

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

1. Title

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.

2.1 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 global aspects of businesses and economies, dynamism in the industry practices, evolution of technology, emergence of new business and organizational forms 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, basic domain knowledge, awareness of business environment, 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. Cross-Functional perspectives
- vi. Sensitization to Cross-Cultural skills
- vii. Orientation to Global perspectives
- viii. Peer-based Learning – Ability to Work in groups
- ix. Learning by application and doing – Experiential learning

2.2 MBA Programme Objectives: The MBA programme prepares a student for a domestic and global careers in diverse sectors of the industry. 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. Likewise entrepreneurial perspective of job and wealth creation with a social context also needs to be integrated into various aspects of the programme.

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.

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. 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.

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 skills 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.

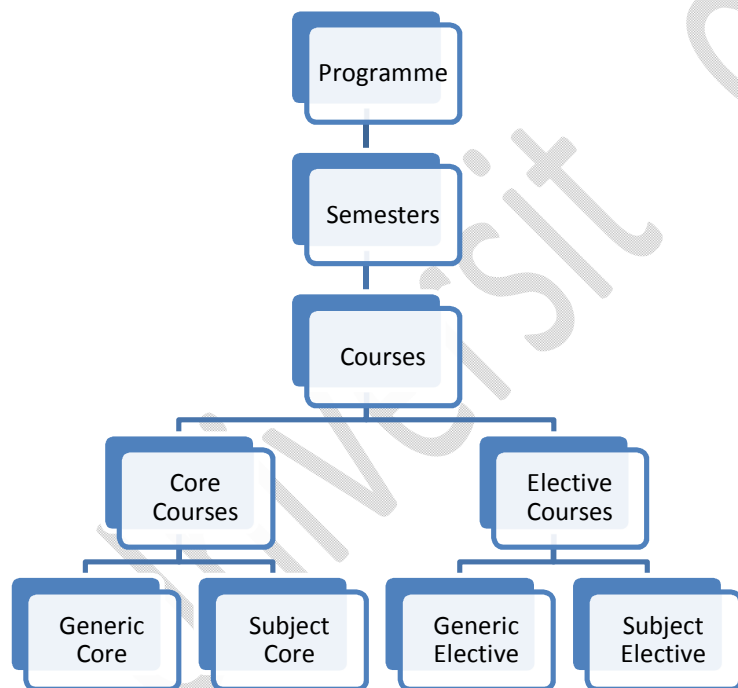
3.1.1 Key features of CBCS:

1. **Enriching Learning Environment:** A student is provided with an academically rich, highly flexible learning system blended with abundant provision for skill development and a practical orientation that he/she could imbibe 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. Likewise 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 disciplines. The 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 available faculty expertise.

3.1.2 Programme Structure in Choice Based Credit System:



3.2 Time Schedule: An academic year is divided into two terms – I and II. Term I shall have Semester 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 the students, each week has 40 working hours is 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, courses have defined weightages, 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 / electives). 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 Semester III and IV each for specialization courses i.e. a total of 12 specialization courses.

- 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/skills.

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 specialization/elective may be treated as an Open Elective by other specialization/ elective and vice-a-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 Semester 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, freshers/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) + Practice (Practical / Project Work) (P) i.e. LTP Pattern**.

The effort of the learner for each Credit Point may be considered to have 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 /Practical / Project Work consisting of Hands-on experience / Field Studies / Case studies that equip students to acquire the much required **skill component**.

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.

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,

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. The credits of a course cannot 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 credit 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 credit 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, it is proposed to adopt 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 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 stakeholders.

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 of Absolute Grading method are:

- 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. However 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. The **overall evaluation shall be designated in terms of Grade**.

3.7 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.

3.8 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. It is envisaged that Institutes offer only those specializations/electives for which they have the required faculty competencies and relevant resources.

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.

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

Such registration shall be 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.

