



SINHGAD TECHNICAL EDUCATION SOCIETY'S  
**S.K.N. SINHGAD SCHOOL OF BUSINESS MANAGEMENT**

**CRITERION 1**

**1.1.1 RELATED DOCUMENTS**

**SUPPORTIVE EVIDENCES**

**CURRICULUM TRANSACTION TECHNIQUES: A CASE STUDY  
EXPLORATION**



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Director  
Sinhgad Technical Education Society's  
S.K.N. Sinhgad School of Business Management  
S.No. 10/1, Ambegaon (Bk.), Pune - 41

**“Curriculum Transaction Techniques: A Case Study Exploration”**  
**SKN Sinhgad School of Business Management**

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S. No. 10/1, Ambegaon (Bk.), Pune - 411 041

**“Curriculum Transaction Techniques: A Case Study Exploration”  
SKN Sinhgad School of Business Management**

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**PLANNING PHASE:**

**ACADEMIC CALENDAR (INCLUDING FOR THE CONDUCT OF CONTINUOUS INTERNAL EVALUATION (CIE))**

SKN Sinhgad School of Business management prepares an academic calendar that includes Continuous Internal Evaluation (CIE) is crucial for institutes to ensure effective planning, organization, and assessment of the educational process. Including CIE in the academic calendar provides a structured approach to learning and assessment throughout the academic year.


**Supportive Evidences:**

Date	Activity Details
21st June to 13th July 2022	SEMESTER & SEMESTER
19th July to 25th July 2022	Business Proposals Form Distribution (SEM-I & II)
30th July 2022	End term Examination of previous semester ( Sem-II and IV)
27th July to 15th Aug 2022	Academic Monitoring Committee Meeting
28th Aug 2022	Internal Marks Comparison and Entry on SPPU Portal
10th Aug to 21st Sep 2022	Semester Introduction program Orientation
10th Aug to 21st Sep 2022	SPPU Examination ( Sem-II and IV)
27th Aug to 28th Sep 2022	Result analysis MBA-I Sem I and Sem II Examination October 2022
6th Oct	Subject distribution, Timetable and rubric
12th Sep 2022	Faculty meeting ( To define competencies required for each specialization)
17th October 2022	Faculty meeting (To define assessment parameters and PBCs)
18th October to 31st October 2022	Preparation of Course pack content plan, rubric
31st Nov 2022	Faculty meeting (To discuss process of ODM and CO-PO matrix)
09th Nov 2022	Academic Monitoring Committee Meeting
11th to 18th November 2022	Pre Induction Programme
21st and 22nd Nov 2022	Induction program for MBA-I Batch 2022-2024
23rd Nov 2022 to 17th December 2022	Lectures and CCE I
13th Dec 2022 to 8th Jan 2023	Lectures and CCE II
6th Jan to 22nd Jan 2023	Lectures and CCE III
23rd Jan to 10th Feb 2023	Lectures
10th Feb to 16th Feb 2023	End term Examination and Course Exit Survey



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 <b>S. K. N. SINHGAD SCHOOL OF BUSINESS MANAGEMENT</b> <small>(Approved by AICTE, Recognized by Govt. of Maharashtra &amp; Affiliated to Savitribai Phule Pune University)                      S. No. 10/1, Ambegaon, Dist. Pune-411041, Phone - 020 41104100                      Website: www.skn.edu</small>		
<small>Prof. M. N. Navale M. N. 10002 / 1000, SKN Founder President</small>	<small>Dr. (Mrs.) Sharmada M. Navale M. N. 10001, SKN Founder Secretary</small>	<small>Dr. Prachi Patil M. N. 10003, SKN Director</small>
Feb 2023	Academic Monitoring committee Meeting	
07 <sup>th</sup> Feb to 18 <sup>th</sup> April 2023	SPPU Examination (Sem-I & III)	
1 <sup>st</sup> March to 17 <sup>th</sup> March 2023	Internal Assessment and Finalization of Internal Marks Sem-I and III	
6 <sup>th</sup> March 2023	Subject preference form Distribution	
14 <sup>th</sup> March 2023	Subject Distribution for Semester II and IV	
17 <sup>th</sup> March to 3 <sup>rd</sup> April 2023	Entry of Internal marks on SPPU Portal	
5 <sup>th</sup> April 2023	Timetable Communication - SEM-2 and SEM-4	
6 <sup>th</sup> April 2023	Faculty Orientation Program at Lonavala campus	
7 <sup>th</sup> April to 10 <sup>th</sup> April 2023	Course pack preparation for Sem-II and Sem-IV subjects ( Activity sheet, Course outline, Problem statement, Rubric, CO-PO mapping & CD-PO matrix	
10 <sup>th</sup> April 2023	Academic Monitoring Committee Meeting	
11th April to 30th April 2023	Lectures & CCE I (Concurrent Evaluation Method I)	
1 <sup>st</sup> May to 15 <sup>th</sup> May 2023	Lectures and CCE II ( Concurrent Evaluation Method II)	
16 <sup>th</sup> May to 16 <sup>th</sup> June 2023	Lecture and CCE III ( Concurrent Evaluation Method III)	
22th June to 29 <sup>th</sup> 2023	End term Examination ( Sem-II and IV)	
10 <sup>th</sup> June 2023 to 1 <sup>st</sup> July 2023	National Conference 2023	
1 <sup>st</sup> July 2023	Academic Monitoring Committee Meeting	
1 <sup>st</sup> July 2023 to 21 <sup>st</sup> August	SPPU Examination 2023 ( Sem-III and IV)	
1 <sup>st</sup> July 2023	Summer Internship Project Orientation for Sem-II Students	



*Prachi Patil*

Dr. Prachi Patil  
Director  
SKN Sinhgad School of Business Management



*Prachi Patil*

Director

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**ACADEMIC MONITORING COMMITTEE OF SKNSSBM**

Sr.No	Name of the Member	Designation	Academic Role
1	Dr.Prachi Pargaonkar	Director	Director
2	Dr. Yatin Bokil	Dean	Academic Dean
3	Dr.Shalaka Sakhrekar	Associate Professor	IQAC Coordinator
4	Dr. Sangita Gorde	Associate Professor	Member
5	Dr. Roza Parashar	Assistant Professor	Member
6	Prof Mayuri Yadav	Assistant Professor	Member

**OBJECTIVE OF ACADEMIC MONITORING COMMITTEE:**

- To ensure that all teaching staff receive clear guidelines pertaining to curriculum planning and implementation.
- To establish a robust mechanism for academic monitoring, guaranteeing the effective implementation of the curriculum.

**RESPONSIBILITIES OF THE AMC:**

Director to conduct regular meetings for academic planning before the beginning of each semester and conduct reviews of the academic process at the end of each semester.



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- To Prepare an Academic calendar that encompasses Continuous Internal Evaluation (CIE) components.
- To provide guidelines regarding preparation of course pack
- To check rubrics prepared by subject teachers.
- To check CO-PO matrix prepared by subject teachers
- To provide guidelines regarding preparation of course files to all faculty members
- to establish annual committees and allocate portfolios among all staff members.
- To track the progress of academic activities.
- To check whether all lectures are conducted as per the time table
- To arrange remedial lectures for the subjects which are having low passing percentage
- To write minutes of meeting of academic monitoring committee
- To prepare time table for MBA-I year and MBA-II year
- To organize various co-curricular events relevant to MBA programme
- To submit record of academic monitoring committee to IQAC

### **Supportive Evidences:**

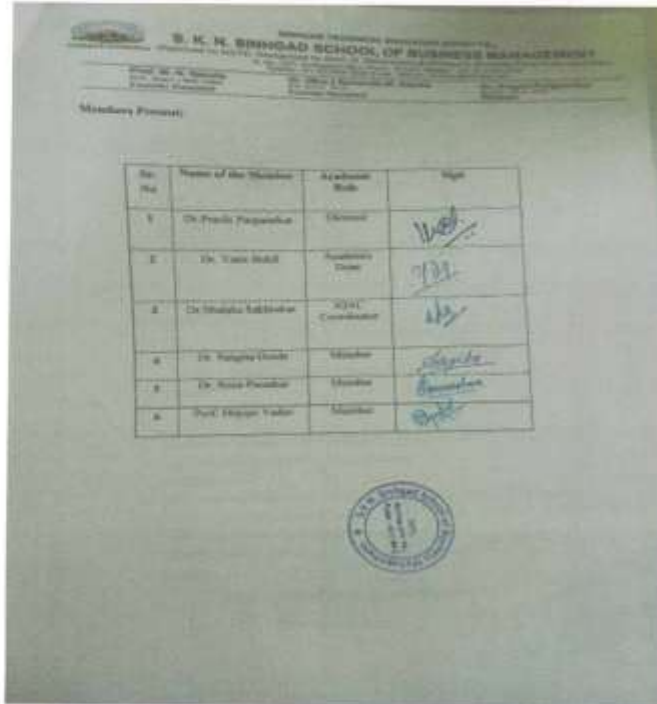


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**IMPLEMENTATION PHASE:**

The process begins with the subject teacher crafting the course outline, which serves as the foundation for defining the problem statement. Drawing on the learning objectives prescribed by Savitribai Phule Pune University, the course outline encompasses the essential topics and sequencing of content delivery. If there is more than one teacher teaching one course, then decision about course outline, CIE techniques is done collectively. Subsequently, the problem statement is formulated to challenge students' critical thinking and practical application of the course material.

