CURRICULUM AND SYLLABUS

MBA PROGRAMME

[2024 - 2026]

SEMESTER I

JUNE 2024

C O N T E N T S

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MASTER OF BUSINESS ADMINISTRATION (MBA) 2024-2026
(Choice Based Credit System)

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THE PROGRAMME

1. The full-time, two-year MBA programme offered by the Department of Management (GRG School of Management Studies), PSGR Krishnammal College for Women, comprises four semesters of about 90 working days each.
2. The programme requires a minimum of 90 credits equivalent of courses to be completed by students. One credit is equivalent to approximately 15 hours of contact sessions.
3. Students may choose to do up to a maximum of 110 credits equivalent of courses.
4. The programme includes Foundation Courses, Advanced Courses, and Applied Courses.

The graduates of the MBA programme from GRGSMS are expected:

1. to contribute to human development through application of critical and analytical thinking, creativity and innovation, problem solving and decision making, and communication and interpersonal skills
2. to assume leadership roles in business and society
3. to be able to resolve business and social problems with concern for the environment
4. to be responsible members of the organisations they choose to serve, including their own, with adequate/appropriate knowledge, skills, aptitude and commitment
5. to be lifelong learners with curiosity and quest for knowledge
6. to be global citizens and demonstrate human values and ethical standards of behaviour
7. to be able to lead fulfilling lives with personal humility and professional will

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO1: To enable students to acquire knowledge in core, functional, and interdisciplinary areas of management at foundational, advanced, and applied levels

PEO2: To impart critical and analytical thinking, decision making, communication, interpersonal, entrepreneurial and leadership skills to students

PEO3: To promote ethical, societal and environmental consciousness among students

PEO4: To augment the necessary competencies of students for undertaking diverse careers in management

PROGRAMME OUTCOMES (PO)

The programme outcomes are the expected learning outcomes of the MBA programme. After completion of the MBA programme, the students will be able to

PO1: Apply conceptual foundations of management to solve ethically business, environment, and societal problems for sustainable development

PO2: Develop global outlook and cross-cultural understanding in business

PO3: Evaluate and determine solutions to business problems using critical thinking and problem-solving skills

PO4: Utilize leadership, interpersonal, team working and communication skills in chosen profession to accomplish shared objectives

PO5: Analyse business opportunities and discover entrepreneurial spirit

PO6: Utilize ICT to design strategies for business growth and development

PO7: Develop lifelong learning to acquire new knowledge and skills

PROGRAMME OUTCOMES AND COMPETENCIES

Programme Outcomes	Competencies for Measuring Outcomes			
PO1: Apply conceptual foundations of management to solve ethically business, environment, and societal problems for sustainable Development	Critical Thinking	Problem Solving	Decision Making	Social Responsibility
PO2: Develop global outlook and cross- cultural understanding in business	Global Orientation	Decision Making	Learning Skills	
PO3: Evaluate and determine solutions to business problems using critical thinking and problem-solving skills	Critical Thinking	Problem Solving	Decision Making	Learning Skills
PO4: Utilize leadership, interpersonal, team working and communication skills in chosen Profession to accomplish shared objectives	Leadership	Interpersonal	Teamwork	Communication Skills

PO5: Analyse business opportunities and discover entrepreneurial Spirit	Entrepreneurship	Social Responsibility	Learning Skills	
PO6: Utilize ICT to design strategies for business growth and development	Critical Thinking	Decision Making	Learning Skills	
PO7: Develop lifelong learning to acquire new knowledge and skills	Learning Skills			

PEO AND PO MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PEO1	3	3	3	3	3	3	3
PEO2	3	3	3	3	3	3	3
PEO3	3	3	3	3	3	3	3
PEO4	3	3	3	3	3	3	3

3- Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

CURRICULUM OBJECTIVES

The curriculum is designed to:

- Provide a strong foundation to the students on the fundamentals of business and management.
- Facilitate students to learn in depth the courses they wish to focus on.
- Enhance their skills for pursuing successful professional careers.
- Provide opportunities to serve the society through Community Immersion Programme.
- Provide exposure to current and contemporary industry practices through Internship in companies.
- Provide global exposure through Study Abroad Programme and courses that provide global perspective.
- Assist students to gain managerial and professional skills through development of Design Thinking, Critical Thinking, Problem Solving, Decision Making, Team Work, Leadership, Interpersonal and Communication skills.
- Enable the MBA graduates to lead satisfying and rewarding personal and professional lives by way of experiential learning through Personality Development Programme (PDP) and Out Bound Training (OBT).

TYPES AND LEVELS OF COURSES

1. Induction programme: This programme intends to acclimatize students to the tenets and culture of the institute. It will also enable them to imbibe the systems and processes, and bond with each other and faculty members.
2. Bridge Course: This course is to prepare the students for the MBA programme.
3. Foundation Courses: These courses are intended to provide basic and fundamental knowledge on subjects such as Organisational Behaviour, Economics for Management, Financial Reporting and Statement Analysis, Management Information System, Decision Science, Design Thinking, Cyber Security, Financial Management, Human Resource Management, Operations Management, Entrepreneurship and Marketing Management
4. Advanced Courses: These courses are offered to equip students in their areas of interest to provide integrative knowledge.
5. Applied Courses: These courses will help students to enhance their skills for pursuing successful professional careers.
6. Multidisciplinary Courses: These course are offered to provide students with an opportunity to explore additional areas of interest apart from management. Courses will be from disciplines like arts, humanities, science, computational science etc.
7. Community Immersion Programme (CIP): Under this programme a field work is carried out by the students, in teams, during the second year of the MBA programme. Students are expected to serve the community by addressing the issues identified.
8. Internship (INP): This is done by the students at the second half of the fourth semester.
9. Study Abroad Programme (SAB): This programme provides global exposure and cross-cultural appreciation to students. SAB is optional. Student who chooses SAB will be awarded credits as per the number of hours defined by the host University for each Course.
10. Soft Skills: This course is offered in two parts and aims to develop the emotional intelligence, communication and interpersonal skills of the students through rigorous practice sessions

CHOICE OF ELECTIVE COURSES

Students may choose elective courses (advanced level) in any functional area/domain of management based on their interest and competence, by choosing to do six (6) elective courses.

AUDIT COURSE(S)

Students may choose to register for Audit courses. Audit course(s) allow a student to take up additional course(s) to acquire knowledge. Audit courses will not be taken into account for the programme completion requirements. Students can register for a maximum of two course(s) per semester with the programme administrator, upon approval from the Director / Dean. Students should attend classes regularly, complete assigned reading and class activities and participate in discussions, but are exempted from taking up end semester examinations.

Audit course(s) will be included in the transcript with an indication as "completed" or "not completed" depending on the recommendation of the respective course facilitator. However, it will not be included in the calculation of CGPA.

ONLINE COURSE(S)

Students may choose to register and earn credits for online courses approved by the committee consisting of Director, Dean and Faculty Advisor. Students can take up online courses from NPTEL, SWAYAM or other platforms to a maximum of 36 credits during the two-year duration of the MBA Programme, subject to a maximum of three courses per semester. The choice of such online courses should be relevant and in alignment to the courses offered in the curriculum. Students who successfully complete the online courses will be exempt from taking up the equivalent courses offered by GRGSMS. The committee will monitor the progress of the student and evaluate their performance as per 100% CIA method.

MICRO-CREDENTIAL COURSES

Students may choose to register for additional micro-credential courses of 1 credit each, based on their interest. These courses will be offered either online or in-person.

MBAPLUS

The primary objective of the MBAPlus programme is to equip students demonstrating high performance and leadership aptitudes to assume leadership roles after graduation. Students will be identified at the end of second semester to undergo this programme, after seeking their willingness. The students will be selected through an array of assessment tools and feedback from faculty, including their performance in academics, co-curricular and extracurricular activities, and a personal interview. The MBAPlus programme will comprise of leadership and personal development sessions and opportunity to connect with industry and receive mentoring from industry professionals and distinguished alumnae.

