



VIGNAN'S

FOUNDATION FOR SCIENCE, TECHNOLOGY & RESEARCH

(Deemed to be University) - Estd. u/s 3 of UGC Act 1956

R25

Academic Regulations

In Compliance with NEP 2020

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PREFACE - R25

Change is the only permanent thing. The happening of Change implies continues morphing, - iterative refinement, leading to evolution. There cannot be an end in the process of evolution, however an imagined target could be the goalpost to drive the change. The regulation R-25 could be one such stage during the saga of transition in pursuit of quality in learning.

The focal point in higher education should be learning, which should serve as foundational premise for *unlearning*, *relearning* and *continuing to learn lifelong*. This ability for the creativity towards learning has got to be seeded and allowed to be sprouted by the mentors who would provide handholding and lead the potential and untapped youngsters to be able to think, because learning should imbibe thinking - **thinking logically; thinking on how to internalise, how to imbibe and then how to invent and implement.**

The regulation R-25, is in the sequel to R-22. As focused in R-22, R-25 aims to more effectively channelize the policies brought out in National Educational Policy - NEP 2020, into practice.

The anticipated challenges in store for the future, the agenda of accomplishing Sustainable Development Goals (SDGs) and the largely unexplored hidden treasure of Indian Knowledge System (IKS), if could be modulated through the carrier framework of NEP-2020, would be impactful in bringing out an eminent thinker in every genuine learner. And realising this objective is the motivation in bringing out VIGNAN's Regulation R-25.

ACADEMIC REGULATIONS, CURRICULUM AND COURSE CONTENTS

EXECUTIVE ABSTRACT

The Academic Regulations - R25, Curriculum, and Course Structure of VFSTR Deemed-to-be University are designed in alignment with NEP-2020, emphasizing continuous learning, continuous assessment, and competency-based education. These regulations build upon the experiences gained during the implementation of R-22 since AY 2022-23, which was also an exercise of inculcating and internalizing NEP-2020. Insights from R-22 have led to refinements in the curriculum, course structure, pedagogy, and assessment tools, resulting in a more mature, robust, and adaptive educational framework-R25.

The new course structure incorporates a two-module system, where Module-1 focuses on strengthening foundational knowledge and conceptual clarity, while Module-2 fosters higher-order thinking, problem-solving, and innovation. The curriculum adopts the **T-shaped learning philosophy**, balancing breadth (horizontal line) and depth (vertical line) in knowledge acquisition. The vertical line represents deep expertise in core business and management domains, while the horizontal line encourages cross-disciplinary learning and adaptability, equipping students with both strong functional foundations and diverse competencies for corporate careers, entrepreneurship, and higher studies.

Furthermore, the program ensures an integrated and rigorous learning experience across core business domains, value-based learning, skill enhancement, multidisciplinary perspectives, and discipline-specific specializations. Rather than offering superficial exposure, the curriculum is designed to provide in-depth engagement in these areas. It offers students the flexibility to choose electives not randomly from unrelated fields but from domains that complement and expand the scope of their managerial and analytical capabilities, ensuring meaningful multidisciplinary learning. This fosters a truly holistic business education that bridges theoretical insight with practical competence. In alignment with this vision, relevant concepts from the **Indian Knowledge System (IKS)** have been woven into a few courses, enriching modern scientific approaches with India's rich intellectual traditions. Additionally, all courses in the curriculum are mapped with relevant **Sustainable Development Goals (SDGs)**, reaffirming VFSTR's commitment to fulfilling the SDGs through education.

The assessment strategy is structured into six formative assessment stages (Pre-T1, T1, T2, T3, T4 & T5), ensuring a **continuous and comprehensive assessment model** that progressively

aligns with revised Bloom's Taxonomy and the T-shaped learning framework, reinforcing Learning–Thinking–Understanding–Skilling–Applying–Creating at each stage. The emphasis on continuous assessment is driven by the principle of continued learning, where students are consistently engaged with concepts and skills throughout their academic journey.

The two-year MBA program follows a flexible, student-centric approach, offering honorable exit options. Students completing the required credits after one year may earn a Graduate Diploma facilitating early career opportunities while retaining the option to return and upgrade their qualifications. However, the primary focus remains on ensuring students acquire a full MBA degree. Additionally, for students who wish to progress at a slower pace, a spill over period of up to two additional years is available for degree completion, ensuring academic flexibility without compromising learning outcomes. By integrating multidisciplinary exposure, skill-based learning, and holistic assessment, VFSTR reaffirms its commitment to developing well-rounded, future-ready professionals in accordance with NEP-2020's transformative vision.

Salient features of the regulation

- Continuous learning.
- Continuous assessment.
- T-Shaped Learning Philosophy.
- Honorable exit options.
- Sabbatical Semester Drop option to pursue innovation, incubation, entrepreneurial and advanced exploratory activities and subsequent re-entry.
- Credit earning by credit transfer.

1 INTRODUCTION

This document contains the academic regulations, scheme of assessments, curriculum, detailed syllabi, course contents with text / reference books recommended, course outcomes, skills expected to be acquired and the projects / assignments that are to be performed for each course for the conduct of 2-year MBA degree programme.

1.1 Definition

For the purpose of R25 regulation, definitions as follows shall apply:

- “**Degree**” shall refer to the MBA Degree Program.
- “**Course**” shall refer to such Course(s) for which a student shall earn Credits after due assessment as per the laid provisions. Project is also treated as a Course.

- **“Academic activities”** shall refer to the activities like Lecture-L (Physical Lecture Session), Transactions (Tutorial)-T (Participatory discussion / Self-Study / Desk Work / Quiz / Seminar Presentation, etc. activities that make the student absorb & assimilate, the delivered contents effectively) and Practical / Practice Sessions-P (includes Hands on Experience / Lab experiments / Field Studies / Case Studies etc. activities that enable the student to acquire the requisite skill).
- **“Credit”** refers to a unit of measurement assigned to courses based on the weekly instructional hours. Typically, one credit corresponds to one hour of lecture (L) or two hours of transaction (T) / practices (P) sessions per week.
- **“Continuous Assessment”** shall refer to the assessment of the student spread over the entire semester on the various constituent components of the prescribed course.
- **“Semester”** shall refer to a period covering the two assessment periods viz Formative and Summative Assessment period. A semester would generally be spread over twenty weeks.
- **“Course Drop”** shall refer to a student having to undertake a ‘Repeat (R)’ of the Course(s) not being able to complete the Credit requirements of the Course(s), under the conditions stipulated in the regulation.
- **“Supplementary Examinations”** shall refer to the examination(s) conducted to allow the student to appear in the un-cleared / Incomplete (I) Semester - End summative assessment component.
- **“Blank Semester”** shall refer to a Semester in which a student either does not register for any course at the beginning of the Semester OR chooses to DROP all courses OR is so compelled to DROP all the courses, as the case may be.
- **“Semester Drop”** shall refer to availing a blank semester. However, if drop is availed to pursue a creative extension activity, then it is defined as **semester sabbatical**.
- **“Spill Over Semester”** shall refer to the additional semester(s) beyond the completion of prescribed normal semesters.
- **“AAA Section”** shall refer to the Academics, Assessment and Award Section of the Institute.
- **“Attendance”** refers to the Physical personal presence in an academic activity session.
- **“Summer Semester”** refers to a Semester that is scheduled to be held during the intervening period of Even and Odd Semester (*i.e.* Summer Vacation period).
- **“Themes”** refer to the courses offered in a particular stream other than offered by the regular departments, for example NCC, Entrepreneurship, Fitness and Living, *etc.*
- **“School”** refers to a division of institute dealing with two or more specific areas of discipline / study comprising of the departments related with exclusive emphasis on trans-disciplinary research.
- **“Department”** refers to a division of institute dealing with a specific area of discipline / study.
- **“HoD”** refers to the Head of the respective Department, where the student is enrolled for his / her Branch of Study.
- **“Center”** refers to a structured unit within the school / department established with the purpose to carry out advanced research.
- **“Grade Point”** refers to the quantification of the performance of a candidate in a particular course as defined herein.
- **“SGPA”** refers to the Semester Grade Point Average and is calculated as detailed in the regulations subsequently.