Upon establishing the problem statement, the subject teacher selects appropriate Concurrent Internal Evaluation methods as per the guidelines provided by the university. These evaluation techniques, ranging from projects to practical exams, are chosen to effectively assess students' comprehension and skills within the context of the problem statement.



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To ensure a consistent and fair assessment process, the subject teacher prepares detailed rubrics for each evaluation method. These rubrics outline specific grading criteria and performance expectations at various levels. Throughout the course, the problem statement and evaluation methods are utilized for ongoing assessment, with valuable feedback provided to guide students' progress.

By following this systematic approach, subject teachers create a dynamic learning environment that adheres to Savitribai Phule Pune University's directives, fostering student growth and achievement as they tackle real-world challenges and acquire valuable knowledge and abilities.

### **Supportive Evidences:**

#### **Discussion on Problem Statement Faculty Meeting:**



#### **Problem Statement, Course Objectives and Course Outcomes**

**Course Title - Organizational Behavior**

**Course Code-102**

#### **Problem Statement: (Based on CO-PO Matrix)**

Human aspects are critical in each functional aspect of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. This course will help to acquire knowledge and

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develop skills to take rational decisions in the process of Organizational Behavior. The course also focuses on understanding the behavior of the employees working in the organization.

**Course objectives:**

1. To help the students to understand the importance of human behavior at work.
2. To enable students to understand how people behave in various situations and why people behave as they do.
3. To enable student to communicate effectively in group / team as a manager, leader and entrepreneur
3. To provide the students for analyzing specific strategic human resource demands for future action.
4. To enable students how to synthesize related information and evaluate options for getting the most logical and optimal solution such that they would be able to predict and control human behavior and improve results.

**Rubric of Subject Organizational Behavior:**



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**INSTRUCTIONAL TECHNIQUES FOR EFFECTIVE IMPLEMENTATION OF CURRICULUM**

For effective curriculum implementation and evaluation, subject teachers employ a diverse range of instructional techniques, carefully selected based on the problem statement and course objectives. These techniques aim to engage students, cater to various learning styles, and facilitate a deeper understanding of the subject matter. The Institute's policy is centered on establishing a solid foundation during the first year and gradually transitioning towards a more comprehensive and holistic approach in the second year. To achieve this, the instructional techniques employed are thoughtfully blended, taking into account the specific needs of each course and the intellectual capabilities of the students.

For example, in the Organizational Behavior course, a diverse range of teaching pedagogies is utilized. These include: Teacher-Centric Approach, Learner-Centric Approach, Experiential Learning. Similarly, in the Financial Management course, a tailored combination of instructional techniques is employed, including: Teacher-Centric Instruction, Experiential Learning. By adapting the teaching methods based on the specific requirements of each subject and considering the students' intellectual capacities, the Institute ensures a well-rounded and effective learning experience for its students.

Four kinds of instructional techniques are normally adopted by the Institute for enhancing the curriculum transaction.

- Teacher-Centered Learning Techniques,
- Learner-Centered Learning Techniques,
- Experiential-Learning Techniques
- Participative-Learning Techniques

**TEACHER-CENTRED LEARNING TECHNIQUES:**

**1. Lecture Method:**

Lecture is often suitable for delivering foundational knowledge and essential concepts. When introducing a new topic or providing an overview of a complex subject, lectures can



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efficiently convey the necessary information. This method is predominantly adopted in Semester I and II with an objective to build up strong conceptual foundation.

**Course Title - Organizational Behaviour**

**Problem Statement: (Based on CO-PO Matrix)**

Human aspects are critical in each functional aspect of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. This course will help to acquire knowledge and develop skills to take rational decisions in the process of Organizational Behavior. The course also focuses on understanding the behavior of the employees working in the organization.

**What is the rationale for using the Lecture method in curriculum transaction?**

In the context of subjects like Organizational Behavior, where the problem statement emphasize the importance of building a strong foundational knowledge, the lecture method becomes more prominent in delivering the curriculum. This approach allows subject teachers to efficiently present essential concepts and fundamental principles to the students. By focusing on lectures, the course aims to provide a comprehensive understanding of the subject, laying a solid groundwork for further exploration and application of Organizational Behavior principles in real-world scenarios.

**Supportive Evidences:**



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**2. Demonstration Method**

The Demonstration Method is a curriculum transaction method where the subject matter is presented through practical examples. This technique involves showing students how to perform a task, conduct experiments, or apply theoretical concepts in a real or simulated setting. This method encourages hands-on learning experiences, enabling students to observe and actively participate in the demonstration, enhancing their retention and comprehension.

**Course Name: Competency Based HRM (CBHRM)**

**Problem Statement: (Based on CO-PO Matrix)**

A practical, application-oriented course that covers real-life aspects related to the practice of Competency Mapping in organization. This course will develop the personal skill of the student to design various interventions to build a competency-based organization. The exercises and tools in this course will be designed to make it simple and easy for students to understand the concepts and apply it practically in future at their respective workplaces. This course is designed and delivered in the class keeping in mind students who look for a serious career in HR and especially in competency-based assessment centers.

**What is the rationale for using the Demonstration method in curriculum transaction?**

For subjects like Competency-Based HRM (CBHRM), the course's problem statement highlights its practical and application-oriented nature, emphasizing real-life aspects related to Competency Mapping in organizations. Therefore, the curriculum transaction method employed is the Demonstration Method. In this approach, the teacher actively engages the students by developing a Competency Mapping Model in front of them, showcasing the step-by-step process and real-life application. Subsequently, students are encouraged to imitate the same activity, allowing them to gain hands-on experience in developing a Competency Mapping Model. This method fosters active learning and enables students to apply theoretical knowledge to practical scenarios, preparing them for real-world challenges in the field of HRM.



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**Supporting evidence:**

**Photos:**



**3. Team Teaching Method:**

The Team Teaching Method is employed when two or more teachers collaborate to jointly instruct a group of students. This method involves combining the expertise and perspectives of multiple educators to create a more dynamic and enriching learning experience.

**What is the rationale for using the Team teaching method in curriculum transaction?**

In this technique, teachers plan, execute and evaluate the work effectively. Teachers share the





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**LEARNER-CENTRED LEARNING TECHNIQUES:**

**1. Personalized System of Instruction (PSI):**

In PSI, students' progress through the course materials at their own pace. They have the flexibility to move faster or slower depending on their understanding of the content.

**What is the rationale for using the Personalized System of Instruction (PSI) in curriculum transaction?**

Sharing Google Classroom can support certain aspects of PSI by providing a platform for distributing course materials, delivering assessments, and promoting student interaction

**Supporting evidence:**



**2. Distance Learning**

This method allows students to access course materials, participate in discussions, and complete assignments from their own location, often using online platforms or other digital resources.

**What is the rationale for using the Distance learning method in curriculum transaction?**

Distance learning is implemented using a combination of online platforms, including Zoom



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and Teams, for conducting live online lectures, as well as utilizing Google Classroom to share course materials. This approach facilitates a dynamic and interactive learning experience, enabling students to participate remotely and access educational content from their own locations. Through the integration of these online tools, the curriculum is effectively delivered to a diverse and geographically dispersed audience, making distance learning an accessible and convenient method of education.