ATTENDANCE

1. Students are expected to attend a minimum of 75% of all scheduled classroom sessions during each semester.
2. The Principal/Director may condone the shortage in attendance in exceptional circumstances, up to a maximum of 10%.
3. Students falling short of the required attendance will not be permitted to appear for the End Semester Examination of the semester.
4. Students who do not complete a semester on account of such shortage of attendance may seek to repeat the semester in the subsequent academic year.

COMPLETION OF THE MBA PROGRAMME

Students are required to complete their MBA programme in all respects within a maximum of four years from the date of their first joining the programme, or as per the rules and regulations of the Bharathiar University in this regard.

PEDAGOGY, ASSESSMENT AND EVALUATION

1. The concerned course facilitator shall announce to the students the broad outline of the pedagogy and assessment to be adopted for each course which is in-line with the AICTE Examination reforms. The details of the pedagogy will also be a part of the session plan and course details uploaded on

technology-enabled Learning Management System of GRGSMS.

2. Assessment/Evaluation of students" performance will be based on both Continuous Internal Assessment (CIA) and End Semester Examination (ESE) for Core and Elective courses. CIA shall carry a weightage of 25% and the ESE 75%. The ESE will be conducted at the end of each semester.

3. The CIA shall comprise multiple components of assessment such as assignments, case discussion, simulation, classroom participation, student presentations, field study, exercise, peer evaluation and quiz. The faculty concerned may decide appropriate mixture of components for their courses, with the quiz component of equal weightage.

4. For the courses that do not have End Semester Examination, the concerned faculty shall decide three to five assessment components for CIA.

5. For courses that have End Semester Examination, a quiz shall be conducted of 60 minutes duration through online mode comprising of objective questions towards the end of each semester. The Quiz shall comprise of 50 questions equally distributed across the parts of the course coverage, of which at least 30 % of the questions (15 questions) will be of K3 and K4 levels of Blooms Taxonomy for Foundational Level courses; and at least 50 % of the questions (25 questions) will be of K3 and K4 levels for Applied and Advanced courses.

6. There will not be any ESE for the following, and 100% of the marks will be through CIA:
   - Bridge Course (MB24BRC)
   - Design Thinking -1(MB24DT1)
   - Design Thinking -2(MB24DT2)
   - Decision Science (MB24DSN)
   - Soft Skills - 1(MB24SS1)
   - Business Research Methods (MB24BRM)
   - Business Analytics (MB24BAM)
   - Environmental Science (MB24ESC)
   - Legal Aspects of Business (MB24LAB)
   - Soft Skills -2 (MB24SS2)
   - Cyber Security (MB24CYS)
   - Community Immersion Programme (MB24CIP)
   - Digital Transformation (MB24DTG)
   - Internship (MB24INP)
   - Environmental, Social and Governance (MB24ESG)
   - Design Thinking Project (MB24DT3)

7. There will not be any minimum marks stipulated for passing CIA. However, in the ESE, students shall be required to secure a minimum of "B" grade [50%] for passing. In order to successfully complete a Course, students will need to secure a minimum total of 50% (50 out of 100 marks – "B" grade) in CIA and ESE put together.

8. "Cyber Security", "Personality Development Programme", "Outbound Training" will be non-credit courses and be evaluated and graded as "Completed/Not Completed" (status). Students securing "Not Completed" grade in any of these courses will need to repeat the same when it is offered next time. In case of specific medical conditions, student may request for exemption from the Outbound Training by submitting requisition with relevant documents. The Director/ Dean is entitled to approve or reject the same.

9. Students who are not satisfied with the CIA score for any Course may appeal for a review to the Director/ Dean, whose decision in the matter shall be final and binding.

10. The records of CIA and ESE for each student and each Course shall be maintained in safe custody for a period of six months.

SCHEME OF EXAMINATION

The End Semester Examinations shall be of three hours duration. The maximum marks in ESE shall be 100 to be pro-rated to 75%. The End Semester Examination question papers shall flow the below pattern:

Level of Course	Section A	Section B
Foundation	Five questions with internal choice, each question set corresponding to each part (each question carrying eight marks) and will be of K1 and K2 levels of Blooms Taxonomy	Five questions with internal choice, each question set corresponding to each part (each question carrying twelve marks) and will be of K2, K3 and K4 levels of Blooms Taxonomy
Advanced	Five questions with internal choice, each question set corresponding to each part (each question carrying eight marks) and will be of K2 and K3 levels of Blooms Taxonomy	Five questions with internal choice, each question set corresponding to each part (each question carrying twelve marks) and will be of K3 and K4 levels of Blooms Taxonomy

GRADING

The assessment of performance of students in examinations will be based on grade points received instead of numerical marks. For this purpose, letter grades will be used to assess standards of performance. The following letter grades will be used:

Range of Marks	Grade Point	Letter Grade	Description
90 – 100	9.0 – 10	O	Outstanding
90 – 99	9.0 – 9.9	D+	Excellent
75 – 79	7.5 – 7.9	D	Distinction
70 – 74	7.0 – 7.4	A+	Very Good
60 – 69	6.0 – 6.9	A	Good
50 – 59	5.0 – 5.9	B	Average
00 – 49	0.0	U	Re-appear
ABSENT	0.0	AAA	Absent

The **Semester Grade Point Average (SGPA)** is the ratio of the sum of the product of the number of credits with the grade points scored in all the courses and the sum of the number of credits of all courses undergone during the semester.
SGPA $(S_i) = \sum(C_i \times G_i) / \sum C_i$ where C_i is the number of credits of the ith course and G_i is the grade point scored in the ith course.

The **Cumulative Grade Point Average (CGPA)** is the ratio of the sum of the product of the number of credits with the grade points scored in all the courses and the sum of the number of credits of all courses undergone during the entire programme. CGPA $= \sum (C_i \times S_i) / \sum C_i$ where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

REVISIONS IN MBA (2024-26) SYLLABUS

Course Code	Course Title	Newly Introduced/ Revised/ Renamed	Percentage of Revision
MB24BRC	Bridge Course	Revised	20%
MB24FRA	Financial Reporting and Statement Analysis	Renamed and revised	60%
MB24DT1	Design Thinking – 1	Revised	70%
MB24ECM	Economics for Management	Revised	15%
MB24MIS	Management Information System	Renamed and Revised	20%
MB24OBH	Organisational Behaviour	Revised	5%
MB24MD1	Environmental Science - Multidisciplinary	Environmentology course renamed and revised	5%
MB24SS1	Soft Skills-1	Renamed and Revised	40%
MB24PDP	Personality Development Programme	Renamed	Nil

GRG School of Management Studies
PSGR Krishnammal College for Women, Coimbatore

MBA (2024-26) Curriculum
[Choice Based Credit System]

Code	Title	Level	Mode	Credits
SEMESTER 1				
MB24BRC	Bridge Course	Foundation	CIA	Status
MB24FRA	Financial Reporting and Statement Analysis	Foundation	ESE	3
MB24DSN	Decision Science	Foundation	CIA	3
MB24DT1	Design Thinking – 1	Foundation	CIA	2
MB24ECM	Economics for Management	Foundation	ESE	3
MB24MIS	Management Information System	Foundation	ESE	3
MB24OBH	Organisational Behaviour	Foundation	ESE	3
MB24ESC	Environmental Science (Multidisciplinary)	Foundation	CIA	3
MB24SS1	Soft Skills -1	Applied	CIA	2
MB24PDP#	Personality Development Programme	Applied		Status
Total				**22**

