CRITERIA 2-TEACHING-LEARNING AND EVALUATION

KEY INDICATOR-2.5 Evaluation Process and Reforms

2.5.1 – Mechanism of internal assessment is transparent and robust in terms of frequency and mode.

INDEX

S.No	Particular
1	SYLLABUS-SPPU COMPREHENSIVE CONCURRENT EVALUATION
2	FLOW CHARTS –EXAMINATION OF STUDENTS
3	COMPREHENSIVE CONCURRENT EVALUATION –SUPPORTING DOCUMENTS

Innovating Business Leadership

Syllabus-SPPU

Comprehensive Concurrent Evaluation

Master of Business Administration (MBA) – Revised Syllabus 2019

2 year, 4 Semester Full time Programme
Choice Based Credit System (CBCS) and Grading System
Outcome Based Education Pattern

MBA I effective from AY 2019-20
MBA II effective from AY 2020-21

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

2.0 **Definitions:**

2.1 **Outcome Based Education:**

2.1.1 **Outcome Based Education (OBE) Approach:** Outcomes are about performance, and this implies:
   a) There must be a performer – the student (learner), not only the teacher
   b) There must be something performable (thus demonstrable or assessable) to perform
   c) The focus is on the performance, not the activity or task to be performed

2.1.2 **Programme Educational Objectives (PEOs):** Programme Educational Objectives are a set of **broad future-focused student performance outcomes** that explicitly identify what students will be **able to do with what they have learned**, and **what they will be like** after they leave school and are living full and productive lives. Thus PEOs are what the programme is preparing graduates for in their **career and professional life** (to attain within a **few years** after graduation[1]).

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

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

2.1.5 **Programme Specific Outcomes (PSOs):** Programme Outcomes are a set of **narrow statements** that describes what students (learners) of a **particular specialization of the programme** are expected to know and be able to perform or attain **by the time of graduation.** PSOs are also a function of the various course combinations offered by the Institute.

2.1.6 **Learning Outcomes:** A learning outcome is what a student CAN DO as a result of a learning experience. It describes a specific task that he/she is able to perform at a **given level of competence** under a certain situation. The three broad types of learning outcomes are:
   a) Disciplinary knowledge and skills
   b) Generic skills
   c) Attitudes and values

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

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

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

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

---

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

8. Relevant activity charts, tables, graphs, diagrams, AV material, etc.
9. Learning of the student through the project.
10. Contribution to the host organization
11. References in appropriate referencing styles. (APA, MLA, Harvard, Chicago Style etc.)

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

The students shall submit a spiral bound copy of the SIP report by 15th September. The Institute shall conduct an internal viva-voce for evaluation of the SIP for 50 marks between 15th September to 30th September. The Panel shall comprise of two evaluators appointed by the Director of the Institute / Head of Department (for MBA departments in engineering colleges). Institutes are encouraged to involve senior alumni, industry experts, recruiters to conduct the internal viva-voce. The internal viva voce panel shall provide a detailed assessment of the SIP report and suggest changes required, if any.

After the internal viva-voce, the student shall finalize the SIP report by incorporating all the suggestions and recommendations of the internal viva-voce panel. The internal guide shall then issue the Institute's Certificate to the student.

The student shall submit TWO hard copies & one soft copy (CD) of the project report before 30th October in Sem III. One hard copy of the SIP report is to be returned to the student by the Institute after the External Viva-Voce. In the interest of environmental considerations, students are encouraged to print their project reports on both faces of the paper. Spiral bound copies may be accepted.

There shall be an external viva-voce for the SIP for 50 marks. The external viva-voce shall be conducted after the theory exam of Semester III.

The Internal & the External viva-voce shall evaluate the SIP based on:
1. Adequacy of work undertaken by the student
2. Application of concepts learned in Sem I and II
3. Understanding of the organization and business environment
4. Analytical capabilities
5. Technical Writing & Documentation Skills
6. Outcome of the project – sense of purpose
7. Utility of the project to the organization
8. Variety and relevance of learning experience

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

7.0 Comprehensive Concurrent Evaluation (CCE) / Concurrent Internal Evaluation (CIE):

1. The course teacher shall prepare the scheme of Comprehensive Concurrent Evaluation (Formative Assessment) before commencement of the term. The scheme of Comprehensive Concurrent Evaluation shall explicitly state the linkages of each CCE with the Course Outcomes and define the targeted attainment levels for each CO.
2. The Director / Head of the Department / designated academic authority shall approve the scheme of Comprehensive Concurrent Evaluation with or without modifications.
3. The course teacher shall display, on the notice board, the approved CCE scheme of the course and the same shall also be hosted on the website, not later than the first week of the term.
4. Each CCE item shall be of minimum 25 marks.
5. For a 3 Credit Course there shall be a MINIMUM of three CCE items. The final scores shall be converted to 50, using an average or best two out of three formula.
6. For 2 Credit Course there shall be a MINIMUM of two CCE items. The final scores shall be converted to 50.
7. For a 1 Credit Course there shall be a MINIMUM of one CCE item.
8. CCE shall be spread through the duration of course and shall be conceptualized, executed, assessed and documented by the course teacher along with student wise and class wise attainment levels of the COs and the attainment levels of the course.

9. The assessment outcome of each CCE shall be duly signed by the course teacher, programme coordinator / academic head and the Director / Head of the Department / designated academic authority of the Institute.

10. A copy of the duly signed CCE outcome shall be displayed on the notice boards, within a week of the assessment and course teachers shall guide the students on a need basis.

11. Institute may conduct additional make-up / remedial CCE items at its discretion.

12. At the end of the term aggregate CCE scores / grades shall be calculated and the CO attainment levels shall be calculated by the course teacher. The same shall be displayed on the notice board.

7.1 Comprehensive Concurrent Evaluation Methods: Course teachers shall opt for a combination of one of more CCE methods listed below.

Group A (Individual Assessment) – Not more than 1 per course

1. Class Test
2. Open Book Test
3. Written Home Assignment
4. In-depth Viva Voce

Group B (Individual Assessment) – Atleast 1 per course

5. Case Study
6. Caselet
7. Situation Analysis
8. Presentations

Group C (Group Assessment) – Not more than 1 per course

9. Field Visit / Study tour and report of the same
10. Small Group Project & Internal Viva-Voce
11. Model Development
12. Role Play
13. Story Telling
14. Fish Bowls

Group D (Creative - Individual Assessment) – Not more than 1 per course

15. Learning Diary
16. Scrap Book / Story of the week / Story of the month
17. Creating a Quiz
18. Designing comic strips
19. Creating Brochures / Bumper Stickers / Fliers
20. Creating Crossword Puzzles
21. Creating and Presenting Posters
22. Writing an Advice Column
23. Library Magazines based assessment
24. Peer assessment
25. Autobiography/Biography
26. Writing a Memo
27. Work Portfolio

Group E (Use of Literature / Research Publications- Individual Assessment) – Not more than 1 per course

28. Book Review
29. Drafting a Policy Brief
30. Drafting an Executive Summary
31. Literature Review
32. Term Paper
33. Thematic Presentation
34. Publishing a Research Paper
35. Annotated Bibliography

36. Creating Taxonomy
37. Creating Concept maps

Group f (Use of Technology - Individual Assessment) - Not more than 1 per course

38. Online Exam
39. Simulation Exercises
40. Gamification Exercises
41. Presentation based on Google Alerts
42. Webinar based assessment
43. Creating Webpage / Website / Blog
44. Creating infographics / infomercial
45. Creating podcasts / Newscast
46. Discussion Boards

Rubrics. The course teacher shall design Rubrics for each CCE. Rubrics are scoring tools that define performance expectations for learners. The course teacher shall seek approval for the rubrics from the Director / Head of the Department / other designated competent academic authority of the institute. The course teacher shall share the approved Rubrics with the students at the start of the course. The rubric shall detail the following:

1. Linkages of the CCE to COs.
2. A description of the assessment - brief concept note.
3. Criteria that will be assessed - the expected learning outcomes.
4. Descriptions of what is expected for each assessment component - the expectations from the student.
5. Substantive description of the expected performance levels indicating mastering of various components - the assessment criteria.
6. The team composition, if applicable.
7. The format and mode of submission, submission timelines.
8. Any other relevant details.