**Supporting evidence:**



**3. Individual Project Teaching:**

In this approach, each student is assigned an individual project that aligns with the course objectives and allows them to explore specific topics or areas of interest in-depth.

**Course Title: Summer Internship Project**

**Problem Statement:**

Design and execute a comprehensive Summer Internship Project that provides MBA



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students with real-world exposure, practical application of their academic knowledge, and opportunities to develop essential business skills. The project should aim to enhance students' problem-solving abilities, foster effective communication and teamwork, and enable them to make meaningful contributions to the host organizations”.

**What is the rationale for using Individual Project Teaching method in curriculum transaction?**

By employing the Individual Project Teaching method as the curriculum transaction for the Summer Internship Project course, MBA students will have the opportunity to design and execute personalized, comprehensive internship projects.

This approach enables students to gain hands-on experience, apply academic knowledge to real-world scenarios, and develop vital business skills.

Through individual projects, students can enhance their problem-solving abilities, cultivate effective communication and teamwork skills, and make significant contributions to their host organizations. The focus remains on fostering a transformative learning experience, empowering each student to become a competent, adaptable, and proactive business professional, well-prepared for their future careers.”

At SKN Sinhgad School of Business Management, during their summer internships, students are required to maintain a SIP (Summer Internship Program) diary and submit a feedback form from their reporting manager. Following this, an internal viva is organized, wherein external subject experts are invited to evaluate the student's project. Once the project is approved in the internal viva, the student proceeds to participate in the external viva for further assessment.



  
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Supportive Evidences:

External Viva Voce Attendance Copy:

Sl. No.	Name	Roll No.	Sl. No.	Name	Roll No.
1	...	...	12	...	...
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**Summer Internship Project Viva Voce Photos**



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 SF/2021-22

Project Title	Rishika Suryakant Warikote
Roll No	E - 51
Company Name	M&T Limited, Nagpur
Project Report Title	
Name of the Company/Project Lead	Dr. Rajesh G. Yadav
Phone No.	9894941111
Contact Number	9894941111
Company Address	
Name of the Company Lead	Shri. Vikas Kulkarni
Signature	Rishika Suryakant Warikote
Date	14/04/2022
Company Name	M&T Limited
Name of the Project	A Study of Growth of ITES Business Model in Domestic and Global Market
Project Duration	15/04/2022 to 14/04/2022
Name of the Company Lead	Shri. Vikas Kulkarni
Signature of Company Lead	[Signature]
Name of the Company Lead	Shri. Vikas Kulkarni
Signature of Company Lead	[Signature]



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**FEEDBACK FORM**  
 (Note : Feedback form should be filled by Company Guide only.)

Sl	Category	Options (Tick it)
1	Nature of the Work undertaken by the student	<input checked="" type="checkbox"/> A) Research Oriented <input type="checkbox"/> B) Operational Assignment
2	Quantity of work (Quantity of work done throughout IP Period)	<input type="checkbox"/> A) 15-20% <input type="checkbox"/> B) 20%-50% <input type="checkbox"/> C) 50%-75% <input checked="" type="checkbox"/> D) 75%-90% <input type="checkbox"/> E) 90%-100%
3	Effectiveness of student (Responsibility handling, Accountability of his work, Accuracy, Initiative, Efficiency)	<input type="checkbox"/> A) 15-20% <input type="checkbox"/> B) 20%-50% <input type="checkbox"/> C) 50%-75% <input checked="" type="checkbox"/> D) 75%-90% <input type="checkbox"/> E) 90%-100%
4	Professionalism (Behavior, Punctuality, Adhering to company policies)	<input type="checkbox"/> A) 15-20% <input type="checkbox"/> B) 20%-50% <input type="checkbox"/> C) 50%-75% <input checked="" type="checkbox"/> D) 75%-90% <input type="checkbox"/> E) 90%-100%
5	Site Learning	Green Hill
6	Quality of the IP to the organization	Green Hill
7	Report (Behavior/ brief/ final/ assessment)	
	Name of the Company guide	Signature and Stamp of the Company guide Amit, Demand Studies, Green Hill MOIL LTD, Bhopal

100%

**MOIL LIMITED**  
 (A Government Undertaking)  
 MOIL House, 16, Upper Road, Wankhede - 400 015  
 E-mail: moil@oilindia.com  
 Website: www.moil.com | Fax: 020-255275  
 CIN No. : L24999MH2002PLC028

**CERTIFICATE**

This is to certify that Mr. Sunay S. Wankhede has completed his Internship/ Training in Personnel Department for 2 Months from 10/05/2022 to 10/11/2022 at MOIL Limited, Bhopal. He worked on the project & study of Green Human Resource Management at MOIL Limited, Bhopal.

The performance and conduct during the Internship/ training period is found satisfactory.

**MOIL LIMITED**  
 (Personnel Department)  
 (A Government Undertaking)  
 MOIL House, 16, Upper Road,  
 Wankhede - 400 015, Bhopal

**EXPERIENTIAL-LEARNING TECHNIQUES:**

**1. Discovery Learning:**

Discovery learning is used as a curriculum transaction method when educators aim to foster active learning and promote students' ability to construct their own knowledge through exploration and inquiry. In this approach, students are encouraged to discover and explore concepts, solve problems, and make connections on their own, rather than receiving information passively through direct instruction.

**Course Title: 205 HR Competency Based Human Resource Management**

**Problem Statement: (Based on CO-PO Matrix)**

A practical, application-oriented course that covers real-life aspects related to the practice of Competency Mapping in organization. This course will develop the personal skill of the



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student to design various interventions to build a competency-based organization. The exercises and tools in this course will be designed to make it simple and easy for students to understand the concepts and apply it practically in future at their respective workplaces. This course is designed and delivered in the class keeping in mind students who look for a serious career in HR and especially in competency-based assessment centers.

### **What is the rationale for using discovery learning method in curriculum transaction?**

The problem statement of the "Competency-Based Human Resource Management" course focuses on developing students' personal skills to design interventions for building competency-based organizations. To achieve this objective effectively, the curriculum transaction method chosen for this course is "Discovery Learning." Through this approach, students will actively explore and engage in hands-on activities, problem-solving exercises, and collaborative discussions, empowering them to construct their understanding of competency-based HRM.

In line with the discovery learning method, students have been instructed to develop a competency mapping model for different job roles. This task encourages them to independently investigate and apply their knowledge of competency-based approaches to HRM. By undertaking this practical exercise, students will gain valuable insights into the intricacies of designing competency frameworks and aligning them with specific job requirements.

### **Supporting evidence:**

#### **Photos:**



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### 2. Learner-centered Instruction:

It insists the learners to actively construct their own knowledge. This technique emphasizes more on individualized or self-learning method. It helps to understand the concepts deeper. Teachers play a facilitating role in this technique.

**Course Name: Human Resource Management (HRM)**

#### **Problem Statement: (Based on CO-PO Matrix)**

HR professionals work as the bridge between employees and the company. They are responsible for hiring the best candidates, negotiating salaries, providing training and taking care of employees' performance and welfare. Therefore, they require excellent Interpersonal, Communication, Conflict resolution, Leadership and Decision making skills. Overall HRM course would help the students in gaining knowledge about managing companies' workforce effectively and efficiently. It's also important to learn HR trends for the students because market climates, employee needs, industry practices and company policies often change as time progresses and technology evolves. Through this course, students would gain the knowledge of all these HR trends as well.

#### **What is the rationale for using discovery learning method in curriculum transaction?**

The problem statement for the Human Resource Management course highlights its objective to equip students with the necessary knowledge to manage a company's workforce effectively and efficiently. It recognizes the significance of staying updated on HR trends, as market climates, employee needs, industry practices, and company policies continually evolve alongside technological advancements. To cater to these learning needs, the curriculum transaction method chosen for this course is "Learner-Centered Instruction."



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In adopting the learner-centered approach, students are actively engaged in their learning journey, allowing for a more personalized and interactive educational experience. By valuing each student's unique strengths and interests, the course fosters a positive and inclusive learning environment.

In line with the learner-centered instruction, students are assigned different presentation topics. This approach encourages deeper understanding of HR concepts, as students actively research, analyze, and present their findings to their peers. By actively participating in these presentations, students gain a comprehensive grasp of various HR trends and practices.