Code	Title	Level	Mode	Credits
SEMESTER 2				
MB24BAS	Business Analytics	Applied	CIA	3
MB24BRM	Business Research Methods	Applied	CIA	3
MB24FMT	Financial Management	Foundation	ESE	3
MB24HRM	Human Resource Management	Foundation	ESE	3
MB24MMT	Marketing Management	Foundation	ESE	3
MB24OPM	Operations Management	Foundation	ESE	3
MB24EPS	Entrepreneurship	Foundation	ESE	3
MB24SS2	Soft Skills – 2	Applied	CIA	2
MB24CYS#	Cyber Security	Foundation	CIA	Status
MB24DT2	Design Thinking – 2	Advanced	CIA	2
MB24OBT#	Outbound Training	Applied		Status
Total				**25**

SEMESTER 3				
MB24SMT	Strategic Management	Advanced	ESE	3
MB24LAB	Legal Aspects of Business	Advanced	CIA	2
MB24DGT	Digital Transformation (Multidisciplinary)	Advanced	CIA	3
	Elective – 01	Advanced	ESE	3
	Elective – 02	Advanced	ESE	3
	Elective – 03	Advanced	ESE	3
	Elective – 04	Advanced	ESE	3
MB24CIP	Community Immersion Programme	Applied	CIA	3
MB24DT3	Design Thinking Project	Applied	CIA	2
Total				**25**

SEMESTER 4				
MB24ESG	Environmental, Social and Governance	Advanced	CIA	3
MB24IBM	International Business Management	Advanced	ESE	3
	Elective – 05	Advanced	ESE	3
	Elective – 06	Advanced	ESE	3
MB24INP	Internship	Applied	CIA	6
Total				**18**
Overall Total				**90**

LIST OF ELECTIVE COURSES
Each elective course will carry 3 credits

No.	Code	Title
ENTREPRENEURSHIP		
1	MB24ENF	Entrepreneurial Finance
2	MB24BPD	Business Plan Development
3	MB24FBM	Family Business Management
4	MB24INM	Innovation Management
5	MB24NPM	New Product Management
6	MB24SEN	Social Entrepreneurship
FINANCE		
1	MB24BAI	Banking and Insurance
2	MB24FNA	Financial Analytics
3	MB24FMS	Financial Markets & Services

4	MB24FND	Financial Derivatives
5	MB24IFM	International Financial Management
6	MB23SAP	Security Analysis and Portfolio Management
GENERAL MANAGEMENT		
1	MB24DSM	Disaster Management
2	MB24LDO	Leadership in Organisations
3	MB24EMT	Event Management
4	MB24LSC	Logistics and Supply Chain Management
5	MB24PRM	Project Management
6	MB24TQM	Total Quality Management
HUMAN RESOURCES MANAGEMENT		
1	MB24HRA	HR Analytics
2	MB24LLW	Labour Laws
3	MB24LAD	Learning and Development
4	MB24ODC	Organisation Development and Change
5	MB24PMS	Performance Management System
6	MB24TAD	Talent Acquisition and Deployment
MARKETING		
1	MB24BMT	Brand Management
2	MB24CBR	Consumer Behaviour
3	MB24DMK	Digital Marketing
4	MB24IMC	Integrated Marketing Communications
5	MB24MKA	Marketing Analytics
6	MB24SVM	Services Marketing

(Note: When students choose the above electives as audit courses, the course code will begin with AUD instead of MB)

SYLLABUS AND COURSE OUTLINE

SEMESTER I – COURSES

Code	Title	Level	Mode	Credits
MB24BRC	Bridge Course	Foundation	CIA	Status
MB24FRA	Financial Reporting and Statement Analysis	Foundation	ESE	3
MB24DSN	Decision Science	Foundation	CIA	3
MB24DT1	Design Thinking – 1	Foundation	CIA	2
MB24ECM	Economics for Management	Foundation	ESE	3
MB24MIS	Management Information System	Foundation	ESE	3
MB24OBH	Organisational Behaviour	Foundation	ESE	3
MB24ESC	Environmental Science (Multidisciplinary)	Foundation	CIA	3
MB24SS1	Soft Skills -1	Applied	CIA	2
MB24PDP#	Personality Development Programme	Applied		Status
Total				**22**

Course Title: BRIDGE COURSE
Course Code: MB24BRC

Course Outcomes

CO1: Explain the fundamental principles and functions of management (K2)
CO2: Recall the knowledge of basic mathematics and demonstrate an understanding of statistical concepts like measures of central tendencies, dispersion and association (K2)
CO3: Demonstrate the basic knowledge of financial accounting in understanding the business performance (K2)
CO4: Demonstrate the working of functions in spreadsheets (K2)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	-	-	2
CO2	2	-	2	-	-	-	-
CO3	2	-	2	-	-	-	2
CO4	-	-	2	-	-	-	2

3 - Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (15 hours)
Introduction to Management
Nature and Purpose – Evolution of Management Thought – Functions of Managers – Essentials of Planning – Management by Objectives – Organizing – Organization Structure – Staffing – Directing – Controlling and Reporting

Part 2 (15 hours)
Mathematics & Statistics
Numbers – Order of Operations, Average, Ratio, Number Patterns - Solving Linear Equations - Statistics – Notation – Data - Describing and Summarizing Data, Classification and Tabulation of Data, Graphical Representation of Data - Measures of Central Tendency - Mean, Median, Mode, Measures of Dispersion – Standard Deviation, Variance, Co- efficient of Variation - Measures of Association - Correlation and Simple Regression

Part 3 (15 hours)
Introduction to Accounting
Introduction to Financial Accounting – Accounting information system – Accrual Accounting - Accounting Concepts – Accounting Process – Accounting Equation

Part 4 (15 hours)
Introduction to Spreadsheets
Basic Functions - Workbook – Building – modifying - navigating; Worksheet – Auto fill copying and moving cells, inserting and deleting rows, printing; Formulas and functions - Mathematical - Financial - logical – Text - Statistical functions

Pedagogy

Lecture, Exercises

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Assignment	Critical Thinking, Learning Skills	15
	Quiz		10
CO2	Exercise	Quantitative Problem Solving	15
	Assignment	Critical thinking	10
CO3	Exercise	Problem Solving, Learning Skills	15
	Quiz		10
CO4	Exercise	Learning Skills	15
	Quiz		10

Reference Books

1. Griffin, W. Ricky (2023). *Management*, 12/e; New Delhi: Cengage Learning
2. Anderson, R. David, Sweeney, J. Dennis, Williams, A. Thomas, (2018). *Statistics for Business and Economics*, 13/e; New Delhi: Cengage Learning
3. Sawyers, B. Roby, Jackson, Steve, Jenkins, Greg and Arora, Ravinder Kumar (2024), *Financial ACCT A South-Asian Perspective*, 3/e; New Delhi: Cengage Learning
4. Carey Patrick (2020), *New Perspectives Microsoft office 365 & Excel 2019, Comprehensive with MindTap*, New Delhi: Cengage Learning

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Course Title: **FINANCIAL REPORTING AND STATEMENT ANALYSIS**
Course Code: **MB24FRA**

Course Outcomes

CO1: Explain the process of reporting the financial statements of the company (K2)
CO2: Apply knowledge to analyse income statement, balance sheet and stock holders' equity (K3)
CO3: Analyze the impact of assets and liabilities on financial performance (K4)
CO4: Examine cash flow statements to facilitate the business activities (K4)
CO5: Evaluate financial performance for decision making (K5)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	-	-	2
CO2	2	-	-	-	-	-	2
CO3	3	-	2	-	-	-	2
CO4	3	-	2	-	-	-	2
CO5	3	-	3	-	-	-	2

3 - Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Financial Reporting
Introduction to Accounting - Assumptions - Reporting Profitability: Income Statement Reporting Financial Position: Balance sheet-Reporting Equity: Statement of Retained Earnings- Reporting Cash Flow Statement

Part 2 (9 hours)
Understanding Financial Statements
Understanding Income Statement and Balance sheet – Stock holders equity – Notes to Financial Statements – Auditors Report - Management Discussion and Analysis

Part 3 (9 hours)
Balance sheet
Current Assets – Reporting and Analysing Receivables and Inventory costing methods; Reporting Fixed Assets and Intangible Assets - Depreciation Expenses and Amortization Reporting Current and Long term Liabilities – Bonds

Part 4 (9 hours)
Cash Flow Statement
Computing Cash flow from operating, financing and investing activities – Reporting Cash flow - Direct and Indirect Method - Analyzing Company's statements of cash flows

Part 5 (9 hours)
Financial Statement Analysis
Financial Statement Analysis tools - Horizontal and Vertical Analysis – Profitability Return - Liquidity – Efficiency – Solvency – Dupont Analysis

Pedagogy

Lecture, Exercise, Case Discussion, Peer learning

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Assignment	Learning Skills	10
	Quiz		10
CO2	Presentation	Learning Skills, Problem Solving	10
	Quiz		10
CO3	Exercise	Learning Skills, Problem Solving	10
	Quiz		10
CO4	Case Problem	Critical Thinking, Problem Solving,	10
	Quiz		10
CO5	Mini Project	Critical Thinking, Decision Making	10
	Quiz		10
The CIA marks will be prorated to 25 %; The End Semester Examination marks will beprorated to 75 %.			

