GRG School of Management Studies
PSGR Krishnammal College for Women

CURRICULUM AND SYLLABUS

MBA PROGRAMME
2026 – 2028

SEMESTER I

JUNE 2026

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MASTER OF BUSINESS ADMINISTRATION (MBA) 2026 - 2028
(Choice Based Credit System)

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

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

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 Quantitative Problem Solving Decision Making Social Responsibility Reflective Thinking
PO2: Develop global outlook and cross- cultural understanding in business	Global Orientation Decision Making Learnability Reflective Thinking
PO3: Evaluate and determine solutions to business problems using critical thinking and problem-solving skills	Critical Thinking Problem Solving Quantitative Problem Solving Decision Making Learnability Reflective Thinking
PO4: Utilize leadership, interpersonal, team working and communication skills in chosen profession to accomplish shared objectives	Leadership Interpersonal Teamwork Communication Skills Self-Awareness Emotional Intelligence
PO5: Analyze business opportunities and discover entrepreneurial Spirit	Entrepreneurship Social Responsibility Learnability Reflective Thinking

PO6: Utilize ICT to design strategies for business growth and development	Critical Thinking Decision Making Learnability Reflective Thinking
PO7: Develop lifelong learning to acquire new knowledge and skills	Learnability

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), Outbound Training Programme (OBP), Career counselling Programme (CCP) and Entrepreneurship Programme (EDP).

TYPES AND LEVELS OF COURSES

1. Bridge Course: This course is to prepare the students for the MBA programme.
2. Foundation Courses: These courses are designed to equip students with essential managerial knowledge and foundational business competencies across key functional areas.
3. Advanced Courses: These courses are designed to provide students with domain-specific knowledge and specialised competencies in their chosen areas of interest through a range of elective offerings. The courses enable students to develop integrative and application-oriented understanding aligned with industry and functional specialisations.
4. Applied Courses: These courses complement traditional learning by providing experiential and practice-oriented opportunities that help students apply theoretical concepts in real-world contexts. They focus on enhancing professional and employability skills while developing competencies such as creativity, critical thinking, problem-solving, emotional intelligence, leadership, communication, teamwork, and adaptability, thereby preparing students for dynamic business environments.

5. ‘Internship’ and ‘Design Thinking Project’ provide students with practical exposure to real-world business environments, enabling them to apply managerial concepts and gain hands-on professional experience.
6. The ‘Study Abroad Programme" aims to provide students with global exposure by enabling them to understand and appreciate diverse cultures, interact effectively with international peers, exchange knowledge, and build meaningful global networks. Students may choose between the ‘Design Thinking Project’ or the ‘Study Abroad Programme’.

CHOICE OF ELECTIVE COURSES

Students may choose five (5) elective courses (advanced level) in any functional area/domain of management based on their interest and competence. Each elective course carries three (3) credits.

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 24 credits during the two-year duration of the MBA Programme, subject to a maximum of two (2) 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 in MBA. The committee will monitor the progress of the student and evaluate their performance as per 100% CIA method.

AUDIT COURSE(S)

Students may choose to 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 and will not be taken into account for the programme completion requirements.

ADDITIONAL CREDIT COURSE(S)

Students may choose to register for additional credit course(s) such as MBAPlus Programme or Micro-Credit Course(s) to a maximum of 20 credits during the two-year duration of the MBA Programme. MBAPlus or Micro-Credit 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 and will not be taken into account for the programme completion requirements. Upon obtaining “Not Completed” status the student must withdraw their registration in the respective course.

MBAPLUS

The programme is designed for high-performing students with leadership potential, preparing them to take on leadership roles after graduation. Interested students are selected at the end of the first semester based on their academic performance, co-curricular and extracurricular involvement, and faculty feedback.

The programme includes around 60 hours of sessions over two years, focusing on leadership and personal development, along with opportunities to interact with industry professionals and alumni mentors. It is structured into six modules, three in the first year and three in the second year. Students who complete all sessions and assessments successfully will earn four credits (two each year).

Topics for I MBA (30 hours)	Topics for II MBA (30 hours)
Time Management	Sustainable Leadership and Global Impact
Essentials of Leadership	Crisis Management
Mindful Leadership	AI for Business Leaders

MICRO-CREDIT COURSE(S)

Micro-Credit courses are online courses offered by Coursera. Students may choose to register for a maximum of four course(s) per year with the programme administrator. Students should complete the course and an assessment (Quiz) conducted by the respective course facilitator.