**Supporting evidence:**

**Photos:**



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**3. Role Play:**

Role play allows students to experience firsthand the challenges and complexities of real-life situations, facilitating experiential learning that goes beyond theoretical knowledge. Role play enables students to apply theoretical concepts to practical scenarios, promoting a deeper understanding of the subject matter. By encountering different scenarios and challenges, students develop critical thinking and problem-solving skills as they navigate through the role play situations.

**Course Title - Organizational Behaviour**

**Problem Statement: (Based on CO-PO Matrix)**

Human aspects are critical in each functional aspect of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. This course will help to acquire knowledge and develop skills to take rational decisions in the process of Organizational Behavior. The course also focuses on understanding the behavior of the employees working in the organization.

**What is the rationale for using Role Play method in curriculum transaction?**

The problem statement for the course "Organizational Behavior" indicates that it caters to students who are new to the subject. Its main objective is to equip students with the necessary knowledge and skills to make informed and rational decisions in the context of Organizational Behavior. To achieve this goal effectively, the chosen curriculum transaction method for this course is "Role Play."

Incorporating role play as a curriculum transaction method allows students to actively engage in experiential learning. Through role play activities, students will immerse themselves in various scenarios, simulating real-life situations encountered in organizational settings. This hands-on approach provides an opportunity for students to apply theoretical concepts and develop practical decision-making skills. As they take on different roles, students will gain insights into the complexities of organizational dynamics, fostering critical thinking and empathy. The role play method fosters active participation and enhances students' understanding of Organizational Behavior principles by providing them with a safe environment to practice and apply their knowledge.



  
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**Director**  
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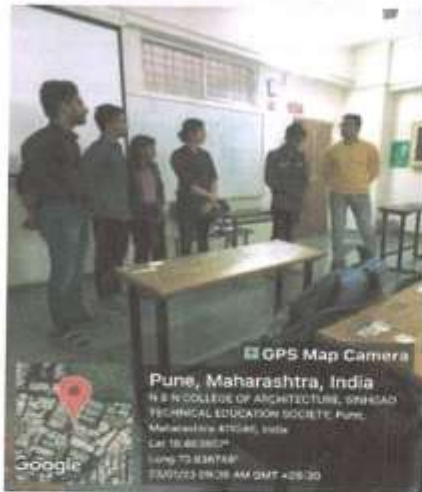
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**Supporting evidence:**

In Subject Organizational Behavior students prepare Role play on topics like:  
Attitude, Perception, Personality, Motivation, Stress Management, Change Management

**Photos:**



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**4. Case Study Technique:**

The case study method is used for curriculum transaction for several compelling reasons, as it offers a highly effective and comprehensive approach to learning. This method involves the in-depth analysis of real or fictional scenarios, allowing students to apply theoretical concepts to practical situations.

**Course Title – Basics of Marketing**

**Problem Statement: (Based on CO-PO Matrix)**

For the students to have a competitive edge in the dynamic world of marketing, getting well-acquainted with the marketing theory and practice is an essential pre-requisite. This course aims to introduce the students to the basic principles and practices of marketing and develop an analytical and applied orientation amongst them in the context of real-world marketing scenarios, thereby enabling them to effectively learn the basic marketing management functions and processes.

**What is the rationale for using Case study method in curriculum transaction?**

The problem statement for the course "Basics of Marketing" outlines its objective of introducing students to fundamental marketing principles and practices. The course seeks to cultivate an analytical and applied mindset among students by exposing them to real-world marketing scenarios. This approach enables students to effectively comprehend the essential marketing management functions and processes.

To achieve these goals effectively, the chosen curriculum transaction method for this course is the "Case Study Method." Utilizing case studies as a primary teaching approach allows students to engage in hands-on learning experiences. By analyzing actual marketing situations, students can apply theoretical concepts to practical contexts, fostering critical thinking and problem-solving skills.

Through the case study method, students are encouraged to think critically, evaluate marketing strategies, and make informed decisions based on the information provided in the cases. This approach not only enhances students' understanding of marketing concepts but also prepares them for real-world marketing challenges they may encounter in their future



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**Course Title: 202 – Financial Management**

**Problem Statement: (Based on CO-PO Matrix)**

Students are not able to design financial structure and fund raising allocation using fund and cash flow management. There are challenges to design financial structure, tapping various sources of finance to fulfill budgeted requirement (Capital Budgeting and working capital) and maintain cash flow with minimum cost of capital. This course is helping to understand various business finance resources, capital Budgeting, working capital, capital structure with practical problems. This course is designed and delivered in the class keeping in mind students who look for a serious career in Finance.

**What is the rationale for using Case study method in curriculum transaction?**

The problem identified in Financial Management is that students face difficulties in formulating effective financial structures and allocating funds using efficient fund and cash flow management. Challenges arise in designing financial structures and accessing diverse sources of finance to meet budgeted requirements, including Capital Budgeting and working capital management, while also maintaining cash flow at minimum cost of capital. To address these issues, the course aims to enhance students' understanding of various business finance resources, capital budgeting, working capital management, and capital structure through practical problem-solving approaches. To achieve this goal, the curriculum utilizes the case study method as an interactive and engaging teaching technique. Through case studies, students immerse themselves in real-world financial scenarios, apply theoretical knowledge, and develop critical analytical skills, enabling them to tackle financial challenges effectively in practical business situations.

For the different courses we use "Case Study Method" as a method of curriculum transaction like:

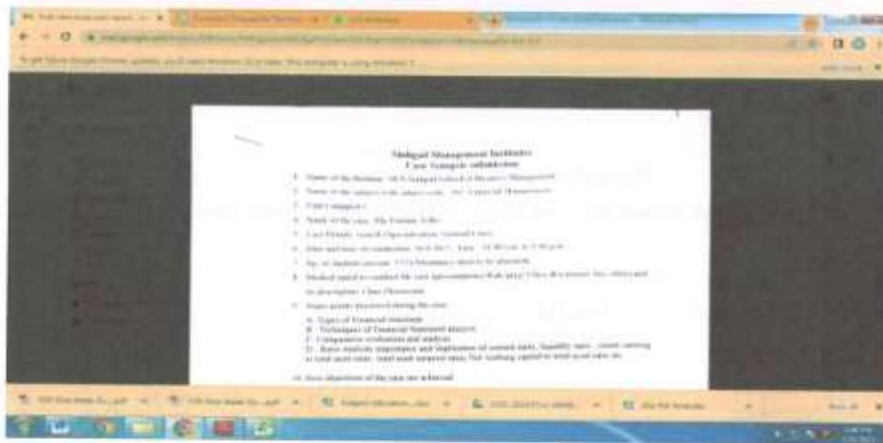
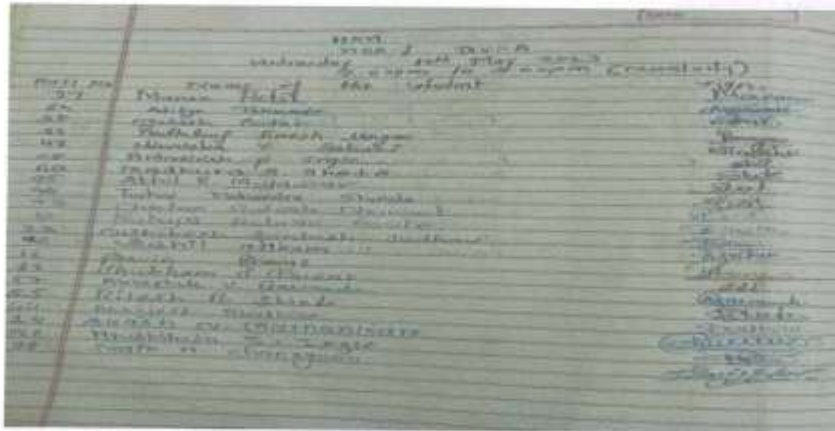
Course Title	Cases Conducted
Management Accounting	1. Business Decision case- Kapoor Software Case 2. Allocation of Cost- The Avadh Meal Case
Financial Management	Amazon Company Case
Organizational Behavior	1. Who should take the fall 2. Unmanageable Star Performer



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**Centralized Case Study Orientation:**