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

1. Involving faculty members from other management institutes.
2. Setting multiple question paper sets and choosing the final question paper in a random manner.
3. One of the internal faculty members (other than the course teacher) acting as jury during activity based evaluations.
4. Involvement of Industry personnel in evaluating projects / field based assignments.
5. Involvement of alumni in evaluating presentations, role plays, etc.
6. 100% moderation of answer sheets, in exceptional cases.

7.4 Retention of CCE Documents: Records of CCE shall be retained for 3 years from the completion of the Academic Year. i.e. **Current Academic Year (CAY) + 3 years.** Likewise records of assessments to decide the learning needs of students for opting for **Foundation Courses / capabilities for Enrichment Courses/ ASCC/ start-up option** etc. shall be retained for 3 years from the completion of the Academic Year.

8.0 End Semester Evaluation (ESE):

1. The End Semester Evaluation (Summative Evaluation) for the Generic Core (GC), Subject Core (SC) and the Generic Elective (GE - UL) course shall be conducted by the Savitribai Phule Pune University.
2. The ESE shall have 5 questions each of 10 marks.
3. All questions shall be compulsory with internal choice within the questions.
4. The broad structure of the ESE question paper shall be as follows:

Question Number	COGNITIVE ABILITIES EVALUATED	Nature
Q 1	REMEMBERING	Answer any 5 out of 8 (2 marks each)
Q 2	UNDERSTANDING	Answer any 2 out of 3 (5 marks each)
Q 3	APPLYING	Answer 3 (a) or 3 (b) (10 marks)

Flowchart

Examination of

Students

Examination of Students

University Level

Online

1. In Time communication of Time table, Instructions and Plan.
2. Execution as per norms
3. Sharing of Assessment

1. Marks displayed between 2-3 days after the exams.
2. Grievance can be resolved within 2 days of submitting the grievance

1. Process is structured and well based.
2. All necessary steps taken to check for unfair means.

Offline

1. Appointment of CEO
2. In-time communication of time table &plan
3. Execution as per norms
4. Availability of photocopy of answer sheet

1. After result limited time window for application for photocopy of answer sheet
2. For Grievance another window is available for revaluation of assessment

1. Multiple opportunities for Grievance redressal
2. Grievance addresses resolve with structured system

Institute Level

1. Appointment of CEO
2. Communicate method of examination (Online/Offline/MCQs/Subjective)
3. Schedule prepare as per Academic calendar
4. Well in advance

1. Assessment in 8-10 days
2. Communication of assessment in 8-10 days
3. Grievance resolution within five days of assessment sharing

1. Process is structured and well executed.
2. Time based approach to resolve Grievances
3. Multiple opportunities for Grievances redressal

Transparency

Time Bound

Efficient

Supporting Documents-

Comprehensive Concurrent Evaluation (CCE)

M.B.A.
(102)- Organizational Behavior
(Revised 2019 Pattern) (Semester – 1)

Time: 2.30 Hours   Marks- 50

Instructions:
1. All Questions are Compulsory.
2. Each Question has internal options
3. Your answer should be specific and to the point.

Q.1 Answer any 5 out of 8 (2 marks each)

    1) Define - Emotional intelligence
    2) List any two causes of conflicts in the work situation
    3) Define determinants of Personality.
    4) Define - Perception with an example.
    5) What is EUSTRESS?
    6) Explain SOBC
    7) Name any 3 Traits of Leaders.
    8) The theory that an individual tends to act in a certain way, with the expectation that the act will be followed by a given outcome and according to the attractiveness of the outcome is_____
       A. Equity theory
       B. Three-needs theory
       C. Motivation-hygiene theory
       D. Expectancy theory

Q.2 Answer any 2 out of 3 (5 marks each)

    1. Explain Johari Window
    2. 'There is a close relationship between conflicts and organizational performance'- Elaborate.
    3. Define motivation? Motivation refers to how urges, drives, aspirations, striving or needs direct, control, or explain the behavior of human beings.

Q.3 Answer 3 (a) or 3 (b) (10 marks)

Q-3 a) OB is a relatively young field of study that borrows many concepts and methods from the behavioral and social sciences," Comment. What advantages and disadvantages can you see in such youth and diversity?

Q.3 b) Give examples of sectors, profiles, or situations where the four models of OB can be used and explain the characteristics of all the four models in the sectors, and profiles that you have described for each of the models.

Q.4 Answer 4 (a) or 4 (b) (10 marks)

Q 4 (a) "All types of stress are not negative. When an individual learns to tolerate the stress to enhance performance, stress is healthy". Discuss the statement.

Q 4 (b Your subordinate Amit is a very sincere, knowledgeable, and committed but is always hesitant in making decisions. Being his boss how will you motivate Amit to make decisions?

Q.5 Answer 5 (a) or 5 (b) (10 marks)

Q5 (a) Resistance to control can be overcome by establishing simple, understandable objectives and positive controls in consultation with the people concerned. Elucidate.

Q5 (b) A large unit manufacturing electrical goods known for its liberal personnel policies and fringe benefits is facing the problem of low productivity and high absenteeism. How should the management improve the organizational climate?

****

39/5

(Please start writing from here)

Q || Answer any 5 out of 8.

Q 1) Define - Emotional Intelligence.

→ Emotional intelligence :- In an organization, we have to take a quick decisions regarding a particular situation at that time how the individual react or response to that object or situation, how he smartly works and manage that situation is called as an Emotional intelligence.

for ex. If a salesperson of the company working in an organization and do their work sincerely but the manager has to promote it but he might get confused about his decision at that time emotional intelligence is essential.

2) List any two causes of conflicts. in the work situation.

→ Two causes of conflicts are as follows :-

1) Team Bonding / relationship or with Unknown people :- If the people work in a team they known to everyone then the conflicts might be minimize. But if we don't known about any person then it might be difficult to work together.

2) Misunderstanding :- It is also one of the reasons to occur. conflicts, firstly all the groups members. listen all things

and then create a conflicts.

3) Define the determinants of personality.

⟹ Determinants of personality :-

Personality is what we have in-built, such as our interpersonal skills, capabilities, competency, etc.

Determinants of personality involves the people, structure environment and individual behaviour towards achieving the goals and objectives. or doing or performing any particular task.

for ex. If you are working in a reputed organization. but your personality is not suitable to work in that place or organization. You will not be satisfied.

5) What is Eustress?

⟹ Eustress is the positive stress or optimistic perception towards an object or an individual. Something that is happens with us we take it as a positive to improve your personality or to develop the growth of organization.

ex. If you want to become an HR manager then it might be stressful but it is a positive stress. bcz it is helpful to improve the skills regarding an HR, what qualities we should acquired for doing a HR.

