Ab: Absent	0

49-45 D: Satisfactor **02**

44-40 E: Pass **01**

39-0 F: Fail **00**

Final Grade Grade

w.e.f. the AY

2015-16 (10

Point Scale):

Grade Point

Average

09.00-10.00	O
08.50-09.00	A+
07.50-08.49	A
06.50-07.49	B+
05.50-06.49	B
04.25-05.49	C
04.00-04.24	P
00.00-03.99	F

5.7 Award of Grade Cards: The Savitribai Phule Pune University under its seal shall issue to the student a grade card on completion of each semester. The final Grade Card issued at the end of the final semester shall contain the details of all courses taken during the entire programme for obtaining the degree.

NOTE:

The Grade Card for the final semester shall indicate the following, amongst other details:

- Grades for concurrent evaluation (out of 30 for Full Credit Courses & out of 50 for Half Credit Courses) , Online evaluation (out of 20 for Full Credit Courses only) and University evaluation (out of 50 for Full Credit Courses only), separately, for all courses offered by the student during the entire programme along with the grade for the total score.
- SGPA for each semester.
- CGPA for final semester.
- Total Marks Scored out of Maximum Marks for the entire programme, with break-up of Marks Scored in Concurrent Evaluation and University Evaluation (Semester Wise).
- Marks scored shall not be recorded on the Grade Card for intermediate semesters.
- The grade card shall also show the 7 point scale and the formula to convert GPI, SGPA, and/or CGPA to percent marks.
- The final GPA shall not be printed unless the student earns the minimum 100 credits required for earning the MBA Degree.
- B Grade is equivalent to atleast 55% marks.
- If the GPA is higher than the indicated upper limit in the three decimal digit, then the student may be awarded higher final grade e.g. a student getting a GPA of 4.492 may be awarded grade A. The grade card shall also provide, on the reverse, the 10-point scale and the formula to convert GPI, SGPA, and/or CGPA to percent marks.

5.8 Grade Improvement: A Candidate who has secured any grade other than F (i.e. passed the MBA programme) and desires to avail the Grade Improvement facility, may apply under Grade Improvement Scheme within five years from passing that Examination. He/she can avail not more than three attempts, according to the syllabus in existence, for grade improvement. He /she shall appear for University Evaluation of at least 1/3rd Generic / Subject Core Courses (except SIP) for the purpose of Grade Improvement.

5.9 External Students: MBA being a full time programme, there is no provision of external students.

5.10 Verification / Revaluation: Students can avail the verification / revaluation facility as per the prevailing policy, guidelines and norms of the Savitribai Phule Pune University. There shall be Revaluation of the answer scripts of Semester-End examination but not of internal assessment papers as per Ordinance no.134 A & B.

5.11 Additional Specialization: A student may enroll for additional specialization *after passing out the regular MBA programme*. Such students will get exemption from all the generic core and generic elective courses in First Year (Semester I and II) and generic core courses in Second Year (Semester III and IV). Such students shall have to appear for the subject core and subject elective courses i.e. 2 Full Credit Courses & 4 Half Credit Courses in Semester III and IV each. i.e. a total of 12 subject electives (specialization) courses of which 4 are full credits and 8 are half credits.

1. Structure of the Programme: The programme is a combination of:

- Full Credit Courses (100 Marks each) : 3 Credits each

b) Half Credit Courses (50 Marks each) : 2 Credits each

Total Credits: 100 Credits (3000 Marks), Total Courses = 38

a) 20 Full Credit Courses * 3 credits per course = 60 Credits (2000 Marks)

b) 1 Full Credit Course SIP (Full Credit) = 4 Credits (100 Marks)

c) 16 Half Credit Courses *2 credits per course = 32 Credits (800 Marks)

d) 1 Dissertation (Full Credit) = 4 Credits (100 Marks)

University of Pune
Revised Syllabus
Master of Business Administration(MBA)
Incorporating
Choice Based Credit System and Grading System

**TWO YEAR FULL TIME FOUR SEMESTER POST GRADUATE
DEGREE PROGRAMME**

MBA I Year Curriculum Applicable w.e.f. AY 2013-14

MBA II Year Curriculum Applicable w.e.f. AY 2014-15

Name of the Programme: Master of Business Administration (MBA).

Nature of the Programme: MBA is two year full time post-graduate degree programme.

1. Preamble: The revised curriculum for MBA is developed keeping in mind the *national priorities* and *international practices*. It also attempts to align the programme structure and course contents with student aspirations & recruiter expectations.

Need for Revision of the Curriculum: The MBA programme curriculum of the University of Pune was last revised in the AY 2008 and there was a need for revision of the curriculum in view of the dynamism in the industry practices, evolution in technology and the evolving expectations of key stakeholders viz. students, the industry and faculty members at large.

Specifically, the triggers for the comprehensive revamp of the curriculum are -

- a) **New Skills & Competencies desired due to dynamic business environment:** Jobs of today were perhaps not created about 5 years ago. This aspect has a direct linkage with contents and structure of syllabus across the *Knowledge, Skills and Attitude (KSA) dimensions*, which calls for frequent and meaningful updating of the curriculum.
- b) **Concerns expressed by the Industry:** The industry has expressed concerns about the need for improvement in the *communication skills, inter-personal skills, domain knowledge basics, business environment awareness, technology proficiency, and attitude* of the MBA graduates. *Newer and innovative evaluation methods* are necessary to address these concerns of the industry.
- c) **Application Orientation:** There is a pressing need to *imbibe application oriented thinking*, based on sound knowledge of management theories, principles and concepts. Management education needs to move out of the classrooms and instead focus on *group activity, field work, experiential learning, etc.* This can be achieved only through a radical change in the evaluation pattern and course delivery methodology.
- d) **Changing mindset of the Learner:** The profile of the students for the management programme, their learning styles and the outlook towards higher education has undergone a gradual transformation. The expectations of the students from the MBA programme have changed over the last decade.
- e) **Integrate a basket of skill sets:** B-Schools are expected to imbibe varied aspects of 'learning beyond the syllabus' through innovative curriculum design, contemporary syllabus, effective delivery and comprehensive evaluation.