- **“CGPA”** refers to the Cumulative Grade Point Average and is calculated as detailed in the regulations subsequently.
- **“Division”** refers to the Division awarded to the student as per the mechanism detailed in the regulations subsequently.
- **“Internship”** refers to onsite Practical Training offered by reputed companies / Institutions, in India or abroad. To be undertaken with (or seeking) prior approval of the respective HoD.
- **“Project”** refers to a course executed by a candidate on a specific research problem / product or process development at VFSTR / any organization of repute for a short duration. To be undertaken with (or seeking) prior approval of the respective HoD.
- **“Management Thesis”** refers to a course executed by a candidate on a specific research problem at VFSTR/any organisation of repute. To be undertaken with (or seeking) prior approval of the respective HoD.
- **“Credit equivalence and credit transfer committee”** refers to the committee designated to look into for credit equivalence and credit transfer.
- **“Honorable Exit Option”** refers to the Exit Options available to students, when they are unable to complete the prescribed two-year MBA Degree program in five successive years or would like to voluntarily exit.

1.2 Academic Administration

The academic programmes of VFSTR are governed by the rules and regulations approved by the Academic Council from time to time. The various academic activities are conducted following a fixed time schedule duly approved by the Academic Council in line with the AICTE / UGC regulations. The academic activities of VFSTR are followed meticulously as specified in the academic calendar as approved by the Academic Council. This academic calendar is shared with all the stake holders well before the beginning of the respective academic year. The curriculum and the course contents of all the programmes are discussed by the respective Board of Studies (BoS), analyzed and recommended for implementation. The Academic Council, being the highest statutory body, chaired by the Vice-Chancellor, meets four times a year and discusses, suggests and approves all the important academic matters related to curriculum and course contents in particular including the recommendations of BoS. The intended revision in regulations (R25) was accepted and recommended by the Academic Council in its 40th meeting on 22-02-2025.

1.3 Program Duration

For the MBA program the regular courses including theory, transactions, and practice sessions are offered over a period of two years in four semesters. The normal duration to complete the MBA program is two years. However, a student can avail the benefit of spill over period of 2 years, that is the maximum duration of four years can be availed by a candidate to complete the MBA programme in a slower pace if he / she desires. This flexibility caters to diverse learner needs, supporting extended degree pathways.

Candidates failing to complete the requirements within this period will be considered for an honorable exit, as applicable. Honorable exit can also be exercised by a candidate voluntarily.

1.4 Courses and Credits

The term course is used in a broader sense to refer to so called papers such as ‘theory subject’, ‘practice subject’, internship, management thesis etc. A course can be of theoretical and/ or of practical nature, and certain number of credits are allotted to it depending on the number of hours of instruction per semester. For a course offered in a semester, one hour of lecture (L) instructions carried out in a week is considered equivalent to one credit, whereas two hours of practical (P) sessions done in a week are considered equivalent to one credit respectively. Depending on the course two hours of transaction (T) sessions may be considered equivalent to one credit. A student earns these credits when he/she successfully completes the course.

1.4.1 Content Delivery of a Course

Content delivery of a Course in the MBA Degree Program shall be through, either or all, of the following Methods:

- i. **Lecture** - refers to Lecture Session(s) through classroom contact session wherein students will learn by listening. Denoted by “L”.
- ii. **Tutorial** - refers to transaction(s) consisting of Participatory discussion / Self-study / Desk work / Brief presentations by students along with such other novel methods that enable a student to efficiently & effectively absorb and assimilate the contents delivered in the lecture sessions. Denoted by “T”.
- iii. **Practice** - refers to Practice / Practical sessions and it consists of Hands-on-Experience / Case Studies / Computer Simulations/ Societal Projects/ Internship/ Management thesis, that equip the students to acquire the much required skill component. Denoted by “P”.

1.5 MBA Degree

All students formally and conventionally enroll for MBA degree programme. They have to earn **80** credits for the award of degree as specified in the Curriculum. These credits are assigned towards courses such as Functional Core Courses, Management Foundation Courses, Experiential Learning Courses, Skill Development Courses, Multi-Disciplinary Courses, Basic Sciences and Humanities, Functional Elective Courses and Sectorial

Elective Courses specified in the curriculum. However, additionally he/she can opt to earn up to 12 more credits as Add-on credits, to earn the academic benefits as specified below.

1.5.1 MBA with Add-on Degree

A candidate may earn additional 12 credits, cumulatively totalling to 80+12 credits in anyone of the other disciplines spread over second to fourth semesters to become eligible for the award of M.B.A. with Add-on Degree in XX. Annexure-2 provides the supplement regulations for the award of M.B.A. with Add-on Degree.

XX refers to name of particular specialization within a Branch discipline (E.g. Psychology / Actuarial Science / Corporate / Leadership Communication).

1.5.2 M.B.A. with Add-on Certification

If a candidate in accordance with the sections of 1.5.1 earn additional credits, but will not satisfy the completion of 12 credits, then he / she will be eligible to receive M.B.A with Add-on Certification. However, such a candidate may also avail a spill over semester to complete 12 credits.

Note: The consolidated transcript will contain the credits and grade details of all courses amounting to 80 + up to 12 credits.

1.6 Composition of an Academic year

An academic year is composed of an Odd semester (20 – 22 weeks), an Even semester (20 – 22 weeks) and a Summer semester (6 – 8 weeks). The regular semester that begins in July / August is known as odd / first semester and the one that begins in December / January is known as even / second semester (Figure 1). The instructional days for a regular semester shall be a minimum of 90 working days exclusive of days earmarked for summative assessment.

YEAR OF 12 MONTHS											
1	2	3	4	5	6	7	8	9	10	11	12
July/ Aug.	Aug./ Sept.	Sept./ Oct.	Oct./ Nov.	Nov./ Dec.	Dec./ Jan.	Jan./ Feb.	Feb./ Mar.	Mar./ Apr.	Apr./ May	May/ June	June/ July
ODD SEM/ FIRST SEM					EVEN SEM/ SECOND SEM					SUMMER SEM	

Figure 1: Distribution of semesters during an Academic Year.

1.6.1 Before the commencement of the semester, a candidate has to pay the stipulated tuition fee and submit an application detailing the courses he / she intended to register, valid for that respective Odd / Even semester. The maximum number of credits per semester will be 25

credits inclusive add-on credits. The intended semester wise coverage will be as presented in the curriculum.

1.6.2 Summer semester is a short duration semester program that will be generally conducted during the semester break between even semester and odd semester. The students having 'R' (Repeat grade) courses may register for the course work during this semester to get a chance for successfully completing the 'R' courses. In general, supplementary assessments are conducted in the later part of the summer semester. However, the courses offered in summer semester and the number of courses a student can register are subjected to academic and administrative convenience. A student may register up to a max. of 16 credits in a summer semester. A student may either go for Summer Internship or may register for 'R' course.

1.6.3 The Summer Semester also serves as a platform for experiential learning. As per the curriculum requirements, students must register for the 2-credit Summer Internship during the Sandwich Summer Semester between the second and third years. Students may choose to pursue these internships or register for 'R' courses during the same summer semester period, as per academic regulations.

1.6.4 Exception to the routine practice of registering for 'R' courses in summer semester, a student can register in a course offered by a visiting expert during the summer vacation which may be equivalent to an elective. The candidates can register for such courses within the scope of 16 credits. Candidate may also avail summer semester for summer internship opportunities, which may be considered as Add-on credits.

1.7 Semester wise provisions

A student may register for a max of 25 credits per semester as prescribed or otherwise he/she may include the Repeat courses in the event of having not successfully completed a course or courses in the earlier semester. However, a student may also opt to go in a slower pace to earn the credits less than the prescribed max of 25, including even 'Dropping' a semester for special reasons.

It should be clearly underscored that a candidate should on priority register for Repeat (R) credits if any, during a regular semester, within the said scope of 25 credits; in case he / she cannot be sure of completing the 'R' credits in Summer semester.

1.7.1 During the first two years from the date of admission to MBA., a candidate has to pay the semester / annual fees as prescribed irrespective of the less number of credits / semesters that he / she would register or even opt to Drop a semester.

1.7.2 If a candidate gets into spill over semester beyond three years up to a maximum of five years he / she has to pay semester fee proportional to the credits that he/ she registered in that spill over semester as prescribed from time to time.