4) Define perception with an example?

⟹ Perception - It is a feeling or stimuli that how individual react to seeing that object or response it.

ex. If you are sitting in a classroom, and there is a loud music outside the classroom, then we predict that something which is special or somone's wedding. So that songs are played, and According we react to it.

6) Explain the SOBC

→ S-O-B-C

① S- Stimuli - sense, feel, touch, response of a person. How the individual react and response towards it.

② O- organism - Organism have the 5 sensory organs. All the human beings can feel and working environment or the culture of organization might be affect the individual personality.

③ Behavior-B - Behaviour is also imp when we work in. that environment. person's behaviour towards. achieving the goal and objective. We can also identify through the behaviowe either that person is capable for that work or not.

④ C- consequences - Many of the company facing the consequences- and conflicts while ran in a market. Misunderst- anding and mistake creat a lot of problem. So. This model help us to understand, evaluate someone's personality.

Q 2) Answer any 2 out of 3.

① Explain Johari Window.
⇒

	Known to me	Unknown to me
Known to all	Open	Blind
Unknown to all	hidden	Unknown to all

fig. Johari Window.

① Open :- Every person known about everything and
it also known by me.
for ex - Salesperson performance

② Blind - It is known to all but what happens in my
back is not known to me.
for ex - IF I stand in a window but I don't know
about what happen in my back. or what
the other people's do in my family.

③ Hidden - It is unknown for all the people but are
known to me only.
For ex - I have the hidden abilities and skills. but
if I don't perform or not take an initiative
then my abilities d not going to shown by
other persons.

④ Unknown - It is not known by any person.
for ex- IF you are stay away from your family
then most of the things were unknown to
you also and you family members also.
OR.
let's take an example of small baby

2) There is a close relationship bet'n conflicts and organizational performance.

⟹ Yes, there is. a.

Relationship between conflicts and organizational performance

① Employee Relation - If the employee are satisfied to work with an manager or other employees then only conflicts may be minimize. There is a weak relation bet'n employee and manager does not make organization successful. Consequences happens.

② Good/Bad leadership - Manager can supervised over other employee but the good leaders are not born they are made Manager must have to lead and manage their team. but if the relation bet'n manager and employee is not strong. He didn't have the leadership qualities.

③ Highly unmotivated employee - Manager gave him task and they need to be follow them but it might be under- rates of pressure and tensed. If the manager don't give time to time motivation then it might create conflicts to achieve organizational goal and motivation

④ Misunderstanding - It is also one of the reason to create conflicts between team members. They don't even listen properly and do not follow the rules and regulations. They don't want to work in a team and likewise create the misunderstanding and it may lead to conflicts and it is adversely affect on an organization.

⑤ Proper-co-ordination - co-ordination between the team memebers. is equally important to doing any particular task, lack of co-ordination and different opinions and thinking also might be impacted on an organization.

3½

⑥ lack of knowledge - They don't have an in-detail knowledge

Q3) Answer 3(b)

⟹

four Models.

Autocratic

Custodial

Supportive

collegial
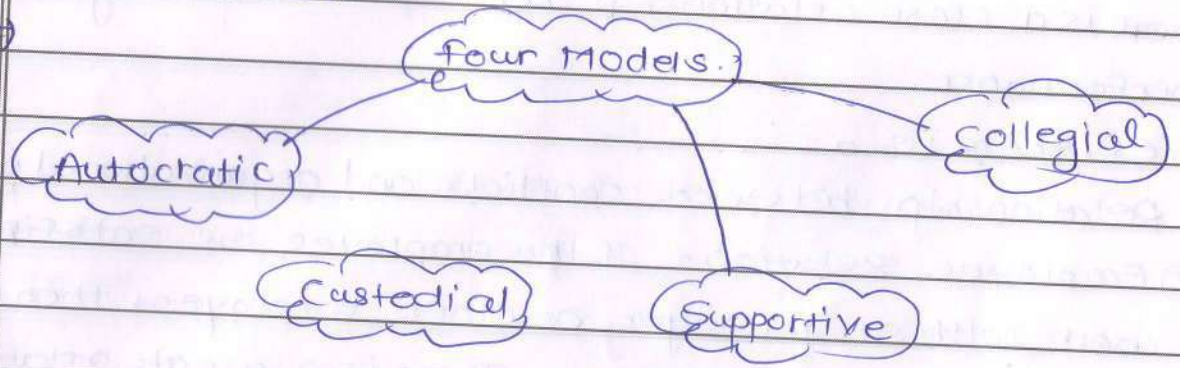
① Autocratic model :-

- In an Autocratic model, the manager gave the decision and the employee have to obey their decision.
- They must follow the Rules and regulation.
- They don't have right to take decision.
- They have poor motivation.
- And also have poor thinking, and deciding ability.
- For ex. Manager of xyz company can lead the 10 members of the team and likewise they want to perform their work according to the managers decision.

② Custodial Model :-

- In an Custodial, Bossy behaviour is not there.
- Only the higher authority can take decisions regarding employee.
- Their salaries, wages and company related decision are taken by them.
- They also give the rewards and benefit to the employee.
- But don't get a that much motivation, they have to work according to the authority.

ex- Let's consider the centralised company on a small scale, their owner can take the decisions regarding employee.

3) **Supportive Model** - This model help the employee to support and don't have an any pressure to complete the target.
- They can lead the team, so that it might be highly motivated.
- Managers can understand the feelings of the employee.
- and support them to achieve organization oriented goals.
- They can use their internal as well as external factors.

ex - Manager have a strong bonding and close relationship between employee.

4) **Collegial Model**
- This model is not only focus on employee benefit, but also get them rewards, incentivzed of that task.
- So that is it is highly motivated, and showcase their inner abilities to fulfill organizational goals.
- They have right to do whatever they want.
- They take the responsibility of the work and not being pressurized by any one. They can handle in their own way.
- strong interpersonal ability.
- getting an dettail o knowledge about other things.

ex. Student gave the responsibility to perform the task. he not give their 100% to It but if he take an initiative to do that he will give their 100% Focus and achieve their target.

Q4) 4 (B).

→ Being a boss of XYZ company, firstly I call him and tell some key points to make decision.

① Confident :- We should be always confident while making an decision. bcz it reflects your personality, behaviour towards an organization. It also helps to make firm decisions.

② Problem solving ability - If you know the solution of every problem then your opinon about that is equally important after knowing and observing problem. we may take a corrective decision which will be effectively and efficient better for the management.

③ Identify your interpersonal skills - that how the Amit is capabale and knowlegeable to take decision, firstly they should be identify their interpersonal skills to manage those conflicts which occur in an organization.

④ I will give him some of the example regarding motivation. how we can take a corrective decision without hesistant and confused.

⑤ Reduce the anxiety and fear

⑥ Take Initiative as a leader to take, those decisions.

⑦ Take a Risk.

⑧ Overview the situation.

⑨ Take some suggestions from employee

⑩ Report and time to time supervision.

⑫ face the challenges and obstacles.

⑬ Give him proper direction.

⑭ get an guidelines.

⑮ Ready to face any situation.

Q5 (B).

→ How should the management improve the organizational climate

① Internal factors :-
It also the influence the management while they are worked at any particular organization.

② External factors :-
It influence the lower labour Productivity.

③ Working place or surrounding environment.
Working place is one of the important factor that affect on employee's productivity and satisfaction.

④ Working patterns and working hours.

⑤ follow the Rules and Regulations.

⑥ Employee's satisfaction and give the rewards and incentivized.