3.9.1 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 and counseling the students if required 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 Semester I, II, 29 Credits in Semester III each and balance 19 credits in Semester 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 preceding term for subsequent Semesters - II, III and IV. i.e. The fresh inducted batch shall register for various courses at the end of the first week of their Semester I after their induction. They will register for Semester II courses immediately at the end of Semester I and likewise for subsequent semesters. In Semester 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 Semester I, during the successive attempt he may drop course 111 and take up another course from 107 to 115, or continue with 111.
- xii. 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.)

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 University of Pune shall conduct an online examination for each full credit course. This examination shall 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. 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 Semester I. Only for Semester 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 Semester I. However the online examinations shall not be postponed beyond 10th week after commencement of the classes / course for Semester 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	
Q.1 (B)	based on Unit 1
Q.2. (A)	based on Unit 2
OR	
Q.2 (B)	based on Unit 2
Q.3 (A)	based on Unit 3
OR	
Q.3 (B)	based on Unit 3
Q.4 (A)	based on Unit 4
OR	
Q.4 (B)	based on Unit 4
Q.5 (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.

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.

SIP can be carried out in:

- a) Corporate Entity
- b) NGO

- c) SME
- d) Government Undertaking
- e) Cooperative Sector

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/ Government Entity/ Cooperative/ 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 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.

5.4 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.

5.5 Standard of Passing: Every candidate must secure at least Grade E in Concurrent Evaluation , University Examination & Online Evaluation (as applicable) as separate heads of passing for each course.

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 is 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.

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.

5.5.2 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 Semester I to Semester 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.

5.5.3 Attendance: The student must meet the requirement of **75% attendance per semester per course** for grant of 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 7-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. Generic or Subject Electives (Half Credit Courses) cannot be selected for 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 University of Pune. There shall be Revaluation of the answer scripts of Semester-End examination for Full Credit Courses but not of online examination , half credit courses / SIP / Dissertation 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 (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 (800 Marks)
- d) 1 Dissertation (Half Credit) = 2 Credits (50 Marks)

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 & for 150 Marks

Break Up of Half Credit Courses:

Semester	Number of Generic Elective Courses (A)	Number of Subject (Specialization) Elective Courses (B)	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.

6.1 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.

6.2 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.

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

Annexure I - Detailed Programme Structure

Table IV – A: Generic Core Courses

	Generic Core Courses	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
101	Accounting for Business Decisions	3	I	30	20	50	100
102	Economic Analysis for Business Decisions	3	I	30	20	50	100
103	Legal Aspects of Business	3	I	30	20	50	100
104	Business Research Methods	3	I	30	20	50	100
105	Organizational Behaviour	3	I	30	20	50	100
106	Basics of Marketing	3	I	30	20	50	100
201	Marketing Management	3	II	30	20	50	100
202	Financial Management	3	II	30	20	50	100
203	Human Resource Management	3	II	30	20	50	100
204	Decision Science	3	II	30	20	50	100
205	Operations & Supply Chain Management	3	II	30	20	50	100
206	Management Information Systems	3	II	30	20	50	100
301	Strategic Management	3	III	30	20	50	100
302	Enterprise Performance Management	3	III	30	20	50	100
303	Startup and New Venture Management	3	III	30	20	50	100
304	Summer Internship Project	6	III	50	00	100	150
401	Managing for Sustainability	3	IV	30	20	50	100
402	Dissertation	2	IV	50	00	00	50

Note: Each Generic Core Course is a Full Credit course of 45 hours. Out of 45 hours, 35 hours shall be devoted to teaching – learning sessions and 10 hours for evaluation/projects.

30 marks shall be reserved for concurrent evaluation to be carried out by the Institute, 20 marks shall be reserved for online mid-term evaluation to be conducted by the University and 50 marks shall be reserved for term end written examination to be conducted by the University.

Course 304 - SIP shall have 6 Credits and 150 marks. (50 Marks for Concurrent Evaluation & 100 Marks for University Evaluation)

Course 402 – Dissertation shall have 2 Credits and 50 marks Concurrent Evaluation.