1.7.3 A candidate has to pay additional fee proportional to the number of credits for registering in a summer semester as prescribed from time to time.

2. CURRICULUM

School of Law & Management offers MBA degree programme and the departments of Management Studies prescribes semester-wise curriculum encompassing different courses. Every course offered will be designated in a L-T-P structure. The theory courses comprise of L (and / or T & P hours) whereas the practice courses include instructions (T) and practical sessions (P). Amalgamation of theory courses with practical sessions is predominantly seen in this curriculum. As postgraduate programs demand higher-order learning, students are expected to spend two hours of self-learning for every one hour of lecture (L) to internalize and apply advanced concepts effectively.

2.1 Distribution of credits

The overall distribution of credits for various categories of courses in the curriculum of MBA programmes is represented in Table (2) as given below.

Table 2: Credits Distribution for Various categories of courses

Category of Courses	Number of Credits	Percentage of Credits
Management Foundation Courses	14	17.5
Functional Core Courses	19	23.75
Functional Elective Courses	12	15
Sectoral Elective Courses (Non-Functional Areas)	12	15
Multi-Disciplinary Course	2	2.5
Basic Science and Humanities	6	7.5
Skill Development Courses	4	5
Experiential Learning Courses	11	13.75
Total	80	100%

2.2 Organization of course contents

Courses offered in the program are composed of two modules, covering all the course contents required for a candidate to obtain knowledge and skill. Module-1 is divided into two units, focusing on the ‘Fundamentals and Broad Perspective’ of the course while also introducing basic applications to establish a practical context. In contrast, Module-2 is divided into three units, which encompass the extension and advanced topics of Module-1. Both modules will include a separate list of suggested transactions or practices tailored to its content. These transactions / practices are essential for validating and applying the knowledge gained during Lecture sessions.

Module-1 may be completed within 5 to 6 weeks, while Module-2 may require 9 to 10 weeks. By the end of each module a candidate must be in a position to translate his/ her L-based knowledge into P-based skill as prescribed in the curriculum. Individual formative assessment shall be in place for each module and a single semester-end summative assessment for the course composed of both the modules.

The course contents are mapped with relevant Sustainable Development Goals (SDGs), ensuring alignment with global sustainability objectives. Additionally, where authenticated information is available, Indian Knowledge System (IKS) topics are incorporated into the curriculum.

Each course must have 4 to 6 course outcomes (COs) mapped to relevant program outcomes (POs), aligning with the revised Bloom’s Taxonomy levels 3, 4, 5, and 6 ensuring progressive cognitive development. Furthermore, every course has at least one mandatory textbook and two to three reference books to provide students with credible and in-depth learning resources.

2.3 Prerequisite Knowledge

Wherever prerequisite knowledge is mentioned, a student must register for the required courses covering the specified content before he/she register in a higher-level course. There are two types of prerequisites: for some courses, successful completion of the prerequisite (i.e., earning credits) is mandatory before registration in the higher-level course; for others, completion of formative assessments in the prerequisite course is sufficient, and students become eligible to register for the higher-level course as long as they do not have an ‘R-grade’ in the prerequisite course.

3. NATIONAL CREDIT FRAMEWORK / CHOICE BASED CREDIT SYSTEM

MBA programme comprises a set of courses - Functional Core Courses, Management Foundation Courses, Experiential Learning Courses, Skill Development Courses, Multi-Disciplinary Courses, Basic Sciences and Humanities, Functional Elective Courses and Sectorial Elective Courses. Department of Management Studies offers flexibility for students to choose courses of their choice and obtain the credits satisfying the minimum credits criterion in each category as given in Table (2).

3.1 Basic Science and Humanities (BSH)

Basic sciences and humanities are integrated into the MBA curriculum to equip students with essential analytical and quantitative skills, which strengthen critical thinking and support effective decision-making in complex business environments. The humanities components enhance communication abilities, ethical awareness, and critical thinking, enabling graduates to articulate ideas clearly, collaborate across diverse teams, and uphold professional integrity. Together, these foundational elements enrich the management curriculum by developing the interpersonal, analytical, and ethical competencies vital for leadership and success in dynamic organizational settings.

3.2 Functional Core Courses (FCC)

Core Courses are mandatory for all students enrolled in the MBA program and are designed to provide a solid foundation in the essential domains of business and management. They cover the primary functional areas, analytical tools, decision-making frameworks, and contextual knowledge necessary to understand and manage organizations effectively. Through these courses, students gain the theoretical grounding and practical competencies required for advanced study, interdisciplinary integration, and professional success in diverse business environments.

3.3 Management Foundation Courses (MFC)

Courses under this category are designed to build a strong foundational understanding of core management concepts and principles, equipping students with essential knowledge for effective decision-making and leadership in business.

3.4 Skill Development Courses (SDC):

Courses under this category focus on essential skills and knowledge related to communication, technology, and management support functions. These courses are designed to enhance students' ability to analyze business data, communicate effectively, and apply technological tools in managerial contexts.

3.5 Multi-Disciplinary Courses (MDC)

Multi-Disciplinary Elective Courses aim to expand students' horizons beyond the core business curriculum. They allow exploration of subjects from diverse knowledge domains, fostering cross-disciplinary thinking and the ability to integrate concepts from multiple fields. This exposure enriches problem-solving abilities and prepares students to address complex challenges in a dynamic business environment.

3.6 Functional Elective Courses (FEC):

Courses that are discipline-centric and allow students to specialize in a particular management area. Students must choose a minimum number of these electives as specified by the program to earn a degree with specialization.

3.7 Sectoral Elective Courses (SEC) (Non-Functional Areas):

These are focused electives aimed at meeting the career aspirations of students in specific industrial sectors, enhancing job placement opportunities. These are non-functional area electives that help in sector-specific expertise.

3.8 Summer Internship / Project

This component is designed to sensitize students to societal needs and challenges while developing their capacity for responsible citizenship. Through community-oriented internships or projects, students apply managerial concepts and problem-solving skills to real-life social contexts. Activities may include working with non-profit organizations, rural enterprises, environmental initiatives, or local governance bodies. The focus is on fostering empathy, ethical responsibility, teamwork, and sustainable development awareness, while enabling students to contribute meaningfully to the community.

As per the curriculum structure, students are required to complete this 2-credit program, which is normally scheduled during the summer semester. However, provisions are available for undertaking it during regular semesters, subject to academic and administrative approval, to ensure flexibility and wider participation. Depending on the mode of engagement, the activity may take the form of an *Internship*—when carried out in external organizations—or a *Project*—when executed within the campus or in collaboration with R&D organizations.

3.9 Management Thesis

The Management Thesis is a semester-long project undertaken during the sixth semester, aimed at enabling students to conduct extensive research on a topic of managerial

relevance. It provides an opportunity to apply the concepts, tools, and analytical methods learned throughout the program to investigate a specific problem or area of interest. The outcome is a structured report demonstrating the student's ability to synthesize knowledge, conduct independent inquiry, and present findings in a professional manner.

4. ATTENDANCE

It is mandatory for the student to attend the course work in each semester as per the academic schedule of that semester. VFSTR expects 100% attendance. However, the attendance in each course shall not be less than 75 % of the aggregate of all L, T, P sessions conducted in that course.

- a) The attendance calculations will be periodically reviewed at the end of every 4 weeks. The details of attendance status will be shared with the parents / guardian. The final status of attendance will be reported at end of 15th week granting the advantage of the attendance for the 16th week for the purpose of attendance shortage calculations.
- b) The shortage of attendance may be condoned up to 10% on the ground of ill-health, social obligations, participating / representing in sports/cultural events, placement activities etc.
- c) Documentary evidence like medical reports and certificates issued by concerned bodies is to be produced on time as support for the attendance shortage due to ill-health. These cases are subjected to the scrutiny of a committee constituted for this purpose by the Vice-Chancellor. The decision of the committee shall be final.
- d) Prior approval has to be taken from the HoDs for the other types of leaves.
- e) The courses where the student shortage of attendance was not condoned shall be considered as 'Repeat' category courses and will be under 'R' grade in the student's semester transcript. Student should re-register for these courses during the summer semester or whenever the course is offered next time during regular semesters. These re-registrations are subjected to the regulations at the time of re-registration. In case of core courses, the same core has got to be re-registered. However, in case of an elective a candidate may exercise a choice of choosing different elective in place of 'R' graded elective.