⑦ Changing the surrounding.

⑧ Proper management of all activities.

⑨ Departmentization / Different departments.

⑩ find the reason - Why the people are absent daily.

⑪ Find the solution on it.

⑫ Motivate the employees.

(14) Implement and execute the action.

(15) Take a weekly Reporting.

(16) identify
Peoblems faced by employer.

(17) Make an efficient organizational structure.

By consider all those key points we Can improve the
organizational climate.

CONFLICT MANAGEMENT

PRESENTED BY:

GAJANAN MAKODE

HITESH BHIRUD

ISHA VEDPATHAK

KAILAS KELASKAR

KALYANI KUNJIR

KAUSTUBH NAIK

MANASI PATIL

Director

CONTENTS

Introduction & Definition

Types & Strategies

Advantages & Disadvantages

Conflict Management Approaches

Conclusion
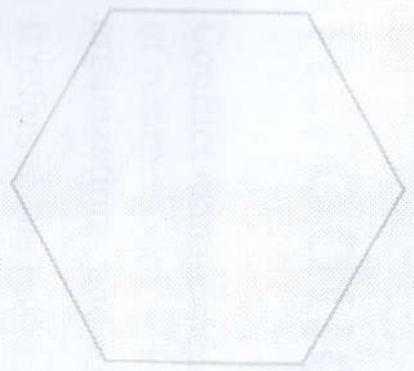
Introduction

- Conflict management is a crucial aspect of interpersonal relationships, organizations, and societies at large.

- It refers to the process of identifying, addressing, and resolving disagreements or disputes that may arise between individuals or groups.

- Conflicts can arise due to differences in perspectives, goals, values, or interests, and if left unaddressed, they can escalate and potentially lead to negative consequences.

- The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting.
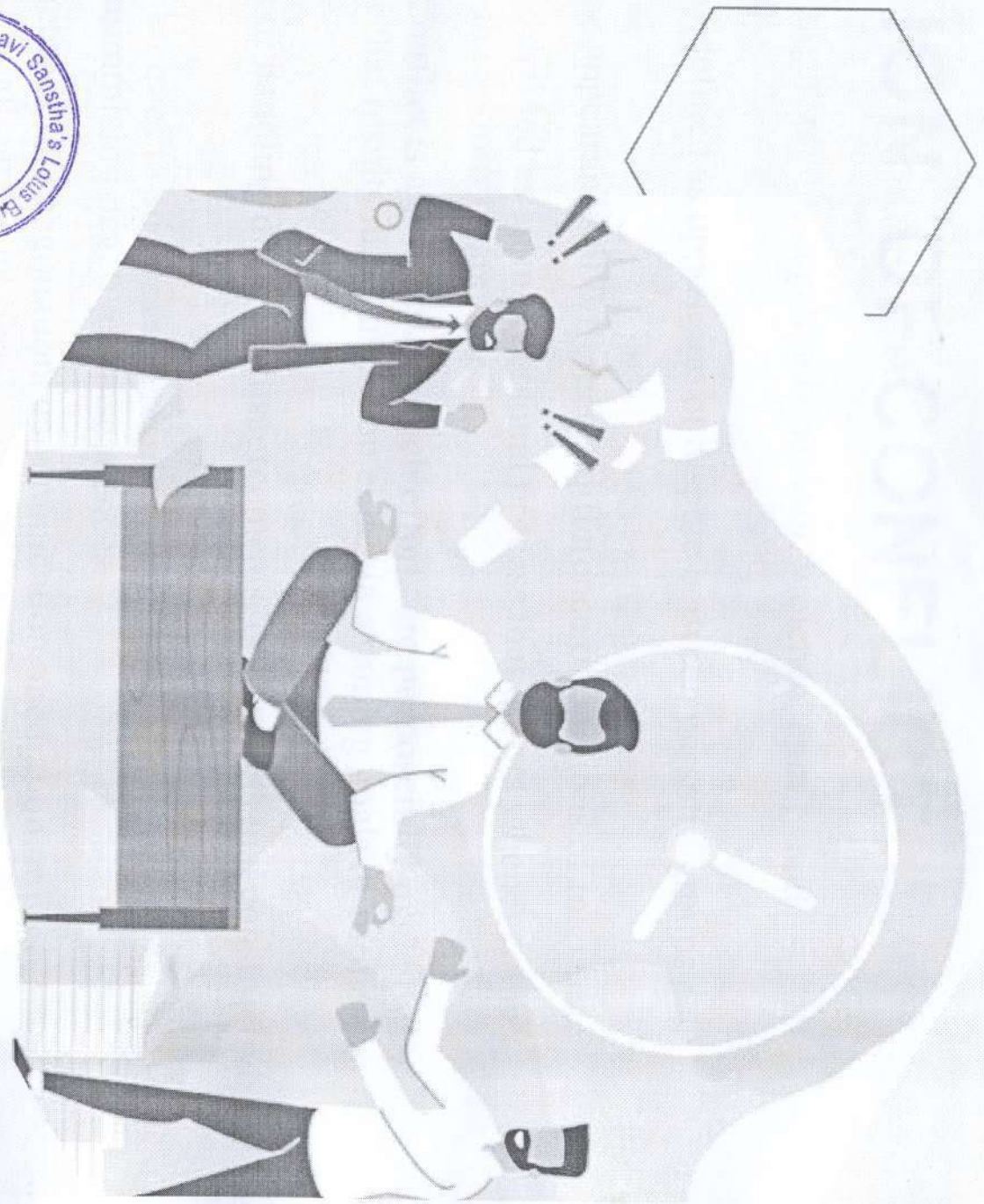
DEFINITION OF CONFLICT

- Conflict refers to demonstration of anger, revolt, negative behaviour, violence, enmity and misconception.

- **According to Joe Kelly,** "Conflict is defined as opposition or dispute between persons, groups or ideas."

- **According to Follett,** "Conflict is the appearance of difference, difference of opinions of interests."

- **According to Peterson,** " Conflict is defined as an interpersonal process that occurs whenever the actions of one person interfere with the actions of another."

- **According to Stephen Robbins,** "Conflict is a process in which efforts are purposefully made by a person, unit or group to block others that results into frustration either in attaining goals or furthering his/her interests."

- Conflict Management is the process of handling disputes, disagreements, or conflicts in a constructive and productive way.

- It involves various strategies and techniques to address and resolve conflicts, aiming to reach a mutually acceptable solution while minimizing negative consequences.

- Conflict management can include methods like negotiation, communication, mediation or problem solving to find a resolution that satisfies all parties involved.

SOURCES OF CONFLICT

Conflicts can arise from various sources, and they can occur in personal relationships, workplaces, communities, and even on a larger societal or global scale. Here are some common sources of conflict:

1. When people fail to express themselves clearly or misunderstand each other's intentions, it can lead to frustration, resentment, and eventually conflict.

2. Disagreements over core values, beliefs, and ideologies can lead to conflicts, as individuals may have deeply ingrained perspectives that they are unwilling to compromise on.

3. Limited resources, whether they be financial, material, or even emotional, can lead to competition and conflict. This is especially true in situations where demand exceeds supply.

4. Differences in personality traits, communication styles, or approaches to problem-solving can lead to conflicts, especially if individuals do not understand or appreciate each other's perspectives.

5. Cultural, ethnic, or other forms of diversity can lead to misunderstandings and conflicts if not properly managed and respected.

6 . Events or situations outside of the immediate environment can sometimes contribute to conflict. This could be societal issues, economic pressures, or geopolitical tensions.