Specifically the following skill sets are in focus:

- i. Reading & Listening Skills
- ii. Problem Definition & Problem Solving Skills
- iii. Application of Technology Tools
- iv. Mastery of Analytics (Quantitative Aspects)
- v. Sensitization to Cross-Functional skills
- vi. Sensitization to Cross-Cultural skills
- vii. Sensitization to Global perspectives
- viii. Peer-based Learning - Working in groups
- ix. Learning by application and doing – Experiential learning

MBA Programme Objectives: The MBA programme prepares a student for a career in diverse sectors of the industry-domestically and globally. The MBA programme facilitates learning in theory and practice of different functional areas of management and equips the students with an integrated approach to various functions of management. However, the demand for managerial skills is not limited to the industry. Managerial talent is much sought by the Government Sector, NGOs, non-corporate sector as well. Institutes, Faculty and Students need to move away from the excessive focus on industry and look at needs and demands of broader sections of the society.

Specifically the objectives of the MBA Programme are:

1. To equip the students with requisite knowledge, skills & right attitude necessary to provide effective leadership in a global environment.
2. To develop competent management professionals with strong ethical values, capable of assuming a pivotal role in various sectors of the Indian Economy & Society, aligned with the national priorities
3. To develop proactive thinking so as to perform effectively in the dynamic socio-economic and business ecosystem.

Highlights of the New Curriculum: The New Curriculum intends to add immense value to all stakeholders by effectively addressing their requirements in more than one way by:

1. Adoption of Choice Based Credit System (CBCS) and Grading System in line with National policies and International practices.
2. Enhancing the brand value of the MBA programme of the University of Pune.
3. Providing the much needed flexibility to individual Institutes to carve a niche for themselves.
4. Emphasizing the centrality of the student and teacher-student relationship in the learning process.
5. Focusing on 'Concurrent Evaluation' i.e. continuous evaluation throughout the programme.
6. Empowering the Institutes through cafeteria approach – by providing Generic Core, Subject Core, Generic Elective, and Subject Elective Courses. This shall provide in-built flexibility in the curriculum to help the institutes to offer tailor made courses preferred by students, from a wider basket of courses.
7. Evaluating all Half Credit Courses completely on Concurrent Evaluation pattern.
8. Emphasizing Experiential Learning aspect through Half Credit Courses.
9. Supplementing traditional classroom teaching/learning with focus on group activity, field work, experiential learning, self-study, projects, etc.
10. Incorporating new specializations viz. Supply Chain Management (SCM), Rural & Agribusiness Management (RABM), Family Business Management (FBM), Technology Management (TM) – thereby providing wider choice to the students.
11. A thorough revamp of Systems & Operations Specializations to make them more meaningful and attractive to BCA, BCS, BE students.
12. Providing opportunity to students to choose courses from other electives to explore cross-functional issues.
13. Emphasizing on Research, Inter-personal, Analytical, Cross-Cultural, Global aspects of managerial careers throughout the curriculum.

3. Pattern: The Programme comprises of 4 Semesters and adopts the Choice Based Credit System (CBCS) and Grading System.

Choice Based Credit System: Choice Based Credit System (CBCS) offers wide ranging choice for students to opt for courses based on their aptitude and their career goals. CBCS works on the fundamental premise that students are mature individuals, capable of making their own decisions.

CBCS enables a student to obtain a degree by accumulating required number of credits prescribed for that degree. The number of credits earned by the student reflects the knowledge or skill acquired him / her. Each course is assigned a fixed number of credits based on the contents to be learned & the expected effort of the student. The grade points earned for each course reflects the student's proficiency in that course. CBCS is a process of evolution of educational reforms that would yield the result in subsequent years and after a few cycles of its implementation.

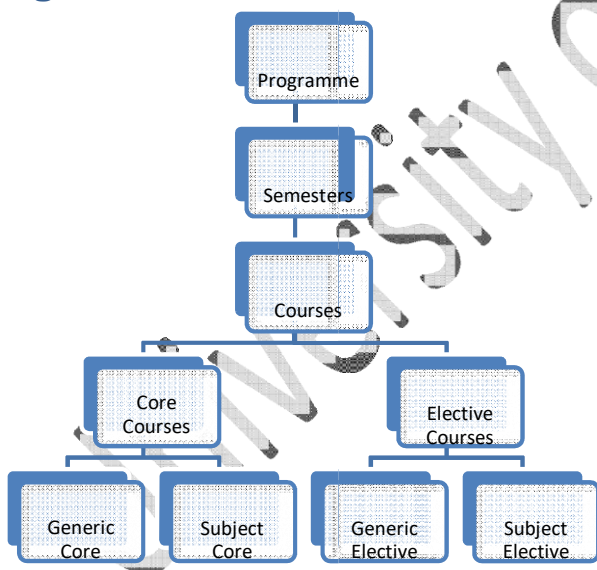
Key features of CBCS:

1. **Enriching Learning Environment:** A student is provided with an academically rich, highly flexible learning system blended with abundant provision for skill practice and activity orientation

that he/she could learn in depth without sacrificing his/her creativity. There is a definite movement away from the traditional lectures and written examination.

2. **Learn at your own pace:** A student can exercise the option to decide hi /her own pace of learning- *slow, normal or accelerated plan*. Students can select courses according to their aptitude, tastes and preferences.
3. **Continuous Learning & Student Centric Concurrent Evaluation:** CBCS makes the learning process continuous and the evaluation process is not only made continuous but also made learner-centric. The evaluation is designed to recognize the capability and talent of a student.
4. **Active Student-Teacher Participation:** CBCS leads to quality education with active teacher-student participation. This provides avenues to meet student's scholastic needs and aspirations.
5. **Industry Institute Collaboration:** CBCS provides opportunities for meaningful collaboration with industry and foreign partners to foster innovation, by introduction of electives and half credit courses through the cafeteria approach. This will go a long way in capacity building of students and faculty.
6. **Interdisciplinary Curriculum:** Cutting edge developments generally occur at the interface of two or more discipline. Interdisciplinary approach enables integration of concepts, theories, techniques, and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline.
7. **Employability Enhancement:** CBCS shall ensure that students enhance their skill/employability by taking up project work, entrepreneurship and vocational training.
8. **Faculty Expertise:** CBCS shall give the Institutes the much needed flexibility to make best use of the expertise of available faculty.

Programme Structure in Choice Based Credit System:



Time Schedule: An academic year is divided into two terms – I and II. Each term has one semester. Term I shall have Sem I and III, whereas Term II shall have Sem II and IV. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes.

For students, each week has 40 working hours spread over 5/6 days a week consisting of lectures, tutorials, assignments, class participation, library work, special counseling, Sports, project work, field visit, youth welfare and social activities.

Course: A "Course" is a component of programme, i.e. in the new system; papers will be referred to as courses. Each course is identified by a unique course code. While designing curriculum, course can have defined weightages. These weightages are called credits.