Note: The coverage of this course will have 60 % numerical problems and 40% theory.

Text Book

Sawyers, B. Roby, Jackson, Steve, Jenkins, Greg and Arora, Ravinder Kumar (2024), *Financial ACCT A South-Asian Perspective*, 3/e; New Delhi: Cengage Learning

Reference Books

1. M S Narasimhan, (2023), Financial Statement Analysis, Cengage Learning
2. K R Subramanyam, (2020), Financial Statement Analysis, McGraw Hill Publication
3. Sawyers, Roby, Jackson, Steve, Jenkins, Greg and Arora, Ravinder Kumar (2024), *Managerial ACCT A South-Asian Perspective*, 3/e; New Delhi: Cengage Learning

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Course Title:	**DECISION SCIENCE**
Course Code:	**MB23DSN**

Course Outcomes

CO1: Demonstrate the ability to do break even analysis using cost, revenue and profit models (K2)
CO2: Develop LPP models and solve using software and interpret sensitivity analysis computer solution (K3)
CO3: Solve network flow problems (transportation and assignment) and PERT and CPM using software (K3)
CO4: Solve decision analysis problems with and without probabilities (K3)
CO5: Make use of Python for inventory management decisions (K3)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	-	-	2	2
CO2	3	-	2	-	-	2	2
CO3	3	-	2	-	-	2	2
CO4	3	-	2	-	-	2	2
CO5	3	-	2	-	-	3	3

3 - Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, 0- No Correlation

Course Coverage

Part 1 (9 hours)
Introduction to Problem Solving and Decision Making
Problem Solving and Decision Making - Decision Making Process - Types of Decisions - Importance of Decision Making - Quantitative Analysis - Models of Cost - Revenue and Profit - Break Even Analysis using Spreadsheet

Part 2 (9 hours)
Linear Programming Problems
Introduction to Linear Programming - LPP formulation – Graphical Solution Procedure – Special Cases - Sensitivity Analysis – Solving LPP using Software - LPP Applications in Marketing, Finance and Operations Management

Part 3 (9 hours)
Distribution Models and Project Scheduling
Supply Chain Models - Transportation Problem - Assignment Problem - Solving Distribution Models using Software - PERT/CPM – Project Scheduling with Known Activity Times - Project Scheduling with Uncertain Activity Times – Solving using Software

Part 4 (9 hours)
Decision Analysis
Problem Formulation – Decision Making without Probabilities – Decision Making with Probabilities – Decision Analysis with Sample Information - Computing Branch Probabilities with Bayes' Theorem - Utility Theory – Solving with Software

Part 5 (9 hours)
Introduction to Python
Introduction to Python - Functions, Decision Making Structures, Loops, Lists, Tuples - Solving Inventory Management problems using Python

Pedagogy

Lecture, Peer Learning, Numerical Exercise, Exercise in Software

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Numerical Exercise	Quantitative Problem Solving, Learning Skills	5
	Exercise in Software		5
	Practical Examination		10
CO2	Numerical Exercise	Quantitative Problem Solving, Learning Skills	5
	Exercise in Software		5
	Practical Examination		10
CO3	Numerical Exercise	Quantitative Problem Solving, Learning Skills	5
	Exercise in Software		5
	Practical Examination		10
CO4	Numerical Exercise	Decision Making, Learning Skills	5
	Exercise in Software		5
	Practical Examination		10
CO5	Exercise in Software	Problem Solving, Learning Skills	10
	Practical Examination		10

Text Book

Anderson, R. David, Sweeney, J. Dennis, Williams, A. Thomas (2022), *An Introduction to Management Science: Quantitative approaches to Decision Making*, 15/e; New Delhi: Cengage Learning

Reference Books

1. Bharti Motwani (2022). *Data Analytics using Python*, 1/e; New Delhi: Wiley
2. Hiller, S. Frederick and Hiller, S. Mark (2019). *Introduction to Management Science A Modeling and Case Studies Approach with Spreadsheets, 5/e: New Delhi:* McGraw Hill Education

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Course Title: **DESIGN THINKING -1**
Course Code: **MB24DT1**

Course Outcomes

CO1: Explain the importance of empathy phase in finding a meaningful solution (K2)
CO2: Identify the issue from the environment and define the problem (K3)
CO3: Apply the tools and techniques to come up with ideas for solutions. (K3)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	-	-	-	3
CO2	3	-	3	-	-	-	3
CO3	3	-	3	-	-	-	3

3 - Strong Correlation, 3 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (10 hours)
Design Thinking – Empathize – Phase I
Design and Design Thinking; Imperative; Design Thinking Framework – Design Thinking Process - Phase I: Empathize - Tools & Techniques; Critical Thinking Process – Critical Thinking Styles; Informal Logic – Understanding Arguments, Premises and Conclusions – Informal Fallacies

Part 2 (10 hours)
Design Thinking – Define – Phase II
Design Thinking and its Role in Business and Society; Phase II: Define the problem – Methods: Pain Point Identification – Clustering – Affinity Diagrams

Part 3 (10 hours)
Design Thinking - Ideate – Phase III
Phase III: Ideate – Pillars – Ideation Method – Divergent Thinking – Convergent Thinking; Creativity - Principles of Creativity - Techniques of Creative Problem Solving; Innovation - Types and Patterns of Innovation – Strategic Advantages through Innovation

Pedagogy

Lecture, Journaling, Seminar, Exercises

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Exercise	Critical Thinking, Learning Skills	20
CO2	Exercise	Critical Thinking, Problem Solving, Learning Skills	20
	Assignment	Critical Thinking, Learning Skills	20
CO3	Case Discussion	Critical Thinking, Learning Skills	20

	Seminar	Critical Thinking, Problem Solving, Learning Skills	20

Text Book

Agarwal, Anuja (2023). Design Thinking – A framework for applying design thinking in problem solving, 1/e; Cengage Learning

Reference Books

1. De Bono, Edward (2015). Lateral Thinking: Creativity Step by Step, Harper Perennial Publishers
2. Khandwalla, N. Pradip (2009). Lifelong Creativity – An Unending Quest, New Delhi: McGraw Hill Education
3. Brown, Tim (2019). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, HarperCollins Publishers

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Course Title: **ECONOMICS FOR MANAGEMENT**
Course Code: **MB24ECM**

Course Outcomes

CO1: Analyse cause and effect relationship in demand and supply (K4)
CO2: Analyse the association between cost, production and business decisions (K4)
CO3: Analyse firm's decisions under various market structures (K4)
CO4: Examine the macro-economic environment (K5)
CO5: Examine the impact of various policy tools on the overall economic activity (K5)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	2
CO2	3	-	-	-	-	-	2
CO3	3	-	-	-	-	-	2
CO4	3	-	-	-	-	-	2
CO5	3	1	-	-	-	-	2

3 - Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Introduction to Managerial Economics
Managerial Economics – Nature and Scope - Demand and Demand Function - Elasticity of Demand - Demand Forecasting- Supply and its Elasticity - Marginal Incremental Analysis - Consumer's Behaviour: Cardinal Utility Analysis - Indifference Curve analysis of Demand .