7 . Stubbornness, pride, and the desire to "win" an argument or situation can escalate conflicts, especially when individuals are not willing to compromise.

8 . In group or organizational settings, ambiguity or disagreements about roles and responsibilities can lead to conflicts over who should do what.

9 . Emotions like jealousy or envy can lead to conflicts, especially in competitive environments or personal relationships.

10 . Periods of significant change, whether in personal or professional life, can lead to uncertainty and stress, which can in turn lead to conflicts as people adapt to new circumstances.
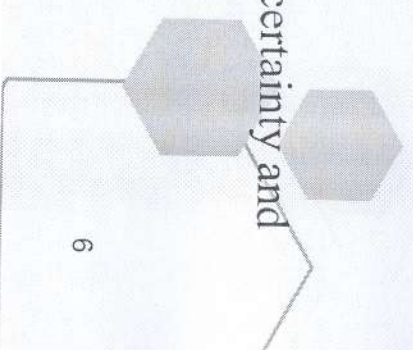
TYPES OF CONFLICT

Conflicts can be categorized into several different types based on their nature, context, and the parties involved. Some common types of conflicts:

1. Interpersonal Conflict:

This type of conflict occurs between individuals. It can stem from personal differences, misunderstandings, or clashes in values, beliefs, or personalities.

2. Intrapersonal Conflict:

Intrapersonal conflict happens within an individual's mind. It involves a struggle between different thoughts, emotions, or desires. For example, a person may be conflicted about a decision they need to make.

3. Intragroup Conflict:

Intragroup conflict occurs within a group or team. It can be caused by differences in opinions, goals, or strategies among members of the same group.

4. Intergroup Conflict:

This type of conflict involves two or more distinct groups. It often arises from competition for resources, differences in values, or historical animosities.

5. Organizational Conflict:

Organizational conflicts occur within a workplace or any organized entity. These conflicts can be related to issues such as management decisions, resource allocation, or workplace policies.

6. Ideological Conflict:

Ideological conflicts arise from differing beliefs, values, or worldviews. These can pertain to political, religious, or philosophical ideologies.

7. Cultural Conflict:

Cultural conflicts result from differences in customs, traditions, languages, and other aspects of culture. These conflicts can occur between individuals, groups, or even entire societies.

8. Role Conflict:

Role conflict happens when an individual experiences a clash between the expectations of different roles they occupy. For example, a person might struggle with balancing the demands of their work and family life.
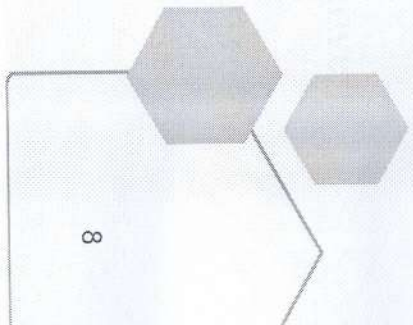
9. Environmental Conflict:

These conflicts revolve around issues related to the environment, such as resource management, conservation, and sustainability. Example: Disagreements over land use for conservation or development, debates about pollution control.

10. Legal Conflict:

This involves disputes resolved through legal means, often in a court of law. Example: Lawsuits between individuals, businesses, or organizations over contracts, property, or other legal matters.

11. Military Conflict:

This is a form of conflict that involves the use of armed force between nations or groups. Example: Wars, armed conflicts, and military interventions.

12. Cultural Conflict:

This occurs due to differences in cultural norms, practices, or beliefs. Example: Disputes over cultural appropriation, clashes between traditional and modern values.

ADVANTAGES OF CONFLICT MANAGEMENT

1.Improved Relationships: Conflict management promotes open communication, empathy, and understanding between parties involved in the conflict. By addressing and resolving conflicts, relationships can be strengthened and trust can be built or rebuilt.

2.Increased Productivity: Unresolved conflicts can be a significant source of distraction and stress, which can hamper productivity. Addressing and managing conflicts in a constructive manner allows individuals and teams to focus on their tasks and goals, resulting in improved productivity.

3.Enhanced Creativity and Innovation: In some cases, conflicts can be beneficial by challenging the status quo and leading to new ideas and solutions. When conflicts are managed effectively, they can foster creativity and innovation within a group or organization.

4.Better Decision-Making: Conflict management encourages a diversity of perspectives and ideas. When conflicts are resolved through open discussion and negotiation, it often leads to more well-informed and better decisions, as different viewpoints are considered.

10

DISADVANTAGES OF CONFLICT MANAGEMENT

1.Time-Consuming: Addressing conflicts can be a time-consuming process, especially if the issues are complex or involve multiple parties. Resolving conflicts may require extensive discussions, negotiations, and follow-up.

2.Emotional Drain: Conflict management often involves dealing with strong emotions, which can be emotionally draining for the parties involved. It may require a considerable amount of emotional labor to navigate through difficult conversations.

3.Resistance to Change: Some individuals may resist conflict management efforts, especially if they are comfortable with the status quo or fear change. This resistance can make it challenging to implement conflict resolution strategies effectively.

4.Potential for Escalation: If not handled properly, conflict management efforts can inadvertently escalate the conflict, making it more difficult to resolve. Poorly managed conflicts can lead to increased tension and animosity.

CONFLICT MANAGEMENT APPROACHES

- The process which helps in preventing the occurrence of conflicts and when conflict arises, it helps in handling the conflict efficiently is called 'conflict resolution'.

- As per this principle, every conflict cannot be resolved but handling conflicts properly in due course of time reduces the chances of decrease in productivity and various losses.

- The process of conflict resolution comprises of attaining skills needed to resolve conflicts, self-awareness regarding modes of conflict, conflict communication skills and developing conflict management guidelines.

- As per Kenneth Thomas, certain fundamental reactions can be regarded as styles, tactics or strategies for handling conflicts.

- They are based on the fact that to what extent the concerned parties are firm while trying to get the conflict resolved in their own favor or to what extent the concerned parties are co-operative while getting the conflict resolved in other party's favor.