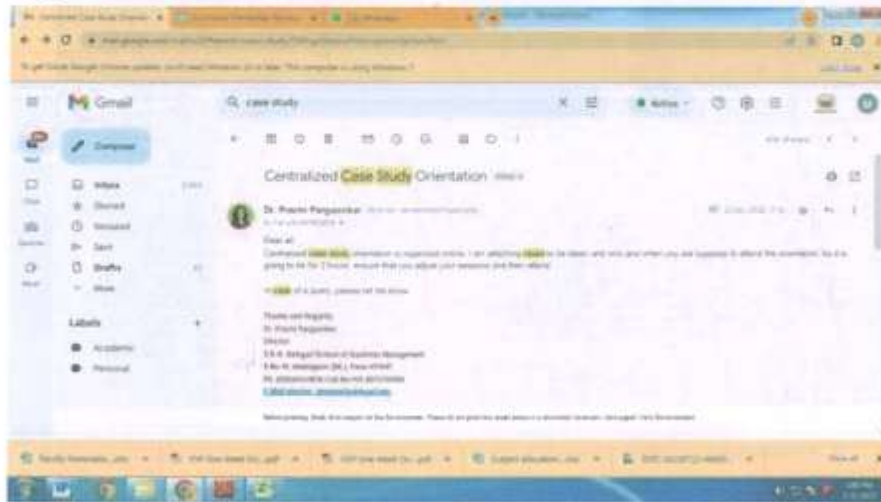
Sinhgad Technical Education Society's Management Institute conducts specialized case study orientations for faculty members, enabling them to gain a deeper understanding of specific cases relevant to their respective specializations. These sessions not only enhance their comprehension of the cases but also serve as a platform to enrich their knowledge on various subjects.



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**Supportive Evidences:**



Sinhgad Management Institutes					
Faculty Nomination for Case Study Mapping Orientation Session					
Academic Year 2022-23 Sem I and III					
Sr. No	Subject and Domain	Name of Domain heads	Day	Date	Time
1	BOM and Marketing	Dr. Mamta Mishra	Wednesday	14th December 2022	03.00 pm to 05.00 pm
2	MA and Finance	Dr. Prachi Pargaonkar	Friday	16th December 2022	10.00 am to 12.00 pm
3	OB and HRM	Dr. Swati Vijay	Monday	19th December 2022	02.00 pm to 04.00 pm
4	OSCM	Dr. Irfan Siddiqui	Thursday	15th December 2022	02.00 pm to 04.00 pm



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**PARTICIPATIVE-LEARNING TECHNIQUES**

**1. Group Discussion:**

Group discussion, as a curriculum transaction technique, refers to the pedagogical approach where students actively participate in discussions within small groups to explore, analyze, and exchange ideas related to the subject matter being taught. It involves collaborative learning. Group discussions promote active learning, where students engage in critical thinking, problem-solving, and knowledge application. It moves away from the traditional lecture-based approach and encourages students to be active participants in their learning process.

**Course Title: 205 HR Competency Based Human Resource Management**

**Problem Statement: (Based on CO-PO Matrix)**

A practical, application-oriented course that covers real-life aspects related to the practice of Competency Mapping in organization. This course will develop the personal skill of the student to design various interventions to build a competency-based organization. The exercises and tools in this course will be designed to make it simple and easy for students to understand the concepts and apply it practically in future at their respective workplaces. This course is designed and delivered in the class keeping in mind students who look for a serious career in HR and especially in competency-based assessment centers.

**What is the rationale for using Group discussion method in curriculum transaction?**

The problem addressed by the course "Competency-Based Human Resource Management" is the need for practical, application-oriented training that addresses real-life aspects of Competency Mapping in organizations. This course aims to equip students with the necessary skills to design interventions for building competency-based organizations effectively. To achieve this goal, the curriculum utilizes group discussion as a dynamic and interactive teaching method. Through group discussions, students can engage in collaborative learning, explore diverse perspectives, and develop their critical thinking abilities in the context of competency-based practices. This approach fosters a deeper understanding of the subject matter and empowers students to apply their knowledge to real-world scenarios successfully.



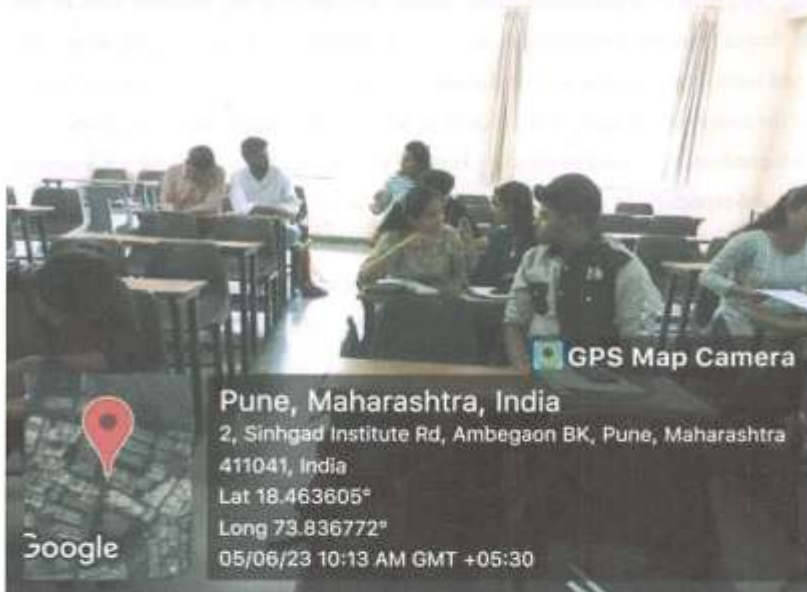
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Supporting evidence:

The image shows a document with a table containing curriculum details. The table has several columns, including 'Course', 'Credits', 'Prerequisites', 'Description', 'Learning Objectives', 'Assessment Methods', and 'Delivery Mode'. The text is small and difficult to read, but the structure is clear. A green highlight is visible on one of the rows.



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**2. Group Project:**

Group projects promote active learning, where students are actively engaged in the learning process. They collaborate, discuss ideas, and apply their knowledge to real-world scenarios, leading to a deeper understanding of the subject matter.

**Course Title: Business Research Methods**

**Problem Statement (Based on CO-PO Matrix)**

This course is an introductory course in business research methods. The course gives an overview of research process including research problem definition, research design, data collection, data analysis, writing of reports and ethical issues involved. This course is meant to be a foundation to the Business Research Projects. The management-specific attributes, knowledge and skills that graduates are expected to possess when they complete the program.

**What is the rationale for using Group Project method in curriculum transaction?**

The subject "Business Research Methods" addresses the need for an introductory course that lays the groundwork for students to understand and apply essential research methodologies in the context of business.

This comprehensive course provides an overview of the research process, encompassing research problem definition, research design, data collection, data analysis, report writing, and ethical considerations.

The primary goal of this course is to serve as a solid foundation for students, preparing them to embark on more advanced Business Research Projects in the future. To achieve this objective effectively, the curriculum employs group projects as a dynamic and interactive teaching method. Through group projects, students actively engage in practical research scenarios, collaborate with peers, and develop critical skills needed to excel in business research endeavors. This approach fosters experiential learning, teamwork, and problem-solving capabilities, all crucial elements for their future success in conducting meaningful business research.



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**Supportive Evidences:**



SKN Sinhgad School Of Business Management				
BRM Research Project, Groups and Topics				
Date : 5th Dec. 2022				
1	DIV - A	Group 1	Rn. 1 - 10	To find most popular brand of bikes with reference to SKNSSBM students
	DIV - B			
	DIV - C			
2	DIV - A	Group 2	Rn. 11 - 20	To identify different problems of hostel students and recommend solution.
	DIV - B			
	DIV - C			
3	DIV - A	Group 3	Rn. 21 - 30	To find most popular Chocolate brand with reference to SKNSSBM students
	DIV - B			
	DIV - C			
4	DIV - A	Group 4	Rn. 31 - 40	To find most popular T-Shirt brand with reference to SKNSSBM students (OR Sinhgad Rd. Market)
	DIV - B			
	DIV - C			
5	DIV - A	Group 5	Rn. 41 - 50	To Analyse job advertisements coming in news papers and suggest some areas of employment for MBA
	DIV - B			
	DIV - C			



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**CURRICULUM ENRICHMENT:**

The primary objective of selecting topics for Curriculum Enrichment is to promote the holistic development of students. Any subjects or concepts that are not covered in the regular syllabus are addressed through workshops and guest sessions. Additionally, a comprehensive master file containing the Course Outcome (CO) - Program Outcome (PO) matrix is prepared. In instances where certain Program Outcomes remain unaddressed, specialized enrichment courses are designed and implemented. Throughout the academic year, particular emphasis was placed on the following courses. The institution ensures the integration of crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum through various subjects such as "Introduction to Human Rights and Duties," "Human Rights of Vulnerable and Disadvantaged Groups," "Indian Ethos & Business Ethics," and "Corporate Social Responsibility & Sustainability." Additionally, foundational subjects like "Basics of Marketing" and "Organizational Behavior" emphasize the importance of Human Values. Furthermore, soft skill subjects' syllabus is dedicated to instilling Professional Ethics. Moreover, the institute actively organizes guest lectures and workshops that address these vital crosscutting issues. These initiatives collectively aim to prepare students to be socially responsible and ethically conscious professionals who are sensitive to gender issues and environmental sustainability.