The students who are put into 'R' grade will not be allowed to take up the L-based summative assessment in that semester. In case due to lack and/or delay in information, if he/she appears for the summative assessment in that course, office of AAA is empowered

to cancel the attended assessments. The scores obtained either in formative or summative assessment will not be considered for grading.

5. ASSESSMENT

Teaching-Learning and Assessment should go hand in hand and complement each other. Continuous assessment plays a vital role to enable the student to get synchronized with the teaching-learning process. Assessment mechanism adopted in the institute is aimed at testing the learning outcomes in tune with the outcome based model of education. The focus, is thus on assessing whether the outcomes are realized by the end of the course.

The performance of a student in each course is assessed on a continuous basis during the semester through various in-semester and end-semester assessment models. The marks awarded through continuous assessment are referred to as Formative assessment marks. The marks awarded through end-semester tests are referred to as Summative assessment marks (Figure 3). Both the formative and summative assessment marks are considered for awarding the final marks and the grade point in a particular course.

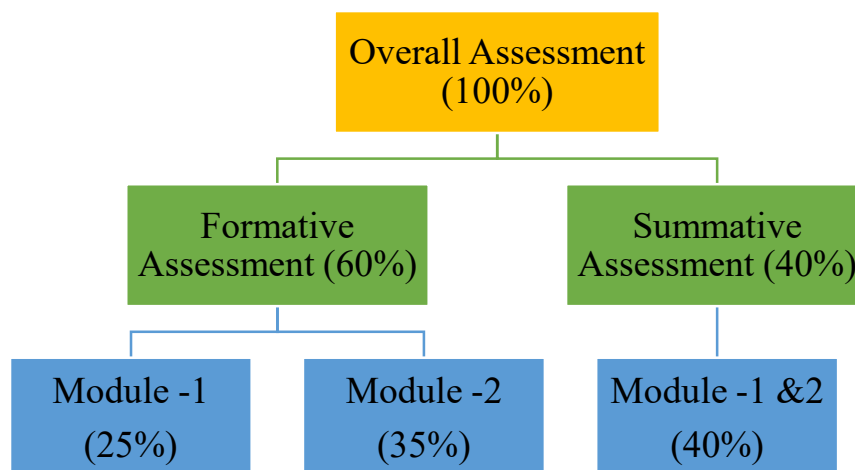


Figure 3: Categories of assessments in place for R25.

5.1 Marks distribution

For each course, the maximum sum of formative and summative assessment marks put together is 100, in the ratio of 60:40, respectively. Furthermore, the 40 marks allocated for the summative assessment maybe divided between P-based and L-based assessments in a ratio as recommended by the faculty and approved by Dean AAA.

5.2 Qualifying criteria

To be declared successful in a course, a student must secure at least a grade 5.0 in a scale of 10 based on the total maximum marks which is inclusive of formative and summative

assessment. The students should also get 50% from the maximum marks allotted for formative assessment and 40% from the maximum marks allotted for summative assessment.

The hierarchy of qualifying criteria is as follows:

- i. Attendance compliance should be 75% or within condonable range; else the candidate is put into 'R' grade.
- ii. In formative assessment, a candidate should secure a minimum of 50% *i.e.* 30 marks out of 60; else the candidate is put into 'R' grade.
- iii. In summative assessment, a candidate should secure a minimum of 40% *i.e.* 16 marks out of 40; else the candidate is put into 'I' (Incomplete) grade.
- iv. Collectively the candidate should secure a min. grade of 5.0 in a scale of 10 after relative grading (section 7); else the candidate has to choose either 'R' or 'I' grade duly being counselled.

The candidates with 'R' grade should re-register for 'R' courses either in Summer semester or in a regular semester as and when the courses are offered. The candidates in 'I' grade are allowed to appear for supplementary summative assessment whenever the semester-end assessments are conducted.

To assess Binary graded courses / special projects / courses, not fitting into the categories described here, a suitable assessment procedure will be evolved in consultation with experts of that area and adjudicated by the committee constituted for that purpose. The decision given by the committee will be final. The appended assessment scheme shall be announced by the course coordinator during the commencement of course.

5.3 L-based courses integrated with P/T

5.3.1 Formative Assessment

The scheme of formative assessment is designed to promote the continuous learning. Scheme consists of assessments planned at institute level and assessment that may be scheduled by the course instructor. Institute level assessments shall be scheduled by the office of AAA. Respective Faculty Member(s) shall declare the schedule of Continuous Laboratory Assessments (CLA), Quiz, Tutorials, Assignments, Seminars, Discussions, etc. Some of the components may also however take place in an unscheduled manner like Surprise Tests. However, students shall be made aware of the assessment modalities that are going to be followed in a course by the faculty, under information to the HoD.

To monitor the progress of students, continuous assessment comprising of six targets (Pre-T1, T1, T2, T3, T4 and T5) is advocated for a maximum of 60 marks. Students in each section are randomly grouped into batches comprising of 3 to 4 members. These batches remain same for all courses and also for the P-sessions in the courses in that semester and are created in the beginning of that semester. The suggestive modality of evaluation of five targets is listed here under:

- a) **Pre-T1** shall be conducted once in module-1 and twice in module-2 by course instructor as classroom test / assignments. Assignments may cover pre-announced modular bank problems or broad concepts covered during the L-sessions, with a weightage of 10 marks.
- b) **Module -1-T1:** As outlined in Section 2.2, Module-1 is conducted over a shorter duration, emphasizing the fundamentals and broad perspectives of the course. In tune with this, the assessment could be based on Revised Bloom's Taxonomy Levels 1, 2, and 3, with an emphasis on remembering (recalling), understanding, and applying. To assess these skills, Module-1 T1 will be a paper-based, proctored test conducted for 90 minutes and graded for 30 marks. The question paper will consist of two 5-mark questions and two 10-mark questions. There will be no module bank for this module. The test will be held between the 34th and 36th days after commencement of the course, typically around the 6th week.
- c) **Module -2-T1:** T1 for module-2 commences by the announcement of module bank containing 10 problems covering the course contents of the module. Nature of problems in the module bank shall be at the level of creative / exploratory / design / thought provoking covering the complete syllabus of a module at somewhat advanced / challenging level. The purpose of creating module bank of 10 problems is to assign one problem each to 2 batches of 3 - 4 members. The purpose of assigning one problem to two batches is to create a healthy competitive spirit between the two batches. During 7th week of module-2, T1 consisting of two parts: A and B shall be conducted.

Part A consists of one random problem from the module bank and vary from batch to batch. All the questions in the module bank shall be distributed among students and students shall know the question to be answered only on the day of test in the examination hall.

Part B consists of one common problem at fairly application/ advanced level (**not at all prior notified**) from outside the module bank for all the students.

T1 shall be paper based and proctored test for a period of 90 min (maximum) which shall be assessed for 20 marks.

For the students who for justifiable reasons could not attend the classroom test on the scheduled day, a re-test maybe conducted. However, Part-B will contain a new question and Part-B will have higher weightage than part-A or full weightage could even be allotted for Part-B in such an event.

- d) **T2:** Immediately follows Module -2-T1. Students in a specified batch who now have received the same question during T1 will work further on that problem for T2.

T2 is primarily an extension of problem received in T1 for carrying out validation study: Case studies / Simulations / Experimentation. Each batch shall interact with the course instructor to finalize the nature of validation and expected to complete the exercise within 10 to 12 days after T1.

Course instructor should ensure assigning a different case study / a different scope for validation study for each batch in case the same problem is assigned to two batches.

Course instructor shall assess every student in a batch for a max. of 10 marks based on his observation, interaction and/or reviewing (based on at least two reviews).

- e) **T3:** T3 shall be conducted during the last week of each module. Student batches are expected to submit a report, clearly documenting the work executed during T2. The report should be in IEEE / APA format and additionally a voice in-built PPT should be prepared and submitted.

The report and presentation shall be assessed by the course instructor for 10 marks for every student. In certain cases, a course instructor can call for a physical presentation also by a batch.