12

CONFLICT MANAGEMENT

ASSERTIVE — HIGH ← → LOW

COOPERATIVE — LOW ← → HIGH

COMPETING

AVOIDING

COMPROMISING

COLLABORATING

ACCOMMODATING
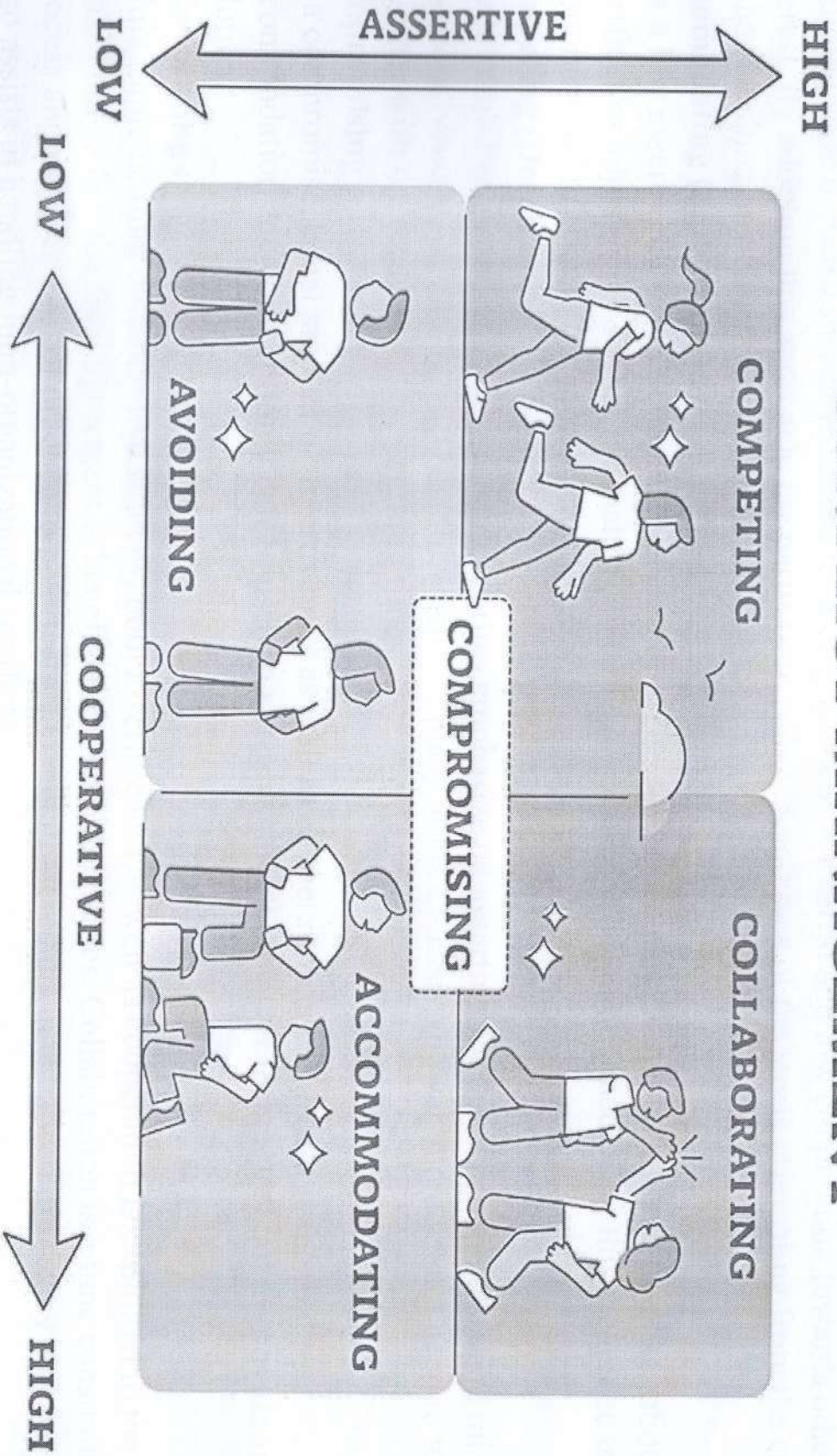
1. **Avoiding (Withdrawal) :**

   Avoiding style depicts low assertiveness regarding one's own interest and low cooperation towards other person's interest. By adopting this approach, the parties can relive themselves of the stress originating from the conflict but without making any change in the scenario.

2. **Accomodating (Smoothing) :**

   It is a low assertiveness, high cooperativeness style. The concerned parties mutually agree to make rational sacrifices or adjustments so that the matter can be resolved. The solution obtained using this technique is temporary and is usually for short-term.

3. **Competing (Dominance) :**

   While resolving a conflict using this style, parties emphasize on asserting for their own interests and minimizing co-operativeness. This style can be useful when one party holds excessive power and does not need to work together with the other party in upcoming times.

4. **Compromising :**

   In a compromise, equal amount of assertiveness as well as cooperation is required. It is the mid path way between accommodation and competition. it can be used to retreat when all the other techniques fail to provide an optimal solution.

5. **Collaborating :**

   While implementing collaborative strategy, both assertiveness as well as cooperation is exploited to the maximum so that the final agreement is beneficial for both the parties. Collaboration is a time consuming process and requires a lot of practice to be effective. Generally, it results in enhanced efficiency and success. It also assists in handling intra-organizational conflicts.

CONCLUSION

- To conclude, we can say that conflict management skills plays significant role in our daily life.

- Conflict occurs in different institution, society, community, organizations of interpersonal relationship.

- Thus various skills and techniques is needed to overcome conflict. conflict resolution are valuable and instructive, it is useful in reducing tension between persons or groups. Hence, it depends on how conflict is managed and resolved.
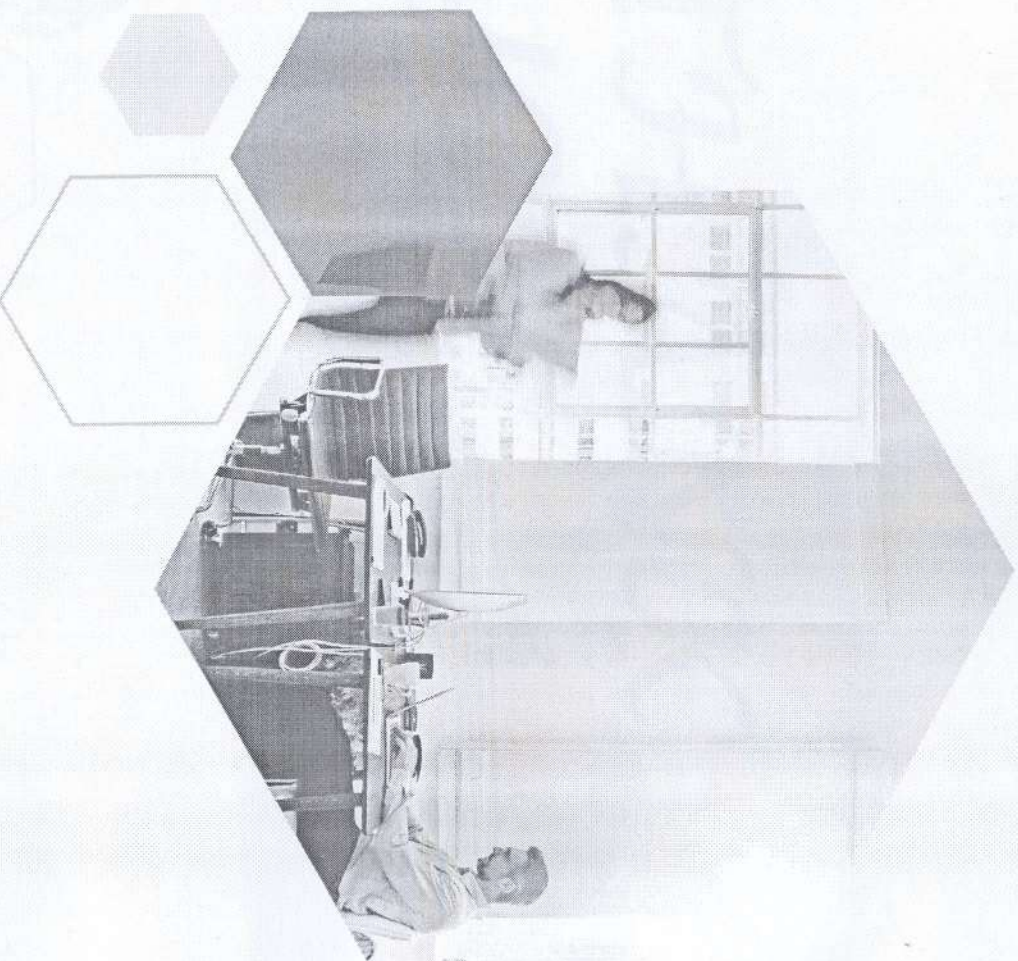
THANK you