To bridge the gap in achieving certain program outcomes not covered in the regular curriculum, the institute takes proactive measures. Specifically, for PO8: Environment and Sustainability, PO9: Social Responsiveness and Ethics, and PO10: Lifelong Learning, the institute organizes guest lectures and related events. These initiatives aim to enrich students' understanding of these critical areas and foster their holistic development. By incorporating these extracurricular activities, the institute ensures that students are well-equipped with knowledge and values that extend beyond the conventional classroom setting.

**List of activities Conducted at SKN Sinhgad School of Business management which address issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability:**

5 <sup>th</sup> Jan 2022 : Guest Session on topic “ Gender Sensitization” by Dr. D.P. Rane (Time : 11:00 – 1:00)
10 <sup>th</sup> Feb 2022: Indian Constitution: Dr.Shilpa Gaikwad



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9 <sup>th</sup> March 2022:How to think Holistically: Dr.Prachi Pargaonkar
21 <sup>th</sup> April 2022 : “Best from Waste” activity conducted by Kalpana Sayankar and Aditya Jangle
29 <sup>th</sup> June 2022: Cyber Security and cyber Crime Awareness Program: Dr.Harold D’CostaCyber Expert Maharashtra
5 <sup>th</sup> June 2023: Tree Plantation Activity in association with Mr. Malhar Karwande COO Adar Poonawala clean City Initiative and Pune Municipal Corporation. By Dr. Shalaka Sakhrekar and Dr. Roza Parashar
5 <sup>th</sup> June 2023 :Cleanliness Drive in association with Mr. MalharKarwande COO Adar Poonawala clean City Initiative and Pune Municipal Corporation. By Dr. Shalaka Sakhrekar and Dr. Roza Parashar
6 <sup>th</sup> June 2023 : Tree Plantation Activity at Sinhgad campus By Dr.Roza Parashar

As an illustration, we organized a business plan competition centered on "Solutions for Sustainable Rural Development." In this competition, students were tasked with designing a compelling case study under the guidance of experienced faculty members. The case study was then shared with students from other institutes to explore viable solutions. This exercise provided valuable exposure to the process of case writing and its well-executed implementation. Here are some of the evidences highlighting the success of this initiative.



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Supportive Evidences:

Human Rights Workshop



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**AGNITO (B-Plan and Debate Competition):**

**Objectives of the activity:** 1) To expose students to the ideas of Village sustainability and economic feasibility.

**Supportive Evidences:**



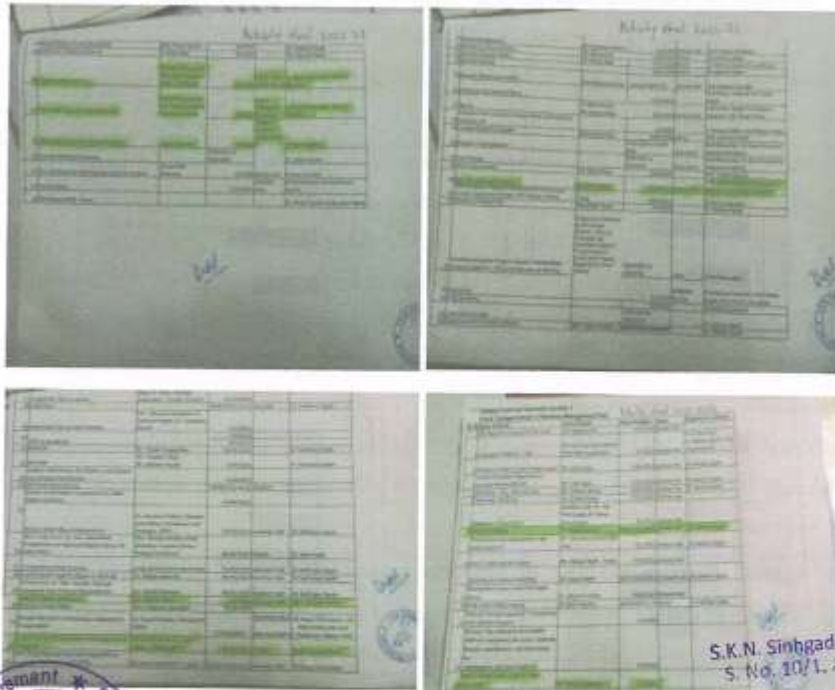
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**Supportive Evidences:**

List of activities Conducted at SKN Sinhgad School of Business management which address issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability:



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**Syllabus of Indian Ethos and Business Ethics:**

**Unit 1 Indian Ethos and Values :** Its relevance at Workplace: Indian Ethos- Meaning, Features, Need, Evolution, Relevance, Universal Human values for continuity of happiness and prosperity, Development of Human Consciousness Principles Practiced by Indian Companies, Requisites, Elements, Role of Indian Ethos in Managerial Practices, Triguna Theory-OSHA Model. Work Ethos meaning, dimensions of Work Ethos. Values - Concepts, Values in business, Value system in work culture, and Values of Indian Managers, Relevance of Value Based Management in Global Change; Impact of values on Stakeholders; Trans-Cultural Human Values, need of ethos in business organisations with reference to Indian firms, Ethics v/s Ethos, Eastern Management v/s Western Management.

**Unit 2. Indian Model of Management:** Concept of Indian Model of Management in the Indian socio-political environment, Laws of Karma and its relevance in business settings, Indian Heritage in Business-Management. Production and Consumption: Management lessons from Indian heritage scriptures (like Mahabharata & Ramayana), Leadership Pointers from Kautilya's Arthashastra, VEDA Model of Leadership, Corporate Rishi Model, Theory K, WE theory ( West-East Theory) (11+2)

**Unit 3. Business Ethics as Applied ethics:** Meaning, Characteristics of Business Ethics, Importance of Business Ethics (Long Term growth, Cost reduction, Risk mitigation, Limited resources, etc.), The Ethics of the Business, Types of Business Ethics (Transactional Ethics, Participatory Ethics, Recognition Ethics), Factors influencing business ethics, Svensson and Wood, A Model of Business Ethics. Categories of Ethics and Responsibilities (Personal, Professional, Managerial) Business Code of Conduct), Approaches to Business Ethics: Consequentialist & Non- Consequentialist The Ethical Audit, Theories of Ethics - Deontological Theory & Teleological Theory, Kohlberg's Six stage moral development, Chris Moon's Ethical fitness: a Four-Step Workout (Moral Awareness, Values Definition, Ethical Analysis, Dilemma Resolution). (11+2)

**Unit 4. Ethical decision making in business matrix:** Framework of Ethical decision making, Ethical dilemmas in different functional areas of Business (Finance, Marketing HRM and International Business), Difficulties for practice ethics in organization, Intellectual



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Property Rights and Business Ethics, Ethical challenges for Managers, Ethical Decision Making process, it's Model -STEP Model, PLUS Filter Model.(8+2)

**Unit 5. Applications of Ethical Principles to Contemporary, Moral and Ethical problems / issues related to Business:** Contemporary cases on Corporate Strategy, Moral Reasoning, personal responsibility and UN-17 SDG: Climate Change, Corporate Strategy and Natural resource depletion, Corporate Social Responsibility, transparency and accountability, Social Media and E-Platforms. Current ethical issues like Bank scams, Airlines etc. (7+2)