Part 2 (9hours)
Production and Cost Analysis
The Theory of Production: Returns to a Variable factor - Production Function with Two

variable Inputs - Optimum Input Combination - Cost Analysis - Break-Even Analysis.

Part 3 (9 hours)
Price and Output Decisions in Various Market Structures
Market Structures - Price and Output determination: Perfect Competition - Monopoly - Monopolistic Competition - Oligopoly- Government policies towards Monopoly and Competition - Theory of Games

Part 4 (9 hours)
Macroeconomics for Management
Macroeconomics: Issues and Concept - National Income Aggregates (GDP & GNP) and their measurement - Money Supply, Money demand and Money market Equilibrium

Part 5 (9 hours)
Economic Growth and Stabilisation
Inflation: Nature and Causes - Analysis of Business Cycles - Fiscal Policy - Monetary Policy - Global Economic Scenario

Pedagogy

Lecture, Seminar, Case Discussion, Debate, Exercise

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Assignment	Critical Thinking, Learning Skills	10
	Quiz		10
CO2	Assignment	Critical Thinking, Learning Skills	10
	Quiz		10
CO3	Exercise	Critical Thinking, Learning Skills	10
	Quiz		10
CO4	Exercise	Critical Thinking, Learning Skills	10
	Quiz		10
CO5	Seminar	Critical Thinking, Learning Skills	10
	Quiz		10
The CIA marks will be prorated to 25 %; The End Semester Examination marks will be prorated to 75 %			

Text Book

Ahuja, H.L. (2022). Managerial Economics: Analysis of Managerial Decision Making, 9/e; New Delhi: S. Chand & Company Limited

Reference Books

1. Thomas, R. Christopher, & Maurice, S. Charles. (2020). Managerial Economics, 12/e, New Delhi: Tata McGraw Hill Education.

2. Geetika Ghosh, Piyali and Choudhury, Roy, Purba (2018). Managerial Economics, 3/e; New Delhi: McGraw Hill Education
3. Keat, Paul; Young, Philip; Erfle, Stephen and Banerjee, Sreejala (2017). *Managerial Economics: Economic Tools for Today's Decision Makers*, 7/e; New Delhi: Pearson India Education
4. Mankiw, N. Gregory. (2015). Economics: Principles and Applications, 7/e, Cengage Learning India Private Ltd.

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Course Title: **MANAGEMENT INFORMATION SYSTEM**
Course Code: **MB24MIS**

Course Outcomes

CO1: Explain the role of information systems in today's business environment (K2)
CO2: Infer the role of technology infrastructure, processes and trends associated with   information systems (K2)
CO3: Explain the role of database, internet, and wireless technologies in business landscape (K3)
CO4: Analyze the role of Enterprise systems in achieving operational excellence and enhancing decision making (K4)
CO5: Analyze the role of disruptive IT innovations in business (K4)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3	-	-	3	2
CO2	3	-	-	-	-	3	2
CO3	3	-	3	-	-	3	2
CO4	3	-	3	-	-	3	2
CO5	3	-	3			3	2

3 - Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Part 1 (9 hours)
Introduction to Information Systems
Information Systems in Business – The Emerging Digital Firm - Strategic Business Objectives of Information Systems - Dimensions of Information Systems – Systems for Different Management Groups – Ethical and Social Issues in IS

Part 2 (9 hours)
Information Technology Infrastructure
Information Technology Infrastructure – Components – Current Trends in hardware and software platforms – Challenges - Business Processes and Information Systems – Role of IS in Business

Part 3 (9 hours)
Foundations of Business Intelligence
Business Intelligence – Database and Information Management – Data Governance and Quality Assurance – Telecommunications – Networks - Internet and Wireless Technologies

Part 4 (9 hours)

Key System Applications for Digital Age

Achieving Operational Excellence and Customer Intimacy - Enterprise Systems – ERP, SCM, CRM - Recent Trends - Ecommerce, Digital Marketing and Digital Goods – E-Commerce Business and Revenue Models – Role of M-Commerce

Part 5 (9 hours)

Disruptive IT Innovations

Artificial Intelligence - Machine Learning - Natural Language Processing – Deep Learning - AR & VR - Computer Vision Systems and Robotics – Robotic Process Automation - Cloud Computing - Business Analytics and IOT

Pedagogy

Lecture, Case Discussion, Exercise, Seminar

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Case Discussion	Decision Making	10
	Quiz		10
CO2	Case Discussion	Decision Making	10
	Quiz		10
CO3	Exercise	Critical Thinking, Learning Skills	10
	Quiz		10
CO4	Assignment	Critical Thinking, Learning Skills	10
	Quiz		10
CO5	Seminar	Critical Thinking, Learning Skills	10
	Quiz		10
The CIA marks will be prorated to 25 %; The End Semester Examination marks will be prorated to 75 %			

Text Book

Laudon, Kenneth C., Laudon (2022). *Management Information System*, 17/e; New Delhi: Pearson Education

Reference Books

1. Ramesh Behl (2021), *Information Technology for Management*, 3/e, McGraw Hill Education
2. O'Brien, James A., George M. Marakas, and Ramesh Behl (2019). *Management Information Systems*, 11/e; New Delhi: McGraw Hill Education
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Course Title: ORGANISATIONAL BEHAVIOUR
Course Code: MB24OBH

Course Outcomes

CO1: Explain the challenges and opportunities for Organisational Behaviour (K2)

CO2: Demonstrate understanding of individual behaviour (K2)
CO3: Analyse the causes and consequences of group behaviour (K4)
CO4: Examine the significance of leadership for individuals and organisations (K4)
CO5: Examine the influence of culture on the organizational change process (K4)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-
CO3	3	-	3	-	-	-	-
CO4	3	-	3	-	-	-	-
CO5	3	-	3	-	-	2	-

3- Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (9 hours)
Introduction to Organisational Behaviour
Nature and Scope of Organisational Behaviour – Challenges and Opportunities for OB – Managing Diversity and Discrimination in Organisations

Part 2 (9 hours)
The Individual
Attitudes - Personality – Perception – Motivation – Theories and Concepts

Part 3 (9 hours)
The Group
Foundations of group behaviour – Group Decision Making – Types of Teams – Creating Effective Teams

Part 4 (9 hours)
Leadership, Power, Politics and Conflict Management
Leadership - Bases of Power – Power Tactics - Organisational politics - Conflict – The Conflict Process - Conflict management - Negotiation - Negotiation Process

Part 5 (9 hours)
The Organisation System
Organisational Structure – Designing Organisation Structure - Organisational Culture – Creating and Sustaining Culture - Organisational change – Managing Organisational change

Pedagogy

Lecture, Case Discussion, Seminar

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks

CO1	Case Discussion	Critical Thinking, Problem Solving	10
	Quiz		10
CO2	Exercise	Critical Thinking	10
	Quiz		10
CO3	Case Discussion	Critical Thinking, Problem Solving	10
	Quiz		10
CO4	Case Discussion	Critical Thinking, Problem Solving	10
	Quiz		10
CO5	Presentation	Critical Thinking	10
	Quiz		10

*The CIA marks will be prorated to 25 %; The End Semester Examination marks will be prorated to 75 %

Text Book

Robbins, P. Stephen, Timothy, A. Judge, and Neharika Vohra (2019). *Organizational Behavior*, 18/e; New Delhi: Pearson Education