S.No	Roll No.	Name	CCE-I(Poster Presentations)	CCE-2 (Presentations)	CCE-3 (Internal Exams)
		Marks	10	10	30
1	A001	ADITYA DEVANAND MADREWAR	8	8	24
2	A002	AMOGH RAMESH BAYDE	6	7	22
3	A003	DIPTESH DILIPRAO PAWAR	8	6	24
4	A004	DIPTI ARJUN BHADAVANKAR	8	7	23
5	A005	DIVYA DILIP KUMAR JESWANI	8	7	22
6	A006	EKTA DEEPAK SHAHANI	8	7	23
7	A007	HARDIK SACHIN SURANA	8	7	21
8	A008	JARNA ANIL UDASHI	8	6	20
9	A009	Jatan Wani	7	7	26
10	A010	MANAS ANIL KOLI	7	7	22
11	A011	MINAL ANILKUMAR SARDA	8	6	22
12	A012	NIKETAN PRATAP SHIRKE	8	7	27
13	A013	NIKHIL DATTARAJ GAJBHIYE	7	6	25
14	A014	NINAD VILAS DARSHALE	8	7	27
15	A015	PRANAY NAVNATH MARKAD	8	6	23
16	A016	PRATIBHA DATTATRAY SHELKE	7	7	21
17	A017	PRERNA RAM SANTANI	6	7	22
18	A018	PRITHVIRAJ SANDESH SHAH	7	6	19
19	A019	PRITI NARESH SAH	7	7	20
20	A020	ROHIT RAJBAHADUR PASSI	7	7	21
21	A021	RUSHIKESH VIJAY SONAWANE	7	6	25
22	A022	SAURABH SACHIN HARKARE	6	8	27
23	A024	SHUBHAM RAJU BHALERAO	7	7	26
24	A025	SUJIT VENKET GARJE	7	8	23
25	A026	TEJAS SHAILESH WANI	6	7	27
26	A027	VINAY HANMANT RAULWAR	7	7	28
27	A028	YOGESHWARI KAILAS SURYAWANSHI	6	7	21
28	A029	PRAMOD BHARAT PAWAR	7	7	22
29	G001	AARTI ARUN BAGEKARI	7	6	23
30	G002	ABHISHEK VIJAYSINHA PATIL	6	7	25
31	G003	APEKSHA RAMDAS HUDE	7	6	24
32	G004	CHAITALI BABAN SHINDE	7	8	21
33	G005	CHETAN BALU PATIL	6	6	25
34	G006	DNYANESHWAR GOPAL WARANGANE	8	8	28
35	G007	DURGA DILIP TALEWAR	7	8	21
36	G008	GAJANAN BHAGWATRAO MAKODE	7	8	21
37	G009	HITESH PRAMOD BHIRUD	7	8	25
38	G010	ISHA PRAVIN VEDPATHAK	6	8	24
39	G011	KAILAS KIRAN KELASKAR	7	8	23

CCE of 102: Organizational behavior

40	G012	KALYANI SURESH KUNJIR	7	7	22
41	G013	KAUSTUBH SANJAY NAIK	7	7	21
42	G014	MANASI SATISH PATIL	6	7	20
43	G015	MASUM MUSA MULANI	7	7	21
44	G016	NEHA SANTOSH KOLEKAR	6	7	20
45	G017	NISHANT BAJIRAO NALE	7	6	26
46	G018	PAWAN VASANTRAO LOHAKARE	6	7	22
47	G019	PRASHANT KRANTIKAR MASKE	7	7	22
48	G020	PRATHAMESH RAJESH BANDRE	8	6	27
49	G021	PRATHMESH SANJAY SHIRUDE	7	7	25
50	G022	PUSHKAR UDAY DESHPANDE	7	6	27
51	G023	RAjESH BALASAHEB SHINDE	7	8	23
52	G024	RUSHIKESH RAJESH KONDEKAR	7	6	21
53	G025	RUTIK NAGNATH GHADGE	6	8	24
54	G026	RUTU ASHOK RATHOD	7	8	25
55	G027	RUTUJA MAHENDRA GAIKWAD	6	8	20
56	G028	SAKSHI VITTHAL KALE	7	8	22
57	G029	SWAPNIL VYANKATRAO CHAVAN	5	8	21
58	G030	SWARAJ MARUTI LOKARE	6	8	22
59	G031	TANMESH PRAVIN KOHALE	7	7	20
60	G032	TEJAS NIVRUTTI GHADGE	7	7	21
61	G033	VAIBHAV GAJANAN CHAVAN	7	7	21
62	G034	VAIDEHI DATTAPRASAD SHETYE	8	7	22
63	G035	VEENA RAVINDRA TARE	7	6	27
64	G036	VIKAS BABURAO DHAGE	7	8	25
65	G037	VISHAL LAHU WAGHE	7	7	22
66	G038	YASH GANESH KULKARNI	7	8	23
67	G039	GANESH ANIL HOLE	6	6	22
68	GW40	NAVINKUMAR VENKATESH GUJAR	5	8	24
69	GW41	SARIKA DNYANESHWAR AMBHORE	6	8	25
70	G042	PANKAJ RAVINDRA MUSALE	5	8	20
71	G043	VARUN TULSHIRAM GHAVAT	6	8	22
72	G044	SHRADDHA PANDITRAO WANKHADE	7	8	21
73	P001	ABHIJEET BALASAHEB GAIKWAD	7	8	22
74	P002	ADINATH NIVRUTTI GOND	6	7	20
75	P003	AKASH KESHAV MUNDHE	7	7	26
76	P004	AKASH VILAS KHAMNEKAR	7	6	22
77	P005	ANJALI ANIL MAHAJAN	7	7	22
78	P006	ANUJA DHANAJI KHANDAGALE	6	6	27
79	P007	ATULKUMAR SHANKAR CHAVAN	6	5	17
80	P008	AYUSH SURESH SONULE	7	5	27
81	P009	BHAGYASHREE SURESH JOHARE	6	5	19
82	P010	DIGVIJAY SUNIL PATIL	6	6	21
83	P011	DIPALI ASHOK GUNJAL	7	7	21