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 part of the session plan.
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. The CIA marks will be prorated to 25 %; The End Semester Examination marks will be prorated to 75 %%. The ESE will be conducted at the end of each semester.
3. The CIA shall comprise multiple components of assessment such as assignment, case discussion, simulation, classroom participation, student presentation, field study, exercise, peer evaluation, etc. The faculty concerned may decide appropriate mixture of components for their courses.
4. For the courses that do not have End Semester Examination, the concerned faculty shall decide three to five assessment components for CIA.
5. There will not be any minimum marks stipulated for passing CIA for the courses with ESE. 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.

6. 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.
7. 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	8.0 – 8.9	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 (Si) = ∑(Ci x Gi)/ ∑Ci where Ci is the number of credits of the ith course and Gi 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.

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 have 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.

REVISIONS IN MBA 2026 – 28 SYLLABUS

SEMESTER I

Course Code	Course Title	Newly Introduced/ Revised/ Renamed	Percentage of Revision
MB26BRC	Bridge Course	Revised	50%
MB26DMA	Decision Modelling and Analytics	Revised and renamed	50%
MB26FSA	Financial Statement Analysis	Revised and renamed	25%
MB26TCM	Technology for Managers	Renamed	-
MB26CIN	Creativity and Innovation	Newly Introduced	100%
MB26PDP	Personality Development Programme	Revised	20%
MB26OBP	Outbound Training Programme	Revised	20%

MBA 2026 – 2028 CURRICULUM

SEMESTER I

Course Code	Course Title	Level	Type	Mode	Credits
MB26BRC*	Bridge Course	Bridge	Theory	CIA	Status
MB26DMA	Decision Modelling and Analytics	Foundation	Theory + Practice	CIA	3
MB26ECM	Economics for Management	Foundation	Theory	CIA + ESE	3
MB26FSA	Financial Statement Analysis	Foundation	Theory	CIA + ESE	3
MB26LAB	Legal Aspects of Business	Foundation	Theory	CIA + ESE	3
MB26OBH	Organisational Behaviour	Foundation	Theory	CIA + ESE	3
MB26TCM	Technology for Managers	Foundation	Theory	CIA + ESE	3
MB26CIN	Creativity and Innovation	Applied	Practice	CIA	3
MB26PDP	Personality Development Programme	Applied	Practice	CIA	3
MB26OBP	Outbound Training Programme	Applied	Practice	CIA	3
Total					**27**

SEMESTER II

Course Code	Course Title	Level	Type	Mode	Credits
MB26BRM	Business Research methods	Foundation	Theory + Practice	CIA	3
MB26FMT	Financial Management	Foundation	Theory	CIA + ESE	3
MB26HRM	Human Resource Management	Foundation	Theory	CIA + ESE	3
MB26MMT	Marketing Management	Foundation	Theory	CIA + ESE	3
MB26OPM	Operations Management	Foundation	Theory	CIA + ESE	3
MB26CCP	Career Counselling Programme	Applied	Practice	CIA	3
MB26EMI	Emotional Intelligence	Applied	Practice	CIA	3
MB26EDP	Entrepreneurship Development Programme	Applied	Practice	CIA	4
Total					**25**

SEMESTER III

Course Code	Course Title	Level	Type	Mode	Credits
MB26ESG	Environmental, Social and Governance	Advanced	Theory	CIA	3
MB26SMT	Strategic Management	Advanced	Theory	CIA + ESE	3
	Elective 1	Advanced		CIA + ESE	3
	Elective 2	Advanced		CIA + ESE	3
MB26CIP	Community Immersion Programme	Applied	Practice	CIA	4
MB26CTG	Critical Thinking	Applied	Practice	CIA	3
MB26DTG / MB26SAB	Design Thinking Project / Study Abroad Programme	Applied	Project	CIA	4
Total					**23**

SEMESTER IV

Course Code	Course Title	Level	Type	Mode	Credits
	Elective 3	Advanced		CIA + ESE	3
	Elective 4	Advanced		CIA + ESE	3
	Elective 5	Advanced		CIA + ESE	3
MB26INP	Internship	Applied	Project	CIA + Viva Voce	6
				Total	**15**
Grand Total					**90**

* Non-Credit Course

LIST OF ADDITIONAL CREDIT COURSES

Course Code	Course Title	Level	Mode	Credits	Semester
MB26MP1	MBAPlus 1	Applied	CIA	2 – ‘Status’	II
MB26MP2	MBAPlus 2	Applied	CIA	2 – ‘Status’	IV
MB26MC#	Micro-Credit Course(s)	Advanced	CIA	1 – ‘Status’	II & III