Each course, in addition to having a syllabus, has learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/ laboratory work/ field work/ project work/vocational training /viva voce etc. or a combination of some of these.

Core Courses: The Curriculum comprises of Core Courses and Elective Courses.

Core courses are the foundation courses of management education. They are compulsory for all the students. Core courses are of two types: Generic Core & Subject Core.

Generic Core: This is the course which should compulsorily be studied by a candidate as a core requirement to complete the requirement of a degree in a said discipline of study. Therefore, Generic Core courses are mandatory and fundamental in nature. These courses cannot be substituted by any other courses. Such courses are also known as **Hard Core Courses**.

A Hard core course may be a Theory, Practical, Field based or Project Work based subject which is a compulsory component in the Programme Structure.

Subject Core: A Core course may be a Subject Core if there is a choice or an option for the candidate to choose from a broad category (grouping) of subjects (specializations). These are also known as **Soft Core Courses**.

Following Specializations shall be offered:

1. Marketing Management (MKT)
2. Financial Management (FIN)
3. Information Technology Management (IT)
4. Operations Management (OPE)
5. Human Resources Management (HR)
6. International Business Management (IB)
7. Supply Chain Management (SCM)
8. Rural & Agribusiness Management (RABM)
9. Family Business Management (FBM)
10. Technology Management (TM)

Students shall study 2 Full Credit Courses & 4 Half Credit Courses in Sem III and IV each for specialization courses i.e. a total of 12 specialization courses of which 4 are full credits and 8 are half credits.

- Generic Core courses in Sem I provide *foundations of management*.
- Generic Core courses in Sem II focus on *functional areas*.
- Generic Core courses in the Sem III and IV are *integrative* in nature along with the Subject Core subjects.

Elective Course: Elective course is a course which can be chosen from a pool of courses. It may be:

- a) Very Specialized or advanced course focusing on a specific aspect
- b) Supportive to the discipline of study
- c) Providing an extended scope
- d) Enabling an exposure to some other discipline/domain
- e) Nurturing candidate's proficiency/skill.

Generic Elective: An elective course which is common across disciplines / subjects is called a generic

elective. 'Generic Elective' courses develop generic proficiencies amongst the students.

Subject Elective: A 'Discipline centric' elective is called 'Subject Elective.'

- Generic Elective courses, in Sem I and II facilitate self-development and skill building.
- Subject Elective courses, in the Sem III and IV are focused on a specialization.

Open Elective: A subject elective course chosen generally from an unrelated discipline/ subject, with an intention to seek cross-functional exposure is called an Open Elective. A Subject Elective offered in a discipline / subject may be treated as an Open Elective by other discipline / subject and vice versa.

Choice of Cross Functional Half Credit Courses (Subject Elective chosen as Open Elective): Out of the 8 half credit subject elective courses (to be taken collectively in Sem III and IV); *a student may choose 2 half credit subject courses from another elective* (i.e. other than his chosen elective). The student may exercise this choice either in Sem III and/or in Sem IV. The final say in this matter shall rest with the Director of the Institute.

Generic and Subject Electives will provide flexibility to each Institute to offer courses based on -

- a) Intended positioning of the Institute
- b) Targeted Industry Linkages – sectoral requirements and networking at the Institute Level
- c) Student Composition – rural/urban, commerce/engineering/others, fresh/experienced, etc.
- d) Present & Future Faculty Competencies – generic and specialization areas
- e) Locational Aspects - rural/urban/ semi-urban

An Institute may offer varied combinations of Half Credit courses to various groups of students enrolled in a particular academic year / enrolled for a particular specialization based on student interests and competencies, faculty availability.

Pre-requisites for successful implementation of CBCS: The success of the CBCS also requires certain commitments from both the students and the teachers.

1. The student should be regular and punctual to his classes, studious in carrying out the assignments and should maintain consistency in his tempo of learning. He should make maximum use of the available library, internet and other facilities.
2. The teachers are expected to be alert and punctual and strictly adhere to the schedules of teaching, tests, seminars, evaluation and notification of results.
3. All teachers should notify the tentative schedule of teaching and tests of the entire semester, including the dates of tests, dates of score notification and all other schedules, which can be planned in advance.
4. The teachers are expected to adhere to unbiased and objective evaluation and marking of concurrent evaluation scores (internal examinations) which will not only maintain the confidence of the students, but, at the same time, ensure that merit is given due credit.
5. Transparency, objectivity and quality are the key factors that will sustain a good CBCS system.

6. At the post-graduate level, and in a professional programme, the syllabus is to be looked upon as the bare minimum requirement to be fulfilled and sufficient emphasis shall be laid on contemporary aspects, going beyond the syllabus.

Credits

Credit: The definition of 'credits' can be based on various parameters—such as the learning hours put in, learning outcomes and contact hours, the quantum of content/syllabus prescribed for the course.

The credit system requires that a student progresses in the academic programmes not in terms of time (years or semesters), but in terms of courses.

Each course is assigned a certain credit, depending on the estimated effort put in by a student. When the student passes that course, he/she earns the credits associated with that course.

In the Credit system the emphasis is on the **hours put in by the learner and not on the workload of the teacher**. Each credit can be visualized as a combination of **3 components viz. Lecture (L) + Tutorials (T) + Practical / Project Work (P) i.e. LTP Pattern**.

The effort of the learner for each Credit Point may be considered under two parts –

- a) One part consisting of the hours actually spent in class room / practical / field work instructions and
- b) The other part consisting of notional hours spent by the Learner in self-study, in the library, peer interactions, case study, writing of journals and assignments, projects etc. for the completion of that course.

Every course offered shall have three components associated with the teaching-learning process of the course, viz.

- a) Lecture – L : Classroom sessions delivered by faculty in an interactive mode
- b) Tutorial- T : Session consisting of participatory discussion/ self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture sessions
- c) Practice - P: Practice session /Project Work consisting of Hands-on experience / Field Studies / Case studies that equip students to acquire the much required skill component.

In terms of credits, for a period of one semester of 15 weeks:

- a) every ONE hour session per week of L amounts to 1 credit per semester
- b) a minimum of TWO hours per week of T amounts to 1 credit per semester,
- c) a minimum of TWO hours per week of P amounts to 1 credit per semester,

The teaching / learning as well as evaluation are to be interpreted in a broader perspective as follows:

- a) Teaching – Learning Processes: Classroom sessions, Group Exercises, Seminars, Small Group Projects, Self-study, etc.
- b) Evaluation: Tutorials, Class Tests, Presentations, Field work, Assignments, Research papers, Term papers, etc.