Table IV – B: Generic Elective Courses

	Generic Elective Courses	Credits	Semester	Concurrent Evaluation	Total Marks
107	Management Fundamentals	2	I	50	50
108	Business Communication Lab	2	I	50	50
109	MS Excel & Advanced Excel Lab	2	I	50	50
110	Selling & Negotiation Skills Lab	2	I	50	50
111	Business, Government & Society	2	I	50	50
112	Leadership Lab	2	I	50	50
113	Personality Development Lab	2	I	50	50
114	Foreign Language - I Lab	2	I	50	50
115	Enterprise Analysis - Desk Research	2	I	50	50
207	Emotional Intelligence and Managerial Effectiveness Lab	2	II	50	50
208	Statistical Software Lab	2	II	50	50
209	MS Project Lab	2	II	50	50
210	Life Skills Lab	2	II	50	50
211	Geopolitics & the World Economic System	2	II	50	50
212	Business Systems & Procedures	2	II	50	50
213	Computer Aided Personal Productivity Tools Lab	2	II	50	50
214	Foreign Language - II Lab	2	II	50	50
215	Industry Analysis - Desk Research	2	II	50	50

Note: Each Generic Elective Course is a Half Credit course of 30 hours. Out of 30 hours 25 hours shall be devoted to teaching – learning sessions and 5 hours for evaluation/projects.

50 marks shall be devoted for concurrent evaluation to be carried out by the Institute.

There shall not be any evaluation by the University (online / subjective) for all Half Credit Courses.

Table IV – C: Subject Core Courses

	Subject Core Courses (Marketing)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305MKT	Contemporary Marketing Research	3	III	30	20	50	100
306MKT	Consumer Behaviour	3	III	30	20	50	100
403MKT	Services Marketing	3	IV	30	20	50	100
404MKT	Sales and Distribution Management	3	IV	30	20	50	100
	Subject Core Courses (Finance)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305 FIN	Financial Regulatory Framework	3	III	30	20	50	100
306 FIN	Merchant Banking and Financial Services	3	III	30	20	50	100
403 FIN	International Finance	3	IV	30	20	50	100
404 FIN	Corporate Finance	3	IV	30	20	50	100
	Subject Core Courses (Information Technology)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305 IT	I T Management	3	III	30	20	50	100
306 IT	E-Business	3	III	30	20	50	100
403 IT	Software Project Management	3	IV	30	20	50	100
404 IT	Enterprise Resource Planning (ERP)	3	IV	30	20	50	100
	Subject Core Courses (Operations Management)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305 OPE	Planning & Control of Operations	3	III	30	20	50	100
306 OPE	Inventory Management	3	III	30	20	50	100
403 OPE	Operations Strategy	3	IV	30	20	50	100
404 OPE	Total Quality Management	3	IV	30	20	50	100
	Subject Core Courses (Human Resources Management)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305 HR	Labour Laws	3	III	30	20	50	100
306 HR	Performance Management	3	III	30	20	50	100
403 HR	Industrial Relations	3	IV	30	20	50	100
404 HR	Strategic Human Resource Management	3	IV	30	20	50	100

	Subject Core Courses (International Business Management)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305 IB	International Business Economics	3	III	30	20	50	100
306 IB	Export Documentation and Procedures	3	III	30	20	50	100
403 IB	International Business Environment	3	IV	30	20	50	100
404 IB	Indian Economy and Trade Dependencies	3	IV	30	20	50	100
	Subject Core Courses (Supply Chain Management)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305 SCM	Essentials of Supply Chain Management	3	III	30	20	50	100
306 SCM	Logistics Management	3	III	30	20	50	100
403 SCM	Strategic Supply Chain Management	3	IV	30	20	50	100
404 SCM	Knowledge Management in Supply Chains	3	IV	30	20	50	100
	Subject Core Courses (Rural & Agribusiness Management)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305RABM	Agriculture and Indian Economy	3	III	30	20	50	100
306RABM	Rural Marketing I	3	III	30	20	50	100
403RABM	Rural Credit and Finance	3	IV	30	20	50	100
404RABM	Rural Marketing II	3	IV	30	20	50	100