LIST OF ELECTIVES - SEMESTER III AND IV

No.	Course Code	Course Title	Type	Semester
ENTREPRENEURSHIP				
1	MB26BPD	Business Plan Development	Theory + Practice	III
2	MB26ENF	Entrepreneurial Finance	Theory	III
3	MB26FBM	Family Business Management	Theory	III
4	MB26NPM	New Product Management	Theory	III
5	MB26INM	Innovation Management	Theory	IV
6	MB26SEN	Social Entrepreneurship	Theory	IV
FINANCE				
1	MB26BAI	Banking and Insurance	Theory	III
2	MB26FNM	Financial Markets	Theory	III
3	MB26FNS	Financial Services	Theory	III
4	MB26SAP	Security Analysis and Portfolio Management	Theory + Practice	III
5	MB26FNA	Financial Analytics	Theory + Practice	IV
6	MB26IFM	International Financial Management	Theory	IV
HUMAN RESOURCES				
1	MB26EMR	Employee Relations	Theory	III
2	MB26LAD	Learning and Development	Theory	III
3	MB26PMS	Performance Management System	Theory	III
4	MB26TAD	Talent Acquisition and Deployment	Theory	III
5	MB26HRA	HR Analytics	Theory + Practice	IV
6	MB26ODC	Organisation Development and Change	Theory	IV
OPERATIONS				
1	MB26LNM	Lean Manufacturing	Theory	III
2	MB26LSC	Logistics and Supply Chain Management	Theory	III
3	MB26PRM	Project Management	Theory	III
4	MB26TQM	Total Quality Management	Theory	III
5	MB26SOM	Service Operations Management	Theory	IV
6	MB26SSA	Supply Chain Analytics	Theory + Practice	IV
MARKETING				
1	MB26B2B	B2B Marketing	Theory	III
2	MB26CBR	Consumer Behaviour	Theory	III
3	MB26CRM	Customer Relationship Management	Theory	III
4	MB26DMK	Digital Marketing	Theory + Practice	III
5	MB26BMT	Brand Management	Theory	IV
6	MB26MKA	Marketing Analytics	Theory + Practice	IV

***Note**: An elective course will carry 3 credits and will be assessed through CIA and ESE.* When students choose any of the electives as audit courses, the course code will begin with AUD instead of MB. Audit course(s) will not carry any credits.

LIST OF MICRO CREDIT COURSES

SEMESTER II

Code	Title	Mode	Credits
MB26MC1	Generative AI Essentials for Finance and Accounting	CIA	1
MB26MC2	Introduction to Cost Accounting	CIA	1
MB26MC3	People Analytics	CIA	1
MB26MC4	Supply Chain Operations	CIA	1
MB26MC5	Artificial Intelligence in Marketing	CIA	1
MB26MC6	Critical thinking for sustainable business solutions	CIA	1
MB26MC7	Entrepreneurship Capstone	CIA	1
MB26MC8	Foundations of Cybersecurity	CIA	1

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SYLLABUS AND COURSE OUTLINE - SEMESTER I

Course Code	Course Title	Mode	Credits
MB26BRC	Bridge Course	CIA	Status
MB26DMA	Decision Modelling and Analytics	CIA	3
MB26ECM	Economics for Management	CIA + ESE	3
MB26FSA	Financial Statement Analysis	CIA + ESE	3
MB26LAB	Legal Aspects of usiness	CIA + ESE	3
MB26OBH	Organisational Behaviour	CIA + ESE	3
MB26TCM	Technology for Managers	CIA + ESE	3
MB26CIN	Creativity and Innovation	CIA	3
MB26PDP	Personality Development Programme	CIA	3
MB26OBP	Outbound Training Programme	CIA	3
Total			**27**

Course Title: **BRIDGE COURSE**
Course Code: **MB26BRC**

Course Outcomes

CO1: Recall the knowledge of basic mathematics and demonstrate an understanding of statistical concepts like measures of central tendencies, dispersion and association (K2)
CO2: Demonstrate the basic knowledge of financial accounting in understanding the business performance (K2)

CO-PO Mapping

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

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

Course Coverage

Part 1 (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 2 (15 hours)
Introduction to Accounting
Overview of Financial Accounting – Fundamental Accounting Concepts – Steps in the Accounting Process – Understanding the Accounting Equation – Introduction to Trial Balance – Comprehension of Statement of Profit or Loss (SOPL) and Statement of Financial Position (SOFP) - Introduction to Accounting Standards and Reporting Framework.