A course shall have either or all the three components, i.e. a course may have only lecture component, or only practice component or a combination of any two or all the three components.

The total credits earned by a student at the end of the semester upon successfully completing a course are 'L + T + P'. The credit pattern of the course is indicated as L: T: P.

If a course is of 3 credits then the different credit distribution patterns in L:T: P format could be 3:0: 0, 1:2: 2, 2: 0: 2, 2: 2: 0, etc. In no instance the credits of a course can be greater than the number of hours (per week for 15 weeks) allotted to it.

Full Credit Course: A course with weightage of 3 credits is considered as a full course. (Except for Summer Internship Project which is a full credit course with 6 Credits.)

Half Credit Course: A course with weightage of 2 credits is considered as a half course.

The MBA programme is a combination of:

- a) Full Credit Courses (100 Marks each) : 3 Credits each
- b) Half Credit Courses (50 Marks each) : 2 Credits each

Adoption of Credit and Grading System

As per national policy and international practices, it is proposed to adopt the Credit and Grading System for the MBA programme w.e.f. AY 2013-14.

Rationale for adoption of the Credit and Grading System:

- a) **Learner's Perspective:** The current practice of evaluation of student's performance at the end of a semester is flawed. The students are expected to express their understanding or mastery over the content included in their curriculum for a complete semester within a span of three hours and their efforts over the semester are often completely ignored. It also promotes to an unhealthy practice of cramming before the examinations and focusing on marks rather than on learning.
- b) **Evaluation Perspective:** The present system of evaluation does not permit the flexibility to deploy multiple techniques of assessment in a valid and reliable way. Moreover, the current practice of awarding numerical marks for reporting the performance of learners suffers from several drawbacks and is a source of a variety of errors. Further, the problem gets compounded due to the variations in the marks awarded in different subjects. The 'raw score' obtained by the learner, is, therefore, not a reflection of his true ability.

In view of the above lacunae, it is desirable that the marking system used for the declaration of results is replaced by the grading system. The system of awarding grades provides a more realistic picture of learner's ability than the prevailing marking system. *Excellence in quality education can be achieved by evaluating the true ability of the learners with the help of continuous evaluation.*

Salient features of the grading system:

1. In this system, students (learners) are placed in ability bands that represent a range of scores. This ability range may be designated with alphabetical letters called as 'GRADE'.
2. Grading reflects an individual learner's performance in the form of a certain level of achievement.
3. The Grading system ensures natural classification in qualitative terms rather than quantitative terms since it expresses a range /band of scores to which a learner belongs such as O,A,B,C,D,E & F
4. Grades can be interpreted easily and directly and can be used to prepare an accurate 'profile' of a learner.
5. A properly introduced grading system not only provides for a comparison of the learners' performance but it also indicates the quality of performance with respect to the amount of efforts put in and the amount of knowledge acquired at the end of the course by the learners.

Basics of Credit and Grading System: Grading is a method of reporting the result of a learner's performance subsequent to his evaluation. It involves a set of alphabets which are clearly defined and designated and uniformly understood by all the stake holders.

Grading is carried out in a variety of ways. The classification of grades depends upon the reference point.

With 'Approach towards Grading' as the reference point, Grading may be classified as:

- a) **Direct grading:** When the performance exhibited by the examinees is assessed in qualitative terms and the impressions so obtained by the examiners are directly expressed in terms of letter grades, it is called, '*Direct Grading*'.
- b) **Indirect grading:** When the performance displayed by the examinees is first assessed in terms of marks and subsequently transformed into letter grades by using different modes, it is called, '*Indirect Grading*'.

With 'Standard of Judgment', as the reference point Grading may be classified as:

- a) **Absolute grading:** The method that is based on a predetermined standard which becomes a reference point for the learner's performance is called 'Absolute Grading'. This involves direct conversion of marks into grades irrespective of the distribution of marks in a subject.
- b) **Relative grading:** Relative Grading is popularly known as grading on the curve. The curve refers to the normal distribution curve or some symmetric variant of it. This method amounts to determining in advance approximately what percentage of learners can be expected to receive different grades, such as O,A,B,C,D,E,F. In this grading system the grade is not determined by the learner's performance but on the basis of group performance.

Absolute grading has several advantages such as –

- a) the procedure is simple and straightforward to use,
- b) each grade is distinctly understandable,
- c) the learner has the freedom to strive for the attainment of the highest possible grade and
- d) It enables the learners to know their strengths and weaknesses.

The few limitations in Absolute Grading method are that –

- a) The distribution of scores is taken at its face value regardless of the errors of measurement creeping in due to various types of subjectivity.
- b) Besides, the cut-offs of different categories are also arbitrarily decided.

It is proposed to use the **Indirect and Absolute Grading System for the MBA programme**, i.e. the assessment of individual Courses in the concerned examinations will be on the basis of marks, but the marks shall later be converted into Grades by a defined mechanism wherein the overall performance of the Learners can be reflected after considering the Credit Points for any given course. However, **the overall evaluation shall be designated in terms of Grade.**

Session Duration: Each teaching-learning, evaluation session shall be of 60 minutes. However, institutes shall have the flexibility to define their time slots in a manner as to use their faculty and infrastructure resources in the best possible way. Batch size for tutorials shall be 50% of the normal class size, subject to a minimum of 30 students.

Courses Offered: Institutes are free to offer only a *select number of specializations* from amongst the list provided by the University. Likewise, institutes may provide only a *sub-set of the generic electives, subject electives* as prescribed semester-wise in the Programme structure.

However, it shall be mandatory for the Institutes to provide all information relating to the specializations offered, generic electives, subject electives, their respective credits, evaluation pattern, etc. to all the students so as to enable them to make an informed choice. Such information should be hosted on the website/prospectus of the Institute in sufficient advance, prior to commencement of the classes. Other information such as the credits, the prerequisites, and syllabus shall also be hosted on the website of the institute.

Registration: *It is mandatory for every student, to register every semester, for the courses opted under CBCS system, for that semester.*

Such registration forms the basis for a student to undergo concurrent evaluation, online evaluation and end-semester examination. Application forms for University examinations are to be filled up based on the choices finalized during the registration process and submitted to the University along with the prescribed examination fee.