**SYLLABUS OF 408 –CORPORATE SOCIAL RESPONSIBILITY &  
SUSTAINABILITY**

**UNIT NO 1** The Companies Act 2013 Sec 135 & Schedule VII , Committee , Board of Committee, Role of the committees. CSR Annual Report, CSR Sustainability Report, meaning and importance of Corporate Social Responsibility, Evolution of CSR,Benefits of CSR. Primaries of CSR, CSR and law of e economics, CSR and social legitimacy,CSR Expectations in rich and poor societies, The evolving role of stakeholders, Moral and economic arguments for CSR. (5+1)

**UNIT NO 2** The Role of stakeholders in CSR, Stakeholders advocacy, The role of business in society, Consumers awareness and willingness to pay for socially responsible corporate, Behavior, Globalization and CSR. Different stakeholder's different perspective for CSR, Success and failure with CSR initiatives, corporate response to citizen demands via CSR, The five stages of organizational growth with CSR. (5+1)

**UNIT NO 3.** The strategic importance of CSR implementation, CSR a balance between organizational means and end, The strategic lens, vision, mission ,strategy and tactics. Environmental and other global forces propelling CSR,Impact of globalization and communication technologies, The strategic CSR model, The business level CSR threshold, Implementing CSR,CSR as a competitive advantage (5+1)

**UNIT NO 4** Practical Work, Case studies in organizational, Economic and Social CSR issues, Linking CSR Companies community, Organizational issues, action vs. intentions corporate commitment, voluntary Vs. mandatory stakeholders activism, Economic business issues- diversifying sustainability. (5+1)

**UNIT NO 5** Branding Strategy of CSR in Service Sectors – Financial, Hospital, Wellness, Health Care, NGOs and Public Services, CSR and Marketing, CSR as Organizational Brand



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Building, Identify the Indian & Global Companies Practicing CSR. Company’s contribution in CSR and the community benefits (5+1)

**THE SYLLABUS**

**INTRODUCTION TO HUMAN RIGHTS AND DUTIES**

<b>Credit: 1</b>
<b>I) Basic Concept</b>
a) Human Values- Dignity, Liberty, Equality, Justice, Unity in Diversity, Ethics and Morals
b) Meaning and significance of Human Rights Education
<b>II) Perspectives of Rights and Duties</b>
a) Rights: Inherent-Inalienable-Universal- Individual and Groups
b) Nature and concept of Duties
c) Interrelationship of Rights and Duties
<b>III) Introduction to Terminology of Various Legal Instruments</b>
a) Meaning of Legal Instrument- Binding Nature
b) Types of Instruments: Covenant-Charter-Declaration-Treaty-Convention-Protocol Executive Orders and Statutes
<b>IV) United Nations And Human Rights</b>
a) Brief History of Human Rights- International and National Perspectives
b) Provision of the charters of United Nations
c) Universal Declaration of Human Rights- Significance-Preamble
d) Civil and Political Rights-(Art. 1-21)
e) Economic, Social and Cultural Rights-(Art.22-28) f) Duties and Limitations-(Art. 29)



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g) Final Provision (Art. 30)

COURSE II SYLLABUS
<b>HUMAN RIGHTS OF VULNERABLE AND DISADVANTAGED GROUPS</b>
<b>Credit: 1</b>
<b>I) General Introduction</b>
a) Meaning and Concept of Vulnerable and Disadvantaged
b) Groups, Customary, Socio-Economic and Cultural Problems of
c) Vulnerable and Disadvantaged Groups
<b>II) Social status of women and children in International and national perspective</b>
a) Human Rights and Women's Rights –International and National Standards
b) Human Rights of Children-International and National Standards
<b>III) Status of Social and Economically Disadvantaged people</b>
a) Status of Indigenous People and the Role of the UN
b) Status of SC/ST and Other Indigenous People in the Indian Scenario
c) Human Rights of Aged and Disabled
d) The Minorities and Human Rights
<b>IV) Human rights of vulnerable groups</b>
a) Stateless Persons
b) Sex Workers
c) Migrant Workers
d) HIV/AIDS Victims




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**CURRICULUM FEEDBACK:**

The SKNSSBM Institute has a robust Stakeholders Feedback Policy that actively collects feedback from various key stakeholders, including Students, Teachers, Employers, and Alumni. This valuable feedback serves as a fundamental component in the iterative process of designing, developing, and implementing the curriculum. By incorporating the inputs and perspectives of these stakeholders, the institute ensures that the curriculum remains relevant, up-to-date, and aligned with the evolving needs and expectations of all those involved in the educational ecosystem. This collaborative approach fosters continuous improvement and excellence in the institute's academic offerings, resulting in a more effective and impactful learning experience for all stakeholders.

**Supportive Evidences:**

**Feedback forms:**

**Alumni's Feedback**

Sl. No.	Comments	Yes	No	Remarks
1	The curriculum of MBA is designed for holistic development of students.		<input checked="" type="checkbox"/>	
2	The curriculum of MBA program covers all dimensions of business.		<input checked="" type="checkbox"/>	
3	The curriculum of MBA program has wide range of specializations and options.	<input checked="" type="checkbox"/>		
4	The curriculum of MBA program incorporates latest trends and emerging issues in the business world.		<input checked="" type="checkbox"/>	
5	MBA curriculum is a blend of theory and application.		<input checked="" type="checkbox"/>	
6	The curriculum of MBA covers latest trends in management.		<input checked="" type="checkbox"/>	
7	Relevance of MBA curriculum.		<input checked="" type="checkbox"/>	

**Employer's Feedback**

Sl. No.	Comments	Yes	No	Remarks
1	The curriculum of MBA is designed for holistic development of students.		<input checked="" type="checkbox"/>	
2	The curriculum of MBA program covers all dimensions of business.		<input checked="" type="checkbox"/>	
3	The curriculum of MBA program has wide range of specializations and options.		<input checked="" type="checkbox"/>	
4	The curriculum of MBA program incorporates latest trends and emerging issues in the business world.		<input checked="" type="checkbox"/>	
5	MBA curriculum is a blend of theory and application.		<input checked="" type="checkbox"/>	
6	The curriculum of MBA covers latest trends in management.		<input checked="" type="checkbox"/>	
7	Relevance of MBA curriculum.		<input checked="" type="checkbox"/>	

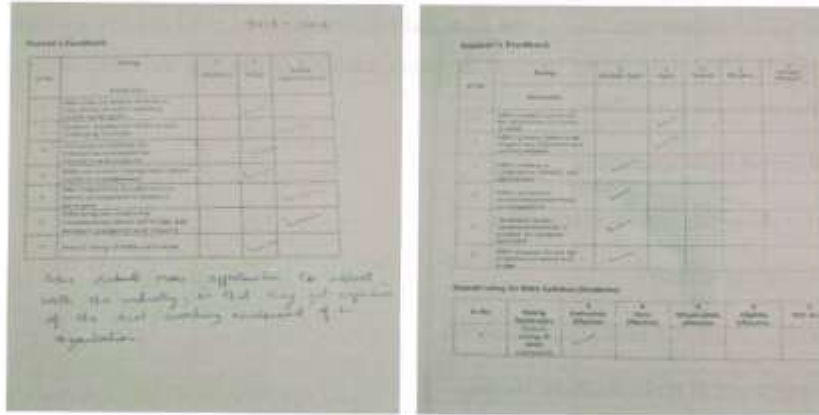


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**Director**

S.K.N. Sinhgad School of Business Management  
 S. No. 10/1, Ambegaon (Bk.), Pune - 411 041

**“Curriculum Transaction Techniques: A Case Study Exploration”**  
**SKN Sinhgad School of Business Management**

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**CURRICULUM TRANSACTION GAP ANALYSIS:**

**Gap Analysis of Teachers for Academic Year 21-22**

**Need to identify teaching GAPS:**

Teachers' perception about student understanding while using a particular tool and student's actual understanding can differ, leading to dissatisfaction among the students about their learning. Thus GAP analysis will help to reduce this dissatisfaction among the students and will lead to better understanding among teacher and students. This will further help teacher identify their improvement areas thereby enhancing their teaching prowess. It also helps the management to achieve their mission in a healthy way

**How did the Institute do it?**

An in-house “Learning Curve” form was designed and the link was circulated to all the divisions. Following is the link sent in each semester

Semester II - <https://forms.gle/bN15v9TGpeNvkJVf9>

Semester I - <https://forms.gle/AXZudTB2R6bebyTJ7>



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Director

S.K.N. Sinhgad School of Business Management  
S.No. 10/1, Ambegaon (BK), Pune-411041



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There were 157 students who filled up the form and submitted in Semester I and 150 students in Semester II. There were certain parameters stating teacher’s quality that the students were supposed to rate. The parameters were –

- Makes difficult topic interesting,**
- Explains topic giving practical examples,**
- Makes session interactive,**
- Delivers the session at a pace you understand,**
- Takes small cases to make the topic simple,**
- Clears the doubts,**
- Gives enough practice,**
- Completed the syllabus on time,**
- Discusses the topic beyond syllabus,**
- Uses teaching tools like Board, PPT, Videos, effectively.**

Same parameters were then given to the teachers and they were asked to rate themselves. Following is the link for Teacher’s Self Rating form - <https://forms.gle/vzWdX5Ntpvi5bVv77>

Once this exercise got over, the director held one on one discussion with the faculty members about the gaps identified.