- f) **T4:** T4 is a comprehensive test covering contents of both the modules conducted for 30 min. comprising of 40 multiple choice questions (MCQs) covering the holistic content of both the modules. T4 shall be evaluated for a max. of 20 marks @ ½ mark for each question. T4 will be conducted in ON-LINE mode.

When the test is administered online, every student receives the questions in shuffled sequence and also the choices in shuffled sequence. Therefore, the choice like both 'a' & 'b' above. Neither 'a' nor 'b', all the three a, b, c will not be set.

- g) **T5:** T5 assessment is based on Practice or Tutorial assignments. Implementation, Report presentation and Discussion shall happen in a continuous mode throughout the module period. At least 4 such continuous lab practice assessments (CLPA) / assignments per module shall be conducted by course instructor. The marks will be @ 5 marks per assignment.
- h) The scores of the targets are to be normally announced within three working days on completion of the assessment and the performance is to be discussed in the class.
- i) **The total marks for module-1 is 50 – Pre-T1 (10), T1 (30) and T5 (10)**
- j) **The total marks for module-2 is 70 - Pre-T1 (10), T1 (20), T2 (5), T3 (5), T4 (10) and T5 (20).**
- k) The total marks from formative assessments for both modules will be added up to 120. These absolute scores will first be scaled down to a max. of 60 marks. The lead instructor, in consultation with the HoD, will review the scaled-down marks and determine a suitable mapping. The finalized mapping approach must be shared with Dean AAA for documentation.
- l) The marks scored in Module-1 should be entered / submitted latest by 7th week and of Module-2 latest by 16th week of the semester. The consolidated score (max. of 120), after scaling down and suitable mapping to a maximum of 60 marks, must be submitted by the 18th week to facilitate the declaration of the formative 'R'-grade before the commencement of the L-based summative assessment.
- m) A candidate placed under 'R' will not be permitted to take up the L-based summative assessment.

5.3.2 Summative Assessment

Summative assessment activities including timetables, question paper model, duration of the examinations will be informed to the students well before the commencement of the examinations in the form of circulars from Dean-AAA's office.

- a. Unless specified otherwise one of the following formats may be used for summative assessment for L-based courses integrated with T/P.
 - i. 15 (P) + 25 (L) marks format (L+P or L+T+P courses).
 - ii. 20 (P) + 20 (L) marks format
 - iii. 40 marks format (L+T courses).
- b. **If summative assessment is in two parts format:**

- i. Part-I will be the assessment of the capstone project, which is pre-assigned during the module-2 period, or will be the exploratory review assessment of all lab practice assignments. This summative assessment activity may be completed during the 15th week after the start of the semester, at the end of the formative assessment.
 - ii. Part-II will be based on a written examination for a max. marks of 60, as in c & d below, which is *scaled down* to 25.
 - iii. A candidate should attend both the parts of summative assessments; else he will be put into I grade.
- c. For each L-based course integrated with T/P, the summative assessment shall be conducted by the Institute for a duration of 150 min. and for a maximum of 60 marks. Contents for summative assessment shall cover the breadth and depth of the complete syllabus that is mentioned in the two modules of a course.
 - d. The question paper for end-semester theory examination consists of two parts as given in Table (3).

Table 3: L-based Summative Assessment Question Paper Pattern.

Part No.	No. of Questions	Marks for each Question	Marks	Choice
A	4	8	32	No
B	2	14	28	No
Total Marks			60	

- e. The questions will be comprehensive covering the entire course syllabus and any single question should not necessarily be limited to any particular unit / module.
- f. These marks are suitably mapped down to a score of 40.
- g. Total marks of summative assessment will be for a max. of 40 irrespective of format of evaluation.
- h. The award of 'I' grade is solely based on marks scored in summative assessment out of 40, if he/she does not score a min. 16 out of 40 (40%).

5.4 P-based Courses

The detailed information regarding activity formats, batch formations, practice schedules, and related instructions will be displayed or communicated to students in the first week of the semester, enabling them to be well-prepared for the practice sessions. Copies of the activity manual will be made available to students along with the schedule. The manual will

include guidelines for each activity, step-by-step procedures for conducting exercises or simulations, formats for report preparation, expected learning outcomes for each activity, and a set of short questions designed to promote critical understanding and application of concepts.

5.4.1 Formative Assessment

During practice sessions, a brief viva-voce is conducted for each student on the activity he/she is carrying out on that day. Some of the parameters that could be included in the Continuous Lab Practice Assessment (CLPA) are given in Table (4). The set of parameters may slightly differ from one course to the other, and will be announced before the commencement of the practice session. These parameters are assessed for each laboratory session.

Table 4: Suggested parameters for Lab Practice Assessment (CLPA)

S. No	Component	Marks
1	Report of about 1 page on proposed activity/project layout and relevant background before the start of the session	4
2	Viva and interaction to evaluate understanding of concepts	4
3	Execution of the activity including data or information collection	4
4	Analysis of collected data/information and interpretation of findings	4
5	Finalized report submitted in the next week	4
Total		20

Each practice session is assessed for a total of 20 marks. The cumulative scores from all sessions will be *suitably mapped down* to a max. of 60 marks, with Module-1 contributing 25 marks and Module-2 contributing 35 marks toward the consolidated formative assessment.

5.4.2 Summative Assessment

End semester examination for each practical course is conducted jointly by two examiners. The end-semester assessment for each practical course is conducted jointly by two examiners. The panel of examiners is constituted by the respective School Dean. The internal examiner is the faculty member who has conducted all practical sessions and associated activities throughout the semester. The external examiner is nominated from within the department and is familiar with the course's practical components but has not been directly involved in its delivery. The scheme of assessment may vary depending on

the nature of the course, which shall be shared with student by the course faculty. The summative assessment will be conducted for a max. marks of 40. The general scheme of assessment is given in Table (5).

Table 5: Suggested end-semester summative assessment pattern for P-based courses.

Component	Marks		
	Examiner 1	Examiner 2	Total
Activity write-up, including objectives, methodology, and expected outcomes	4	4	08
Execution of activity and data collection	4	4	08
Processing and organization of collected data	4	4	08
Analysis of results and Interpretation	4	4	08
Viva Voce	0	8	08
Total Marks	16	24	40

5.5 Assessment and Grading of MOOCs based elective

Whenever a candidate opts for a course through MOOCS offered via Swayam platform, he / she has to learn and undergo assessment as per norms set by VFSTR for such MOOCs Courses. Upon the declaration of the result, that the candidate has successfully completed the course, the candidate is said to have earned the credits under credit equivalence and credit transfer.

5.6. Summer Internship / Project

Summer Internship work is undertaken during Summer semester by a student in an industry, under the joint supervision of industry personnel and an internal faculty member. These engagements are designed to foster social awareness, community participation, and the application of managerial skills to address real-world challenges. Summer Internship is normally undertaken in collaboration with an NGO or community organization, under the joint supervision of the host organization's personnel and an internal faculty member. When undertaken in external organizations, the engagement will be treated as an Internship, and when conducted within the campus or in partnership with R&D or institutional projects, it will be treated as a Project.

5.6.1 Formative Assessment

Marks for formative assessment are awarded based on the reviews conducted at the place of internship, at the university, or in blended mode, depending on the arrangement with the

host organization. The assessment will be carried in a systematic modular way wherein two reviews are conducted during module-1 and two reviews during module-2 period. The detailed assessment guidelines and scheme are to be announced along with the assessment schedule as mentioned in the Table (6).

Table- 6: Scheme of Assessment for Summer Internship work.

Module	Review number	Schedule	Max. Marks
Module -1	First review	2 th week	10
	Second review	4 th week	15
Module -2	Third review	6 th week	15
	Fourth review	8 th week	20
Total			60

5.6.2. Summative Assessment

Summative assessment for the Summer Internship / Project will be carried out jointly by two examiners (both from VFSTR) — one serving as the internal examiner (faculty supervisor) and the other as the HoD's nominee. The examiners will be appointed by the Head of the Department from an approved panel. The scheme of assessment will be report (14 marks), presentation (14 marks) and overall impression (12 marks) respectively. The final assessment will normally take place during the end of eighth week of the internship/project, after submission of a comprehensive report covering the scope of work undertaken, methods adopted, and results achieved. The assessment will be conducted through a formal presentation by the student before the committee.