Reference Books

1. McShane, Von Glinow & Rai (2022), Organisational Behavior, 9/e; New Delhi: McGraw Hill Education
2. Luthans, F., Luthans, B. C., & Luthans, K. W. (2021b). Organizational behavior: An Evidence-Based Approach , 14/e; Information Age Publishing
3. Manimala, Vijaya and Ajit Chakravarti (2019). Cases in Organizational Behaviour, New Delhi: SAGE Publications

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Course Title: **ENVIRONMENTAL SCIENCE**
Course Code: **MB24ESC**

Course Outcomes

CO1: Demonstrate understanding of the characteristics of the ecosystem, its services and management of the resources for sustainable development (K2)
CO2: Analyze the ecosystem services and their significance and develop conservation strategies to protect the nature (K4)
CO3: Analyse the resources available, human impact on it and propose improvements in the existing management policies (K4)
CO4: Assess the ecosystem services and manage it through Environmental Protection Acts, policies and programs (K5)
CO5: Apply the recent trends in environmentally sustainable management through community participation in resource management (K3)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	-	-	-	-	2
CO2	3	-	-	-	-	-	2

CO3	-	-	-	-	-	-	2
CO4	-	-	2	-	-	-	2
CO5	-	-	3	3	-	-	2

3- Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

<u>Part 1</u> (9 hours)
Introduction to Ecosystem and its Components
Ecosystems- Definition – Structure: Biotic and Abiotic Factors and Function of Ecosystem: Food Chain, Food Web, Ecological Pyramid, Types of Ecosystem – Pond Ecosystem, Gross Productivity - Net Productivity - Limiting Factors in Ecosystems - Plant Animal Interaction

<u>Part 2</u> (9 hours)
Ecosystems Services
Overview of Ecosystem Services - Introduction - Conceptual Bases – Provisioning Services: Food, Raw Material, Fresh Water and Medicinal Resources – Regulatory Services: Climate, Habitat Loss, Air Quality, Water Quality. Cultural Services: Tourism and Recreation - Global Value of Ecosystem Services - Threats to Ecosystem Services - poaching of wildlife, human-wildlife conflicts

Part 3 (9 hours)
Ecosystem Sustenance
Ecosystems and Sustainable Human Well-Being – Human Impacts – Ecological Foot Prints -– Solid Waste Management and Ecosystem Restoration - Carbon Sequestration – Biological – Geological – Technological
India as a mega-biodiversity nation; Endangered and endemic species of India

<u>Part 4 </u>(9 hours)
Environmental Acts and Policies
Wild Life (Protection) Act 1972 - Water (Prevention and Control of Pollution) Act 1974 - Air (Prevention and Control of Pollution) Act 1981 - Environmental Protection Acts 1986 - Solid Waste Management Rules 2016; E-Waste (Management) Amendment Rules 2018, Plastic Waste Management (Amendment) Rules 2021 - India's National Action Plan on Climate Change

<u>Part 5 </u>(9 hours)
Recent Trends in Environmental Management
Industrial Ecology and Recycling Industry - Role of Natural Products and Bio- Diversity in International Trade - Energy Production and Trade - Energy Balance and Energy Audit - Eco-Marketing - Role of GIS and Remote Sensing in Environmental Management

Pedagogy

Lecture, Discussion, Seminar, Case Discussion, Eco Tour

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Assignment	Learning Skills	20

CO2	Report	Critical Thinking, Learning Skills	20
CO3	Case Discussion	Learning Skills	20
CO4	Case Discussion	Global Orientation, Learning Skills	20
CO5	Seminar	Oral Communication, Learning Skills	20

Reference Books

1. Grunewald, Karsten, Bastian, Olaf (2015). Ecosystem Services – Concept, Methods and Case Studies: Springer Publications
2. McCarthy, D. & Morling, P. (2014). A Guidance Manual for Assessing Ecosystem Services at Natura 2000 Sites: Royal Society for the Protection of Birds: Sandy, Bedfordshire
3. Mark Everard (2015). Ecosystem Services – Key issues: Routledge

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Course Title: **SOFT SKILLS - 1**
Course Code: **MB24SS1**

Course Outcomes

CO1: Develop strategies for managing one's emotions (K6)
CO2: Improve the ability to recognize and understand the emotions of others (K6)
CO3: Develop team working skills and the ability to influence others positively (K6)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	2	3	-	-	3
CO2	-	-	2	3	-	-	3
CO3	-	-	2	3	-	-	3

3 - Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation, - No Correlation

Course Coverage

Part 1 (10 hours)
Emotional Intelligence Competencies, Self-Awareness and Self- Management
The Emotional Intelligence Framework - Personal Competence – Developing Self-Awareness - Self-Regulation - Emotional Self-Control – Adaptability when Facing Challenges – Initiative

Part 2 (10 hours)
Developing Social Awareness
Understanding Others' Emotions – Developing Empathy – Organisational Awareness – Service Orientation

Part 3 (10 hours)
Managing Relationships

Influencing Others Positively – Building Bonds – Teamwork and Collaboration – Managing Difficult Situations - Understanding and Working with Diverse Others

Pedagogy

Lecture and Discussion, Case Discussion, Class activities, Role Play and Class Exercises

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Role Play	Learning Skills	20
	Case Discussion	Critical Thinking, Learning Skills	20
CO2	Assignment	Interpersonal Skills, Learning Skills	30
CO3	Class Exercise	Team-working skills, Learning Skills	30

Reference Books

1. Ekkirala, Vikramaditya and Singh (Dabholkar), Smitha (2021). *Emotional Intelligence: Theory and Practice*, 1/e; Delhi: Cengage Learning India Pvt Ltd
2. Daniel Goleman (1995). *Emotional Intelligence: Why it can matter more than IQ*, 1/e; Bloomsbury India, Published 2021
3. Peter A., John (2019). *Self-Development and Professional Excellence*, 1 /e; Delhi: Cengage Learning India Pvt Ltd

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Course Title: **PERSONALITY DEVELOPMENT PROGRAMME**
Course Code: **MB24PDP**

Course Outcomes

CO1: Demonstrate assertive communication skills (K2)
CO2: Show the ability to work effectively in teams (K2)
CO3: Develop competencies for career growth (K3)

CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	-	3	-	-	3
CO2	-	-	-	3	-	-	3
CO3	-	-	3	-	-	-	3

3 - Strong Correlation, 2 - Medium Correlation, 1 - Low Correlation,- No Correlation

Overview

Leadership Skills-2 focuses on exploring and identifying the strengths and weaknesses of the students and assesses their ability and willingness to work in teams through a series of indoor activities. These activities facilitate the students in enhancing their individuality and building upon their skills. The course also

provides an arena for the students to explore and make choice of their career alternatives, build upon the required competencies and enables them to make appropriate career choices. Leadership Skills-2 will be offered by an external agency. The external agency uses a combination of blended and experiential learning methods such as presentations, group activities, management games, individual action planning, events, competitions, video/audio-based content, questionnaires and mock interview. The agency provides feedback regarding the performance of students in quantitative format on the dimensions such as critical thinking, problem solving, communication, teamwork, interpersonal and learning skills; and also, a qualitative feedback. This course helps students to appreciate the need for lifelong learning.