Registration Process:

- i. Each student, on admission shall be assigned to a **Faculty Advisor** who shall advise her/him about the academic programs and counsel on the choice of courses considering the student's profile and career objectives.
- ii. With the advice and consent of the Faculty Advisor the student shall register for a set of courses he/she plans to take up for the Semester.
- iii. The student should meet the criteria for prerequisites, if defined for a course, to become eligible to register for that course.
- iv. The Institute shall follow a selection procedure on a first come first served basis, determining the maximum number of students, giving counseling to the students, etc., to avoid overcrowding to particular course(s) at the expense of some other courses.
- v. It is expected that a student registers for 26 credits in Sem I, II, 29 Credits in Sem III each and balance 19 credits in Sem IV.
- vi. However fast learners (under accelerated plan), may be permitted to register for 2 full credit / 3

half credit courses in excess of the normal credits defined for a semester. However, registration for Repeat courses (backlogs) is allowed in excess of this limit.

- vii. Likewise, slow learners, may be permitted to register for 2 full credit / 3 half credit courses less than the normal credits defined for a semester.
- viii. A candidate may register for a minimum of say, 20 credits per semester, but it is possible that he/she may earn less than 20 credits in a semester. It may be theoretically possible that he/she may just earn ZERO credits in a semester. However, he/she should register for credits less than or equal to permissible maximum and more than or equal to permissible minimum per semester, excluding the courses of earlier semester(s), for which he/she has not earned the credits (uncleared courses) if any.
- ix. Students shall have to register for the courses for the semester within first week of Semester I and immediately after conclusion of the earlier term for Sem II, III and IV. i.e. The fresh inducted batch shall register for various courses at the end of the first week of their Sem I after their induction. They will register for Sem II courses immediately at the end of Sem I and likewise for subsequent semesters. In Sem I the registration window shall be open for sufficiently long duration to take care of late admissions.
- x. The maximum number of students to be registered in each elective course shall depend upon the physical facilities available. Every effort shall be made by the Institute to accommodate as many students as possible.
- xi. Students who do not earn credits for an elective course (generic / subject / open) are permitted to opt for another elective course (generic / subject / open) in case they feel to do so. In such a case they shall be said to have **dropped the original course and opted for a new one**. Alternatively, they are permitted to continue with the same elective course (generic / subject / open) i.e. If a student secures a F Grade in say course no 111 for which he has opted in Sem I, during the successive attempt he may drop course 111 and take up another course from 107 to 115, or continue with 111.
- xii. Normally, every Lecture-based course shall, be delivered by one teacher.
- xiii. The Institute may not offer a course if a minimum of 20% of students are not registered for that course.

4. Eligibility: The eligibility for admissions shall be defined by the Competent Authority viz. AICTE / DTE Maharashtra State for the relevant academic year.

5. Examination:

Pattern of Examination: The evaluation scheme comprises of:

- a) University Evaluation
- b) Concurrent Evaluation

For each full credit course –

- a) 70 marks shall be evaluated by the University and
- b) 30 marks shall be evaluated by the respective Institute.

For each half credit course –

- a) 50 marks shall be evaluated by the respective Institute.
- There shall not be any University evaluation for half credit courses. (Evaluation*

Scheme for Summer Internship Project is detailed separately.)

University Evaluation

There shall be University evaluation for each full credit course as per the time table announced by the University. The evaluation by the University for Full Credit Courses shall comprise of two parts:

- a) Online Examination for 20 marks.

- b) Written Examination (subjective – concept plus case study / application oriented type) for 50 marks.

Online Examination

The University of Pune shall conduct an online examination for each full credit course. This examination will be *objective* in nature and shall carry a *weightage of 20 marks per full credit course*. Students will appear for the online examinations in their respective institutes. Online examination shall constitute a *separate head of passing* for the full credit courses for which such online examination is scheduled. Passing shall be at 40%, i.e. Grade E. The student does NOT have a facility of Grade Improvement, in online examination, if he/she has secured any grade other than F.

The Controller of Examinations of the University of Pune shall announce the *online examination window of 3 days per semester* i.e. a window of 3 days for Sem I and another window of 3 days for Sem III (in term I and likewise for term II) for the examination, *in consultation with the Dean – Faculty of Management*. The online test shall be conducted for all 4 semesters during each term. A similar window of 3 days for Sem II (backlog) and another window of 3 days for Sem IV backlog shall be announced in term I and vice-versa for Sem I backlog and Sem III backlog in term II for students who score Grade F in the online exam.

There shall NOT be any retest for those students who is absent for the online exam during the declared examination window period. Any student, who *is absent* for the online test during the regular term, can take the online test for the specific course in the next term and his grades evaluation shall be updated accordingly in the revised **Grade Card**.

Generally the schedule for online examination will be as follows:

- a) Semester I - in the 8th/9th week after the commencement of semester I.
- b) Semester II, III and IV - in the 7th/ 8th week after the commencement of respective semester.

The date declared by DTE for commencement of classes as per CAP process shall be the reference date for Sem I. Only for Sem I, in case of unforeseen circumstances the Controller of Examinations (CoE), University of Pune, in consultation with the Dean of the Faculty of Management may postpone the examinations for Sem I. However the online examinations shall not be postponed beyond 10th week after commencement of the classes / course for Sem I.

For Sem II, III and IV the reference date shall be the term commencement date declared by the UoP.

The *syllabus for the online examination shall be the first two units in each full credit course* (2 out of total 5 units, i.e. 40% of the syllabus). The duration of online examination for each course shall be of 25 minutes.

There shall be **one mark for each correct response and 0.25 negative marks for each incorrect response. There shall be 20 questions – each carrying one mark. All the questions shall be compulsory.** The questions shall be of different variety within the objective format. In the extreme event of a student answering all the questions incorrectly, the final score of such a student for that course for the online examination shall be 0 (ZERO) and not -5 (MINUS FIVE).

The Faculty of Management shall devise objective question bank comprising questions of varying degree of difficulty, and of different types, in sufficiently large number for each course for the exclusive purpose of the online examination. *The objective question paper shall be developed in real time, randomly using an ERP / Learning Management System.*

The Institutes shall ensure the provision of necessary IT infrastructure and internet bandwidth, backup power supply, for the smooth conduct of such online examination.

The score of each candidate for each course shall be known immediately after the conclusion of the online test and the Institute shall display the scores of all students for the online test within 3 days of the completion of the test.