5.7 Management Thesis

Management Thesis is usually done by an individual student during the IV semester, under the guidance of a faculty member. Every student, in consultation with the guide, should define the thesis topic and also the probable procedure of carrying it out and submit the same to a committee consisting of 2 to 3 faculty members appointed by Head of the Department. This is to avoid the repetition and also to come up with a roadmap for completion of the thesis within the time stipulated. The student is encouraged to select topics related to contemporary management practices. The student is expected to carry out and present a survey of literature on the topic, work out a research framework and its implementation through Introduction, literature review, methodology, data and results analysis, discussions and conclusions. The entire process of student allocation to respective guides etc., is to be completed by the end of III semester, so that student can start of their thesis work immediately after III semester.

5.7.1. Formative Assessment

The progress of project is reviewed twice in a module by the “Project Review Committee” and formative assessment marks are awarded based on these reviews. The Project review committee consists of

- a. Head of Department or his / her nominee – Chair person
- b. A senior faculty member identified by the HoD – member c.

Project supervisor – member

Review schedules of PRC are to be announced by the department immediately after the commencement of class work. The review presentations are open to all the students of that section and attendance is compulsory. The first review should be of 15 minutes / batch; the remaining reviews should be around 30 minutes / batch. Before every review the batches should submit their PPT along with a brief report of not exceeding two page. It is to be expected by the committee that student communicates/publishes research article based on the project work prior to graduation. The following aspects may be considered by the committee for assessment presented in Table (7).

Table 7: Schedule and Suggested Parameters to be Considered for Formative Assessment.

Module	Schedule	Review	Points to be considered	Max. Marks
Module -1	4 th week	First review	• Identification of specific area out of broad areas. • Identification of outcomes in line with programme objectives • Feasibility of contributing to the attainment of outcomes • Awareness on components mentioned in Project Experience Information sheet	20
Module – 2	12 th week	Second review	• Acquisition / learning of the tool required • Readiness of the layout of the project report • Progress review as per mechanism/ schedule identified • Individual student contribution in above activities	20
	16 th week	Third review	• Presentation of results and conclusions • Meeting of objectives defined in first review • Submission of draft report • Understanding by individual students on the overall project • Individual student contribution • Progress of project as per schedule	20

5.7.2. Summative Assessment

At the end of the semester, during 18th to 20th week of the semester the summative assessment will be conducted in two phases.

Phase-I (during 18th -19th week): This is an evaluation for a max of 20 marks. A committee of two members comprising of HoD's nominee and Guide will assess the project work which will involve going through the project report (6 marks), project presentation (7 marks) and demonstration of the project (7 marks).

Phase-II (during 20th week): A final presentation and defense assessment for a max. of 20 marks will be carried out by one-man committee composed of an external expert who is chosen by the Dean AAA from a panel of examiners suggested by the HoD. The format for evaluation will involve going through the project report's quality (6 marks), presentation (6 marks) and interaction and defense (8 marks).

The qualifying marks will be finalized considering the marks scored in both the phases (I & II) of summative assessment.

In case the candidate is placed in 'I' grade, he/she has to appear for both Phase-I and Phase-II assessments, which will be held within the 15 days after declaration of results. In the consecutive assessment also if the candidate fails to secure min. required score then he/ she will be placed in 'R' grade.

6. SEMESTER-END ASSESSMENT ACTIVITIES

6.1 Setting of semester-end summative assessment question papers will be coordinated by the lead instructor assigned for a particular course. Two sets of question papers will be submitted latest by 12th week of the semester.

6.2 There shall be 'Summative Assessment Question Paper Scrutiny Committee' which would be constituted with external experts. Experts are empowered to modify / rephrase the questions to maintain a high standard of the semester-end assessment. The review should be completed by the 14th week of the semester. The review process will be coordinated by a committee of School Dean, HoDs and external experts.

6.3 The question wise marks scored in the summative assessment out of a total of 60 will be made available online within two weeks from the last date of examination and would be kept active for 24 hours. Latest by the end of 48 hours from the instant of notification any candidate can submit an appeal online providing question wise claim.

6.4 Claims for re-assessment on P-based courses are not allowed.

6.5 The appeals will be attended within next three working days. Fees for appeal, as decided from time to time, has to be remitted online along with the appeal.

6.6 Final results and grades will be computed as explained in the next section.

6.7 Final results and grades shall be announced within four weeks of completion of the last examination of the summative assessment (within two weeks from the last date of appeal). Grades are published on the University website, and also informed to the parents and students through SMS.

6.8 Provisional Grade cards will be issued within two weeks after the announcement of grades. Grade card will contain three parts. Part 1: Details of successfully completed courses. Part 2: Details of 'I' grade courses. Part 3: Details of 'R' grade courses.

7. GRADING POLICY

To ensure fair and context-sensitive assessment of student performance, a **Bilateral Relative Grading System** shall be adopted for all credit-based courses. This system permits the possibility of upward scaling, downward scaling, or retention of absolute scores, based on a holistic analysis of marks distribution, course complexity, assessment design, and class performance. The decision regarding the direction and extent of scaling shall be made by a committee duly appointed by the Honourable Vice-Chancellor. The grading for each course shall be finalized by the committee, ensuring that the influence of outlier scored is minimized while accurately representing the performance of the major cohort. This method supports equitable grade interpretation across diverse course deliveries and upholds the integrity of the assessment process.

8. COMPUTATION OF GRADING

8.1 Formative assessment decides the list of 'R'- candidates. Therefore, these candidates will not be considered for grading computation. Summative assessments decide the list of 'I' candidates. Therefore, these candidates will not be considered for grading computation.

8.2 The candidates who have successfully completed both formative and summative assessments will be considered for computation of relative grading.

8.3 Threshold value (**Th**) for relative grading in each course is arrived after studying the marks distribution in that course by a committee constituted by office of Dean AAA. The threshold value is decided by the upper bound marks of the major chunk of the class keeping the top outlier scores away from consideration (the least upper bound).

The threshold value will be slightly greater than upper bound marks or may be equal to the upper bound marks.

8.4 The total marks (**m**) = marks scored in the formative assessment + marks scored in the summative assessment is transformed into relative grade expressed accurate to two decimal places as follows:

$$\text{Relative grade point (P)} = (\text{m/Th}) \times 10 \text{ [and limited to 10]}$$

8.5 If students require course wise percentage equivalence, then the calculation will be based on the following

$$\text{Course wise percentage equivalence} = (\text{m/Th}) \times 100$$

[truncated to two-digit integer and limited to 100]

8.6 After relative grading, a student is assigned a 'Letter Grade (G)' for each course as per Table (8). The grade and the corresponding letter grade represent the outcomes and assessments of a student's performance in a course.

Table 8: Grading information

Relative Grading Range (P)	Category	Grade (G)
≥ 9.50	Outstanding	O
≥ 9.00 to 9.49	Excellent	S
≥ 8.00 to 8.99	Very good	A+
≥ 7.00 to 7.99	Good	A
≥ 6.00 to 6.99	Fair	B
≥ 5.00 to 5.99	Marginal	C
Transitional Grade	Repeat	R
Transitional Grade	Incomplete	I

9. SUPPLEMENTARY EXAMINATIONS

9.1 The supplementary examinations shall be conducted once in summer semester. Notifications will be released by the examination section informing the students about registration procedures, details of fee and timetables. Apart from these examinations the students who have courses with 'I'-grade can also write the supplementary examinations along with regular semester-end examinations of that academic (Odd / Even) semester.

- 9.2 Whenever a candidate clears courses with 'I' grade in a supplementary examination that are conducted during a regular semester, the Threshold value for computing his / her grade will be obtained from the same batch in which he / she had completed his/her formative assessment.
- 9.3 Whenever a candidate clears courses with 'R' / 'I' grade in a summer semester, the Threshold value for computing his / her grade will be carry forwarded from the preceding Odd / Even semester for the respective courses.
- 9.4 Whenever a candidate clears courses with a 'R' grade in a regular semester along with his/ her junior batch then for this candidate the Threshold value will be corresponding to his/her junior batch for computing grade.
- 9.5 The results of summative assessment of Project / Internship will be announced only if the candidate successfully earns all the credits in courses registered during the program. If the candidate is with 'R' / 'I' graded courses the results will be kept under '**Announced Later (L)**' status and will be announced only after candidate clears these courses.