84	P012	GAURAV SANDIP WAGH	6	6	22
85	P013	GOVIND TRYAMBAKRAO DAKE	5	5	27
86	P014	KEDAR AATMARAM WAGHODE	7	5	25
87	P015	KIRAN VISHNU BANKAR	6	5	22
88	P016	KOMAL UDDHAVRAO DOKE	6	7	23
89	P017	MANGESH SHIVAJIRAO DESHMUKH	7	6	22
90	P018	MANOJ MAHADEV SARSAMBE	5	8	25
91	P019	MRUTUNJAY GHANSHYAM RATHOD	6	6	24
92	P020	OMESHWAR ANANDRAO SHINDE	6	8	21
93	P021	PADMINI SUNIL MORE	6	8	20
94	P022	PAVAN JAGANNATH KALE	6	8	19
95	P023	PRADIP ANIL MULEY	6	8	24
96	P024	PRAJWAL VIJAY PATHARE	5	8	26
97	P025	PRASAD SATYAWAN KALE	6	8	23
98	P026	PRATHMESH SUNIL DHAWANE	5	7	22
99	P027	PREETI KAILAS MAGAR	6	7	21
100	P028	RAJESHWAR KAMALKISHOR JADHAV	6	6	22
101	P029	RANJIT DATTATRAY KOLAWALE	7	7	20
102	P030	ROHAN VITTHALRAO BANPELLIWAR	5	6	20
103	P031	RUTIK SHANKAR RATHOD	6	5	21
104	P032	SAHIL MOHANRAO DHADWE	7	5	22
105	P033	SAKSHI NITIN KALMEGH	8	5	27
106	P034	SANGRAM DHANAJI SHINDE	7	6	25
107	P035	SATYAJEET CHANDRASHEKHAR DESHMUKH	7	7	22
108	P036	SAURABH PRAKASH RANDHWAN	6	6	23
109	P037	SAYALI LAXMAN GAIKWAD	6	5	22
110	P038	SHIVAM INDAL RATHOD	7	5	21
111	P039	SHIVTEJ SHAHAJI SHENDAGE	6	5	22
112	P040	SHRUTIK MANOHAR MAHAJAN	6		25
113	P041	SHUBHAM ASHOK BHALERAO	5	6	27
114	P042	SUJIT SHRIKRUSHNA JADHAVAR	6	7	24
115	P043	SUMIT SARANG DARNE	6	6	21
116	P044	SURAJ SUNIL DHEPALE	6	5	23
117	P045	TANUJA SHANTARAM CHAVAN	6	5	22
118	P046	TEJAS KAUTIK TAMBE	6	5	20
119	P047	TEJAS RAVINDRA MAHAJAN	7	6	21
120	P048	UJJWAL BALASAHEB JADHAV	6	7	22
121	P049	VAIBHAV VIJAY KHARAT	7	6	23
122	P050	VIJAY PRABHAKAR KATHOLE	6	5	24
123	P051	VINAYAK MANIK BHONG	6	5	22
124	P052	VISHAWJIT DARASING MOREY	5	5	22
125	P053	YASH MURALIDHAR PATIL	6	7	21
126	PW55	MADHURI LAHU THAKARE	7	5	22
127	PW56	MANISHA GULAB KUWAR	6	4	27

128	PW57	SAURABH JAYAWANTRAO MOHITE	6	6	25
129	PW58	SHAMBHURAJE JAYSING MAGAR	6	6	22
130	PW59	SHUBHAM RAJNIKANT TAMBE	6	7	23
131	S001	ACHAL BHAUSAHEB CHAVAN	6	6	22
132	S002	ANIL RAJESHWAR SHELGAVE	6	6	18
133	S003	ANUJA ABHIJEET POLKAMWAR	6	6	18
134	S004	ASHISH ARUN BHOIR	6	6	19
135	S005	DARSHAN RAJUBHAU VIDHATE	7	7	20
136	S006	HARSHADA RAJENDRA KADU	6	6	21
137	S007	HEMRAJ SANTOSH JADHAV	5	7	22
138	S008	KRONIS SANTOSH DHARIWAL	6	6	21
139	S009	MAMTA ASHOK BHADARGE	6	6	26
140	S010	MITALI MAHESH MHASAWADE	5	6	20
141	S011	MRUNAL ARUNRAO WARGHAT	7	7	20
142	S012	PRAJWAL PRAMOD BAHAL	6	6	19
143	S014	PRATIBHA RAOSAHEBV SATURE	7	6	20
144	S015	PRATIK SURESH JADHAV	7	6	25
145	S016	RAHUL ARUN SALUNKE	7	6	24
146	S017	ROHAN VALMIK GORDE	6	6	22
147	S018	RUSHIKESH GOVINDA GOSAVI	6	7	21
148	S019	RUTUJA SHIVAJI AHER	4	6	22
149	S020	SAKSHI RAVIKANT BHANGE	7	7	23
150	S021	SAMEER ZAKEER HUSAN SAYYED	6	6	25
151	S022	SATYABHAMA RADHESHYAM KHARWAR	6	6	23
152	S023	SHRADDHA GANGADHAR MOHITE	6	6	21
153	S025	SHRUTI DAYASAGAR GUPTA	6	6	22
154	S026	SUVA LAL GURJAR	6	5	23
155	SW27	ABHIJEET BALASO CHAVAN	5	6	20
156	SW28	AISHWARYA UTTRESHWAR SHINGNAPURE	6	7	21
157	SW29	AJAY SHAHAJI PISE	7	8	22
158	SW30	AKASAH SANDEEP PATIL	8	7	21
159	SW31	AKSHAY ANNASAHEB GIRGE	7	6	26
160	SW32	ANISHA SANJAY EDAKE	6	6	25
161	SW33	ANKITA SHARAD MANE	7	5	21
162	SW34	ASHUTOSH VIJAY KULKARNI	6	6	24
163	SW35	ATISH GANESH YADAV	7	5	22
164	SW36	CHETAN SUJIT DHONDE	5	6	23
165	SW37	DHANSHREE ARUN WARGHAT	6	7	22
166	SW38	DIPANSHU PRAMOD GEDAM	7	5	22
167	SW39	DNYANESHWAR NARAYAN JADHAV	6	6	21
168	SW40	JAYSHREE VINODRAO DESHMUKH	5	5	19
169	SW41	JAYSHRI BALASAHEB LAKDE	5	5	18
170	SW42	KANCHAN DILIP ADGALE	6	6	22
171	SW43	KRUSHNA NARAYAN KALE	7	7	23

172	SW44	LUCKY DAYASHANKAR SINGH	5	5	22
173	SW45	MANGESH EKNATH HAGAWANE	6	6	25
174	SW46	MANOJ MADHAV LELE	7	5	21
175	SW47	POONAM MANOJKUMAR DUBEY	6	6	21
176	SW48	PRACHI RAKESH RAWALKAR	5	7	22
177	SW49	PRAJWAL POPOPAT GOPHANE	5	6	21
178	SW50	PRANJALI RAJENDRA BHUTADA	5	5	26
179	SW51	PRASHANT RAJENDRA MALI	6	5	21
180	SW52	PRATIK VIJAY BAGAL	7	5	22
181	SW53	PRIYANKA JANARDAN KAMBLE	6	5	21
182	SW54	PUNNET MAHESH THAKARE	5	6	23
183	SW55	RAHUL SATISHRAO DHAWALE	5	7	25
184	SW56	SAGAR DAGADU AKAL	5	5	22
185	SW57	SANKALP SANTOSH KARANDE	6	6	26
186	SW58	SANKET SANTOSH CHARKE	7	5	24
187	SW59	SHRAVANI PRASHANT THAKARE	6	6	20
188	SW60	SHUBHAM OMPRAKASH BANG	5	7	20
189	SW61	SHUBHAM VINAYAK GHOLAP	5	6	21
190	SW62	SHYAM KASHINATH WAVHALE	5	5	22
191	SW63	SIYONA ANDREW PAUL	6	5	21
192	SW64	SURAJ BARKU PAWAR	7	5	22
193	SW65	TARACHAND ANIL WAGH	6	5	23
194	SW66	VINOD VASANT PATIL	5	6	22
195	SW67	VRUSHABH MAROTI RAUT	5	7	24
196	SW68	YOGESH BHASKAR CHAVAN	5	6	21
197	SW69	YOGESH RAMESH RATHOD	6	5	20
198	SW70	ANJALI DILIP GARUD	7	5	21
199	SW71	ARATI CHANDRAKANT AWAGHADE	6	5	22
200	SW72	SHRIKANT MAHADEV PATIL	5	5	21
201	SW73	GANESH SANJAY BAIRAGI	5	3	26
202	S074	SHARAYU SHIVKUMAR DESHMUKH	5	7	22

Director
Swaml Sevabnavi Sanstha's
Lotus Business School
Pune - 411 033