Pedagogy

Lecture, Exercise

Evaluation and Grading

Course Outcome	**Assessment Method**	**Competencies**	**Marks**
CO1	Exercise	Problem Solving	50
CO2	Exercise	Problem Solving, Learnability	50

Reference Books

1. Anderson, R. David, Sweeney, J. Dennis, Williams, A. Thomas, (2018). Statistics for Business and Economics, 13/e, Cengage India.
2. Sawyers, B. Roby, Jackson, Steve, Jenkins, Greg and Arora, Ravinder Kumar (2024), Financial ACCT A South-Asian Perspective, 3/e, Cengage India.

Course Title: **DECISION MODELLING AND ANALYTICS**
Course Code: **MB26DMA**

Course Outcomes

CO1: Apply decision-making techniques, break-even analysis, and basic linear programming methods to solve business problems (K3)
CO2: Apply distribution models and PERT/CPM techniques using software tools for operational problem solving (K3)
CO3: Apply appropriate forecasting techniques to predict business scenarios (K3)
CO4: Apply prescriptive modelling and analytical techniques for business decision making. (K3)
CO5: Utilize Microsoft Power BI to create dashboards and generate reports. (K3)

CO-PO Mapping

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

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

Course Coverage

Part 1 (9 hours)
Introduction to Decision Making and Linear Programming
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 - Introduction to Linear Programming - LPP formulation – Graphical Solution Procedure – Special Cases.

Part 2 (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 3 (9 hours)

Predictive Modelling and Analysis
Time Series Analysis and Forecasting – Moving Average - Exponential Smoothing - Econometric Models - Regression Based Trend Models - Operational Models - Financial Models - Marketing Models.

Part 4 (9 hours)
Prescriptive Analytics and Decision Making
Introduction to Prescriptive Analytics - Analytical Techniques - Scenario Analysis - What-if Analysis - Sensitivity Analysis - Optimization Models – Optimization Applications - Monte Carlo Simulation and Risk Analysis (using Excel).

Part 5 (9 hours)
Creating Dashboards using Power BI
Introduction to Dashboards – Data Preparation - Fundamentals of Data Visualisation - Data Modelling and Establishing Relationships – Preparing and Publishing Reports.

Pedagogy

Lecture, Exercise (using Spreadsheets and Power BI), Case Discussion

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Exercise Practical Exam	Decision Making, Learnability	20
CO2	Exercise Practical Exam	Decision Making, Learnability	20
CO3	Case Discussion	Critical Thinking, Problem Solving, Learnability	20
CO4	Exercise Practical Exam	Decision Making, Learnability	20
CO5	Exercise Practical Exam	Decision Making, Learnability	20

Reference Books

1. Anderson, R. David, Sweeney, J. Dennis, Williams, A. Thomas (2022), An Introduction to Management Science: Quantitative approaches to Decision Making, 15/e, Cengage India.
2. Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J. W. (2024). Business Analytics with MindTap, 4/e, Cengage India.

Course Title: **ECONOMICS FOR MANAGEMENT**
Course Code: **MB26ECM**

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	1	-	-	-	-	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 Stabilization
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, Learnability	20
CO2	Assignment	Critical Thinking, Learnability	20
CO3	Exercise	Critical Thinking, Learnability	20
CO4	Seminar	Critical Thinking, Global Orientation, Learnability	20
CO5	Seminar	Critical Thinking, Global Orientation, Learnability	20
CO1 – CO5	End Semester Examination		100

Text Book

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

Reference Books

1. Thomas, R. Christopher, & Maurice, S. Charles. (2020). Managerial Economics, 12/e, McGraw Hill Education.
2. Geetika Ghosh, Piyali and Choudhury, Roy, Purba (2018). Managerial Economics, 3/e, 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; Pearson India.
4. Mankiw, N. Gregory. (2015). Economics: Principles and Applications, 7/e, Cengage India.