10. GRADE POINT AVERAGE

The Academic Performance of a student in every semester is indicated by the Semester Grade Point Average (SGPA) and finally by Cumulative Grade Point Average (CGPA).

10.1 SGPA

The Semester Grade Point Average (SGPA) shall be computed using the formula given below:

$$SGPA = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$$

Where

n = number of courses a student successfully completed in the semester under consideration

P_i = Grade points secured for the ith course registered in the semester under consideration.

C_i = the number of credits assigned to ith course registered in the semester under consideration

10.2 CGPA

The Cumulative Grade Point Average (CGPA) shall be computed after successful completion of the programme. The CGPA shall be expressed in different flavours to reflect MBA. of 80 credits.

Accordingly, the computations will be as below:

$$CGPA = \frac{\sum_{j=1}^m C_j P_j}{\sum_{j=1}^m C_j}$$

Where

m = total number of courses prescribed for the completion of the programme

P_j = grade points secured for the jth course.

C_j = the number of credits assigned to jth course

11. AWARD OF CLASS

The students who have become eligible for award of degree shall be classified based on their CGPA secured, as per the Table (9) given below:

Table 9: Class/ Division information.

Sl. No.	CGPA	Class / Division
1	8.0 and above	First Class with Distinction
2	6.5 and above but less than 8.0	First Class
3	6.0 and above but less than 6.5	Second Class
4	5.0 and above but less than 6.0	Pass class
5	Less than 5.0	No class

- For the purpose of rewarding the accomplisners with ranks and awards, toppers in each branch discipline are identified, based on their academic performance (CGPA).
- In addition, the 'Chairman's gold medal' and other 'Endowment Awards' are awarded to the 'outstanding students' based on the overall performance which includes academic, co-curricular and extra-curricular activities, campus placements and competitive examinations. A committee appointed by the Vice-Chancellor will recommend the eligible student for the award, selected from the nominations received from the departments.
- In addition, the institution may recognize exceptional performance such as music, dance, sports etc. and display of exceptional bravery from time to time.
- Only such candidates who complete 80 credits in the first 4 successive semesters shall be eligible to receive awards/ ranks.
- The candidates availing spill over semesters will not be eligible for the award of merit scholarships.

12. AWARD OF DEGREE

On successful completion of prescribed requirements of the programme, the degree shall be conferred during the convocation of the VFSTR.

For the conferment of degree, the student has to fulfill the following requirements:

- a) a bonafide student and undergone the course work of not less than four academic years and not more than seven academic years from the date of joining.
- b) successfully completed all the courses as prescribed in the respective curriculum.
- c) acquired a minimum eligible credits i.e. 80 credits for the award of MBA degree.
- d) obtained no due certificates as prescribed by VFSTR.
- e) no in-disciplinary proceedings pending against him / her.

Consequent upon being convinced, following an enquiry, the Academic council may resolve to withdraw the degree / Graduate diploma / any other certification provided by the institute. The aggrieved may however prefer for a review of such decision by the Academic Council, citing cogent reasons for review or go in for an appeal to the, Executive council of the institute.

13 LATERAL ENTRY AND LATERAL EXIT OPTIONS

13.1 Honorable exit with Graduate diploma

In line with NEP-2020, the MBA program provides an honourable exit opportunity for candidates at a defined stage of their academic journey. A candidate who has earned a minimum of 40 credits and has successfully completed all requirements up to the end of the first year (second semester) will be awarded a **Graduate Diploma**. All candidates exiting under this provision will be issued semester-wise transcripts and a consolidated transcript. A candidate who has exited may seek re-entry to complete the MBA degree by surrendering the Graduate Diploma previously awarded. Such re-entry requests shall be scrutinized by a committee constituted by the Vice-Chancellor, which will recommend a suitable plan of action. The maximum duration to complete the MBA program shall be limited to the prescribed period for the degree, and any extension beyond this limit will require the approval of the Academic Council, if the candidate submits an appeal for such an extension.

13.2 Inter- Institutional Credit Transfer

Students pursuing an undergraduate programme in other recognized Higher Education Institute (HEI) could be admitted into VFSTR without appearing for the entrance exam to

continue their studies, subject to the approval by a committee constituted by Vice-Chancellor. In this case, the student shall furnish the transcripts or grade cards, syllabus copies, educational certificates, and other relevant documents while applying for admission. The committee constituted by Vice-Chancellor, will establish the equivalency based on the marks / credits obtained in the courses in the previous institute by following the Inter- Institutional Credit Transfer policy.

13.3 Volunteer ‘Drop’ with Sabbatical Semester option

A candidate may exercise his option to voluntarily exit from MBA. programme temporarily for a semester during the programme, by registering for a ‘DROP option’ in the beginning of the semester. The DROP can be exercised to take up special Internship / Innovation / Exploratory / Entrepreneurship / Advanced research / Start-up and such related activities. Under such circumstances a candidate can normally avail DROP over two successive semesters. Such ‘Drop’ semester will be identified as Sabbatical semesters.

Such a candidate has to pay the regular semester fee if such a Drop option is utilized during the first 4 semesters of MBA., and has to pay a nominal semester maintenance fee during the spill over period, if a candidate has not yet completed the credit requirements.

Upon returning from such a temporary exit, a candidate may continue his MBA. studies utilizing the provision of spill over period. A candidate may also submit a claim for Credit equivalence for the activities undertaken during the sabbatical period. The equivalence committee would evaluate and assess the academic equivalence of the work carried out and would recommend the credit equivalence and credit transfer to be granted together with the grades that could be attributed, if applicable. However, the max. duration of programme should be limited to seven years and further extension beyond the stipulated max. duration of study has to be approved by Academic Council, if the candidate appeals for an extension.

13.4 Volunteer ‘Drop’ with Semester Drop option

A candidate may exercise his option to voluntarily exit from MBA. programme temporarily for a semester during the MBA. programme, by registering for a ‘DROP option’ in the beginning of the semester to meet the family / personal exigencies. All the norms as mentioned in the section (13.3) shall be applicable for the candidates utilizing semester drop option.

14. PROVISION FOR PURSUING TWO ACADEMIC PROGRAMS SIMULTANEOUSLY

In line with NEP-2020, R-25 regulations at VFSTR allow MBA students to enroll in two academic programs simultaneously without compromising the requirements of their primary degree. This provision is subject to UGC and AICTE approvals. It enables academically proficient students to pursue an additional degree, diploma, or certification while fulfilling the credit and course requirements of their MBA curriculum. The regulations ensure scheduling flexibility and academic monitoring to help students effectively balance both programs. To maintain the academic integrity of the primary degree, students must meet the eligibility criteria specified in the regulations and demonstrate consistent performance. A candidate who desires to avail the benefit of pursuing two academic programs cannot register for Add-on Specialization. By utilizing this opportunity, students can gain interdisciplinary expertise, enhance their career prospects, and align their education with evolving industry and research demands.

15. INTERPRETATION OF RULES

- a) The academic rules and regulations should be read as a whole for the purpose of any interpretation.
- b) For the matter(s) NOT covered herein above or for unforeseen circumstances, but arising during the course of the implementation of the above regulations. The Vice-Chancellor shall be authorized to remove the difficulties and decide upon the matters. The same shall be reported in the next meeting of Academic Council for ratification and subsequently informed to Executive Council.
- c) The Institution may change or amend the academic rules and regulations or curriculum at any time, and the changes or amendments made shall be applicable to all the students with effect from the dates, notified by the Institution.
- d) Procedure and explanation to any section can be floated by the office of Dean AAA as applicable from time to time with due approval by the Chairman of Academic Council.