Evaluation and Grading

Course Outcome	Assessment Method	Competencies
CO1	Exercises	Oral Communication, Learning Skills
CO2	Exercises	Leadership, Interpersonal Skills, Teamwork, Learning Skills
CO3	Exercises	Critical Thinking, Learning Skills

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ANNEXURE

COMPETENCIES AND RUBRICS

Critical Thinking: Comprehensive exploration of issues, ideas or events before accepting or formulating an idea or opinion or conclusion			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Identifying and summarizing the issue	Does not identify, or is confused or identifies a different issue	Identifies the main issue	Identifies the basics of the issue and also recognizes the nuances of the issue
Evidence	Does not draw support/evidence from source(s)	Draws support/evidence from source(s) with sufficient evaluation/interpretation to develop a clear idea.	Draws support/evidence from source(s) with sufficient evaluation/interpretation to develop a clear idea. Viewpoints of others are evaluated thoroughly
Key assumptions	Does not surface the assumptions and ethical issues that underlie the issue	Identifies some of the key assumptions and ethical issues	Identifies and questions the validity of the key assumptions and addresses the ethical dimensions that underlie the issue
Personal perspective and position	Fails to clarify presented position relative to one's own	Identifies, appropriately, one's own position on the issue	Identifies, appropriately, one's own position on the issue and also acknowledges other's points of view
Conclusions, implications, and consequence	Fails to identify conclusions, implications, and consequences of the issue	Identifies and discusses conclusions and implications	Identifies and discusses conclusions, implications, and consequences

Decision Making: Selecting effective course of action from among the Alternatives			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Problem statement	Identifies and states the problem without providing evidence to support the	Identifies and states problem, provides evidence of the problem using at least 2 facts	Identifies and states the problem, provides evidence of the problem using at least 3 facts

	problem		
Identification of alternatives	Identifies alternatives that are not all seemingly equal, reflects limited understanding of the situation	Identifies alternatives that are seemingly equal and that reflect a basic understanding of the situation	Identifies alternatives that are seemingly equal and that reflect an in-depth understanding of the situation
Identification of criteria for assessing alternatives and analyzing the criteria	Identifies only some important criteria	Identifies the important criteria that should be considered	Identifies the important criteria reflecting a thorough understanding of the situation
Making decision	Selects an alternative, but is not able to present a well-supported answer to the problem statement	Selects an alternative and presents a well-supported answer to the problem statement	Selects an alternative and presents a well-supported answer to the problem statement, provides insights that arose during the selection process. Considers ethics in the decision making

Problem Solving: Discovering, analysing and solving business problems systematically			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Problem statement	Identifies and states the problem without providing evidence to support the problem	Identifies and states problem, provides evidence of the problem using at least 2 facts	Identifies and states the problem, provides evidence of the problem using at least 3 facts
Identification of alternatives	Identifies alternatives that are not all seemingly equal, reflects limited understanding of the situation	Identifies alternatives that are seemingly equal and that reflect a basic understanding of the situation	Identifies alternatives that are seemingly equal and that reflect an in-depth understanding of the situation
Making decision	Selects an alternative, but is not able to present a well-supported answer to the problem statement	Selects an alternative and presents a well-supported answer to the problem statement	Selects an alternative and presents a well-supported answer to the problem statement, provides insights that arose during the selection process.

			Considers ethics in the decision making
Implementing the solution	Applies the tools/formula to reach a solution. Several errors are present	Adequately applies the tools/formula to reach a valid solution. Minor errors are present	Accurately applies the tools/formula to reach a valid, accurate solution. No errors are present
Evaluating the results	Reviews results superficially in terms of the problem defined with no consideration of need for further work	Reviews results in terms of the problem defined with little, if any, consideration of need for further work	Reviews results relative to the problem defined with thorough, specific considerations of need for further work

Quantitative Problem Solving: Ability to understand and solve quantitative problems			
Criteria	Below Expectation (0)	Meets Expectation (1)	Exceeds Expectation (2)
Understanding the problem	Poor understanding of the problem	Part of the problem misunderstood or misinterpreted	Complete understanding of the problem
Planning a solution	No or poor attempt, or inappropriate plan	Partially correct plan based on part of the problem being interpreted correctly	Plan could have led to a correct solution if implemented properly
Getting an answer	Incorrect answer based on an inappropriate plan	Copying error; computational error; partial answer for a problem with multiple answers	Correct answer and correct label for the answer

Global Orientation: Understanding the opportunities and challenges while operating in a global business environment			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Applying knowledge to global contexts	Defines global challenges in basic ways	Formulates elementary solutions to global challenges that use at least two disciplinary perspectives	Applies knowledge and skills while addressing global problems using interdisciplinary perspectives

Global, ethical and social awareness	Identifies basic ethical dimensions of some local or national decisions that have global impact	Explains to some extent the ethical, social, and environmental consequences of local and national decisions on global systems	Explains clearly the ethical, social, and environmental consequences of local and national decisions on global systems
Cultural diversity	Demonstrates some openness to varied cultures	Explains and connects two or more cultures with some acknowledgement of power structures	Adapts and applies a deep understanding of two or more cultures and how power structures affect global businesses

Learning Skills: Purposeful continuous learning activity undertaken with the objective of improving knowledge, skill and competence

Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Observations made	Unclear and Imprecise observations	Adequate degree of observations	Sophisticated and thoughtful observations
Depth of reflection	Demonstrates little or no understanding of the reflections presented	Demonstrates limited understanding of the reflections presented	Demonstrates thorough understanding of the reflections presented
Insights obtained	Provides little or no insight, more descriptive than reflective	Provides some insight, reflections presented but lacks depth	High degree of insights, in-depth reflections presented

Social Responsibility: Considering the effects of business decisions on the social System

Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Social and ethical awareness	Fails to demonstrate an awareness of social and ethical responsibilities	Demonstrates an awareness of social and ethical responsibilities	Demonstrates an in depth awareness of social and ethical responsibilities
Recognize the importance of standards of ethical business conduct	Fails to identify how standards of ethical business conduct impact decisions	Identifies the most obvious ways that standards of ethical business conduct impact decisions	Identifies multiple ways that standards of ethical business conduct impact decisions
Recognize the environmental, social, and ethical implications of business decisions	Fails to identify more than one dimension in a business context	Identifies environmental, social and ethical factors in a business context but incompletely articulates their complexity	Identifies environmental, social and ethical factors in a business context and articulates their complexity

Leadership: Influencing the activities of an individual or a group towards achievement of an objective or outcome			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Vision	Vision is unclear	Hints at their vision	Demonstrates clear vision
Planning and delivery	Lacks a clear plan to achieve the vision	Plans clearly as how to achieve the vision	Plans clearly as how to achieve the vision and manages the challenges
People management	Finds people, but does not motivate them to work towards the vision	Finds people and motivates them to work towards the vision	Finds the right people and constantly motivates them to work towards the vision
Communication	Does not communicate clearly vision to others	Communicates clearly the vision to others	Communicates clearly the vision to others and listens to ideas
Mentorship	Does not motivate or develop the leadership capacities of others	Has the capacity to motivate and develop the leadership capacity of others	Motivates and develops the leadership capacities of others
Integrity	Does not exhibit integrity or led by example	Shows some integrity, led by example	Exhibits a high standard of integrity, led by example, maintains high personal standards
Accountability	Does not hold self-accountable for actions	Inconsistently holds self-accountable for actions	Holds self and others accountable for their actions
Involvement	Does not seek involvement opportunities	Seeks involvement opportunities for self and others	Seeks and generates opportunities for involvement for self and others

Teamwork: Working effectively with a group of people to achieve a shared Objective			
Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Participation in activities	Constantly need prompting to participate in activities or discussion	Participates in activities and discussions with minimal prompting	Consistently participates in activities and discussions without prompting

Attitude towards peers	Consistently demonstrates a negative and disrespectful attitude toward peers and usually has a negative attitude about group tasks	Demonstrates a positive and respectful attitude towards peers and often has a negative attitude about group tasks	Consistently demonstrates a positive and respectful attitude toward peers and always has a positive attitude about group tasks
Working with Others	Rarely listens to, shares with, or supports others and is often disruptive to peers in the group	Sometimes listens to, shares with, and supports others and is sometimes disruptive to peers in the group	Always listens to, shares with, and supports others and is rarely disruptive to peers in the group
Efforts	Demonstrates no effort	Demonstrates efforts but not consistently	Demonstrates consistent efforts