	Subject Core Courses (Family Business Management)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305FBM	Essentials of Family Business Management – I	3	III	30	20	50	100
306 FBM	Managing Innovation - I	3	III	30	20	50	100
403 FBM	Essentials of Family Business Management – II	3	IV	30	20	50	100
404 FBM	Managing Innovation – II	3	IV	30	20	50	100
	Subject Core Courses (Technology Management)	Credits	Semester	Concurrent Evaluation	Online Evaluation	University Evaluation (Subjective)	Total Marks
305TM	Fundamentals of Technology Management	3	III	30	20	50	100
306TM	Managing Innovation – I	3	III	30	20	50	100
403TM	Technology Competition and Strategy	3	IV	30	20	50	100
404TM	Managing Innovation – II	3	IV	30	20	50	100

Note: Each Subject Core Course is a Full Credit course of 45 hours. Out of 45 hours, 35 hours shall be devoted to teaching – learning sessions and 10 hours for evaluation/projects.

30 marks shall be reserved for concurrent evaluation to be carried out by the Institute, 20 marks shall be reserved for online mid-term evaluation to be conducted by the University and 50 marks shall be reserved for term end written examination to be conducted by the University.

Table IV – D: Subject Elective Courses

	Subject Elective Courses (Marketing Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307MKT	Integrated Marketing Communications	2	III	50	50
308MKT	Product Management	2	III	50	50
309MKT	Strategic Brand Management	2	III	50	50
310MKT	Personal Selling Lab	2	III	50	50
311MKT	Qualitative Marketing Research	2	III	50	50
312MKT	Customer Relationship Management	2	III	50	50
313MKT	Marketing and the Law	2	III	50	50
314MKT	Finance for Marketing Professionals	2	III	50	50
315MKT	Marketing of Financial Services - I	2	III	50	50
316MKT	Tourism Marketing	2	IV	50	50
317MKT	Agricultural Marketing	2	IV	50	50
318MKT	Business to Business Marketing	2	IV	50	50
405MKT	Retail Marketing	2	IV	50	50
406MKT	Rural Marketing	2	IV	50	50
407MKT	Service Operations Management	2	IV	50	50
408MKT	International Marketing	2	IV	50	50
409MKT	Export Documentation & Procedures	2	IV	50	50
410MKT	Marketing Strategy	2	IV	50	50
411MKT	Marketing Decision Models	2	IV	50	50
412MKT	Marketing of High Technology Products	2	IV	50	50
413MKT	E-Marketing	2	IV	50	50
414MKT	Marketing to Emerging Markets & Bottom of the Pyramid	2	IV	50	50
415MKT	Marketing of Financial Services - II	2	IV	50	50
416MKT	Cross Cultural Relationship Marketing	2	IV	50	50

	Subject Elective Courses (Financial Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307 FIN	Income Tax – I	2	III	50	50
308 FIN	Project Finance	2	III	50	50
309 FIN	Strategic Cost Management	2	III	50	50
310 FIN	Corporate Financial Reporting	2	III	50	50
311 FIN	International Financial Reporting Standards	2	III	50	50
312 FIN	Corporate Financial Restructuring	2	III	50	50
313 FIN	Equity Research	2	III	50	50
314 FIN	Credit Analysis and Appraisal	2	III	50	50
315 FIN	Banking Operations - I	2	III	50	50