5.1.2 Instructions to External Paper Setters / Chairman/ Examiners: The syllabus for each course is organized in 5 units. The end-semester University evaluation shall cover the entire syllabus prescribed for the course. For University evaluation (Written Examination – subjective type of 50 marks) of each full credit course, the question pattern shall be as follows:

Pattern of Question Paper:

- 1) There shall be five questions each of 10 marks.
- 2) All questions shall be compulsory with internal choice within the questions. i.e. There shall be 2 questions from each unit of the curriculum with an internal option.
- 3) A Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

ILLUSTRATIVE PATTERN OF QUESTION PAPER	
	Q. 1 (A)based on Unit 1
	OR
(B) based on Unit 1	
	Q.2. (A)based on Unit 2
	OR
(B) based on Unit 2	
(A) based on Unit 3	
	OR
(B) based on Unit 3	
(A) based on Unit 4	
	OR
(B) based on Unit 4	
(A) based on Unit 5	
	OR
	Q.5 (B)based on Unit 5

Questions shall assess knowledge, application of knowledge, and the ability to synthesize knowledge. The paper setter shall ensure that questions covering all skills and all units are set. She/he shall also *mandatorily submit* a detailed scheme of evaluation along with the question paper. Questions shall be of three categories of difficulty level – low difficulty, average difficulty and high difficulty.

The duration of written examination shall be 2 hours. Students shall be provided a single answer sheet of 16 pages. They must ensure that their responses fit within the provided answer sheet. Additional supplements shall not be provided.

5.2 Concurrent Evaluation: A continuous assessment system in semester system (also known as internal assessment/comprehensive assessment) is spread through the duration of course and is done by the teacher teaching the course.

The continuous assessment provides a feedback on teaching learning process. The feedback after being analyzed is passed on to the concerned student for implementation and subsequent improvement. As a part of concurrent evaluation, the learners shall be *evaluated on a continuous basis* by the Institute to ensure that student learning takes place in a graded manner.

Concurrent evaluation components should be designed in such a way that the faculty can *monitor the student learning & development and intervene wherever required*. The faculty must share the outcome of each concurrent evaluation component with the students, soon after the evaluation, and guide the students for betterment.

Individual faculty member shall have the flexibility to design the concurrent evaluation components in a manner so as to give a balanced assessment of student capabilities across Knowledge, Skills & Attitude (KSA) dimensions based on variety of assessment tools.

Suggested components for Concurrent Evaluation (CE) are:

1. Case Study / Caselet / Situation Analysis – (Group Activity or Individual Activity)
2. Class Test
3. Open Book Test
4. Field Visit / Study tour and report of the same
5. Small Group Project & Internal Viva-Voce
6. Learning Diary
7. Scrap Book
8. Group Discussion
9. Role Play / Story Telling
10. Individual Term Paper / Thematic Presentation
11. Written Home Assignment
12. Industry Analysis – (Group Activity or Individual Activity)
13. Literature Review / Book Review
14. Model Development / Simulation Exercises – (Group Activity or Individual Activity)
15. In-depth Viva
16. Quiz

There shall be a *minimum of three concurrent evaluation components per full credit course and five concurrent evaluation components for each half credit course*. The faculty shall announce in advance the units based on which each concurrent evaluation shall be conducted. Each component shall ordinarily be of 10 marks. The Institute shall however have the liberty to conduct additional components (beyond three/five). However the total outcome shall be scaled down to 30/50 marks for full credit and half credit courses respectively. Marks for the concurrent evaluation must be communicated by the Institute to the University as per the schedule declared by the University. Detailed record of the Concurrent Evaluation shall be maintained by the Institute. The same shall be made available to the University, on demand.

At the end of Concurrent Evaluation (out of 30/50 marks) the student does NOT have a facility of Grade Improvement, if he/she has secured any grade other than F.

Safeguards for Credibility of Concurrent Evaluation: The following practices are encouraged to enhance transparency and authenticity of concurrent evaluation:

- a) Involving faculty members from other management institutes.
- b) Setting multiple question paper sets and choosing the final question paper in a random manner.
- c) One of the internal faculty members (other than the course teacher) acting as jury during activity based evaluations.
- d) Involvement of Industry personnel in evaluating projects / field based assignments.
- e) Involvement of alumni in evaluating presentations, role plays, etc.
- f) 100% moderation of answer sheets, in exceptional cases.

Summer Internship Project: At the end of Second Semester each student shall undertake a **Summer Internship Project (SIP) for 8 weeks**. It is mandatory for the student to seek advance written approval from the faculty guide and the Director of the Institute about the topic and organization before commencing the SIP. The SIP may or may not have a Functional Focus, i.e. the student may take up a SIP in his/her intended area of specialization or in any other functional area of management. Ideally the SIP should exhibit a cross-functional orientation. The student shall submit a written structured report based on work done during this period.

SIP may be a research project – based on primary / secondary data or may be an operational assignment involving working by the student on a given task/assignment/project/ etc. in an organization / industry. It is expected that the SIP shall sensitize the students to the demands of the workplace. *The learning*

outcomes and utility to the organization must be specifically highlighted.

The report should be well documented and supported by –

1. Executive Summary
2. Organization profile
3. Outline of the problem/task undertaken
4. Research methodology & data analysis (in case of research projects only)
5. Relevant activity charts, tables, graphs, diagrams, etc.
6. Learning of the student through the project
7. Contribution to the host organization
8. References in appropriate referencing styles. (APA, MLA, Harvard, Chicago Style etc.)

It should reflect the nature and quantum of work undertaken by the student. The report must reflect 8 weeks of work and justify the same.

The completion of the SIP shall be certified by the respective Faculty Guide & approved by the Director of the Institute. The external organization (Corporate / NGO/ SME/ etc.) shall also certify the SIP work.

The student shall submit **TWO hard copies & one soft copy (CD)** of the project report before 30th September in Sem III. One hard copy is to be returned to the student after by the Institute after the External Viva-Voce.

In the interest of environmental considerations, students are encouraged to print their project reports on both faces of the paper.

SIP shall have a weightage of 6 credits. The Institute shall conduct an internal viva-voce for evaluation of the SIP for 50 marks. The Panel shall comprise of the Internal Faculty Guide & One additional faculty nominated by the Director.

There shall be an external viva-voce for the SIP for 100 marks. The examiner's panel for the same shall include one external faculty member nominated by the University and one internal faculty member nominated by the Director. The external viva-voce shall be conducted for 15 minutes at least per student.

The Internal & the External viva-voce shall evaluate the project based on:

1. Actual work undertaken by the student
2. Student's understanding of the organization and business environment
3. Outcome of the project
4. Utility of the project to the organization
5. Basic analytical capabilities

Copies of SIP report and records of evaluation shall be maintained by the Institute for a period of 3 academic years.