Course Title: **FINANCIAL STATEMENT ANALYSIS**
Course Code: **MB26FSA**

Course Outcomes

CO1: Explain the concepts, scope, and role of Management Accounting and distinguish between financial, cost, and management accounting. (K2)
CO2: Apply horizontal, vertical, and trend analysis for financial statement interpretation. (K3)
CO3: Analyse financial ratios to evaluate business performance. (K4)
CO4: Prepare and interpret cost sheets and variance analysis for cost control and decision-making. (K4)

CO5: Apply marginal costing techniques for managerial decisions. (K4)

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)
Foundations of Management Accounting
Meaning – Objectives - Nature and Scope of Management Accounting - Difference between Financial Accounting - Cost Accounting and Management Accounting - Functions and Advantages of Management Accounting - Tools and Techniques of Management Accounting - Role of Management Accountant in Planning, Control, and Decision-Making.

Part 2 (9 hours)
Financial Statement Interpretation and Cash Flow Analysis
Horizontal Analysis - Vertical Analysis - Trend Analysis – Purpose and Interpretation - Decision-Making using Financial Statements - Cash Flow Analysis: Concept and Importance - Methods of Preparing Cash Flow Statements - Direct Method - Indirect Method - Interpretation of Cash Flow Statements for Decision-Making.

Part 3 (9 hours)
Financial Ratio Analysis and Performance Evaluation
Meaning and Objectives of Ratio Analysis - Liquidity Ratios - Profitability Ratios - Efficiency (Activity) Ratios - Solvency Ratios - Market Value Ratios - DuPont Analysis - Strategic Interpretation of Ratios for Performance Evaluation and Decision-Making.

Part 4 (9 hours)
Cost Statement & Variance Analysis
Meaning and Classification of Costs - Elements of Cost - Concept and Purpose of Cost Sheet - Preparation of Cost Sheet - Introduction to Standard Costing -Meaning and Importance of Variance Analysis – Material and Labour Variances - Material Cost and Usage Variance - Labour Cost and Efficiency Variance - Interpretation of Variances for Cost Control and Decision-Making.

Part 5 (9 hours)
Marginal Costing and Managerial Decisions
Concept of Marginal Costing - Cost-Volume-Profit (CVP) Analysis - Break-Even Analysis - Decision-Making using Marginal Costing: Make or Buy Decisions - Key Factor (Limiting Factor) Analysis - Product Mix Decisions.

Note: *The coverage of this course will have 50 % numerical problems and 50% Theory*

Pedagogy

Lecture, Exercise, Case Discussion, Peer Learning.

Evaluation and Grading

Course Outcome	Assessment Method	Competencies Assessed	Marks
CO1	Assignment	Critical Thinking, Learnability	20
CO2	Presentation	Problem Solving, Learnability	20
CO3	Exercise	Problem Solving, Learnability	20
CO4	Case Discussion	Critical Thinking, Problem Solving, Learnability	20
CO5	Project	Critical Thinking, Decision-Making, Learnability	20
CO1 – CO5	End Semester Examination		100

Text Book

Batra, Jai (2026). Financial Statement Analysis (New Edition). Wiley India.

Reference Books

1. M. S. Narasimhan (2023), Financial Statement Analysis, Cengage India.
2. K. R. Subramanyam (2020), Financial Statement Analysis, McGraw Hill Education.
3. Sawyers, Roby, Jackson, Jenkins & Arora (2024), Managerial Accounting: A South-Asian Perspective, 3/e, Cengage India.

Course Title: **LEGAL ASPECTS OF BUSINESS**
Course Code: **MB26LAB**

Course Outcomes

CO1: Explain the fundamental principles of business law (K2)
CO2: Apply the provisions relating to free consent, performance, discharge, remedies for breach of contract, and special contracts in business situations. (K3)
CO3: Analyze the legal framework governing partnership firms and negotiable instruments (K4)
CO4: Analyze the legal procedures relating to company formation, management and corporate governance (K4)
CO5: Apply the concepts of compliance, LLPs, IPRs and emerging legal regulations affecting modern business operations (K3)

CO-PO Mapping

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

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

Course Coverage

Part 1 (9 hours)
Formation of Contracts
Introduction to Business Law - Nature and Sources of Business Law - Importance of Contract Law in Business - The Indian Contract Act, 1872 - Meaning and Essentials of a Valid Contract - Offer and Acceptance - Intention to Create Legal Relations - Consideration and Legality of Object - Meaning and Essentials of Consideration - Privity of Contract - Unlawful Consideration and Object - Competency of Parties – Minors - Persons of Unsound Mind - Persons Disqualified by Law.