316 FIN	Treasury Management	2	III	50	50
317 FIN	Financial Instruments and Derivatives	2	III	50	50
318 FIN	Financial Statement Analysis	2	III	50	50
319 FIN	Futures & Options	2	III	50	50
320 FIN	Back Office Operations	2	III	50	50
321 FIN	Principles of Insurance	2	III	50	50
322 FIN	Rural Financial Institutions	2	III	50	50
323 FIN	Social finance for Inclusive Growth - I	2	III	50	50
405 FIN	Income Tax – II	2	IV	50	50
406 FIN	Infrastructure Finance	2	IV	50	50
407 FIN	Behavioral Finance	2	IV	50	50
408 FIN	Financial Modeling Using Excel	2	IV	50	50
409 FIN	Indirect Taxation	2	IV	50	50
410 FIN	Financial Risk Management	2	IV	50	50
411 FIN	Online Trading of Financial Assets	2	IV	50	50
412 FIN	Banking Operations – II	2	IV	50	50
413 FIN	Wealth & Portfolio Management	2	IV	50	50
414 FIN	Fixed Income Securities	2	IV	50	50
415 FIN	Technical Analysis	2	IV	50	50
416 FIN	Commodity Markets and Derivatives	2	IV	50	50
417 FIN	Practice of Life Insurance	2	IV	50	50
418 FIN	Information Systems Audit	2	IV	50	50
419 FIN	Practice of General Insurance	2	IV	50	50
420 FIN	Financing Rural Development	2	IV	50	50
421 FIN	Social finance for Inclusive Growth - II	2	IV	50	50

	Subject Elective Courses (Information Technology Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307 IT	Software Engineering	2	III	50	50
308 IT	Mobile Computing with Android	2	III	50	50
309 IT	RDBMS with Oracle	2	III	50	50
310 IT	Software Quality Assurance	2	III	50	50
311 IT	E-Learning	2	III	50	50
312 IT	Software Marketing	2	III	50	50
313 IT	Business Intelligence and Analytics	2	III	50	50
314 IT	Cyber Laws	2	III	50	50
315 IT	IT for Retailing	2	III	50	50
316 IT	Technical Writing	2	III	50	50
405 IT	Web Designing and Multimedia	2	IV	50	50
406 IT	Network Technologies and Security	2	IV	50	50

407 IT	Data Base Administration	2	IV	50	50
408 IT	Software Testing	2	IV	50	50
409 IT	Information Security and Audit	2	IV	50	50
410 IT	Data Warehousing and Data Mining	2	IV	50	50
411 IT	Geographical Information Systems	2	IV	50	50
412 IT	E-Governance	2	IV	50	50
413 IT	Internet Marketing	2	IV	50	50
414 IT	Microsoft Office 2010 Lab	2	IV	50	50

	Subject Elective Courses (Operations Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307 OPE	Productivity Management	2	III	50	50
308 OPE	Maintenance Management	2	III	50	50
309 OPE	Facilities Planning	2	III	50	50
310 OPE	Manufacturing Resource Planning	2	III	50	50
311 OPE	Technology Management	2	III	50	50
312 OPE	Six Sigma	2	III	50	50
313 OPE	Designing Operations Systems	2	III	50	50
314 OPE	Toyota Production System	2	III	50	50
315 OPE	Project Management	2	III	50	50
316 OPE	Theory of Constraints	2	III	50	50
405 OPE	Quality Management Standards	2	IV	50	50
406 OPE	World Class Manufacturing	2	IV	50	50
407 OPE	Business Process reengineering	2	IV	50	50
408 OPE	Enterprise Resource Planning	2	IV	50	50
409 OPE	Financial Perspectives in Operations Management	2	IV	50	50
410 OPE	Service Operations Management	2	IV	50	50
411 OPE	Modeling Techniques for Operations	2	IV	50	50
412 OPE	Business Process Management	2	IV	50	50
413 OPE	Challenges and Opportunities in Operations Management	2	IV	50	50
414 OPE	Lean Manufacturing	2	IV	50	50

	Subject Elective Courses (Human Resources Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307 HR	Employee Health & Safety	2	III	50	50
308 HR	Employee Welfare	2	III	50	50
309 HR	HR Audit	2	III	50	50
310 HR	Human Resource Information System	2	III	50	50
311 HR	Outsourcing of HR	2	III	50	50