Dissertation: In Sem IV the student shall work under the supervision of the Faculty and carry out a dissertation and submit a structured report in **TWO hard copies & one soft copy (CD)**. *In the interest of environmental considerations, students are encouraged to print their dissertation reports on both faces of the paper.*

The student is required to conduct advanced research on a topic related to one (or more) of contemporary issues in management. The topic is chosen in consultation with the student's supervisor. The student will prepare and present a detailed research proposal prior to starting the work. It is mandatory for the student to seek advance written approval from the faculty guide and the Director of the Institute about the topic before commencing the dissertation work. A dissertation outlining the entire problem, including a survey of literature and the various results obtained along with their solutions is

expected to be produced. The student must submit the completed dissertation and make an oral

presentation of the same. Through the dissertation, the student is expected to furnish evidence of competence in understanding varied aspects of the theme/topic selected and a deep understanding of the specialty area. The completion of the dissertation / project shall be certified by the Faculty Guide & approved by the Director of the Institute.

Dissertation shall have a weightage of 2 credits. The Institute shall conduct a viva-voce for evaluation of the dissertation, for 50 marks. The Panel shall comprise of 2 internal Faculty members (One who has supervised the student and the other one as Jury) nominated by the Director. The Institute may invite an additional external examiner from the industry. Copies of Dissertation report and records of evaluation shall be maintained by the Institute for a period of 3 academic years.

Standard of Passing: Every candidate must secure at least Grade E in Concurrent Evaluation as well as University Examination as separate heads of passing for each course.

Degree Requirements:

- Earned Credits:** A candidate who has successfully completed all the Core courses and accumulated, through elective courses, not less than minimum number of Credits prescribed shall be eligible to receive the Degree. The degree requirements for the MBA programme is completion of 100 earned credits.
- Final Grade Point Requirement:** A student must obtain the Final Grade Point of a minimum of 00.50 to be eligible for award of the MBA degree.

5.5.1 Conversion of Marks to Grade Points & Grades: The marks shall be converted to grade points and grades using Table I below.

Table I: Points Grading System

Sr. No.	Marks	Grade	Grade Point
1	100 – 75	O – Outstanding	06
2	74 – 65	A – Very Good	05
3	64 -55	B – Good	04
4	54 – 50	C – Average	03
5	49 – 45	D – Satisfactory	02
6	44 – 40	E – Pass	01
7	39 – 0	F – Fail	00

The description of the final grades shall be as follows:

O: Outstanding (Excellent Analysis of the topic - 75% and above)

Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject. Neat and systematic organization of content, elegant and lucid style.

A: Very Good (Excellent Analysis of the topic - 65 to 74 %)

Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas. Neat and systematic organization of content, effective and clear expression.

B : Good (Good Analysis and treatment of the topic - 55 to 64 %)

Basic knowledge of the primary material, logical development of ideas. Neat and systematic organization of content, effective and clear expression.

C : Average (Some important points covered – 50 to 54%)

Basic knowledge of the primary material, logical development of ideas. Neat and systematic organization of content, good language or clear expression.

D: Satisfactory (Some points discussed – 45 to 49%)

Basic knowledge of the primary material, some organization of content, acceptable language or

expression.

E: Pass (Any two of the above – 40 to 44%) F: Fail (None of the above – 0 to 39%)

The performance of a student will be evaluated in terms of two indices, viz.

- a) Semester Grade Point Average (SGPA) which is the Grade Point Average for a semester
- b) Cumulative Grade Point Average (CGPA) which is the Grade Point Average for all the completed semesters at any point in time.

Semester Grade Point Average (SGPA): At the end of each semester, SGPA is calculated as the weighted average of GPI of all courses in the current semester in which the student has passed, the weights being the credit values of respective courses.

SGPA = Grade Points divided by the summation of Credits of all Courses.

$$\text{SGPA} = \frac{\sum \{C * \text{GPI}\}}{\sum C} \text{ for a semester.}$$

Where GPI is the Grade and C is credit for the respective Course.

Cumulative Grade Point Average (CGPA): Cumulative Grade Point Average (CGPA) is the grade point average for all completed semesters. CGPA is calculated as the weighted average of all GPI of all courses in which the student has passed up to the current semester.

Cumulative Grade Point Average (CGPA) for the Entire Course

$$\text{CGPA} = \frac{\sum \{C * \text{GPI}\}}{\sum C} \text{ for all semesters taken together.}$$

Where GPI is the Grade and C is credit for the respective Course.

Note: If a student secures F grade in either or both of Concurrent Evaluation or University Evaluation for a particular course his /her credits earned for that course shall be ZERO.

Scaling Down of Concurrent Evaluation Scores: The marks obtained by the student for the Concurrent Evaluation components conducted by the Institute (i.e. out of 30 marks), in the Full Credit Courses, in Sem I to Sem IV, shall be scaled down, to the required extent, if percentage of the marks of Concurrent Evaluation exceeds the percentage of marks scored in the end semester University Examination by 25% for the respective course. Scores of Online Examination are not part of the scaling down formula. i.e. (percentage of marks scored out of 30 in concurrent evaluation) – (percentage of marks scored out of 50 in university evaluation) should not exceed 25%.

The marks obtained by the student in Half Credit Courses are **not subject to** scaling down. Likewise, the marks obtained by the student in Concurrent Evaluation for the Summer Internship Project (Course 304) shall **not be** subjected to Scaling down.

Attendance: The student must meet the requirement of 75% attendance per semester per course for granting the term. The Director shall have the right to withhold the student from appearing for examination of a specific course if the above requirement is not fulfilled.

Since the emphasis is on continuous learning and concurrent evaluation, it is expected that the students study all-round the semester. *Therefore, there shall not be any preparatory leave before the University examinations.*

5.6 ATKT Rules: A student shall earn the credits for a given course in **maximum four attempts**. If a student drops a course (generic elective / subject elective) and opts for another course in lieu of the dropped course the attempts utilized for the dropped course shall be included in the maximum 4 attempts available to earn the credits for a course. The facility of dropping a course and opting for a new course in

lieu of the dropped course shall be availed by the student only once during these four attempts available to him. A student may drop at the most 2 courses out of the 16 elective courses and select other courses in lieu of dropped courses. i.e. Dropping a course can be done only twice.

Maximum Duration for completion of the Programme: The candidates shall complete the MBA Programme within 4 years from the date of admission, by earning the requisite credits. The student will be finally declared as failed if she/he does not pass in all credits within a total period of four years. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.