Interpersonal: Interacting effectively with people both individually and in groups			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Communication	Does not communicate clearly	Communicates clearly using appropriate words, displays minimal non-verbal communication	Communicates clearly using appropriate words and displays appropriate non-verbal communication
Listening	Does not listen to peers or responds to them	Listens to peers and responds sometimes	Listens actively to peers and responds well
Emotional intelligence	Not able to manage one's own emotions and understand emotions of others	Manages ones' own emotions reasonably and understands others" emotions sometimes	Manages ones' own emotions well and understands others" emotions
Conflict resolution	Not able to work with others to resolve interpersonal conflict and disagreements in a positive way	Works with others to resolve interpersonal conflict and disagreements in a positive way but not consistently	Consistently works with others to resolve interpersonal conflict and disagreements in a positive way
Respect	Sometimes impolite to members of the group and does not work cooperatively	Helpful and polite to members of the group. Does not respect individual differences	Helpful and polite to others in the group, respects individual differences

Entrepreneurship: Identifying an opportunity and converting it into a business plan

Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Business idea generation	Generates business idea that is not well thought out, and does not improve the life of others, is not needed, or not appropriate	Generates business idea that is mostly well thought out, and improves the life of others but not necessarily needed or original	Generates business idea that is well thought out, original, needed, and improves the life of others
Innovative thinking	Proposes solutions by reformulating a collection of available ideas/ solutions, that does not create new opportunities and/or solve business problems	Proposes solutions, which are not necessarily novel and unique, to create new opportunities and/or solve business problems	Proposes novel or unique solutions to create new opportunities and/ or solve business problems
Opportunity recognition	Poorly understands the opportunity evaluation tools to identify outcome-driven business opportunities	Understands the opportunity evaluation tools to identify outcome-driven business opportunities	Clearly understands and applies opportunity evaluation tools to identify outcome- driven business opportunities
Business plan	Develops a business plan with an idea which is not realistic, is not well planned, and each part of the business plan is not developed	Develops a business plan with somewhat realistic idea, partially well planned, and a few sections of the business plan are not fully developed	Fully develops a business plan with a realistic idea; and each part of the business plan is fully developed

Communication Skills – Oral: Expressing ideas clearly, logically and persuasively in oral Format

Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Eye Contact	No eye contact with audience, as entire report is read from notes	Consistent use of direct eye contact with audience, but still returns to noted	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes

Voice	Vocal delivery is too soft to hear, too fast to understand and/or long, unintended silences and speech disruptions (repetitions; filled pauses, e.g., "um") frequently distract audience	Vocal delivery is clear and distinct. Rate, volume, and tone facilitate audience comprehension	Vocal delivery is varied and dynamic. Speech rate, volume, and tone enhance listener interest and understanding
Organisation	Cannot understand presentation because there is no sequence of information	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow
Language	Grammar, pronunciation, and/or word choice are severely deficient	Delivery is free of serious errors in grammar, pronunciation, and/or word usage	Delivery is free of errors in grammar and pronunciation; word choice aids clarity and vividness
Sources and Evidence	No citations, sources are not credible, references are not presented at the end	Almost all sources are mentioned, appropriate sources, presents a few references at the end	Appropriate citations, credible and appropriate sources, presents references at the end
Multimedia support and visual aids	Little or no multimedia or uses it in distracting or ineffective manner (difficult to read, has lots of errors)	Balanced use of appropriate multimedia that enhances the overall presentation	Creative and impactful use of multimedia that enhances the effectiveness of the presentation

Communication Skills - Written: Expressing ideas clearly, logically and persuasively in written format			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Structure and organisation	Lack of logical flow, poor sentence and paragraph structure, no alignment	Logical flow, paragraphs and sentences could be structured better, not properly aligned at a few places	Logical flow, well-structured paragraphs and sentences, proper alignment
Content and clarity	Irrelevant information mostly copy pasted from internet. No information or conclusion	Appropriate subtopics included but not completely covered. Provides reasonable introduction and conclusion. Presents in own	Addresses the topic with relevant introduction/ broad area; details with appropriate sub headings; presents with examples in real life scenario; concludes with a projection/ vision/ or a strong close.

		words	Frames the contents completely on one's own
Grammar	Numerous spelling errors, non-existent or incorrect punctuation, severe errors in grammar, incomplete sentences	Very few spelling errors, correct punctuation, grammar, complete sentences	No spelling errors, correct punctuation, grammar, complete sentences
Academic integrity	Other sources are not acknowledged	Other sources are acknowledged to some extent	Appropriate use of others work, acknowledges via in-text citations/references

Communication Skills - Language Proficiency (LSRW): Ability to effectively use the language necessary for fulfilling careers and to meet the needs of businesses and of society

Criteria	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)
Attention to details	Pays less focus and attention to the information and details conveyed	Pays moderate focus and attention to the information and details conveyed	Ability to pay thoughtful and complete attention to the information conveyed
Retention of Information	Not able to remember facts & establish connections and recall information	Able to partially remember facts, establish connections and recall information	Being able to effectively remember facts ,establish connections and recall information
Reciprocating with Accuracy	Difficulty in expressing information and communicating with the speaker	Moderate ability to express information and communicating with the speaker	Mutually responding with precision and correctness in communication or action
Clarity	Difficulty in communicating verbally with right choice of words and flow of speech	Mediocre ability to communicate clearly and maintain flow	Expressing thoughts clearly when communicating verbally with right choice of words and flow

Pronunciation	Level of articulation lower than anticipated. Correct sounds and emphasis is poor	Being able to partially articulate and knows correct sounds and emphasis for most of the words	Most Accurate and clear way of articulating words or sounds. Has high level of proficiency and correctness.
Fluency	Unable to maintain natural pace of speech and has difficulty in choice of words to convey information	Can communicate reasonably well, with a moderate degree of ease and accuracy, but there may still be some limitations in terms of vocabulary	Able to communicate effectively, express themselves with confidence and has exceptional vocabulary
Content	Relevance of information while speaking/writing is low	Conveys information with reasonable relevance while speaking/writing	Spoken/Written words are meaningful, relevant, and convey a complete message or information
Making Connections	Direct questioning may be needed to understand information Searches for details or answers unsuccessfully	Most questions require prompting. Some details or answers of the story are recalled with prompting	The question is answered correctly and without prompting. Independently searches the story for details or answers
Sequencing	Unable to identify the beginning, middle, and end of the text. Refuses to answer or makes no attempts to search the text with prompting.	Can recall what happens in the beginning, middle, and end with little or no prompting.	Can recall what happens in the beginning, middle, and end without prompting. Details are included without prompting. There is logical sequencing.
Draw Conclusions	Can't draw conclusions based on prior knowledge and text evidence	Draws conclusions but does not use text evidence to support the conclusion.	Uses both prior knowledge and text evidence to draw conclusions that make logical sense

Organization	Poorly organized. Incomplete coverage of topic. Not enough complex sentences are used.	Presentation is generally logical. Most information on topic is included. Uses complex sentences.	Writing and flow is well organized. Topic is discussed thoroughly with
Grammar	Consistently makes errors with grammar, word order, spelling, and noun/adj agreement. Errors with simple and basic structures. Verb conjugations and tenses are inaccurate.	Makes frequent mistakes with grammar, word order, spelling, and noun/adj. agreement	Uses correct grammar, word order, spelling, and noun/adj. agreement. Correct sentence structure is used
Style	The sentences and phrases are simplistic, unvaried, or wordy. Writing is stiff, awkward, and difficult to follow	Some sentences and phrases are repetitive, bland, or awkward. Writing is occasionally difficult to follow.	Uses varied sentence structure

(**Listening** - Attention to details, Retention of Information, Reciprocating with Accuracy, Making Connections, Sequencing and Draw Conclusions
Speaking – Clarity, Pronunciation and Fluency
Reading - Attention to details, Retention of Information, Making Connections, Sequencing and Draw Conclusions
Writing: Content, Organization, Grammar and Style)

- The choice of rubrics for CIA will be based on the requirements of each course.
- To assess language proficiency, appropriate rubrics for listening, speaking, reading, or writing can be utilized as necessary.
- For quantitative papers, quantitative problem solving rubrics will be applicable.