312 HR	Public Relations & Corporate Communication	2	III	50	50
313 HR	Quality Management System	2	III	50	50
314 HR	Lab in Recruitment and Selection	2	III	50	50
315 HR	Lab in Job Design and Analysis	2	III	50	50
316 HR	Lab in Training	2	III	50	50
317 HR	Lab in Labour Laws – I	2	III	50	50
405 HR	Organizational Design and Development	2	IV	50	50
406 HR	Global HR	2	IV	50	50
407 HR	Employee Reward Management	2	IV	50	50
408 HR	Change Management	2	IV	50	50
409 HR	Conflict & Negotiation Management	2	IV	50	50
410 HR	Lab in CSR	2	IV	50	50
411 HR	Lab in Industrial Relations	2	IV	50	50
412 HR	Lab in Legal Compliances	2	IV	50	50
413HR	Lab in Mentoring and Coaching	2	IV	50	50
414 HR	Best Practices in HR	2	IV	50	50
415 HR	Designing HR Policies	2	IV	50	50
416 HR	Competency Mapping	2	IV	50	50

	Subject Elective Courses (International Business Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307 IB	International Management	2	III	50	50
308 IB	International Marketing	2	III	50	50
309 IB	International Marketing Research	2	III	50	50
310 IB	International Financial Management	2	III	50	50
311 IB	Global IT Management	2	III	50	50
312 IB	Global Logistics & Supply Chains	2	III	50	50
313 IB	Designing Organizations for Uncertain Environment	2	III	50	50
314 IB	Legal Dimensions of International Business	2	III	50	50
315 IB	Global Strategic Management	2	III	50	50
316 IB	International Relations & Management	2	III	50	50
317 IB	Foreign Language for International Business – I	2	III	50	50
405 IB	Environment & Global Competitiveness	2	IV	50	50
406 IB	Marketing to Emerging Markets & Bottom of the Pyramid	2	IV	50	50
407 IB	Cross-Cultural Relationship Marketing	2	IV	50	50
408 IB	Foreign Exchange Management	2	IV	50	50
409 IB	E Commerce	2	IV	50	50
410 IB	Enterprise Resource Planning	2	IV	50	50

411 IB	Global HR	2	IV	50	50
412 IB	WTO and Intellectual Property Rights	2	IV	50	50
413 IB	Global Competitiveness and Strategic Alliances	2	IV	50	50
414 IB	International Diversity Management	2	IV	50	50
415 IB	Foreign Language for International Business – II	2	IV	50	50

	Subject Elective Courses (Supply Chain Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307 SCM	Managing Material Flow in Supply Chains	2	III	50	50
308 SCM	Inventory Management	2	III	50	50
309 SCM	Purchasing & Supplier Relationship Management – I	2	III	50	50
310 SCM	Six Sigma	2	III	50	50
311 SCM	Supply Chain Planning	2	III	50	50
312 SCM	Supply Chain Coordination	2	III	50	50
313 SCM	Decision Modeling for Supply Chains	2	III	50	50
314 SCM	Theory of Constraints	2	III	50	50
315 SCM	Supply Chain Practices – I	2	III	50	50
405 SCM	Green Logistics & Supply Chains	2	IV	50	50
406 SCM	Enterprise Resource Planning	2	IV	50	50
407 SCM	Purchasing & Supplier Relationship Management – II	2	IV	50	50
408 SCM	Supply Chain Risk Management	2	IV	50	50
409 SCM	Project Management	2	IV	50	50
410 SCM	Supply Chain Performance Measurement	2	IV	50	50
411 SCM	Supply Chain Management - Financial Perspectives	2	IV	50	50
412 SCM	Global Logistics	2	IV	50	50
413 SCM	Supply Chain Practices– II	2	IV	50	50

	Subject Elective Courses (Rural & Agribusiness Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307RABM	Rural Development I	2	III	50	50
308RABM	Special Areas in Rural Marketing	2	III	50	50
309RABM	Commodity Markets – I	2	III	50	50
310RABM	Agricultural Marketing & Price Analysis – I	2	III	50	50
311RABM	Microfinance	2	III	50	50
312RABM	Agricultural Marketing	2	III	50	50
313RABM	Rural Research Methods	2	III	50	50
314RABM	Rural Banking	2	III	50	50
315RABM	AgriSupply Chains Management	2	III	50	50