5.7 Award of Grade Cards: The University of Pune under its seal shall issue to the student a grade card on completion of each semester. The final Grade Card issued at the end of the final semester shall contain the details of all courses taken during the entire programme for obtaining the degree.

Final Grades: After calculating the SGPA for an individual semester and the CGPA for entire programme, the value shall be matched with the grade in the Final Grade Points Table (as per Table II) and expressed as a single designated GRADE such as O, A, B, C, D, E, F.

Table II: Final Grade Points

Sr. No.	Grade Points	Grade
1	05.00 to 6.00	O - Outstanding
2	04.50 to 04.99	A – Very Good
3	03.50 to 04.49	B – Good
4	02.50 to 03.49	C – Average
5	01.50 to 02.49	D – Satisfactory
6	00.50 to 01.49	E – Pass
7	00.00 to 00.49	F – Fail

A student who secures grade E or above in a course is said to have completed /earned the credits assigned to the course. A student who completed the minimum credits required for the MBA programme shall be declared to have completed the programme.

NOTE:

The Grade Card for the final semester shall indicate the following, amongst other details:

- a) Grades for concurrent evaluation (out of 30 for Full Credit Courses & out of 50 for Half Credit Courses), Online evaluation (out of 20 for Full Credit Courses only) and University evaluation (out of 50 for Full Credit Courses only), separately, for all courses offered by the student during the entire programme along with the grade for the total score.
- b) SGPA for each semester.
- c) CGPA for final semester.
- d) Total Marks Scored out of Maximum Marks for the entire programme, with break-up of Marks Scored in Concurrent Evaluation and University Evaluation (Semester Wise).
- e) Marks scored shall not be recorded on the Grade Card for intermediate semesters.
- f) The grade card shall also show the 7 point scale and the formula to convert GPI, SGPA, and/or CGPA to percent marks.
- g) The final GPA shall not be printed unless the student earns the minimum 100 credits required for earning the MBA Degree.
- h) B Grade is equivalent to atleast 55% marks.
- i) If the GPA is higher than the indicated upper limit in the three decimal digit, then the student may be awarded higher final grade e.g. a student getting a GPA of 4.492 may be awarded grade A. The grade card shall also provide, on the reverse, the 10-point scale and the formula to convert GPI, SGPA, and/or CGPA to percent marks.

5.8 Grade Improvement: A Candidate who has secured any grade other than F (i.e. passed the MBA programme) and desires to avail the Grade Improvement facility, may apply under Grade Improvement

Scheme within five years from passing that Examination. He/she can avail not more than three attempts, according to the syllabus in existence, for grade improvement. He /she shall appear for University Evaluation of at least 1/3rd Generic / Subject Core Courses (except SIP) for the purpose of Grade Improvement.

External Students: MBA being a full time programme, there is no provision of external students.

Verification / Revaluation: Students can avail the verification / revaluation facility as per the prevailing policy, guidelines and norms of the University of Pune. There shall be Revaluation of the answer scripts of Semester-End examination but not of internal assessment papers as per Ordinance no.134 A & B.

Additional Specialization: A student may enroll for additional specialization *after passing out the regular MBA programme*. Such students will get exemption from all the generic core and generic elective courses in First Year (Sem I and II) and generic core courses in Second Year (Sem III and IV). Such students shall have to appear for the subject core and subject elective courses i.e. 2 Full Credit Courses & 4 Half Credit Courses in Sem III and IV each. i.e. a total of 12 subject electives (specialization) courses of which 4 are full credits and 8 are half credits.

6. **Structure of the Programme:** The programme is a combination of:

- a) Full Credit Courses (100 Marks each) : 3 Credits each
- b) Half Credit Courses (50 Marks each) : 2 Credits each

Total Credits: 100 Credits (3000 Marks), Total Courses = 38

- a) 20 Full Credit Courses * 3 credits per course = 60 Credits (2000 Marks)
- b) 1 Full Credit Course - SIP = 6 Credits (150 Marks)
- c) 16 Half Credit Courses * 2 credits per course = 32 Credits
- d) 1 Dissertation (Half Credit) = 2 Credits

The spread of courses across the 4 semesters for a normal learner is given below.

Table III: Break Up & Spread of Courses

Spread of Full & Half Credit Courses:

Semester	Full Credit Courses (100 Marks) (A)	Half Credit Courses (50 Marks) (B)
I	6	4
II	6	4
III	5	4
III	1 (SIP for 6 Credits)	-
IV	3	4
IV	-	1 (Dissertation for 2 Credits)
Total	21	17

Break Up of Full Credit Courses:

Semester	Number of Generic Core Courses (A)	Number of Subject (Specialization) Core Courses (B)	Total Number of Full Credit Courses (100 Marks) (C = A + B)
I	6	0	6
II	6	0	6
III	4	2	6
IV	1	2	3
Total	17	4	21

** includes SIP for 6 Credits & 150 Marks

Break Up of Half Credit Courses:

Semester	Number of Generic Elective Courses (A)	Number of (Specialization) Courses (B)	Subject Elective	Total Number of Half Credit Courses (50 Marks) (C = A + B)
I	4	0		4
II	4	0		4
III	0	4		4
IV	1 [#]	4		5 [#]
Total	9	8		17

Dissertation for 2 Credits

Detailed Programme Structure is provided in Annexure I.

Pedagogy: It is expected that the faculty members adopt a variety of teaching methodologies, such as case studies, role-play, problem solving exercises, group discussion, computer simulation games, etc. during the programme delivery. Use of technology and innovative techniques beyond the lecture method is desirable.

MBA being a post-graduate professional Programme, students are also expected to assimilate certain topics through self-study.

Medium of Instruction: The medium of Instruction & Evaluation shall be English.

7. Equivalence of previous syllabus with the proposed syllabus: The equivalence of the previous syllabus with the proposed syllabus shall be announced separately.

8. University Terms: The dates for the commencement and conclusion of the first and the second terms shall be as determined by the University Authorities. The terms can be kept only by duly admitted students. The present relevant ordinances pertaining to grant of terms will be applicable.

9. Course wise detailed syllabus: Course wise detailed syllabus along with recommended text books, reference books, websites, journals, etc. is provided in Annexure II.

10. Qualifications of Teacher: The qualifications of the full time teacher for the MBA Programme shall be as per AICTE norms prescribed from time to time.

Teacher Capacity Building: The faculty of management shall organize suitable programmes for capacity building of teachers.

2013 PATTERN SUBJECTS AND EXAMINATION GUIDELINES