Annexure –I
R25 C25 - COURSE STRUCTURE

I Year I Semester

Course Code	Course Title	L	T	P	C	Course Category
25MS501	Organizational Behavior	1	2	0	2	MFC
25MS509	Managerial Economics	2	2	0	3	MFC
25MS502	Behavioral Economics					
25MS510	Accounting for Managers	2	4	0	4	MFC
25MS503	Financial Statement Analysis					
25MS504	Business Statistics	2	2	0	3	BSH
25MS511	Statistics for Business Intelligence					
25MS505	Business Mathematics	2	2	0	3	BSH
25MS512	Mathematics for Decision Science					
25MS513	Business Laws	1	2	0	2	MFC
25MS506	Global Business Laws					
25MS507	Managerial Communication	1	0	2	2	SDC
25MS514	Business Environment and Public Policy	1	2	0	2	MDC
25MS508	Public Policy Development					
Sub Total		12	16	02	21	
Total		30			21	

I Year II Semester

Course Code	Course Title	L	T	P	C	Course Category
25MS523	Marketing Management	2	2	0	3	FCC
25MS515	Marketing Strategy					
25MS524	Human Resource Management	2	2	0	3	FCC
25MS516	Organization Design and Development					
25MS525	Corporate Finance	2	2	0	3	FCC
25MS517	Corporate Financial Strategy					
25MS518	Production Management	2	0	2	3	FCC
25MS526	Business Research Methods	2	0	2	3	MFC
25MS519	Business Research Design and Analysis					
25MS520	Business Analytics	1	0	2	2	SDC
25MS521	Managing New Ventures	1	2	0	2	FCC
25MS522	Corporate Strategies	1	2	0	2	FCC
Sub Total		13	10	06	21	
Add-on					4	
Total		29			25	

Summer Internship – 8 Weeks

Course Code	Course Title	L	T	P	C	Course Category
25MS601	Summer Internship	0	0	4	2	EL- Experiential Learning

II YEAR I SEMESTER

Course Code	Course Title	L	T	P	C	Course Category
	Elective I-1	2	2	0	3	FEC/SEC
	Elective I-2	2	2	0	3	FEC/SEC
	Elective I-3	2	2	0	3	FEC/SEC
	Elective I-4	2	2	0	3	FEC/SEC
	Elective II-1	2	2	0	3	FEC/SEC
	Elective II- 2	2	2	0	3	FEC/SEC
	Elective II- 3	2	2	0	3	FEC/SEC
Sub Total		14	14	0	21	
Add-on					4	
Total					25	

II YEAR II SEMESTER

Course Code	Course Title	L	T	P	C	Course Category
25MS602	Management Thesis	0	2	16	9	EL- Experiential Learning
	Elective II- 4 (MOOC)				3	FEC/SEC
25MS603	Project Management	2	0	2	3	FCC
Sub Total					15	
Add-on					4	
Total					19	

FEC-Functional Elective Courses (Basket): The courses that are discipline centric. An appropriate choice of minimum number of such electives as specified in the program will lead to a degree with specialization.

Course Code	Functional Elective - Marketing	L	T	P	C
25MS801	Marketing Research and Decision Making	2	2	0	3
25MS802	Services Marketing	2	2	0	3
25MS803	Consumer Behavior Analysis for Marketing Strategy	2	2	0	3
25MS804	Strategic Marketing Communication	2	2	0	3
25MS805	Digital marketing	2	0	2	3
25MS806	Marketing Analytics	2	0	2	3
25MS807	Brand Management	2	2	0	3
25MS808	Strategic Retail Management	2	2	0	3
25MS809	Global Marketing	2	2	0	3
25MS810	Sales Management	2	2	0	3

Course Code	Functional Elective-Finance	L	T	P	C
25MS811	Research for Financial Decisions	2	0	2	3
25MS812	Investment Analysis and Financial Management	2	0	2	3
25MS813	Sustainable Finance	2	2	0	3
25MS814	Business Valuation	2	2	0	3
25MS815	Behavioral Finance	2	2	0	3
25MS816	Financial Derivatives	2	2	0	3
25MS817	Fintech (Financial Technology)	2	0	2	3
25MS818	Financial Analytics	2	0	2	3

Course Code	Functional Elective-HR	L	T	P	C
25MS819	Research for HRM Decisions	2	2	0	3
25MS820	Leadership & People Management	2	2	0	3
25MS821	Talent Management & Succession Planning	2	2	0	3
25MS822	Industrial Relations & Labor Laws	2	2	0	3
25MS823	Compensation & Reward Systems	2	2	0	3
25MS824	Cross Cultural Management	2	2	0	3
25MS825	AI for HRM	2	2	0	3
25MS826	HR Analytics	2	0	2	3

Course Code	Functional Elective-Operations & Supply chain management	L	T	P	C
25MS827	Supply chain Analytics	2	0	2	3
25MS828	Global Supply chain Management	2	2	0	3
25MS829	Competitive Manufacturing	2	0	2	3
25MS830	Technology Management	2	2	0	3
25MS831	Quality Management and Business Process Improvement	2	2	0	3
25MS832	Operations Strategy	2	2	0	3
25MS833	Enterprise Resource Planning	2	2	0	3
25MS834	Innovation and New Product Development	2	2	0	3

Course Code	Functional Elective-Data Science & Analytics courses	L	T	P	C
25MS835	Database Management Systems	2	0	2	3
25MS836	Advanced Data Visualization using Python	2	0	2	3
25MS837	AI for Business Analytics and Decisions	2	0	2	3
25MS838	Data Mining Techniques for Business	2	0	2	3
25MS839	Big data Analytics for Decision Making	2	0	2	3
25MS840	Machine Learning for Business Analytics	2	0	2	3
25MS841	Text and Sentiment Analytics	2	0	2	3
25MS842	Web Analytics	2	0	2	3
25MS843	Deep Learning for Business Insights	2	0	2	3

SEC-Sectoral Elective Courses (Basket):

Course Code	Sectoral Elective-Agriculture Business Management	L	T	P	C
25MS850	Food Technology and Processing Management	2	2	0	3
25MS851	Farm Business Management	2	2	0	3
25MS852	International Trade and Sustainability Development	2	2	0	3
25MS853	Agribusiness financial Management	2	2	0	3
25MS854	Management of Agriculture input Marketing	2	2	0	3
25MS855	Food Retail Management	2	2	0	3
25MS856	Agri-Supply chain Management	2	2	0	3
25MS857	Agri-Import and Export Management	2	2	0	3
25MS858	Agri Commodity and Futures Trading	2	2	0	3
25MS859	Agri -entrepreneurship and Startups	2	2	0	3
25MS860	Digital Marketing	2	0	2	3

Course Code	Sectoral Elective-Hospital Management	L	T	P	C
25MS861	Hospital Planning and Organization	2	2	0	3
25MS862	Digital Transformation for Healthcare	2	0	2	3
25MS863	Healthcare Delivery Systems and Policy	2	2	0	3
25MS864	Epidemiology and Bio-Statistics	2	2	0	3
25MS865	Health Economics	2	2	0	3
25MS866	Healthcare Marketing	2	2	0	3
25MS867	Operations Management in Hospitals	2	0	2	3
25MS868	Hospital Support Services	2	2	0	3
25MS869	Hospital Information Systems	2	0	2	3
25MS870	Legal Aspects in Healthcare	2	2	0	3
25MS871	Quality Management in Hospitals	2	2	0	3
25MS872	Risk Management and Health Insurance	2	2	0	3
25MS873	Applied Research for Hospital and Health Care Management	2	0	2	3

Add-on Courses (Basket):

Psychology	Course Code	Course Title	L	T	P	C
1	25MS951	Principles of Psychology	2	2	2	4
2	25MS952 /	Social Psychology (OR)	2	2	2	4
	25MS953	Personality Psychology				
3	25MS954	Psychometric Assessment	2	2	2	4
4	25MS955 /	Counselling Psychology (OR)	2	2	2	4
	25MS956	Positive Psychology Wellbeing				
Actuarial Science	Course Code	Course Title	L	T	P	C
1	25MS957	Principles and Practice of Insurance	2	2	2	4
2	25MS958	Financial Mathematics for Project Appraisal and Term Structures	2	2	2	4
3	25MS959	Actuarial Techniques for Life Contingencies and Pension Systems	2	2	2	4
4	25MS960	Risk Models	2	2	2	4
Corporate/ Leadership Communication	Course Code	Course Title	L	T	P	C
1	25MS961	Presentation Skills	2	2	2	4
2	25MS962	Effective Writing	2	2	2	4
3	25MS963	Rhetoric Business Communication	2	2	2	4
4	25MS964	Perception Management	2	2	2	4