Part 2 (9 hours)
Performance and Remedies
Free Consent – Coercion - Undue Influence – Fraud – Misrepresentation – Mistake - Void Agreements and Types of Contracts - Void and Voidable Agreements - Contingent Contracts - Quasi Contracts - Performance and Discharge of Contracts - Modes of Performance - Discharge by Agreement, Impossibility and Breach - Remedies for Breach of Contract – Damages - Specific Performance – Injunctions - Quantum Meruit - Special Contracts – Indemnity – Guarantee - Bailment and Pledge – Agency.

Part 3 (9 hours)
Partnership and Negotiable Instruments
The Indian Partnership Act, 1932 - Nature and Characteristics of Partnership - Formation and Registration of Partnership Firms - Rights, Duties and Liabilities of Partners - Dissolution of Partnership and Firm -B. The Negotiable Instruments Act, 1881 - Meaning and Characteristics of Negotiable Instruments - Promissory Notes, Bills of Exchange and Cheques - Negotiation and Assignment - Presentment, Dishonour and Discharge - Introduction to Cheque Dishonour under Section 138.

Part 4 (9 hours)
Company Law and Corporate Governance
The Companies Act, 2013 - Nature and Characteristics of Companies - Types of Companies - Incorporation of Companies - Company Formation Procedure Prospectus - Certificate of Incorporation - Constitutional Documents - Memorandum of Association - Articles of Association - Share Capital and Debentures - Membership and Shareholders - Company Management and Corporate Governance – Directors - Key Managerial Personnel - Board Meetings.

Part 4 (9 hours)
Corporate Compliances, LLP and Intellectual Property

Company Meetings - Statutory Meeting - Annual General Meeting - Extraordinary General Meeting - Winding Up of Companies - Modes of Winding Up - Insolvency Overview - Limited Liability Partnership (LLP) - Features and Advantages - Formation and Management - Comparison with Partnership and Company - Intellectual Property Rights (IPR) – Patents – Copyright – Trademarks – Designs - Trade Secrets - Legal Compliances for Starting a Business - Choice of Business Structure - Registration Requirements - Tax and Regulatory Compliances - Labour and Environmental Compliance Basics - Contemporary Issues in Business Law - Digital Contracts - E-Commerce Regulations - Emerging Legal Challenges for Businesses.

Pedagogy

Lecture, Case Discussion, Seminar

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Seminar	Critical Thinking, Learnability	20
CO2	Assignment	Critical Thinking, Learnability	20
CO3	Assignment	Critical Thinking, Learnability	20
CO4	Exercise	Critical Thinking, Learnability	20
CO5	Exercise	Critical Thinking, Learnability	20
CO1 – CO5	End Semester Examination		100

Text Book

Neeti Shika (2024)., Legal Aspects of Business, Wiley India.

Reference Books

1. Pathak, Akhileshwar (2018). Legal Aspects of Business, 7/e, McGraw Hill Education.
2. Saravanavel, P., Sumathi, S. (2015). Legal Aspects of Business, 1/e, Himalaya Publishing.
3. Kumar, Ravinder (2021). Legal Aspects of Business, 5/e, Cengage India.

Course Title: **ORGANISATIONAL BEHAVIOUR**
Course Code: **MB26OBH**

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 – Decision Making.

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 Assessed	Marks
CO1	Case Discussion	Critical Thinking, Problem Solving	20

CO2	Exercise	Critical Thinking	20
CO3	Case Discussion	Critical Thinking, Problem Solving	20
CO4	Case Discussion	Critical Thinking, Problem Solving	20
CO5	Presentation	Critical Thinking	20
CO1 – CO5	End Semester Examination		100

Text Book

Robbins, P. Stephen, Timothy, A. Judge, and Neharika Vohra (2022). Organizational Behavior, updated 18/e, Pearson India.

Reference Books

1. McShane, Von Glinow & Rai (2022), Organisational Behavior, 9/e, McGraw Hill Education.
2. Mary Uhl-Bien, Ronald F. Piccolo & John R. Schermerhorn Jr (2025), Organizational Behavior, 3/e, Wiley India.

Course Title: TECHNOLOGY FOR MANAGERS
Course Code: MB26TCM

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, 0- No Correlation

Course Coverage

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 – ECommerce 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, Learnability	20
CO2	Case Discussion	Decision Making, Learnability	20
CO3	Exercise	Critical Thinking, Learnability	20
CO4	Assignment	Critical Thinking, Learnability	20
CO5	Seminar	Critical Thinking, Learnability	20
CO1 – CO5	End Semester Examination		100

Text Book

Laudon, Kenneth C., Laudon (2022). Management Information System, 17/e, Pearson India.

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, McGraw Hill Education.

Course Title: **CREATIVITY AND INNOVATION**
Course Code: **MB26CIN**

Course Outcomes

CO1: Apply creative thinking techniques and develop an innovation mindset for identifying business opportunities (K3)
CO2: Develop innovative solutions, prototypes, and business ideas using design thinking and ideation tools (K3)
CO3: Design strategies for implementing and scaling innovative business concepts and entrepreneurial ventures (K4)

CO-PO/PSO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	-	-	3	-	3	-	-	-	-	-
CO2	-	-	3	-	3	-	-	-	-	-
CO3	-	-	3	3	3	-	-	-	-	-

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

Course Coverage

Part 1 (15 Hours)
Creativity and Innovation
Nature and Importance of Creativity and Innovation - Creative Mindset and Innovation Competencies - Characteristics of Creative Thinkers and Innovators - Creativity Barriers and Creative Confidence - Entrepreneurial Creativity and Opportunity Recognition - Types of Innovation: Product, Process, Service, and Social Innovation - Emerging Trends in Innovation and Digital Creativity.

Part 2 (15 Hours)
Ideation and Innovation Development
Idea Generation Techniques - Brainstorming and Brainwriting - SCAMPER Technique - Design Thinking Process - Empathy Mapping and Problem Identification - Customer Pain Point Analysis - Prototype Development and Testing - Business Model Canvas - Value Proposition Design - Sustainable and Social Innovation - Innovation Pitching and Storytelling - Innovation Project Development.

Part 3 (15 Hours)

Innovation Implementation and Scaling
Launching Innovative Products and Services - Innovation Strategy Development - Managing Innovation Teams - Scaling Innovative Business Models - Technology and Digital Innovation - Innovation Challenges and Risk Management - Strategies for Business Growth and Expansion - Innovation Showcase and Pitch Presentation.

Pedagogy

Activity-Based Learning, Collaborative Learning, Project

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Exercise	Critical Thinking, Learnability	25
CO2	Project	Critical Thinking, Problem Solving, Learnability	25
CO3	Presentation	Critical Thinking, Problem Solving, Learnability	50

Course Title: **PERSONALITY DEVELOPMENT PROGRAMME**
Course Code: **MB26PDP**

Course Outcomes

CO1: Apply self-management techniques for professional effectiveness. (K3)
CO2: Demonstrate effective communication and interpersonal skills in professional and social settings. (K3)

CO-PO Mapping

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

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

Overview

Personality Development Programme (PDP) will be offered by an external agency. The external agency uses a combination of blended and experiential learning activities such as presentations, group activities, management games, individual action planning, events, competitions and video/audio-based content. The agency provides quantitative feedback on the students' performance. This course helps students to appreciate the need for lifelong learning.

Programme Focus

Self-Awareness and Self-Assessment – Self Confidence, Motivation and Positive Thinking - Goal Setting and Personal Effectiveness – Time and Stress Management - Professional Ethics and Workplace Behaviour - Verbal and Non-Verbal Communication - Listening and Feedback Skills - Presentation and Public Speaking Skills - Interpersonal and Team Communication Skills.

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Exercise	Self-Awareness, Learnability	50
CO2	Exercise	Communication Skills (Oral), Interpersonal, Learnability	50

Course Title: **OUTBOUND TRAINING PROGRAMME**
Course Code: **MB26OBP**

Course Outcomes

CO1: Demonstrate teamworking and collaborative problem-solving (K3)
CO2: Apply leadership skills in planning, coordination, decision-making, and team management situations. (K3)

CO- PO Mapping

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

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

Overview

Outbound Training Programme (OBP) will be offered by an external agency. The external agency uses a combination of blended and experiential learning activities such as presentations, group activities, management games, individual action planning, events, competitions and video/audio-based content. The agency provides quantitative feedback on the students' performance. This course helps students to appreciate the need for lifelong learning.

Programme Focus

Group Dynamics and Trust Building - Communication in Teams - Motivation and Team Influence - Collaborative Problem Solving - Conflict Resolution - Negotiation and Collaboration - Leadership Styles - Planning and Coordination - Decision Making Under Pressure - Goal Achievement and Accountability - Risk Taking - Crisis Management.

Evaluation and Grading

Course Outcome	Assessment Method	Competencies	Marks
CO1	Exercise	Interpersonal, Teamwork, Leadership, Learnability	50
CO2	Exercise	Interpersonal, Teamwork, Leadership, Learnability	50

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 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
Identification of criteria for assessing alternatives and analysing 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 result 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 result 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

Learnability: Purposeful continuous learning activity undertaken with the objective of improving knowledge, skill and competence			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Learning Initiative	Shows limited curiosity or initiative to learn beyond basic requirements	Demonstrates adequate interest in learning and participates in learning activities when guided	Demonstrates strong curiosity, proactively seeks new knowledge, and independently engages in learning opportunities
Adaptability & Openness to Learning	Demonstrates resistance or difficulty in adapting to new ideas, feedback, or learning situations	Adapts to new learning situations with moderate support and accepts feedback appropriately	Adapts effectively to new situations, actively applies feedback, and demonstrates a growth mindset
Reflection & Application of Learning	Provides little reflection on learning experiences and limited understanding of how learning can be applied	Reflects on learning experiences with reasonable understanding and identifies some areas for improvement or application	Provides deep and thoughtful reflections, draws meaningful insights, and effectively applies learning to future academic or professional contexts

Reflective Thinking: Make meaningful and accurate observations, Reflect deeply on experiences, situations, or learning			
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

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

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

Emotional Intelligence: Ability to manage and control emotions appropriately in different situations			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Emotional Regulation	Has difficulty managing emotions in challenging situations; reactions are often impulsive or inappropriate.	Manages emotions adequately in most situations; demonstrates reasonable control over emotional responses.	Consistently manages emotions effectively even under pressure; responds calmly, constructively, and professionally.

Empathy and Interpersonal Sensitivity	Shows limited understanding of others' emotions and perspectives; interactions may appear insensitive or dismissive.	Demonstrates an adequate understanding of others' feelings and perspectives; maintains respectful interactions.	Demonstrates strong empathy and interpersonal sensitivity; actively understands, values, and responds appropriately to others' emotions and needs.
Relationship Management and Collaboration	Struggles to maintain positive relationships; has difficulty collaborating or resolving interpersonal issues.	Maintains functional working relationships and collaborates effectively in most situations.	Builds strong, positive relationships; effectively influences, collaborates, and resolves conflicts constructively.

Self-Awareness: Self-awareness, personal effectiveness, and ability to reflect on and regulate			
Criteria	**Below Expectation (1)**	**Meets Expectation (2)**	**Exceeds Expectation (3)**
Recognition of Personal Strengths and Weaknesses	Demonstrates limited awareness of personal strengths and areas for improvement	Identifies personal strengths and weaknesses with reasonable clarity	Demonstrates deep and realistic understanding of strengths, limitations, and development needs
Awareness of Emotions	Rarely recognises emotions or emotional triggers	Recognises emotions and emotional responses in common situations	Clearly identifies emotions, emotional triggers, and their impact on behaviour and decisions
Reflection on Behaviour and Actions	Shows minimal reflection on actions and experiences	Reflects on experiences and identifies areas for improvement	Demonstrates thoughtful and critical reflection leading to meaningful self-improvement
Openness to Feedback	Resists or ignores feedback	Accepts feedback and attempts improvement	Actively seeks feedback and consistently uses it for personal growth
Confidence and Self-Presentation	Displays low confidence or inconsistent self-presentation	Demonstrates adequate confidence and professional behaviour	Demonstrates strong confidence, composure, and professional presence
Goal Setting	Has unclear or unrealistic personal goals	Identifies personal goals and development areas	Demonstrates clarity of goals with proactive efforts

			toward self-development
Adaptability and Self-Regulation	Struggles to adjust behaviour in different situations	Adjusts behaviour appropriately in most situations	Consistently demonstrates maturity, adaptability, and self-control across situations
Time Management	Demonstrates difficulty in planning, prioritising, and completing tasks on time	Manages time and responsibilities adequately in most situations	Effectively plans, prioritises, and completes tasks efficiently with consistent punctuality and discipline

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	Balanced use of appropriate multimedia that enhances the overall presentation	Creative and impactful use of multimedia that enhances the

	(difficult to read, has lots of errors)		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 words	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. 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

Note: The choice of rubrics for CIA will be based on the requirements of each course and how it is mapped with the Pos. To assess language proficiency, appropriate rubrics for listening, speaking, reading, or writing can be utilized as necessary. For quantitative papers, quantitative problem-solving rubrics shall be applicable.