316RABM	ICT for Agriculture Management	2	III	50	50
317RABM	Tourism Marketing – I	2	III	50	50
318RABM	Millennium Development Goals	2	III	50	50
405RABM	Rural Development II	2	IV	50	50
406RABM	Special Areas in Agro produce Management	2	IV	50	50
407RABM	Commodity Markets – II	2	IV	50	50
408RABM	Agricultural Marketing and Price Analysis – II	2	IV	50	50
409RABM	Agricultural Finance and Project Management	2	IV	50	50
410RABM	Management of Agricultural Input Marketing	2	IV	50	50
411RABM	Intellectual Property Management	2	IV	50	50
412RABM	Food Retail Management	2	IV	50	50
413RABM	Agri-Entrepreneurship	2	IV	50	50
414RABM	Management of Agribusiness Cooperatives	2	IV	50	50
415RABM	Tourism Marketing – II	2	IV	50	50
416RABM	Agriculture & WTO	2	IV	50	50

	Subject Elective Courses (Family Business Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307 FBM	Business Plan	2	III	50	50
308 FBM	Private Equity	2	III	50	50
309 FBM	Franchising	2	III	50	50
310 FBM	Social Entrepreneurship	2	III	50	50
311 FBM	Intrapreneurship	2	III	50	50
312 FBM	Trends in Entrepreneurship	2	III	50	50
313 FBM	Small Scale Industries Management	2	III	50	50
314 FBM	Entrepreneurial Case Study	2	III	50	50
405 FBM	Creativity and Change in Organizations	2	IV	50	50
406 FBM	Accounting for Small Business	2	IV	50	50
407 FBM	Management of Intellectual Property Rights	2	IV	50	50
408 FBM	Managing , Growing and Exiting the new Venture	2	IV	50	50
409 FBM	Project Management	2	IV	50	50
410 FBM	Environment and Laws	2	IV	50	50
411 FBM	Information, Disaster and Health Management	2	IV	50	50
412 FBM	Business Incubation	2	IV	50	50

	Subject Elective Courses (Technology Management)	Credits	Semester	Concurrent Evaluation	Total Marks
307TM	Technology Forecasting	2	III	50	50
308TM	Strategies for information goods and network economies – I	2	III	50	50
309TM	Advanced Manufacturing Technology	2	III	50	50

310TM	Product Strategies for High Technology Companies – I	2	III	50	50
311TM	Foundations of Knowledge Management	2	III	50	50
312TM	Business Intelligence and Analytics	2	III	50	50
313TM	Designing Organizations for Uncertain Environment	2	III	50	50
314TM	Technology Transfer and Commercialization	2	III	50	50
315TM	Digital Marketing	2	III	50	50
405TM	Innovation, Product Development and Commercialization	2	IV	50	50
406TM	Strategies for information goods and network economies – II	2	IV	50	50
407TM	Technology Use and Assessment	2	IV	50	50
408TM	Product Strategies for High Technology Companies – II	2	IV	50	50
409TM	Systems & Technologies for Knowledge Management	2	IV	50	50
410TM	Strategic Management of Intellectual Property Rights	2	IV	50	50
411TM	Change , Creativity & Innovation	2	IV	50	50
412TM	Seminar on Managing Emerging technologies	2	IV	50	50
413TM	Marketing of High Technology Products	2	IV	50	50

Note: Each Subject Elective Course is a Half Credit course of 30 hours. Out of 30 hours 25 hours shall be devoted to teaching – learning sessions and 5 hours for evaluation/projects. 50 marks shall be devoted for concurrent evaluation to be carried out by the Institute.

Note: Number of Sessions provided in the detailed syllabus in Annexure II for each course are **indicative and not prescriptive** in nature. They indicate the clock hours allocated for teaching and evaluation/project. However under the CBCS - LTP pattern , the faculty has the liberty to modify the same in the best interest of the learners.

Note:

- a) In the detailed syllabus, Number of Sessions indicated are as follows: 7 + 2 indicates 7 teaching sessions and 2 evaluation /project sessions. Kindly note that the numbers provided are indicative and not prescriptive.
- b) Faculty members and students should refer to the latest edition of the relevant books, wherever such latest editions are available.