Most common gaps that were observed are as follows:

1. **Taking topics beyond syllabus** – students expected their teacher to discuss the topics that were relevant but not mentioned in the syllabus and expected thorough discussion on the same.
2. **Taking small cases for better understanding of the topic** – once this gap was identified, the teachers have whole heartedly accepted to amend and bring in small cases so that the topic is well understood by the students.
3. **Giving enough practice** – Students want more practice than what is being given for bettering their performance. The same has been conveyed to the teachers.



*Wet*  
Director

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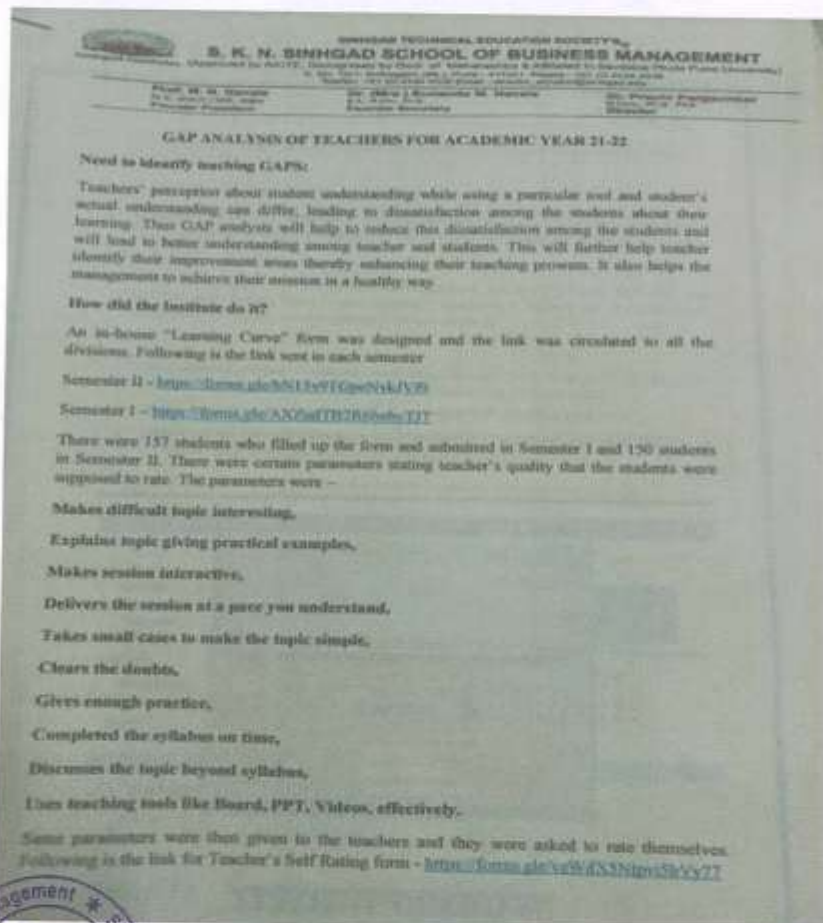
This one on one discussion happened over three days with each faculty getting sufficient time to analyse the gaps and discuss on overcoming the same.

The entire exercise was appreciated by the faculty members and was very fruitful.

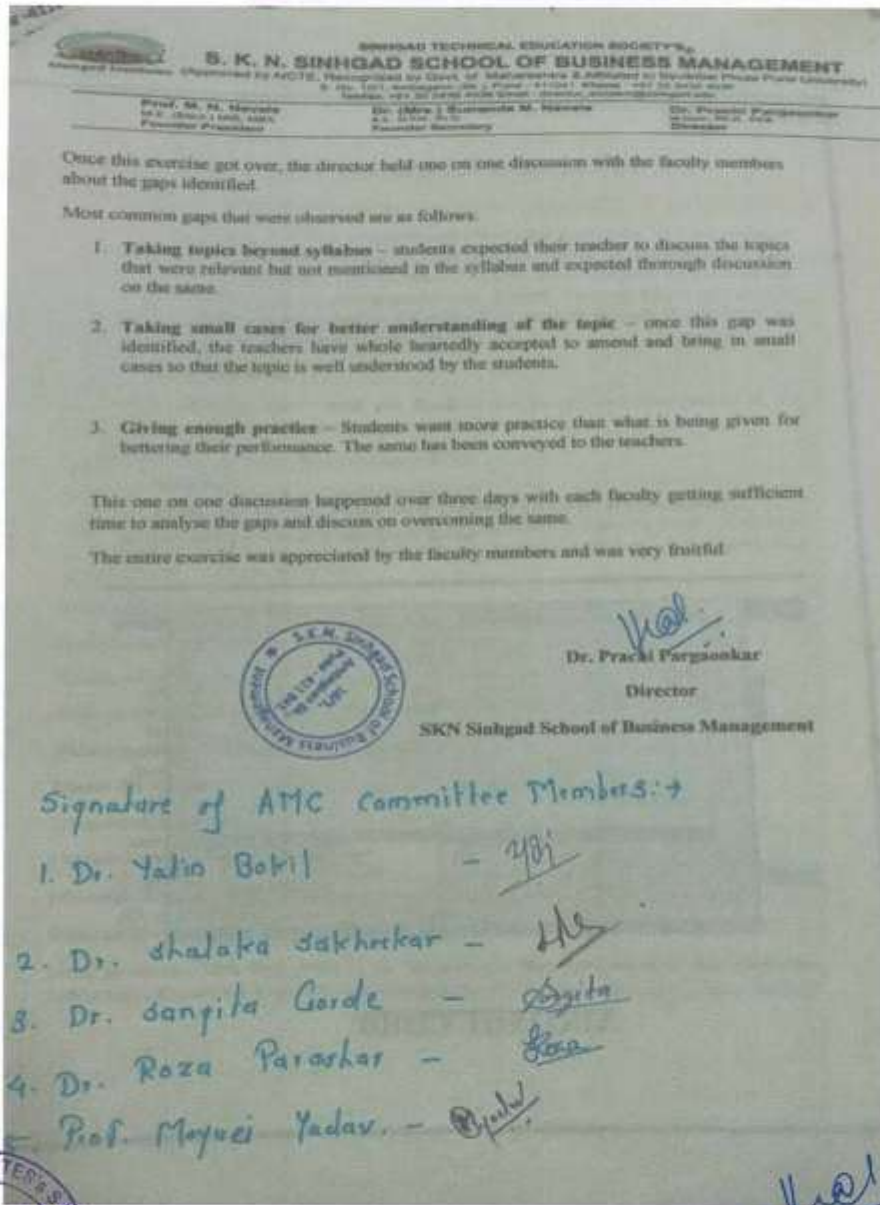
**Dr. Prachi Pargaonkar (Director SKNSSBM)**

The curriculum planning phase will incorporate corrective actions based on the gaps identified during the curriculum transaction process.

### Supportive Evidences:



**“Curriculum Transaction Techniques: A Case Study Exploration”**  
**SKN Sinhgad School of Business Management**



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The Case Study Exploration provides evidence that SKN Sinhgad School of Business Follows an Effective Curriculum Delivery Process, As Depicted in the Following Flowchart:

