AMITY UNIVERSITY
— UTTAR PRADESH —

Outcome Assessment Plan

Domain: Faculty of Management Studies

Date: 2018-2019

Table of Contents

5.4.3 Programme Operational Objectives	
5.4.4 Programme Learning Outcomes	
5.4.5 Programme Operational Outcomes	
5.4.6 PEOs – PLOs Mapping	
5.4.7 Programme Educational Outcome Assessment Plan	
5.5 Programme MBA (Retail Management)	66-74
5.5.1 Programme Mission	
5.5.2 Programme Educational Objectives	
5.5.3 Programme Operational Objectives	
5.5.4 Programme Learning Outcomes	
5.5.5 Programme Operational Outcomes	
5.5.6 PEOs – PLOs Mapping	
5.5.7 Programme Educational Outcome Assessment Plan	
5.6 Programme MBA (Finance)	75-82
5.6.1 Programme Mission	
5.6.2 Programme Educational Objectives	
5.6.3 Programme Operational Objectives	
5.6.4 Programme Learning Outcomes	
5.6.5 Programme Operational Outcomes	
5.6.6 PEOs – PLOs Mapping	
5.6.7 Programme Educational Outcome Assessment Plan	
5.7 Programme MBA (Rural Management)	83-93
5.7.1 Programme Mission	
5.7.2 Programme Educational Objectives	
5.7.3 Programme Operational Objectives	
5.7.4 Programme Learning Outcomes	
5.7.5 Programme Operational Outcomes	
5.7.6 PEOs – PLOs Mapping	
5.7.7 Programme Educational Outcome Assessment Plan	
5.8 Programme BBA – International Business	94-104
5.8.1 Programme Mission	
5.8.2 Programme Educational Objectives	
5.8.3 Programme Operational Objectives	

	Page
5.16.6 PEOs – PLOs Mapping	
5.16.7 Programme Educational Outcome Assessment Plan	
5.17 Programme BSc. (Actuarial Science)	184-190
5.17.1 Programme Mission	
5.17.2 Programme Educational Objectives	
5.17.3 Programme Operational Objectives	
5.17.4 Programme Learning Outcomes	
5.17.5 Programme Operational Outcomes	
5.17.6 PEOs – PLOs Mapping	
5.17.7 Programme Educational Outcome Assessment Plan	
5.18 Programme MBA (Insurance & Banking)	191-201
5.18.1 Programme Mission	
5.18.2 Programme Educational Objectives	
5.18.3 Programme Operational Objectives	
5.18.4 Programme Learning Outcomes	
5.18.5 Programme Operational Outcomes	
5.18.6 PEOs – PLOs Mapping	
5.18.7 Programme Educational Outcome Assessment Plan	
5.19 Programme MBA (Insurance & Financial Planning)	202-208
5.19.1 Programme Mission	
5.19.2 Programme Educational Objectives	
5.19.3 Programme Operational Objectives	
5.19.4 Programme Learning Outcomes	
5.19.5 Programme Operational Outcomes	
5.19.6 PEOs – PLOs Mapping	
5.19.7 Programme Educational Outcome Assessment Plan	
5.20 Programme MSc. (Actuarial Science)	209-215
5.20.1 Programme Mission	
5.20.2 Programme Educational Objectives	
5.20.3 Programme Operational Objectives	
5.20.4 Programme Learning Outcomes	
5.20.5 Programme Operational Outcomes	
5.20.6 PEOs – PLOs Mapping	

Outcome Assessment Plan – 2018-19   **Faculty of Management Studies AUUP**

8.1.11 Assessment Tool PG – Business Simulation
8.1.12 Assessment Tool PG – Employability and Entrepreneurship
8.2.1 Student Exit Survey – MBA
8.2.2 Student Exit Survey – MBA (Human Resource)
8.2.3 Student Exit Survey – MBA (Marketing and Sales)
8.2.4 Student Exit Survey – MBA (Entrepreneurship)
8.2.5 Student Exit Survey – MBA (Retail Management)
8.3 Comprehensive Examination
8.3.1 Guidelines for Comprehensive Examination – UG
8.3.2 Guidelines for Comprehensive Examination – PG

SECTION I:
Introduction to Faculty / Domain of Management Studies

1. **Introduction:**

The Management education system in India has witnessed rapid progress in recent years to become one of largest in the world. Considering the wide diversities in the system there is need to enhance its quality, standard and relevance so that the Management graduates passing out from the system can meet the global challenges of 21st century ahead of them.

Management studies not only facilitate improvement of leadership qualities but also enable students to develop skills that help them to turn out as excellent future managers. With specialization in different areas, Management courses prepare students to face the constantly advancing corporate world and impart effective people-management skills. Management studies should emphasis not just in creating good managers but also on improving and enhancing existing skills while passing on managerial competence to students

A well designed management training course suitably develops a talented workforce that can be expected to be efficient future leaders and successful managers who are able to tackle complex situations and relationships with clients in any organization.

A Business management degree must ensure to imbibe the following skills into future Business /management professionals:

i. **Management capabilities:** This deals with learning managerial methods to motivate other employees for better productivity.
ii. **Presentation skills:** Pertains to improving public speaking abilities and other interpersonal skills.
iii. **Time Management :** It deals with an art of planning and controlling your time to effectively accomplish your goals
iv. **Team Building Capabilities:** Learning new techniques to build a strong and successful team that works together towards achieving challenging goals.
v. **Problem Solving Skills:** This deals with learning how to handle difficult situations by implementing strategies to manage employee performance problems.
vi. **Strategic Planning & Management:** activities that are used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment.

The industry /profession needs are continuously changing while the global environment of education around the world is witnessing huge changes.

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1.1 Faculty of Management Studies (FMS) / Domain of Business Administration/Commerce/ Management/ Finance.

The **Faculty of Management Studies (FMS)** has been established with an objective to educate, equip and empower the aspiring business leaders with relevant managerial skills, fostering values, creating social responsibility and global competence to meet the requirements of the changing and challenging business world.

The **Faculty of Management Studies (FMS)** ensures to provide ample opportunities to its students' to excel in their careers and strives to fulfill its mission

"To provide education at all levels in management discipline of modern times and in the futuristic and emerging frontier areas of management knowledge, learning and research and to develop the overall personality of management students by making them not only excellent management professionals but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action."

1.2 Institutions / Programmes

FMS has following institutions/Programme in various campuses of the University:

#	Institution
Campus - Noida	
1	Amity Business School (ABS)
2	Amity International Business School (AIBS)
3	Amity School of Business (ASB)
4	Amity School of Insurance, Banking & Actuarial Science (ASIBAS)
5	Amity Institute of Competitive Intelligence & Strategic Management (AICISM)

6	RICS School of Built Environment (RICSSBE)
7	Amity College of Commerce & Finance (ACCF)
Lucknow	
1	Amity Business School Lucknow (ABSL)
Greater Noida	
1	Amity Business School Greater Noida (ABS- AUGN)
Dubai	
1	Management Department

Post Graduate Programmes Offered

S.No	Programme Groups/ Programmes	Noida	Greater Noida	Lucknow	AUD
1	Two Years Masters Programmes in Management				
1.1	Masters of Business Administration (MBA)	ABS	ABS - AUGN	ABSL	MD
1.2	MBA-Human Resource	ABS		ABSL	
1.3	MBA-Marketing & Sales	ABS		ABSL	
1.4	MBA-Entrepreneurship	ABS		ABSL	MD
1.5	MBA-Retail Management	ABS			MD
1.6	MBA- Transport & Logistics	ABS			MD
1.7	MBA – Rural Management	ABS			

Outcome Assessment Plan – 2018-19   **Faculty of Management Studies AUUP**

1.8	MBA – NGO Management	ABS			
1.9	MBA-International Business	AIBS		ABSL	
1.10	MBA 3 Continent	AIBS	ABS - AUGN	ABSL	MD
1.11	MBA - International Business (Evening)	AIBS			
1.12	MBA - Insurance & Banking	ASIBAS			MD
1.13	MBA – Insurance & Financial Planning	ASIBAS			
1.14	MSc. – Actuarial Science	ASIBAS			
1.15	MBA (Competitive Intelligence & Strategic Management)	AICISM			
2	Two Years Masters Programmes in Commerce				
2.1	Masters of Commerce	ACCF		ABSL	
2.2	Masters of Commerce (FM)	ACCF			

Under Graduate Programmes Offered

S.No	Programme Groups/ Programmes	Noida	Greater Noida	Lucknow	AUD
1	Three Years Bachelors Programmes in Management				
1.1	BBA	ASB	ABS-AUGN	ABSL	MD
1.2	BBA (F&A)	ASB	-	-	-
1.3	BBA (FBM)	ASB	-	-	-

1.4	BBA (M&S)	ASB	-	-	-
1.5	BBA (IB)	AIBS	-	-	-
1.6	BBA 3 Continent	AIBS	ABS-AUGN	ABSL	MD
1.7	BBA (BD)	AICISM	-	-	-
1.8	B.A. (Honors) Insurance and Banking	ASIBAS	-	-	-
1.9	B.Sc (Actuarial Science)	ASIBAS	-	-	-
2	Three Years Bachelors Programmes in Commerce				
2.1	B.Com (Honors)	ACCF	-	ABSL	MD
2.2	B.Com (F& IA)	ACCF	-	-	-

SECTION II:

Introduction of Outcome Assessment Plan

2. Outcomes Assessment

Outcomes assessment is a systematic, evaluative process that is implemented to secure learning experiences that are congruent with original goals and objectives; thereby providing a basis for the effectiveness and continuous quality improvement of the academic unit.

1) The annual **outcome assessment** process is more **qualitative** and focuses on improving teaching by **analyzing student learning outcomes**.
2) The programme **review process** is more **quantitative** and focuses on the programme/discipline as a whole, how effective it is, and that our students are learning.

3) To achieve the above, some aspect of each programmes goals and objectives needs to be assessed on an annual basis.
4) All programme and general education goals shall be evaluated annually

The outcome assessment plan includes:

1. Mission - The Mission is defined for the domain which flows down to the Institution level   and finally to the programme level. The mission at the institution and programme level is aligned with the domain mission

2. Broad Based Goals: - The broad based are defined under the following categories:

2.1 Educational Goals: The Educational Goals are defined at Domain, Institution and Programme level. The Educational Goals at the institution and programme level are aligned with the domain mission.

2.2 Operational Goals: The Operational Goals are defined at Domain, Institution and Programme level. The Operational Goals at the institution and programme level are aligned with the domain mission.

3. Outcomes: The Outcomes are defined under the following categories:

3.1 Operational Outcomes: The operational outcomes are defined for the domain and assessed at the domain level

3.2 Educational Goals - The Learning outcomes are defined for each programme and each learning outcome is assessed to identify that the established learning objectives are achieved.

4. **Mapping of PEOs and PLOs –** The relationship of PEOs and PLOs are clearly indicated through the mapping of learning outcomes with the established Objective. Each outcome addresses some objective and achievement of outcome indicates the attainment of Objective

5. **Assessment of Learning and Operational Outcomes** – Each learning outcome is assessed by at least one direct and one indirect method. Similarly Operational outcomes are also assessed using the operational assessment tools. It also ensures that outcomes achieved are consistent with the mission. The results of the annual assessments and other data are used to determine the effectiveness of the programme during the programme review process.

6. **Programme Review:** Through the review of our programmes we seek to demonstrate that**:**

   - Students are **learning** the knowledge, skills, and habits necessary to achieve the programme/discipline goals and objectives

   - The **programme/discipline goals** are derived from and support the college mission

   - The **curriculum** is coherent, current and consistent

   - The **instruction** is effective in enabling student

   - The **resources** are adequate for the production of student learning.

   - The academic **support services** are adequate to facilitate student learning.

SECTION III:

DOMAIN MISSION AND BROAD-BASED GOALS /OBJECTIVES

3. DOMAIN MISSION AND BROAD-BASED GOALS /OBJECTIVES

3.1 Mission Statement

Mission of Faculty of Management Studies
To provide education at all levels in management discipline of modern times and in the futuristic and emerging frontier areas of management knowledge, learning and research and to develop the overall personality of management students by making them not only excellent management professionals but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

3.2 Broad-Based Goals / Objectives at Domain / Faculty Level

Educational Goals
• Students will demonstrate experiential knowledge of the application of management principles in a professional work setting
• Students will integrate theory and practice, as well as expertise across functional areas in making effective decisions by understanding the relationship of business to global environment
• Students will develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given management framework
• Students will identify when and how to use assertiveness and influential skills
• Students will demonstrate effective communication skills that support and enhance managerial effectiveness
• Students will develop positive perspectives and skills that create productive managerial leaders and business networks
• Students will act ethically and responsibly
• Students will critically evaluate and reflect learning and development throughout their career

3.3 Broad-Based Operational Goals (Resources Required) At Faculty / Domain Level

Operational Goals
• FMS intends to provide educational excellence in Teaching/Academic Delivery and research
• FMS will facilitate an academically conducive environment for holistic development of students
• FMS will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff
• FMS will encourage cultural diversity and a sense of social and environmental responsibility
• FMS will provide ample opportunities for international exposure to faculty and students
• FMS will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings
• FMS will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry
• FMS will facilitate employment opportunities and also support students to start their own ventures
• FMS will facilitate good governance in discharge of responsibilities and execution of policies and programs
• FMS will facilitate environment for innovation and research excellence for the intellectual growth of faculty

SECTION IV:

INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

4. INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

4.1 Name of the Institution: Amity Business School

4.1.1 Mission Statement

Mission of Institution
To provide education at all levels in management discipline of modern times and in the futuristic and emerging frontier areas of management knowledge, learning and research and to develop the overall personality of management students by making them not only excellent management professionals but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

4.1.2 Broad-Based Goals / Objectives at Institution Level

Educational Goals	
1	Students will demonstrate an ability to apply general management know-how in complex business situations
2	Students will be demonstrate ability to create new knowledge and understanding through the process of research and inquiry
3	Students will be able to identify, collect , analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner to solve management problems and realize opportunities in the organizational environment
4	Students will learn to appreciate ethical responsibilities towards colleagues, research subjects, the wider community, and the environment
5	Students are culturally aware and capable of respecting diversity in their work environment
6	Students will be able to present information precisely and effectively communicate information demonstrating their verbal and non verbal skills
7	Students will be assertive and articulate, be able to negotiate responsibly and persuade others effectively.

8	Students demonstrate Commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life

9

4.1.3 Broad-Based Operational Goals (Resources Required) At Institution level

Operational Goals	
1	Amity Business School intends to provide educational excellence in Teaching/Academic Delivery and research
2	Amity Business School will facilitate an academically conducive environment for holistic development of students
3	Amity Business School will facilitate environment for innovation and research excellence for the intellectual growth of faculty
4	Amity Business School will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff
5	Amity Business School will encourage cultural diversity and a sense of social and environmental responsibility
6	Amity Business School will provide ample opportunities for international exposure to faculty and students
7	Amity Business School will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings
8	Amity Business School will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry
9	Amity Business School will facilitate employment opportunities and also support students to start their own ventures
10	Amity Business School will facilitate good governance in discharge of responsibilities and execution of policies and programs

4.2 Name of the Institution: Amity International Business School

4.2.1 Mission Statement

Mission of Institution
To develop all round personality of students by making them not just excellent professionals but also good individuals with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong, and yearning for perfection. Amity International Business School endeavors to be an institute committed towards innovation, knowledge sharing, openness and entrepreneurial skills for developing global managers. AIBS shall continue to hold passion for knowledge, teamwork and a caring attitude.

4.2.2 Broad-Based Goals / Objectives at Institution Level

Educational Goals	
1.	Students will have experiential knowledge of the application of international management principles in a professional work setting.
2.	Students will know to integrate theory and practice, as well as expertise across functional areas in making effective decisions by understanding the relationship of business to global environment
3.	Students will know how to develop and sustain good individual and organizational performance by leveraging Research skills, Information and Technological competencies in any management framework
4.	Students will strategically think when and how to use assertiveness and influential skills
5.	Students will be able to demonstrate effective communication skills that support and enhance managerial effectiveness
6.	Students will have the positive perspectives and skills that create productive managerial leaders and business networks
7.	Students will be able to review and critique organizational efforts to act ethically and responsibly
8.	Students will be prepared for continued learning throughout their career

4.2.3 Broad-Based Operational Goals (Resources Required) At Institution level

Operational Goals	
1.	AIBS will facilitate an academically conducive environment for holistic development of students.
2.	AIBS will facilitate environment for innovation and research excellence for the intellectual growth of faculty.
3.	AIBS will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff
4.	AIBS will encourage cultural diversity and a sense of social and environmental responsibility.
5.	AIBS will provide ample opportunities for international exposure to faculty and students
6.	AIBS will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry.
7.	AIBS will facilitate employment opportunities and also support students to start their own ventures
8.	AIBS will facilitate good governance in discharge of responsibilities and execution of policies and programs.
9.	AIBS intends to provide educational excellence in Teaching/Academic Delivery and research.

4.3 Name of the Institution: Amity School of Business

4.3.1 Mission Statement

Mission of Institution
We at Amity School of Business are committed to enhance and develop the potential of our students holistically turning them into leaders with a blend of intellectual strength and personal values. We sensitize students training and developing their mental faculties to promote innovative thinking, entrepreneurial spirit and the flair for problem solving.

4.3.2 Broad-Based Goals / Objectives at Institution Level

Educational Goals
1. Students will exhibit practical knowledge of the management concepts and principles in the work scenario.
2. Students will amalgamate learning from theory and experience, and make use of skills developed across functional areas in making effective decisions for business in a dynamic scenario.
3. Students will progress and sustain effective individual and organizational performance by leveraging research and IT skills in a given context.
4. Students will recognize and understand the use of assertiveness and influential skills.
5. Students will exhibit effectual communication skills that augment efficacy of managers.
6. Students will develop positive outlook and ability that create industrious managerial leaders and business networks.
7. Students will become ethically responsible managers that positively impact businesses and society.

4.3.3 Broad-Based Operational Goals (Resources Required) At Institution level

Operational Goals
1.   Amity School of Business intends to achieve distinction in academic delivery and teaching processes.
2.   Amity School of Business will facilitate an atmosphere that promotes overall development of students.
3.   Amity School of Business will encourage intellectual growth of faculty through innovation and research.
4.   Amity School of Business will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5.   Amity School of Business will foster cultural empathy and a sense of social and environmental responsibility.
6.   Amity School of Business will offer abundant opportunities for international exposure to its faculty and students.
7.   Amity School of Business will endeavor towards persistent enhancement of processes and systems and aim to attain national and international accreditations and university rankings.
8.   Amity School of Business will strengthen its bond with the industry through collaborative interactions with alumni networks and industry experts.
9.   Amity School of Business will facilitate students in pursuing their further studies in management or obtain employment as per their merit or create their own business ventures.
10.   Amity School of Business will facilitate good governance in discharge of responsibilities and execution of policies and programs.

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4.4 Name of the Institution: Amity School of Insurance, Banking and Actuarial Science

4.4.1 Mission Statement

Mission of Institution
To provide education in BFSI Sector & Actuarial Science develop all-round personality of students and endeavor to not only develop them as excellent professionals but also good human beings.

4.4.2 Broad-Based Goals / Objectives at Institution Level

Educational Goals
1. To equip the students with strategic leadership skills qualities like communication skills , decision making , positive attitude , problem solving and result oriented approach
2. To train the students with in depth knowledge on principles , practices and concepts of BFSI and Actuarial Science.
3. To enhance the competency skills of the students with real life case studies and examples from the industry to make them corporate fit ready by industry based curriculum

4.4.3 Broad-Based Operational Goals (Resources Required) At Institution level

Operational Goals	
1.	Provide the best post graduate and undergraduate educational experience at ASIBAS in BFSI and Actuarial Science
2.	Provide superior education, scholarship and artistic endeavors and place our students among the nation's tier-one corporate as well as abroad.
3.	Become a premier leader institute among universities in student support, employee relations, operational effectiveness and service to constituencies To give our students a green light to their own success, we must provide them with a level of support and service that helps them move forward. And we must run our operations with the efficiency and effectiveness of a great company with a fulfilling workplace culture. Strengthen service standards and improve operational processes Continue as a leader in environmentally sustainable practices
4.	Establish ASIBAS as a nationally recognized, engaged institute of banking , insurance and finance by building and expanding mutually beneficial partnerships and resources To better serve students and communities, ASIBAS will: a. Expand our efforts to reach out and help b. Deepen pride in the ASIBAS because of our efforts to light the way toward greatness c. Ensure that every AMITY UNIVERSITY , ASIBAS degree continues to grow in value

4.5 Name of the Institution: Amity Institute of Competitive Intelligence and Strategic Management

4.5.1 Mission Statement

Mission of Institution
To develop an understanding of the importance of Competitive Intelligence for Strategic Management in a dynamic business environment. Concurrently, nurture value-based and socially responsible business professionals

4.5.2 Broad-Based Goals / Objectives at Institution Level

Educational Goals	
1	Students will demonstrate experiential knowledge of the application of management principles in a professional work setting.
2	Students will integrate theory and practice, as well as expertise across functional areas in making effective decisions by understanding the relationship of business to global environment.
3	Students will develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given management framework.
4	Students will identify when and how to use assertiveness and influential skills.
5	Students will demonstrate effective communication skills that support and enhance managerial effectiveness.
6	Students will develop positive perspectives and skills that create productive managerial leaders and business networks.
7	Students will act ethically and responsibly.
8	Students will critically evaluate and reflect learning and development throughhout their career.

4.5.3 Broad-Based Operational Goals (Resources Required) At Institution level

	Operational Goals
1	AICISM intends to provide educational excellence in Teaching/Academic Delivery and research.
2	AICISM will facilitate an academically conducive environment for holistic development of students.
3	AICISM will facilitate environment for innovation and research excellence for the intellectual growth of faculty.
4	AICISM will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	AICISM will encourage cultural diversity and a sense of social and environmental responsibility.
6	AICISM will provide ample opportunities for international exposure to faculty and students.
7	AICISM will be involved in continual improvement of processes and systems andaim to attain national and international accreditations and university rankings.
8	AICISM will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry.
9	AICISM will facilitate employment opportunities and also support students to start their own ventures.
10	AICISM will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.6 Name of the Institution: Amity College of Commerce & Finance

4.6.1 Mission Statement

Mission of Institution
To develop all round personality of Commerce & Finance students by making them not just excellent professionals but also good individuals with understanding of commerce & finance and inculcating human values and yearning for perfection in globalized business world.

4.6.2 Broad-Based Goals / Objectives at Institution Level

Educational Goals
1. Students will demonstrate experiential knowledge of the application of accounting, financial management, taxation, auditing in their professional work setting.
2. Students will integrate theory and practice, as well as expertise across functional areas in making effective decisions by understanding the concepts, theories, techniques, regulations & advancements in the field of accounting & finance.
3. Students will comprehend the basic concept of mathematical, statistical and research tools to solve business problems using computerized accounting system and data analysis.
4. Students will identify the industry perspective of accounting and financial management - when and how to use assertiveness and influential skills
5. Students will apply networking and effective communication skills in competitive businesses to negotiate financial, accounting and management deals.
6. Students will develop positive perspectives and skills to inculcate creativity and life-long learning to strategize and plan for business development
7. Students will act ethically in business activities
8. Student will apply decision making techniques in general business practices involving accounting and financial management

4.6.3 Broad-Based Operational Goals (Resources Required) At Institution level

Operational Goals
1. ACCF intends to provide educational excellence in Teaching/Academic Delivery and research
2. ACCF will facilitate an academically conducive environment for holistic development of students
3. ACCF will facilitate environment for innovation and research excellence for the intellectual growth of faculty
4. ACCF will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff
5. ACCF will encourage cultural diversity and a sense of social and environmental responsibility
6. ACCF will provide ample opportunities for international exposure to faculty and students
7. ACCF will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings
8. ACCF will provide conducive learning environment preparing the student for higher learning in national & international universities. We will also provide employment opportunities to the Post Graduate students
9. ACCF will facilitate good governance in discharge of responsibilities and execution of policies and programs

Section V:

Programme Mission, PEO's, PLO's and Assessment Plan for each Programme

5.1 Programme Title: MBA

Level – PG

Duration of the program (in yrs): 2   **No. of Semesters: 4**

5.1.1 Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent management professionals with specializations in areas of Finance, Operations, Information Technology, Marketing, International Business, Human Resource, Retail Management and Entrepreneurship but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

5.1.2 Programme Educational Objectives/Goals:
1. Students of the Management Programme will have theoretical knowledge and demonstrate application of management principles in a professional work setting
2. Students of the Management Programme will think independently, analytically through the process of research and inquiry while making effective decisions in global environment
3. The Programme Cultivates in the students the values and attitudes that make them agents of social change
4. Students of the programme will strategically think when and how to use assertiveness and influential skills
5. Students will be able to demonstrate communication skills that support and enhance managerial effectiveness
6. Students will have the positive perspectives and skills that create productive managerial leaders and business networks
7. Students of the Management Programme will be able to review and critique organizational efforts to act ethically and responsibly
8. Students of the Management Programme will be prepared for continued learning throughout their career and represent themselves in various professional bodies

5.1.3 Programme Operational Objectives

1. The MBA programme will facilitate environment for innovation and research excellence for the intellectual growth of students

2. The MBA programme provides an academic environment for holistic development of students

3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA students

4. The programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students

5. The Management programme will provide ample opportunities for international exposure to students

6. The Management programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies

7. The Management programme will facilitate employment opportunities and also support students to start their own ventures

8. The MBA students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development

9. The programme aims to help students understand and practice the highest standards of ethical behaviour associated with their management profession

10. The Management programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.1.4 Programme Learning Outcomes (PLOs):

1. To define, summarize concepts in Management and apply it in multi-disciplinary context, able to describe and critically analyse management problems in volatile business environment
2. Ability to acquire and evaluate new knowledge through Business research methods, Ability to identify, define, investigate, and solve critical business issues, analyze data/information and interpret results for driving optimum solutions.
3. Able to identify potential sources of Business environment information using technologies, Synthesize and define an idea from multiple information sources .
4. Able to pay attention to details, challenging conventional ways of thinking, Applying a range of strategies to problem solving
5. Communicate proficiently, in oral, written, presentation, information searching and listening skills in the management profession
6. To demonstrate excellent interpersonal, mentoring and decision-making skills, including an awareness of personal strengths and limitations. Promote self-awareness, empathy, cultural awareness and mutual respect while working in teams.
7. Able to Understand global issues from different perspectives, Recognize the opportunities that the wider world offers, Learning from and respecting different cultures, Apply different forms of communication in different cultural settings.

8. Understand and practice the highest standards of ethical behaviour associated with their management profession

9. Able to find opportunities to improve the business value chain as an intrapreneur. Develop business acumen and display basic business skills.

10. Able to critically evaluate and reflect upon their personal development during the work experience and future learning needs to support their career aspirations in future

11. Ability to apply decision making methodologies to evaluate solutions for efficiency, effectiveness and sustainability

12. Demonstrate and possess the skills to influence, negotiate and lead business deals.

5.1.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA Programme
1	The Faculty of MBA programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MBA programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA programme will graduate in timely manner.
4	The student of MBA programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MBA programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA Programme will facilitate cultivation of cross cultural humanitarian values.

9	The Faculty and Students of MBA Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA Programme will support all the students for quality placements or join family business or start their own venture.

5.1.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√							
Programme Learning Outcome 2		√	√					
Programme Learning Outcome 3			√					
Programme Learning Outcome 4				√				
Programme Learning Outcome 5					√			

Programme Learning Outcome 6					√		
Programme Learning Outcome 7				√			
Programme Learning Outcome 8						√	
Programme Learning Outcome 9						√	
Programme Learning Outcome 10							√
Programme Learning Outcome 11	√	√					
Programme Learning Outcome 12			√				

5.1.7 Programme Educational Outcome Assessment Plan:

S.No	PLO	Direct	Direct Assessment	Target	Indirect	Indirect Assessment	Target
1	To define, summarize concepts in Management and apply it in multi-disciplinary context, able to describe and critically analyse management problems in volatile business environment	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Ability to acquire and evaluate new knowledge through Business research methods, Ability to identify, define, investigate, and solve critical business issues, analyze data/information and interpret results for driving optimum solutions.	Term Paper, Seminar, Internship, Dissertation (Rubrics)	PG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		Comprehensive Exam	PG/PLO/D/ CE Framework				

3	Able to identify potential sources of Business environment information using technologies, Synthesize and define an idea from multiple information sources.	*Comprehensive Exam	PG/PLO/D/ CE Framework	100% students shall able to leverage IT inorder to complete their Assignements and Projects	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Able to pay attention to details, challenging conventional ways of thinking, Applying a range of strategies to problem solving	*Business Simulation (Rubrics)	PG/PLO4/D/Si mulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework				
5	Communicate proficiently, in oral, written, presentation, information searching and listening skills in the management profession	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication course.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	PG/PLO5/D/ BC				
		*Comprehensive Exam	PG/PLO/D /CE Framework				
6	To demonstrate excellent interpersonal, mentoring and decision-making skills, including an awareness of personal strengths and limitations. Promote self-awareness, empathy, cultural awareness and mutual respect while working in teams.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO6/D/B S				

#	Program Learning Outcome	Assessment Tool	Code	Criteria	Tool	Code	Target
		* Comprehensive Exam	PG/PLO/D/ CE Framework	Science course.			
7	Able to Understand global issues from different perspectives, Recognize the opportunities that the wider world offers, Learning from and respecting different cultures, Apply different forms of communication in different cultural settings.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students shall able to demonstrate Global Outlook Prespective.
		* Rubrics	PG/PLO7/D/F BL				
		* Comprehensive Exam	PG/PLO/D/ CE Framework				
8	Understand and practice the highest standards of ethical behaviour associated with their management profession	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		* Comprehensive Exam	PG/PLO/D/CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means
9	Able to find opportunities to improve the business value chain as an intrapreneur. Develop business acumen and display basic business skills.	*Scoring Rubrics	PG/PLO9/D/E MP	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/ Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.

10	Able to critically evaluate and reflect upon their personal development during the work experience and future learning needs to support their career aspirations in future	*Quiz (Rubrics)		Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework				
11	Ability to apply decision making methodologies to evaluate solutions for efficiency, effectiveness and sustainability	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
12	Demonstrate and possess the skills to influence, negotiate and lead business deals.	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

5.2 Programme Title: MBA (Human Resource)

Level –: PG

Duration of the program (in yrs):   2 Years   **No. of Semesters: 4**

5.2.1 Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent management professionals in the area of Human Resource but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

5.2.2 Programme Educational Objectives/Goals:
1. Students will have an excellent Human Resource Management knowledge with an exclusively business vocabulary, research and analytical skills
2. Students will know to develop overall leadership and team building skills to become a more effective change agent and achieve desired business outcomes
3. Students will critically understand and evaluate the current issues with research skills , ICT trends, and limitations of human resource management
4. Students will know to communicate effectively and realise the importance of information packaging in presentation skills to manage relationships with various stakeholders
5. Students will learn to analyse the challenges in recruitment, training employees for skills, examine the components of pay models, analyse the variety of employment benefits, the legalities associated with each, and their impact on the employee recruiting, retention, and satisfaction
6. Students will be able to evaluate the challenges of global workforce to include expatriate employees, culture, training, and development
7. Students will understand the role of ethical values and practices within a business organization
8. Students will be prepared for continued learning throughout their career

5.2.3 Programme Operational Objectives
1. The MBA (HR) programme will facilitate environment for innovation and research excellence for the intellectual growth of students
2. The MBA (HR) programme provides an academic environment for holistic development of students
3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA (HR) students

Outcome Assessment Plan – 2018-19   **Faculty of Management Studies AUUP**

4. The MBA (HR) programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students

5. The MBA (HR) programme will provide ample opportunities for international exposure to students

6. The MBA (HR) programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies

7. The MBA (HR) programme will facilitate employment opportunities and also support students to start their own ventures

8. The MBA (HR) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development

9. The MBA (HR) programme aims to help students understand and practise the highest standards of ethical behaviour associated with their management profession

10. The MBA (HR) programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.2.4 Programme Learning Outcomes (PLOs):

1. To be intellectually curious, open to new ideas in the area of HRM and able to sustain intellectual interest. To understand the linkage of HR Strategy, HR activities, programs and policies.

2. Able to acquire and evaluate knowledge in HR Discipline through independent research. Able to identify the cause-effect variables in defining work related behaviours. Able to interpret findings and provide solutions to increase employee performance and productivity.

3. Recognize pertinent Human Capital and business information needs, use appropriate technologies and methodologies to locate access and use information.

4. Respond effectively to unfamiliar problems in unfamiliar Business contexts

5. Possess a high standard of oral, visual and written communication skills, demonstrate skills in drafting letters/ emails, be polite and sensible in listening to others.

6. Demonstrate confidence in work, imitativeness , be reliable, enthusiastic, pro-active and a team player

7. Able to work effectively in diverse communities. Evaluate Cultural diversity to benefit business growth. Formulate multiple HR strategies for diverse employee groups.

8. To Strive for justice, equality, honesty, and integrity in all personal and professional pursuits. Able to understand how businesses and professionals work, and conduct in a manner that is socially responsible and respectful.

9. Ability to innovate, plan and organize HR Practices that contributes to productive outcomes. Demonstrate self-management skills that contribute to employee satisfaction and growth.

10. To be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development, and evaluate their own performance effectively

11. Being initiative and acting resilient in meeting challenging business discussions, able to encourage participatory decision making.

12. Explain and argue clearly and concisely in the business negotiations, Demonstrate skills to influence employees.

5.2.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA - Human Resource Programme
1	The Faculty of MBA Human Resource programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MBA Human Resource programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA Human Resource programme will graduate in timely manner.
4	The student of MBA Human Resource programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA Human Resource programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA Human Resource programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.

7	The MBA Human Resource programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA Human Resource Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MBA Human Resource Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA Human Resource Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA Human Resource Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA Human Resource Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA Human Resource Programme will support all the students for quality placements or join family business or start their own venture.

5.2.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8

Programme Learning Outcome 1	√							
Programme Learning Outcome 2	√		√		√			
Programme Learning Outcome 3	√		√		√			
Programme Learning Outcome4		√						√
Programme Learning Outcome 5				√				
Programme Learning Outcome 6		√		√				√
Programme Learning Outcome 7						√		
Programme Learning Outcome 8							√	
Programme Learning Outcome 9	√	√			√			
Programme Learning Outcome10								√
Programme Learning Outcome 11		√		√				
Programme Learning Outcome 12		√		√				

5.2.7 Programme Educational Outcome Assessment Plan:

S.No	PLO	Direct	Annexure for Direct Assessment	Target	Indirect	Annexure for Indirect Assessment	Target
1	To be intellectually curious, open to new ideas in the area of HRM and able to sustain intellectual interest. To understand the linkage of HR Strategy, HR activities, programs and policies.	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/ CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

Outcome Assessment Plan – 2018-19   **Faculty of Management Studies AUUP**

2	Able to acquire and evaluate knowledge in HR Discipline through independent research. Able to identify the cause-effect variables in defining work related behaviours. Able to interpret findings and provide solutions to increase employee performance and productivity.	Term Paper, Seminar, Internship, Dissertation (Rubrics)	PG/PLO2/D/ Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		Comprehensive Exam	PG/PLO/D/ CE Framework				
3	Recognize pertinent Human Capital and business information needs, use appropriate technologies and methodologies to locate access and use information.	*Comprehensive Exam	PG/PLO/D/ CE Framework	100% students shall able to leverage IT inorder to complete their Assignments and Projects	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Respond effectively to unfamiliar problems in unfamiliar Business contexts.	*Business Simulation (Rubrics)	PG/PLO4/D/Simulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework				
5	Possess a high standard of oral, visual and written communication skills, demonstrate skills in drafting letters/ emails, be polite and sensible in listening to others.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	PG/PLO5/D/ BC				

		*Comprehensive Exam	PG/PLO/D/ CE Framework	course.			
6	Demonstrate confidence in work, imitativeness , be reliable, enthusiastic, pro-active and a team player	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO6/D/B S				
		* Comprehensive Exam	PG/PLO/D/CE Framework				
7	Able to work effectively in diverse communities. Evaluate Cultural diversity to benefit business growth. Formulate multiple HR strategies for diverse employee groups.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students shall able to demonstrate Global Outlook Prespective.
		* Rubrics	PG/PLO7/D/F BL				
		* Comprehensive Exam	PG/PLO/D/CE Framework				
8	To Strive for justice, equality, honesty, and integrity in all personal and professional pursuits. Able to understand how businesses and professionals work, and conduct in a manner that is socially responsible and respectful.	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		* Comprehensive Exam	PG/PLO/D/CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means

Outcome Assessment Plan – 2018-19   **Faculty of Management Studies AUUP**

9	Ability to innovate, plan and organize HR Practices that contributes to productive outcomes. Demonstrate self management skills that contribute to employee satisfaction and growth.	*Scoring Rubrics	PG/PLO9/D/E MP	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/ CE Framework		Alumni Survey	PG/PLO/ID/ Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	To be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development, and evaluate their own performance effectively	*Quiz (Rubrics)		Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework				
11	Being initiative and acting resilient in meeting challenging business discussions, able to encourage participatory decision making.	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
12	Explain and argue clearly and concisely in the business negotiations, Demonstrate skills to influence employees.	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

5.3 Programme Title: MBA (Marketing and Sales)

Level – PG

Duration of the program (in yrs): 2   **No. of Semesters: 4**

5.3.1Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent management professionals in the area of Marketing & sales but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

5.3.2 Programme Educational Objectives/Goals:
1. Students of MBA (Marketing and Sales) programme will gain the ability to influence customer through understanding, predicting and shaping the customers' preferences and behaviour with their Marketing knowledge and Market research skills
2. Students will learn to review traditional marketing topics, such as customer behaviour, segmentation, pricing, partnerships, branding and negotiation, but transposes them to the competitive B2B environment
3. Students will gain a balanced overview of the rapidly changing advertising landscape
4. Students will learn to communicate effectively, logically, clearly, and persuasively in spoken, written, and visual form
5. Students will recognise the importance of team working skills, relationship management, networking and leadership skills needed by successful marketing managers in a competitive global, multicultural environment
6. Students shall learn to research and analyse the competitive environment of an industry, recommend the best combination of basic 4 p's marketing for strategic positioning of products and services within the industry and develop associated strategic plans such as logistics & supply chain management
7. Students will be prepared for continued learning throughout their career
8. Students will understand the role of ethical values and practices within a business organization

5.3.3 Programme Operational Objectives

1. The MBA (Marketing and Sales) programme will facilitate environment for innovation and market research excellence for the intellectual growth of students

2. The MBA (Marketing and Sales) programme provides an academic environment for holistic development of students

3. The Programme aims to facilitate opportunities for innovation and environment of market research excellence providing intellectual growth of MBA (Marketing and Sales) students

4. The MBA (Marketing and Sales) programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students

5. The MBA (Marketing and Sales) programme will provide ample opportunities for international exposure to students

6. The MBA (Marketing and Sales) programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies

7. The MBA (Marketing and Sales) programme will facilitate employment opportunities and also support students to start their own ventures

8. The MBA (Marketing and Sales) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development

9. The MBA (Marketing and Sales) programme aims to help students understand and practise the highest standards of ethical behaviour associated with their management profession

10. The MBA (Marketing and Sales) programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.3.4 Programme Learning Outcomes (PLOs):

1. Able to demonstrate marketing & selling skills. To acquire sound knowledge of Marketing strategies and consumer behaviour, apply conceptual knowledge in finding practical solutions for competing and increasing market sales

2. Effectively conduct primary research to evaluate a potential market opportunity and articulate marketing and branding strategies. Ability to collect, analyze and interpret marketing data and information for driving optimum solutions related to consumer trends, advertising etc.

3.Ability to retrieve important demographic/psychographic information from web, to use information in critical and creative thinking, Proficiency in the appropriate use of contemporary technologies.

4. Ability to apply existing skills and knowledge to identify and formulate new problems; Ability to develop inventive and creative solutions useful for marketing, branding and advertising, demonstrating flexibility and resourcefulness; Ability to identify and take serendipitous advantage of market opportunities.

5. Communicate proficiently, in oral, written, presentation, information searching and listening skills to increase the brand value in the market. Be assertive and articulate, be able to negotiate responsibly and persuade customers effectively.

6. Ability to maintain assertiveness, Capacity to interact and collaborate with customers and marketing teams effectively, and demonstrate business development skills in culturally diverse contexts.

7. Understand different cultures and sustainability while developing marketing / branding strategies. Embrace business opportunities offered across globe and accept different ways of working.

8. To understand how their actions can enhance the wellbeing of theirs and will be equipped to make a valuable contribution to society by practicing code of ethics

9. To be motivated to draw upon existing knowledge, generating new ideas and create competitiveness to business through better marketing strategies. To identify professional employment opportunities

10. Act with integrity, set themselves high standards and have skills that are essential to their future lives

11. Ability to apply decision making methodologies, Display Commitment to professional development and a willingness to listen and respond to constructive feedback for enhancing participatory decision making among marketing teams.

12. Ability to build customer relationships, networks and trust with potential and actual co-workers and stakeholders.

5.3.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA – Marketing & Sales Programme
1	The Faculty of MBA- Marketing & Sales programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MBA- Marketing & Sales programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA - Marketing & Sales programme will graduate in timely manner.
4	The student of MBA - Marketing & Sales programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA- Marketing & Sales programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA - Marketing & Sales programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.

7	The MBA- Marketing & Sales programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA - Marketing & Sales Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MBA- Marketing & Sales Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA- Marketing & Sales Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA- Marketing & Sales Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA- Marketing & Sales Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA - Marketing & Sales Programme will support all the students for quality placements or join family business or start their own venture.

5.3.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√	√	√					
Programme Learning Outcome 2	√		√			√		

	C1	C2	C3	C4	C5	C6	C7	C8
Programme Learning Outcome 3	√							
Programme Learning Outcome 4	√		√		√	√		
Programme Learning Outcome 5				√	√			
Programme Learning Outcome 6				√	√			
Programme Learning Outcome 7		√			√	√		
Programme Learning Outcome 8								√
Programme Learning Outcome 9						√		
Programme Learning Outcome 10							√	√
Programme Learning Outcome 11					√			
Programme Learning Outcome 12	√			√				

5.3.7 Programme Educational Outcome Assessment Plan

S.No	PLO	Direct	Annexure for Direct Assessment	Target	Indirect	Annexure for Indirect Assessment	Target
1	Able to demonstrate marketing & selling skills. To acquire sound knowledge of Marketing strategies and consumer behaviour, apply conceptual knowledge in finding practical solutions for competing and increasing market sales	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/ CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

2	Effectively conduct primary research to evaluate a potential market opportunity and articulate marketing and branding strategies. Ability to collect, analyze and interpret marketing data and information for driving optimum solutions related to consumer trends, advertising etc.	Term Paper, Seminar, Internship, Dissertation (Rubrics)	PG/PLO 2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		Comprehensive Exam	PG/PLO /D/CE Framework				
3	Ability to retrieve important demographic/psychographic information from web, to use information in critical and creative thinking, Proficiency in the appropriate use of contemporary technologies.	*Comprehensive Exam	PG/PLO /D/CE Framework	100% students shall able to leverage IT inorder to complete their Assignements and Projects	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Ability to apply existing skills and knowledge to identify and formulate new problems; Ability to develop inventive and creative solutions useful for marketing, branding and advertising, demonstrating flexibility and resourcefulness; Ability to identify and take serendipitous advantage of market opportunities.	*Business Simulation (Rubrics)	PG/PLO 4/D/Simulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO /D/CE Framework				
5	Communicate proficiently, in oral, written, presentation, information searching and listening skills to increase the brand value in the market. Be assertive and articulate, be able to negotiate responsibly and persuade customers effectively.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	PG/PLO 5/D/ BC				
		*Comprehensive Exam	PG/PLO /D/ CE				

#	Program Outcome	Assessment Method	Code	Criteria	Survey	Code	Target
		Framework		course.			
6	Ability to maintain assertiveness, Capacity to interact and collaborate with customers and marketing teams effectively, and demonstrate business development skills in culturally diverse contexts.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO 6/D/BS				
		* Comprehensive Exam	PG/PLO /D/ CE Framework				
7	Understand different cultures and sustainability while developing marketing / branding strategies. Embrace business opportunities offered across globe and accept different ways of working.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Prespective.
		* Rubrics	PG/PLO 7/D/FBL				
		* Comprehensive Exam	PG/PLO /D/ CE Framework				
8	To understand how their actions can enhance the wellbeing of theirs and will be equipped to make a valuable contribution to society by practicing code of ethics	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in

				and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.				the feedback.
		*Comprehensive Exam	PG/PLO /D/ CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means
9	To be motivated to draw upon existing knowledge, generating new ideas and create competitiveness to business through better marketing strategies. To identify professional employment opportunities	*Scoring Rubrics	PG/PLO 9/D/EMP	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO /D/CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Act with integrity, set themselves high standards and have skills that are essential to their future lives	*Quiz (Rubrics)		Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
		*Comprehensive Exam	PG/PLO /D/CE Framework				
11	Ability to apply decision making methodologies, Display Commitment to professional development and a willingness to listen and respond to constructive feedback for enhancing participatory decision making among	*Comprehensive Exam	PG/PLO /D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

	marketing teams.						
12	Ability to build customer relationships, networks and trust with potential and actual co-workers and stakeholders.	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

5.4 Programme Title: MBA (Entrepreneurship)

Level –: PG

Duration of the program (in yrs):   2 Years   **No. of Semesters: 4**

5.4.1Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent management professionals in the area of Entrepreneurship but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. The programme also aims to articulate an entrepreneurial mindset among students who can identify entrepreneurial opportunities of untapped markets and become job creators and establish enterprises for fulfilling the aspirations of job seekers.

5.4.2 Programme Educational Objectives/Goals
1. Students will know to create, identify, assess, shape, and act on entrepreneurial opportunities through the invention, development and exploitation of entirely new ideas, products and services in a variety of contexts and organizations
 2. Students will have the research ability to identify entrepreneurial opportunities present in untapped markets and underserved markets, and those that can be created by applying existing technologies to new fields and new markets
3. Students will have functional knowledge and multiple functional skills and perspectives to analyse the business challenges and opportunities
4. Students will demonstrate an understanding of the characteristics of effective leadership
5. Students will know to communicate logically, clearly, and persuasively in spoken, written, and visual form. They will understand the importance of good communication in the world of business and apply accepted norms and forms in business writing
 6. Students will be able to identify and strategically analyse complex business problems both in local and global environment
 7. Students will be prepared to recognize and respond to ethical questions encountered in creating responsible businesses
5.4.3 Programme Operational Objective

1. The MBA (Entrepreneurship) programme will facilitate environment for innovation and research excellence for the intellectual growth of

students

2. The MBA (Entrepreneurship) programme provides an academic environment for holistic development of students

3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA (Entrepreneurship) students

4. The MBA (Entrepreneurship) programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students

5. The MBA (Entrepreneurship) programme will provide ample opportunities for international exposure to students

6. The MBA (Entrepreneurship) programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies

7. The MBA (Entrepreneurship) programme will facilitate employment opportunities and also support students to start their own ventures

8. The MBA (Entrepreneurship) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development

9. The MBA (Entrepreneurship) programme aims to help students understand and practise the highest standards of ethical behaviour associated with their management profession

10. The MBA (Entrepreneurship) programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.4.4 Programme Learning Outcomes (PLOs):

1. Able to demonstrate enterprising skills identify and discuss the impact of entrepreneurial business context in economy and society. Analyze and appraise business plan and its implementation.

2. Effectively conduct primary research to evaluate a potential market for an entrepreneurial opportunity and articulate business propositions

3. Ability to retrieve important information from web, to use information in critical and creative thinking for avoiding business threats, Proficiency in the appropriate use of contemporary technologies.

4. Able to identify opportunities from any business context/ problems, develop new ideas and create innovative solutions , critically evaluate situations and generate propositions

5. Capable to effectively communicate orally and written. Ability to present information in a highly coherent manner across different contexts to attract VC-Angel investors

6. Ability to maintain level-headedness in behavior in contrast to arrogance, despite achievement of high performance & Success. Capacity to interact and collaborate with others effectively, including in teams, in organizations, and in culturally diverse contexts.

7. Understand different cultures and sustainability. Embrace business opportunities offered across globe and accept different ways of working.

8. To understand how their actions can enhance the wellbeing of theirs and will be equipped to make a valuable contribution to society by practicing code of ethics in building enterprises.

9. To be able to identify business opportunities and create employment. Promote change and innovation, Initiate innovative solutions. Optimize available resources in a constraint environment.

10. Able to apply the innovative and creative skills to shape their future. Act with integrity, set themselves high standards and have skills that are essential to their future lives

11. Generate and critically analyze a novel idea through a reasoned decision-making process, Present a critical analysis of the benefits and risks of developing an idea or a project

12. To demonstrate the ability to build relationships, networks and trust with potential and actual co-workers and stakeholders.

5.4.5 Programme Operational Outcomes

Intended Operational Outcomes for MBA- Entrepreneurship Programme

1	The Faculty of MBA - Entrepreneurship programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MBA - Entrepreneurship programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA- Entrepreneurship programme will graduate in timely manner.
4	The student of MBA - Entrepreneurship programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA- Entrepreneurship programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA - Entrepreneurship programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MBA- Entrepreneurship programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA - Entrepreneurship Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MBA - Entrepreneurship Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA - Entrepreneurship Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA- Entrepreneurship Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA- Entrepreneurship Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA - Entrepreneurship Programme will support all the students for quality placements or join family business or start their own venture.

5.4.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7
Programme Learning Outcome 1	√						
Programme Learning Outcome 2	√	√					
Programme Learning Outcome 3		√	√				
Programme Learning Outcome4	√	√	√				
Programme Learning Outcome 5					√		
Programme Learning Outcome 6				√	√		
Programme Learning Outcome 7					√	√	
Programme Learning Outcome 8							√
Programme Learning Outcome 9	√	√	√				
Programme Learning Outcome10	√	√	√				√
Programme Learning Outcome 11			√			√	
Programme Learning Outcome 12				√	√		

5.4.7 Programme Educational Outcome Assessment Plan:

S.No	PLO	Direct	Annexure for Direct Assessment	Target	Indirect	Annexure for Indirect Assessment	Target
1	Able to demonstrate enterprising skills identify and discuss the impact of entrepreneurial business context in economy and society. Analyze and appraise business plan and its implementation.	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Effectively conduct primary research to evaluate a potential market for an entrepreneurial opportunity and articulate business propositions.	Term Paper, Seminar, Internship, Dissertation (Rubrics)	PG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		Comprehensive Exam	PG/PLO/D/CE Framework				
3	Ability to retrieve important information from web, to use information in critical and creative thinking for avoiding business threats, Proficiency in the appropriate use of contemporary technologies.	*Comprehensive Exam	PG/PLO/D/CE Framework	100% students shall able to leverage IT inorder to complete their Assignements and Projects	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

4	Able to identify opportunities from any business context/ problems, develop new ideas and create innovative solutions, critically evaluate situations and generate propositions.	*Business Simulation (Rubrics)	PG/PLO4/D/Simulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework				
5	Capable to effectively communicate orally and written. Ability to present information in a highly coherent manner across different contexts to attract VC-Angel investors.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	PG/PLO5/D/BC				
		*Comprehensive Exam	PG/PLO/D/CE Framework				
6	Ability to maintain level-headedness in behavior in contrast to arrogance, despite achievement of high performance & Success. Capacity to interact and collaborate with others effectively, including in teams, in organizations, and in culturally diverse contexts.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO6/D/BS				
		* Comprehensive Exam	PG/PLO/D/CE Framework				

7	Understand different cultures and sustainability. Embrace business opportunities offered across globe and accept different ways of working.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Prespective.
		* Rubrics	PG/PLO7/D/FBL				
		* Comprehensive Exam	PG/PLO/D/CE Framework				
8	To understand how their actions can enhance the wellbeing of theirs and will be equipped to make a valuable contribution to society by practicing code of ethics in building enterprises	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		* Comprehensive Exam	PG/PLO/D/CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means
9	To be able to identify business opportunities and create employment. Promote change and innovation, Initiate innovative solutions. Optimize available resources in a constraint environment	*Scoring Rubrics	PG/PLO9/D/EMP	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.

				scale.			
10	Able to apply the innovative and creative skills to shape their future. Act with integrity, set themselves high standards and have skills that are essential to their future lives	*Quiz (Rubrics) *Comprehensive Exam	 PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
11	Generate and critically analyze a novel idea through a reasoned decision-making process, Present a critical analysis of the benefits and risks of developing an idea or a project	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
12	To demonstrate the ability to build relationships, networks and trust with potential and actual co-workers and stakeholders.	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

5.5 Programme Title: MBA (Retail Management)

Level – PG

Duration of the program (in yrs): 2   **No. of Semesters: 4**

5.5.1 Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent management professionals in the area of Retail Management but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. The programme aims to create talent to meet the current and future needs of the retail industry with hands on experience in retailing.

5.5.2 Programme Educational Objectives/Goals:
1. Students will learn the fundamentals of retail business and develop management skills to work in managerial positions in the retail industry
2. Students will learn scientific approach with insight into practical implementations by applying their functional, technical and ICT capabilities
3. Students will learn to understand and appreciate the inter-relationships between the diverse and complex tasks of retail store operations
4. Students will learn to communicate proficiently, in oral, written, presentation, information searching and listening skills in the management profession
5. Students will be able to work effectively in diverse communities.
6. Students while decision making will evaluate Cultural diversity to benefit Retail business growth
7. Students will gain confidence and trust to practice ethical behaviour in their profession
8. Students will seek learning opportunities all through their professional career

5.5.3 Programme Operational Objectives

1. The MBA (Retail Management) programme will facilitate environment for innovation and research excellence for the intellectual growth of students

2. The MBA (Retail Management) programme provides an academic environment for holistic development of students

3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA (Retail Management) students

4. The MBA (Retail Management) programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students

5. The MBA (Retail Management) programme will provide ample opportunities for international exposure to students

6. The MBA (Retail Management) programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies

7. The MBA (Retail Management) programme will facilitate employment opportunities and also support students to start their own ventures

8. The MBA (Retail Management) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development

9. The MBA (Retail Management) programme aims to help students understand and practice the highest standards of ethical behaviour associated with their management profession

10. The MBA (Retail Management) programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.5.4 Programme Learning Outcomes (PLOs):

1. To be Competent in applying the knowledge in Retail Management and skills to manage retail stores and operations in the international environment
2. Ability to engage effectively in the market research enquiry and discourses, to formulate research questions and critically analyse the date to provide interpretations
3. Recognize pertinent market, customer and business information needs, use appropriate technologies and methodologies to locate access and use information.

4. Respond effectively to unfamiliar problems in unfamiliar Business contexts. Ability to develop inventive and creative solutions useful for marketing, branding and advertising, merchandising, store operations etc.
5. Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to persuade the customers B2C/B2B
6. Able to work in Collaborative teams, Capable of initiating as well as embracing change, To stay calm in crisis situations, To motivate others
7. Able to work effectively in diverse communities. Evaluate Cultural diversity to benefit Retail business growth. Appreciate local, national and global issues and the social and philosophical contexts relating to marketing, retail selling and retail operations.
8. A clear understanding and demonstration of ethical, legal, social and civic responsibility as a retail manager and member of the discipline.
9. Ability to innovate, plan and organize retail management activities that contributes to productive outcomes. Demonstrate people management skills in coordinating with retail outlet management.
10. To display spirit of curiosity and a desire to learn, and seeking out learning opportunities
11. Utilise real world problems to build marketing knowledge, develop structural knowledge of problems appropriate to interdisciplinary inquiry for better retail management & operations
12. Ability to build customer relationships, networks, franchises and trust with potential and actual co-workers and stakeholders.

5.5.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA – Retail Management Programme
1	The Faculty of MBA – Retail Management programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MBA– Retail Management programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA – Retail Management programme will graduate in timely manner.
4	The student of MBA– Retail Management programme will be provided with Academic facilities, Technological Resources for teaching and learning.

5	The student of MBA – Retail Management programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA– Retail Management programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MBA– Retail Management programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA– Retail Management Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MBA – Retail Management Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA– Retail Management Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA– Retail Management Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA – Retail Management Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA – Retail Management Programme will support all the students for quality placements or join family business or start their own venture.

5.5.6 PEO – PLOs Mapping:
Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs \ PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√							
Programme Learning Outcome 2		√						
Programme Learning Outcome 3		√						
Programme Learning Outcome 4	√	√						
Programme Learning Outcome 5				√				
Programme Learning Outcome 6			√	√	√			
Programme Learning Outcome 7			√		√	√		
Programme Learning Outcome 8							√	
Programme Learning Outcome 9	√		√	√	√			
Programme Learning Outcome 10								√
Programme Learning Outcome 11	√	√						
Programme Learning Outcome 12			√	√	√			

5.5.7 Programme Educational Outcome Assessment Plan:

S.No	PLO	Direct	Annexure for Direct Assessment	Target	Indirect	Annexure for Indirect Assessment	Target

1	To be Competent in applying the knowledge in Retail Management and skills to manage retail stores and operations in the international environment	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Ability to engage effectively in the market research enquiry and discourses, to formulate research questions and critically analyse the date to provide interpretations	Term Paper, Seminar, Internship, Dissertation (Rubrics) Comprehensive Exam	PG/PLO2/D/Dissertation PG/PLO/D/CE Framework	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Recognize pertinent market, customer and business information needs, use appropriate technologies and methodologies to locate access and use information.	*Comprehensive Exam	PG/PLO/D/CE Framework	100% students shall able to leverage IT inorder to complete their Assignements and Projects	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Respond effectively to unfamiliar problems in unfamiliar Business contexts. Ability to develop inventive and	*Business Simulation (Rubrics)	PG/PLO4/D/Simulation	80% students shall able to demonstrate Problem Solving and	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

	creative solutions useful for marketing, branding and advertising, merchandising, store operations etc. Utilise real world problems to build marketing knowledge, develop structural knowledge of problems appropriate to interdisciplinary inquiry for better retail management & operations	*Comprehensive Exam	PG/PLO/D/CE Framework	Decision Making Skill			
5	Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to persuade the customers B2C/B2B.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	PG/PLO5/D/BC				
		*Comprehensive Exam	PG/PLO/D/CE Framework				
6	Able to work in Collaborative teams, Capable of initiating as well as embracing change, To stay calm in crisis situations, To motivate others	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO6/D/BS				

		* Comprehensive Exam	PG/PLO/D/CE Framework	component of Behavioural Science course.			
7	Able to work effectively in diverse communities. Evaluate Cultural diversity to benefit Retail business growth. Appreciate local, national and global issues and the social and philosophical contexts relating to marketing, retail selling and retail operations.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Prespective.
		* Rubrics	PG/PLO7/D/FBL				
		* Comprehensive Exam	PG/PLO/D/CE Framework				
8	A clear understanding and demonstration of ethical, legal, social and civic responsibility as a retail manager and member of the discipline	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		* Comprehensive Exam	PG/PLO/D/ CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means

9	Ability to innovate, plan and organize retail management activities that contributes to productive outcomes. Demonstrate people management skills in coordinating with retail outlet management.	*Scoring Rubrics	PG/PLO9/D/EMP	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	To display spirit of curiosity and a desire to learn, and seeking out learning opportunities.	*Quiz (Rubrics)		Mentors will asses the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework				
11	Utilise real world problems to build marketing knowledge, develop structural knowledge of problems appropriate to interdisciplinary inquiry for better retail management & operations	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will asses the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
12	Ability to build customer relationships, networks, franchises and trust with potential and actual co-	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will asses the Learning curve of	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the

workers and stakeholders.			100% students.			Alumni Survey.

5.6 Programme Title: MBA (Finance)

Level – PG

Duration of the program (in yrs):   2   **No. of Semesters: 4**

5.6.1 Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent Financial professionals with specializations in areas of Taxation, Banking, International Finance, Wealth Management, General Financial Rules, Investment Banking, Financial Consulting, Financial Analytics, Financial Markets but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

5.6.2 Programme Educational Objectives/Goals:
 1 Students will have Financial knowledge of the application of management principles in a professional work setting
 2 Students will know to integrate theory and practice, as well as expertise across functional areas in making effective financial decisions by understanding the relationship of business to global environment
 3 Students will know how to develop and sustain good individual and organizational performance by leveraging Financial Research skills, Information and Technological competencies in any management framework through financial modeling
 4 Students will strategically think when and how to use assertiveness and influential skills
5 Students will be able to demonstrate effective communication skills that support and enhance managerial effectiveness
6 Students will have the positive perspectives and skills that create productive managerial leaders and business financial models.
 7 Students will be able to review and critique organizational efforts to act ethically and responsibly
8 Students will be prepared for continued learning throughout their career in the field of Finance and Taxation aspects.

5.6.3 Programme Operational Objectives

1. The MBA(Finance) programme will facilitate environment for innovation and research excellence for the intellectual growth of students
2. The MBA (Finance) programme provides an academic environment for holistic development of students
3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA students
4. The programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students
5. The Management programme will provide ample opportunities for international exposure to students
6. The Management programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies
7. The Management programme will facilitate employment opportunities and also support students to start their own ventures
8. The MBA (Finance) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development
9. The programme aims to help students understand and practice the highest standards of ethical behaviour associated with their management profession
10. The Management programme will aim to attain national and international accreditation and university rankings to provide best in class academic environment.

5.6.4 Programme Learning Outcomes:

1To apply management concepts in a multi-disciplinary context and critically analyze financial management problems in volatile business environment.
2.To incorporate value added research in the current investment theory, practice, empirical data, corporate trends and real-time market intelligence to generate high quality investment ideas.
3.To apply strategies for financial decision making by challenging conventional ways of thinking and paying attention to details.
4.To proficiently communicate, search information and display extraordinary listening skills in the corporate world.
5.To adopt innovative ideas to deal with financing needs and challenges at various stages in the lifecycle of an organization or an individual.
6.To allocate financial resources prudently that contributes to strategic business plan of the organization.
7.To understand and practice the highest standards of ethical behavior associated with the finance profession.
8.To be able to acquire and evaluate new knowledge through financial research methods, interpret results for achieving optimum end results.
9.To evaluate performance of investment decisions and effectiveness of asset allocation strategies for portfolios consisting of debt and equity securities, derivatives, real estate and other alternative investments.
10.To be able to apply FinTech in big data analytics for strategic financial decision making to achieve long term sustainability.

5.6.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA Finance Programme
1	The Faculty of MBA Finance programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MBA Finance programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA Finance programme will graduate in timely manner.
4	The student of MBA Finance programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA Finance programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA Finance programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MBA Finance programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA Finance Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MBA Finance Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA Finance Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA Finance Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA Finance Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.

13	The faculty of MBA Finance Programme will support all the students for quality placements or join family business or start their own venture.

5.6.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√							
Programme Learning Outcome 2		√	√					
Programme Learning Outcome 3			√					
Programme Learning Outcome 4				√				
Programme Learning Outcome 5					√			
Programme Learning Outcome 6						√		
Programme Learning Outcome 7					√			
Programme Learning Outcome 8							√	
Programme Learning Outcome 9							√	
Programme Learning Outcome 10								√
Programme Learning Outcome 11	√	√						
Programme Learning Outcome 12				√				

5.6.7 Programme Educational Outcome Assessment Plan:

S.No	PLO	Direct	Direct Assessment	Target	Indirect	Indirect Assessment	Target
1	To define, summarize concepts in Management and apply it in multi-disciplinary context, able to describe and critically analyse management problems in volatile business environment	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Ability to acquire and evaluate new knowledge through Business research methods, Ability to identify, define, investigate, and solve critical business issues, analyze data/information and interpret results for driving optimum solutions.	Term Paper, Seminar, Internship, Dissertation (Rubrics)	PG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		Comprehensive Exam	PG/PLO/D/ CE Framework				
3	Able to identify potential sources of Business environment information using technologies, Synthesize and define an idea from multiple information sources.	*Comprehensive Exam	PG/PLO/D/ CE Framework	100% students shall able to leverage IT inorder to complete their Assignements and Projects	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Able to pay attention to details, challenging conventional ways of thinking, Applying a range of strategies to problem solving	*Business Simulation (Rubrics)	PG/PLO4/D/Simulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		*Comprehensive Exam	PG/PLO/D/CE Framework				
5	Communicate proficiently, in oral, written, presentation, information searching and listening skills in the management profession	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication course.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	PG/PLO5/D/ BC				
		*Comprehensive Exam	PG/PLO/D /CE Framework				
6	To demonstrate excellent interpersonal, mentoring and decision-making skills, including an awareness of personal strengths and limitations. Promote self-awareness, empathy, cultural awareness and mutual respect while working in teams.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO6/D/B S				
		* Comprehensive Exam	PG/PLO/D/ CE Framework				
7	Able to Understand global issues from different perspectives, Recognize the opportunities that the wider world offers, Learning from and respecting different cultures, Apply different forms of communication in different cultural settings.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students shall able to demonstrate Global Outlook Prespective.
		* Rubrics	PG/PLO7/D/F BL				
		* Comprehensive Exam	PG/PLO/D/ CE Framework				

#	Outcome	Assessment Method	Code	Target	Indirect Assessment	Code	Description
8	Understand and practice the highest standards of ethical behaviour associated with their management profession	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		* Comprehensive Exam	PG/PLO/D/CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means
9	Able to find opportunities to improve the business value chain as an intrapreneur. Develop business acumen and display basic business skills.	*Scoring Rubrics	PG/PLO9/D/EMP	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/ Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Able to critically evaluate and reflect upon their personal development during the work experience and future learning needs to support their career aspirations in future	*Quiz (Rubrics)		Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework				
11	Ability to apply decision making methodologies to evaluate solutions for efficiency, effectiveness and sustainability	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

12	Demonstrate and possess the skills to influence, negotiate and lead business deals.	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

5.7 Programme Title: **MBA (Rural Management)**

Level – UG/PG : PG

Duration of the program (in yrs):   2 Years   No. of Semeters: 4

5.8.1 Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent management professionals in the area of Rural Management but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. The objective of the programme is to develop among students a strong conceptual and analytical framework on rural management issues. The programme aims to create professional rural managers having appropriate skills and competencies for delivering socio-economic sustainable projects for inclusive growth of rural areas.

5.8.2 Programme Educational Objectives/Goals:

1. Students will learn the concepts and techniques of modern management and their application in rural management

2. Students will develop skills in diagnosing and solving management problems in rural management

3. Students will gain research and analytical skills for developing framework on rural management issues

4. Students will learn consultancy skills in rural management

5. Students will know to communicate orally and written to the rural community in outreach activities

6. Students will develop appropriate attitudes, leadership skills, networking skills, participatory decision making styles and technical/ IT know how required for a professional rural manager

7. Students will learn to be an interface between the corporate sector and social development

8. Students will gain confidence to present issues related non-practice ethics, injustice, inequality, dishonesty, and lack integrity that thwart the development of rural community

5.7.3 Programme Operational Objectives
1. The MBA (Rural Management) Programme will facilitate environment for innovation and research excellence for the intellectual growth of students

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2. The MBA (Rural Management) Programme provides an academic environment for holistic development of students

3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA (Rural Management) students

4. The MBA (Rural Management) Programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students

5. The MBA (Rural Management) Programme will provide ample opportunities for international exposure to students

6. The MBA (Rural Management) Programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies

7. The MBA (Rural Management) Programme will facilitate employment opportunities and also support students to start their own ventures

8. The MBA (Rural Management) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development

9. The MBA (Rural Management) Programme aims to help students understand and practice the highest standards of ethical behaviour associated with their management profession

10. The MBA (Rural Management) Programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.7.4 Programme Learning Outcomes (PLOs):

1. To demonstrate conceptual knowledge in dealing with issues related to rural development interventions. To develop awareness related to schemes, programmes and government initiatives in improving the quality of rural life. To understand the linkage of welfare strategy and implementation.

2. Ability to use knowledge and skills to devise solutions to unfamiliar socio economic problems, ability to analyze and critically evaluate arguments related to poverty, social security and imbalances in social development. Ability to synthesize and organize information related rural problems and capacity to interpret findings for rural development and empowerment.

3. Ability to retrieve important information from web related to assistance from various agencies and developmental programmes, Proficiency in the appropriate use of contemporary technologies.

4. Able to identify opportunities from rural areas in business context, develop new ideas and create innovative solutions , critically evaluate situations and generate propositions like better enforcement of land reforms, credit access, marketing of rural products etc.

5. Capable to effectively communicate orally and written to the rural community in outreach activities. Ability to present information in a highly coherent manner across different contexts to attract developmental projects related to sanitation, health, water supply, watershed management.

6. Demonstrate confidence in work, initativeness, be reliable, enthusiastic, pro-active and a team player to engage in community development

7. To be aware of ethical, social and cultural issues within a global context and their importance in exercising professional skills and responsibilities in developing the rural communities.

8. To understand how their ethical actions can enhance the wellbeing of theirs and will be equipped to make a valuable contribution to society. To Strive for justice, equality, honesty, and integrity in all personal and professional pursuits.

9. To be able to identify opportunities to create social enterprise in rural areas financially valuable and create employment opportunities for self & others

10. To be independent learners who take responsibility for their own learning and have skills that are essential to their future lives

11. Generate and critically analyze a novel idea through a reasoned decision-making process, Present a critical analysis of the benefits and risks of developing an idea or a project

12. To demonstrate the ability to build relationships with rural communities/ networks and trust with field workers and stakeholders.

5.7.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA – Rural Management Programme
1	The Faculty of MBA– Rural Management programme will use appropriate methodology and pedagogical tools for teaching, learning and development

2	The curriculum of MBA – Rural Management programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA– Rural Management programme will graduate in timely manner.
4	The student of MBA – Rural Management programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA– Rural Management programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA– Rural Management programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MBA – Rural Management programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA – Rural Management Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MBA– Rural Management Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA– Rural Management Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA – Rural Management Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA– Rural Management Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA – Rural Management Programme will support all the students for quality placements or join family business or start their own venture.

5.7.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√							
Programme Learning Outcome 2		√						
Programme Learning Outcome 3			√					
Programme Learning Outcome 4			√	√				
Programme Learning Outcome 5				√	√			
Programme Learning Outcome 6					√	√		
Programme Learning Outcome 7							√	
Programme Learning Outcome 8								√
Programme Learning Outcome 9	√		√	√			√	
Programme Learning Outcome10		√				√		
Programme Learning Outcome 11				√	√	√		
Programme Learning Outcome 12					√		√	

5.7.7 Programme Educational Outcome Assessment Plan:

S.No	PLO	Direct	Annexure for Direct Assessment	Target	Indirect	Annexure for Indirect Assessment	Target
1	To demonstrate conceptual knowledge in dealing with issues related to rural development interventions. To develop awareness related to schemes, programmes and government initiatives in improving the quality of rural life. To understand the linkage of welfare strategy and implementation.	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Ability to use knowledge and skills to devise solutions to unfamiliar socio economic problems, ability to analyze and critically evaluate arguments related to poverty, social security and imbalances in social development. Ability to synthesize and organize information related rural	Term Paper, Seminar, Internship, Dissertation (Rubrics) Comprehensive Exam	PG/PLO2/D/Dissertation PG/PLO/D/CE Framework	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

	problems and capacity to interpret findings for rural development and empowerment.						
3	Ability to retrieve important information from web related to assistance from various agencies and developmental programmes, Proficiency in the appropriate use of contemporary technologies.	*Comprehensive Exam	PG/PLO/D/CE Framework	100% students shall able to leverage IT inorder to complete their Assignements and Projects	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Able to identify opportunities from rural areas in business context, develop new ideas and create innovative solutions , critically evaluate situations and generate propositions like better enforcement of land reforms, credit access, marketing of rural products	*Business Simulation (Rubrics) *Comprehensive Exam	PG/PLO4/D/Simulation PG/PLO/D/CE Framework	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

	etc.						
5	Capable to effectively communicate orally and written to the rural community in outreach activities. Ability to present information in a highly coherent manner across different contexts to attract developmental projects related to sanitation, health, water supply, watershed management.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	PG/PLO5/D/BC				
		*Comprehensive Exam	PG/PLO/D/CE Framework				
6	Demonstrate confidence in work, initativeness , be reliable, enthusiastic, pro-active and a team player to engage in community development.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO6/D/BS				
		* Comprehensive Exam	PG/PLO/D/CE Framework				

7	To be aware of ethical, social and cultural issues within a global context and their importance in exercising professional skills and responsibilities in developing the rural communities.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Prespective.
		* Rubrics	PG/PLO7/D/FBL				
		* Comprehensive Exam	PG/PLO/D/CE Framework				
8	To understand how their ethical actions can enhance the wellbeing of theirs and will be equipped to make a valuable contribution to society. To Strive for justice, equality, honesty, and integrity in all personal and professional pursuits.	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		* Comprehensive Exam	PG/PLO/D/CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means
9	To be able to identify opportunities to create social enterprise in rural areas financially valuable and create employment opportunities for self & others	*Scoring Rubrics	PG/PLO9/D/EMP	100% students submit a Business plan and 50% students should secure	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit

				a grade of 6 and above on a 10-point scale.			Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	To be independent learners who take responsibility for their own learning and have skills that are essential to their future lives	*Quiz (Rubrics)		Mentors will asses the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework				
11	Generate and critically analyze a novel idea through a reasoned decision-making process, Present a critical analysis of the benefits and risks of developing an idea or a project	*Comprehensive Exam	PG/PLO/D/CE Framework	Mentors will asses the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

| 12 | To demonstrate the ability to build relationships with rural communities/ networks and trust with field workers and stakeholders. | *Comprehensive Exam | PG/PLO/D/CE Framework | Mentors will asses the Learning curve of 100% students. | Student Exit Survey | PG/PLO/ID/Exit Survey | 80% students response range between 4-5 on the Likert Scale in the Alumni Survey. |

5.8– BBA-(International Business)
Level – UG

Duration of the program (in yrs): 3   **No. of Semesters: 6**

5.8.1 Mission Statement

Programme Mission
To impart education in the area of international Business and to develop all round Personality of students by making them not just excellent professionals but also good individuals with understanding and regard for Human values, pride in their heritage and culture, a sense of right and wrong, and a yearning for perfection.

5.8.2 Programme Educational Objectives (PEOs)

Educational Goals
1. To impart education in the area of International Business
2. To develop all round personality of students by making them not just excellent professionals but also good individuals with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong, and a yearning for perfection.
3. To make students exhibit effectual communication skills that augment efficacy of managers.
4. To positive outlook amongst students and ability that create industrious managerial leaders and business networks

5.8.3 Programme Operational Objectives

Operational Goals
1. This program will facilitate an academically conducive environment for holistic development of students

2.	This program intends to provide educational excellence in academic delivery
3.	This Programme will encourage intellectual growth of faculty through innovation and research.
4.	This Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5.	This Programme will foster cultural empathy and a sense of social and environmental responsibility.
6.	This Programme will offer abundant opportunities for international exposure to its faculty and students.
7.	This Programme will endeavor towards persistent enhancement of processes and systems and aim to attain national and international accreditations and university rankings.
8.	This Programme will strengthen its bond with the industry through collaborative interactions with alumni networks and industry experts.
9.	This Programme will facilitate students in pursuing their further studies in management or obtain employment as per their merit or create their own business ventures.
10.	This Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.8.4 Programme Learning Outcomes

1.	Student shall be able to classify International Business in its interdisciplinary context.
2.	Student shall be able to create and practise thinking independently, analytically and creatively
3.	Student shall be able to use appropriate tools and methodologies to classify and process information
4.	Student shall be able to select and apply strategies to solve problems
5.	Student shall be able to demonstrate and develop communicate skills, in oral, written, presentation.
6.	Student shall be able to define and practice Leadership skills and demonstrate excellent interpersonal skills,.
7.	Student shall be able to Identify and illustrate global business opportunities offered across the globe.
8.	Student shall be able to define and practice the highest standards of ethical behaviour as a global

	manager.
9.	Student shall be able to outline ,plan and evaluate International Business Practices that contributes to productive outcomes.
10.	Student shall be able to comply the spirit of curiosity and a desire to learn, and seeking out learning opportunities in the global environment

5.8.5 Programme Operational Outcomes

Operational Outcomes	
1.	The Faculty of BBA-IB programme will use appropriate methodology and pedagogical tools for teaching, learning and development.
2.	The BBA-IB programme Programme will facilitate an atmosphere that promotes overall development of students.
3.	The BBA-IB programme Programme will encourage intellectual growth of faculty through innovation and research.
4.	The BBA-IB programme Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5.	The BBA-IB programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff
6.	BBA-IB programme will facilitate cultivation of cross cultural humanitarian values.
7	BBA-IB programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
8	BBA-IB programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
9	BBA-IB programme will support all the students for quality placements or join family business or start their own venture.
10	BBA-IB programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.8.6 PEO-PLO Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

Linkage of PEO & PLOs:

PEOs / PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
Programme Learning Outcome 1	√				√
Programme Learning Outcome 2	√	√	√		√
Programme Learning Outcome 3		√	√		
Programme Learning Outcome4	√	√		√	
Programme Learning Outcome 5				√	√
Programme Learning Outcome 6				√	
Programme Learning Outcome 7		√			√
Programme Learning Outcome 8	√		√	√	
Programme Learning Outcome 9		√		√	
Programme Learning Outcome10	√				

5.8.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Students will exhibit practical knowledge of the management concepts and principles in the work scenario.	Demonstrate a strong base of general management and build strong pillars over it in a particular area of specialization (Marketing, Finance, I.T., H.R.M, and Entrepreneurship). Develop an ability to integrate knowledge of one area into other and understand management as a comprehensive concept.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Students will progress and sustain effective	Develop an eye to look out for changes,	Dissertation (Rubrics)	UG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5

	individual and organizational performance by leveraging research and IT skills in a given context.	opportunities and threats in the business environment. Demonstrate ability to use various tools and techniques of research methodology to convert threats into opportunities and weaknesses into strengths.						range on the Likert Scale in the feedback.
3	Students will progress and sustain effective individual and organizational performance by leveraging research and IT skills in a given context.	Critically analyze, evaluate and synthesize data into information relevant to taking business decisions through use of relevant IT tools.	*Comprehe nsive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Students will recognize and understand	Develop skill and expertise in problem	*Comprehe nsive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale

								in the Student Exit Survey.
	the use of assertiveness and influential skills.	solving. Gain experience in dealing with diverse business situations and decision making.						
5	Students will exhibit effectual communication skills that augment efficacy of managers.	Learn about business etiquettes. Develop high degree of verbal non – verbal and written communication. Understand cross-cultural difference in communication.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the Business communication course.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO5/D/ BC	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BC course will achieve proficient or			

					distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
6	Students will develop positive outlook and ability that create industrious managerial leaders and business networks.	Develop highest order of behavioral and interpersonal skills. Demonstrate initiative and lead by example. Practice effectively both as an individual and as a team member.	* Behavioural Science Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the BS Result.	Student Exit Survey		80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO6/D/BS	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BS course will achieve proficient or distinguished (score 2 and			

					above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
7	Students will amalgamate learning from theory and experience, and make use of skills developed across functional areas in making effective decisions for business in a dynamic scenario.	Recognize and identify diversity in cultures. Show sensitivity to various cultural and environmental issues and demonstrate traits of global business practitioner.	*Foreign Business Language Result Analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the FBL Result.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO7/D/FBL	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the FBLcourse will achieve proficient or distinguished (score 2 and			

					above).			
			*Comprehe nsive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
8	Students will become ethically responsible managers that positively impact businesses and society.	Apply ethical business practices to show case highest level of commitment to professional code of conduct in the arena of business management.	*Dissertati on (Plagiarism Checking)		100% students will undertake and complete the dissertation with in al least 85% original content	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
			* Comprehen sive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means.
9	Students will recognize and understand the use of assertiveness and influential skills.	Acquire all the necessary skill set to be a manager. Practice creativity. Analyse risks and explore opportunities	*Employea ability & Entrepreneurship (Rubrics)	UG/PLO9/D/EMP	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

		to create new business propositions. Develop idea generation skills, risk taking ability and ability to convert ideas into business ventures.			proficient or distinguished (score 3 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Alumni Survey	UG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Students will critically appraise and reflect learning and development throughout their career.	Student will develop interest and competency for knowledge acquisition through use of sources like Newsspapers / Business Magazines / Library databases/ Internet for life-long learning.	*Quiz (Rubrics)		Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Comprehen	UG/PLO/D/CE Framework	80% students shall pass the			

		sive Exam		exam.			

5.9 BBA – 3 Continent

Level – UG

Duration of the program (in yrs): 3 No. of Semesters: 6

5.9.1 Mission Statement

Programme Mission
To impart education in the area of international Business with the exposure to students in three different continents and to develop all round personality of students by making them not just excellent professionals but also good individuals with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong, and a yearning for perfection.

5.9.2 Programme Educational Objectives (PEOs)

Educational Goals
1. 3 Continent BBA programme is designed to give students a clear understanding of management concepts and an understanding of doing business internationally.
2. The programme provides a multi-dimensional focus of study and the student, at a young age, is able to comprehend nuances of business.
3. This programme also lays a knowledgeable foundation for students who may want to pursue higher education in India or internationally.
4. The programme will help students to develop all round personality of students by making them not just excellent professionals but also good individuals with understanding and regard for human values, pride in their heritage and culture, a sense of right

	and wrong, and a yearning for perfection.
5.	The programme will help students recognize and understand the use of assertiveness and influential skills.

5.9.3 Programme Operational Objectives

1.	This 3 Continent Programme intends to achieve distinction in academic delivery and teaching processes.
2.	This Programme will facilitate an atmosphere that promotes overall development of students.
3.	This Programme will encourage intellectual growth of faculty through innovation and research.
4.	This Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5.	This Programme will foster cultural empathy and a sense of social and environmental responsibility.
6.	This Programme will offer abundant opportunities for international exposure to its faculty and students.
7.	This Programme will endeavor towards persistent enhancement of processes and systems and aim to attain national and international accreditations and university rankings.
8.	This Programme will strengthen its bond with the industry through collaborative interactions with alumni networks and industry experts.
9.	This Programme will facilitate students in pursuing their further studies in management or obtain employment as per their merit or create their own business ventures.
10.	This Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.9.4 Programme Learning Outcomes

1.	Student shall be able to describe International Business in its interdisciplinary context .
2.	Student shall be able to develop and practise thinking independently, analytically and creatively.

3.	Student shall be able to use appropriate tools and methodologies to locate, assess and process information
4.	Student shall be able to apply skills to effectively recognize and resolve issues
5.	Student shall be able to demonstrate and develop communicate skills, in oral, written, presentation
6.	Student shall be able to define and practice Leadership skills and demonstrate excellent interpersonal skills,.
7.	Student shall be able to identify and illustrate global business opportunities offered across the globe.
8.	Student shall be able to develop and practice the highest standards of ethical behaviour as a global manager or an entrepreneur.
9.	Student shall be able to identify and interpret International Business Practices that contributes to productive outcomes.
10.	Student shall be able to analyse the global environment and take decisions accordingly.

5.9.5 Programme Operational Outcomes

Operational Outcomes	
1.	The Faculty of 3 Continent programme will use appropriate methodology and pedagogical tools for teaching, learning and development.
2.	The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3.	The student of 3 Continent programme will earn achievements in inter-university Extra Curricular activities.
4.	The 3 Continent programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
5.	3 Continent programme will facilitate cultivation of cross cultural humanitarian values.
6.	3 Continent programme shall develop and maintain strong relationship with corporate.
7	Shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
8	Shall give exposure to students to understand global business nuances while studying in India, UK and US under 3 Continent programme
9	3 Continent programme will support all the students for quality placements or join family business or start their own

	venture.
10	3 Continent programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.
11	The Faculty of 3 Continent programme will use appropriate methodology and pedagogical tools for teaching, learning and development.
12	The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.

5.9.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

Linkage of PEO & PLOs:

PEOs / PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
Programme Learning Outcome 1	√				√
Programme Learning Outcome 2	√	√	√		√
Programme Learning Outcome 3		√	√		
Programme Learning Outcome4	√	√		√	
Programme Learning Outcome 5				√	√
Programme Learning Outcome 6				√	
Programme Learning Outcome 7		√			√

Programme Learning Outcome 8	√		√	√	
Programme Learning Outcome 9		√		√	
Programme Learning Outcome10	√				

5.9.7 Programme Educational Outcome Assessment Plan:

#	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Student shall be able to describe International Business in its interdisciplinary context .	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Student shall be able to develop and practise thinking independently, analytically and creatively.	Dissertation (Rubrics)	UG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Student shall be able to use appropriate tools and methodologies to locate, assess and process information	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Student shall be able to apply skills to effectively recognize	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the

	and resolve issues						Likert Scale in the Student Exit Survey.
5		*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the Business communication course.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
	Student shall be able to demonstrate and develop communicate skills, in oral, written, presentation	*Rubrics	UG/PLO5/D/BC	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BC course will achieve proficient or distinguished (score 2 and above).			
		*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
6	Student shall be able to define and practice Leadership skills and demonstrate excellent interpersonal skills,.	* Behavioural Science Course Result		80% students should secure a grade of 6 and above on a 10-point scale in the	Student Exit Survey		80% students' response range between 4-5 on the Likert Scale in the Student Exit

		analysis of all semesters		BS Result.			Survey.
		*Rubrics	UG/PLO6/D/BS	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BS course will achieve proficient or distinguished (score 2 and above).			
		*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
7	Student shall be able to identify and illustrate global business opportunities offered across the globe.	*Foreign Business Language Result Analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the FBL Result.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	UG/PLO7/D/FBL	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly			

				sampled from the FBLcourse will achieve proficient or distinguished (score 2 and above).				
		*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.				
8	Student shall be able to develop and practice the highest standards of ethical behaviour as a global manager or an entrepreneur.	*Dissertation (Plagiarism Checking)		100% students will undertake and complete the dissertation with in al least 85% original content	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		* Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means.
9	Student shall be able to identify and interpret International Business Practices that contributes to productive outcomes.	*Employeeaability & Entrepreneurship (Rubrics)	UG/PLO9/D/EMP	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

				above).			
		*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Alumni Survey	UG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Student shall be able to analyse the global environment and take decisions accordingly.	*Quiz (Rubrics)		Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			

5.10 MBA-IB / MBA –IB Evening
Level – PG

Duration of the program (in yrs): 2   **No. of Semesters: 4**

5.10.1 Mission Statement

Programme Mission
To impart education in the area of international business, to develop all round personality of students by making them not just excellent professionals but also good individuals with understanding and regard for human values, and a yearning for perfection. This programme provides an opportunity for students to gain invaluable exposure, experience and practical knowledge.

5.10.2 Programme Educational Objectives (PEOs)

Educational Goals
1. The objective of the MBA- IB programme is to educate and prepare a diverse groups of students with the knowledge, analytical ability, and management perspectives and skills needed to provide leadership to organizations competing in a world increasingly characterized by diversity in the workforce, rapid technological change, and a fiercely competitive global marketplace
2. The programme is designed to help the students develop their decision making skills, problem identification & problem solving skills and integrative and critical thinking. The course selection offered to the students over four semesters helps them to create a better understanding of the working of business with effective use of simulations and case studies.
3. The programme is designed to help students identify, define and investigate information and ideas related to issues and opportunities in International Business Environment
4. MBA- IB is designed to prepare students for careers in management and leadership . Students acquire a comprehensive foundation in the fundamentals of business, the global environment in which they will function, and the analytical tools for intelligent decision-making.

5.10.3 Programme Operational Objectives

Operational Goals
1.This programme will facilitate environment for innovation and research excellence for the intellectual growth of students

2. This programme provides an academic environment for holistic development of students
3. This Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA-IB students
4. This programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students
5. This programme will provide ample opportunities for international exposure to students
6. This programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies
7. This programme will facilitate employment opportunities and also support students to start their own ventures
8. The MBA-IB students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development
9. This programme aims to help students understand and practice the highest standards of ethical behaviour associated with their management profession
10. This programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.10.4 Programme Learning Outcomes

1	Students shall be able to interpret and analyze various subjects of management domain with special focus in the area of International Business.
2	Students shall be able to describe and analyse knowledge driven capabilities through extensive research work with a special focus on identification, defining, investigating and solving latent and manifested problems.
3	Students shall be able to apply technologies appropriately .Developing and demonstrating capabilities to process information with the help of IT driven analytics for effective decision making.

4	To develop ability to identify and formulate strategies to discover apparent and latent problems and finding research driven solutions to address stated and tacit issues.
5	To be able to compose and practice communicate skills proficiently, in oral, written, presentation, information searching and listening in the management profession in global /cross cultural environment.
6	To develop range of Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.
7	Students shall summarise, Interpret and explain conversations in selected Foreign language for basic social & informal business interactions and to be able to identify and illustrate global issues from different perspectives, Learning from and respecting different cultures.
8	To develop ability to recognize and practice ethical responsibilities and defend justice, honesty and integrity in all personal and professional pursuits
9	To be able to create a sustainable business model through creative and innovative thinking, Shall develop and display basic business acumen & business skills.
10	To develop competency to define, apply and interpret knowledge on one's own, through Newspapers/ Business Magazines/ Library/ Databases/ Internet for knowledge assimilation, creation, dissemination for life-long learning.
11.	To develop decision making capabilities and abilities, considering global dynamism and building multiple scenarios
12.	To develop ability to use Social Networking Skills for business professional use

5.10.5 Programme Operational Outcomes

Operational Outcomes

1.	The Faculty of MBA-IB programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2.	The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3.	The student of MBA-IB programme will graduate in timely manner.
4.	The student of MBA-IB programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5.	The student of MBA-IB programme will earn achievements in inter-university Extra Curricular activities.
6.	Faculty of MBA-IB programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	MBA-IB programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA-IB programme will facilitate cultivation of cross cultural humanitarian values.
9	MBA-IB programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	MBA-IB programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.

5.10.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

Linkage of PEO & PLOs:

PEOs / PLOs	PEO 1	PEO 2	PEO 3
Programme Learning Outcome 1	√	√	
Programme Learning Outcome 2	√		√
Programme Learning Outcome 3	√		√
Programme Learning Outcome4		√	
Programme Learning Outcome 5			
Programme Learning Outcome 6		√	
Programme Learning Outcome 7	√		√
Programme Learning Outcome 8		√	√
Programme Learning Outcome 9	√	√	
Programme Learning Outcome10	√		√
Programme Learning Outcome11	√	√	
Programme Learning Outcome12	√		√

5.10.7 Programme Educational Annual Outcome Assessment Plan:

#	PLO	Direct	Direct Assessment	Target	Indirect	Indirect Assessment	Target

1	Students shall be able to interpret and analyze various subjects of management domain with special focus in the area of International Business.	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Students shall be able to describe and analyse knowledge driven capabilities through extensive research work with a special focus on identification, defining, investigating and solving latent and manifested problems.	Term Paper, Seminar, Internship, Dissertation (Rubrics)	PG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		Comprehensive Exam	PG/PLO/D/ CE Framework				
3	Students shall be able to apply technologies appropriately, developing and demonstrating capabilities to process information with the help of IT driven analytics for effective decision making.	*Comprehensive Exam	PG/PLO/D/ CE Framework	100% students shall able to leverage IT in order to complete their Assignements and Projects	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Students shall be able to develop ability to identify and formulate strategies to discover apparent and latent problems and finding research driven solutions to	*Business Simulation (Rubrics)	PG/PLO4/D/Simulation	80% students shall able to demonstrate Problem Solving and	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

	address stated and tacit issues.	*Comprehensive Exam	PG/PLO/D/CE Framework	Decision Making Skill			
5	Students shall be able to compose and practice communication skills proficiently, in oral, written, presentation, information searching and listening in the management profession in global /cross cultural environment.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Rubrics	PG/PLO5/D/BC				
		*Comprehensive Exam	PG/PLO/D /CE Framework				
6	Students shall be able to develop range of Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO6/D/BS				
		* Comprehensive Exam	PG/PLO/D/ CE Framework				
7	Students shall be able to summarise, Interpret and explain conversations in selected Foreign language for basic social & informal business interactions and to be able to identify and	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective.
		* Rubrics	PG/PLO7/D/FB				

			L				
	illustrate global issues from different perspectives, Learning from and respecting different cultures.	* Comprehensive Exam	PG/PLO/D/ CE Framework				
8	Students shall be able to develop ability to recognize and practice ethical responsibilities and defend justice, honesty and integrity in all personal and professional pursuits	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
		* Comprehensive Exam	PG/PLO/D/CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means
9	Students shall be able to create a sustainable business model through creative and innovative thinking, Shall develop and display basic business acumen & business skills.	*Scoring Rubrics	PG/PLO9/D/EMP	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Students shall be able to develop competency to define, apply and interpret knowledge on one's own, through Newspapers/ Business Magazines/ Library/ Databases/ Internet for knowledge assimilation, creation,	*Quiz (Rubrics)		Mentors will asses the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

dissemination for life-long learning.						

5.11 MBA – 3 Continent
Level – PG

Duration of the program (in yrs): 2   **No. of Semesters: 4**

5.11.1 Mission Statement

Programme Mission
To impart education in the area of international business, to develop all round personality of students by making them not just excellent professionals but also good individuals with understanding and regard for human values, and a yearning for perfection. This programme provides an opportunity for students to gain invaluable exposure, experience and practical knowledge by studying across 3 Continents.

5.11.2 Programme Educational Objectives (PEOs)

Educational Goals
1. The objective of the 3 Continent program is to educate and prepare a diverse groups of students with the knowledge, analytical ability, and management perspectives and skills needed to provide leadership to organizations competing in a world increasingly characterized by diversity in the workforce, rapid technological change, and a fiercely competitive global marketplace
2. The objective of this programme is to help the students develop their decision making skills, problem identification & problem solving skills and integrative and critical thinking.
3. The course selection offered to the students over four semesters helps them to create a better understanding of the working of business with effective use of simulations and case studies.

5.11.3 Programme Operational Objectives

Operational Goals

1. The programme will facilitate environment for innovation and research excellence for the intellectual growth of students
2. The programme provides an academic environment for holistic development of students
3. The programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA-3 C students
4. The programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students
5. The programme will provide ample opportunities for international exposure to students
6. The programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies
7. The programme will facilitate employment opportunities and also support students to start their own ventures
8. The programme students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development
9. The programme aims to help students understand and practice the highest standards of ethical behaviour associated with their management profession
10. The programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.11.4 Programme Learning Outcomes

1.	Student shall be able to recognize analyse and describe relevant global issues and create a globally accepted solution to ensure betterment of all the stakeholders.
2.	Student shall be able to define knowledge driven capabilities through extensive research work with a special focus on identification, defining, investigating and solving latent and manifested problems and develop ability to solve critical business issues, analyse data/information and interpret results for driving optimum solutions.
3.	Student shall be able to use technologies appropriately .Develop capabilities to process information with the help of IT driven analytics for effective decision making.
4.	Student shall be able to develop any apply strategies to recognise problems and finding research driven solutions to address stated and tacit issues.
5.	Student shall be able to compose and practice communicate skills proficiently, in oral, written, presentation, information searching and listening in the management profession in cross cultural environment.
6.	Student shall be able to develop Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.
7.	Student shall be able to define, Summarise and interpret different cultures. Define and appraise the global business opportunities offered across the globe.
8.	Student shall be able to recognize and practice ethical responsibilities and defend justice, honesty and integrity in all personal and professional pursuits
9.	Student shall be able to identify, plan and organize International Business Practices that contributes to productive outcomes. Demonstrate self-management skills that contribute to employee satisfaction and growth.
10.	Student shall be able to develop competency to define, apply and interpret knowledge on one's own through Newspapers/ Business Magazines/ Library/ Databases/ Internet for knowledge assimilation, creation,

	dissemination for life-long learning.
11.	Student shall be able to recognize analyse and describe relevant global issues and create a globally accepted solution to ensure betterment of all the stakeholders.
12.	Student shall be able to define knowledge driven capabilities through extensive research work with a special focus on identification, defining, investigating and solving latent and manifested problems and develop ability to solve critical business issues, analyse data/information and interpret results for driving optimum solutions.

5.11.5 Programme Operational Outcomes

Operational Outcomes	
1.	The Faculty of 3 Continent programme will use appropriate methodology and pedagogical tools for teaching, learning and development.
2.	The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3.	The student of 3 Continent programme will graduate in timely manner.
4.	The student of 3 Continent programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5.	The student of 3 Continent programme will earn achievements in inter-university Extra Curricular activities.
6.	Faculty of 3 Continent programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.

7	The 3 Continent programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	3 Continent programme will facilitate cultivation of cross cultural humanitarian values.
9	3 Continent programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
10	3 Continent programme shall develop and maintain strong relationship with corporate.
11	Shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
12	3 Continent programme will support all the students for quality placements or join family business or start their own venture.

5.11.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs \\ PLOs	PEO 1	PEO 2	PEO 3
Programme Learning Outcome 1	√	√	√
Programme Learning Outcome 2	√		√

Programme Learning Outcome 3	√		√
Programme Learning Outcome4		√	√
Programme Learning Outcome 5	√	√	√
Programme Learning Outcome 6		√	√
Programme Learning Outcome 7	√		√
Programme Learning Outcome 8		√	√
Programme Learning Outcome 9	√	√	√
Programme Learning Outcome10	√		√

5.11.7 Programme Educational Outcome Assessment Plan:

S.No	PLO	Direct	Direct Assessment	Target	Indirect	Indirect Assessment	Target
1	Student shall be able to recognize analyse and describe relevant global issues and create a globally accepted solution to ensure betterment of all the stakeholders.	*Comprehe nsive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exi t Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Student shall be able to define knowledge driven capabilities through extensive research work with a special focus on identification, defining, investigating and solving	Term Paper, Seminar, Internship, Dissertatio n (Rubrics)	PG/PLO2/D/Dissertat ion	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in

	latent and manifested problems and develop ability to solve critical business issues, analyse data/information and interpret results for driving optimum solutions.	Comprehen sive Exam	PG/PLO/D/ CE Framework					the feedback.
3	Student shall be able to use technologies appropriately .Develop capabilities to process information with the help of IT driven analytics for effective decision making.	*Comprehe nsive Exam	PG/PLO/D/ CE Framework	100% students shall able to leverage IT in order to complete their Assignement s and Projects	Student Exit Survey	PG/PLO/ID/Exi t Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Student shall be able to develop any apply strategies to recognise problems and finding research driven solutions to address stated and tacit issues.	*Business Simulation (Rubrics)	PG/PLO4/D/Simulati on	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exi t Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehe nsive Exam	PG/PLO/D/CE Framework				
5	Student shall be able to compose and practice communicate skills proficiently, in oral, written, presentation, information searching and listening in the management profession in	*Business Communic ation Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the presentation component	Student Exit Survey	PG/PLO/ID/Exi t Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		*Rubrics	PG/PLO5/D/ BC	of Business communication course.			
		*Comprehensive Exam	PG/PLO/D /CE Framework				
6	Student shall be able to develop Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		* Rubrics	PG/PLO6/D/BS				
		* Comprehensive Exam	PG/PLO/D/ CE Framework				
7	Student shall be able to define, Summarise and interpret different cultures. Define and appraise the global business opportunities offered across the globe.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective.
		* Rubrics	PG/PLO7/D/FBL				
		* Comprehensive Exam	PG/PLO/D/ CE Framework				
8	Student shall be able to recognize and practice ethical responsibilities and defend justice, honesty and integrity in all personal and	*Plagiarism Checking of Dissertatio		100% Students are checked for plagiarism in NTCC report	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the

	professional pursuits	n		submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.				Likert Scale in the feedback.
		* Comprehensive Exam	PG/PLO/D/CE Framework		Indiscipline Cases			The University will adhere to zero tolerance towards use of unfair means
9	Student shall be able to identify, plan and organize International Business Practices that contributes to productive outcomes. Demonstrate self-management skills that contribute to employee satisfaction and growth.	*Scoring Rubrics	PG/PLO9/D/EMP	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Student shall be able to develop competency to define, apply and interpret knowledge on one's own through Newspapers/ Business Magazines/ Library/ Databases/ Internet for knowledge assimilation, creation, dissemination for life-long learning.	*Quiz (Rubrics)		Mentors will asses the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

5.12 Bachelor of Business Administration
Level – UG

Duration of the program (in yrs): 3   **No. of Semesters: 6**

5.14.1 Mission Statement

Programme Mission
The BBA-General program aims at developing business leaders having functional knowledge of all the domains of management. The program aims to develop students with an aptitude to meet challenges of the contemporary business world and enhance their knowledge to assess and capitalize on opportunities through innovation and resource maximization.

5.14.2 Programme Educational Objectives (PEOs)

Educational Goals
1. Students will exhibit practical knowledge of the management concepts and principles in the work scenario.
2. Students will amalgamate learning from theory and experience, and make use of skills developed across functional areas in making effective decisions for business in a dynamic scenario.
3. Students will progress and sustain effective individual and organizational performance by leveraging research and IT skills in a given context.
4. Students will recognize and understand the use of assertiveness and influential skills.
5. Students will exhibit effectual communication skills that augment efficacy of managers.
6. Students will develop positive outlook and ability that create industrious managerial leaders and business networks.
7. Students will become ethically responsible managers that positively impact businesses and society.

8.	Students will critically appraise and reflect learning and development throughout their career.

5.12.3 Programme Operational Objectives

Operational Goals
1.	The BBA Programme intends to achieve distinction in academic delivery and teaching processes.
2.	The BBA Programme will facilitate an atmosphere that promotes overall development of students.
3.	The BBA Programme will encourage intellectual growth of faculty through innovation and research.
4.	The BBA Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5.	The BBA Programme will foster cultural empathy and a sense of social and environmental responsibility.
6.	The BBA Programme will offer abundant opportunities for international exposure to its faculty and students.
7.	The BBA Programme will endeavor towards persistent enhancement of processes and systems and aim to attain national and international accreditations and university rankings.
8.	The BBA Programme will strengthen its bond with the industry through collaborative interactions with alumni networks and industry experts.
9.	The BBA Programme will facilitate students in pursuing their further studies in management or obtain employment as per their merit or create their own business ventures.
10.	The BBA Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.12.4 Programme Learning Outcomes

Intended Learning Outcomes
1.	Demonstrate a strong base of general management and build strong pillars over it in a particular area of specialization (Marketing, Finance, I.T., H.R.M, and Entrepreneurship). Develop an ability to integrate knowledge of one area into other and understand management as a comprehensive concept.
2.	Develop an eye to look out for changes, opportunities and threats in the business environment. Demonstrate ability to use various tools and techniques of research methodology to convert threats into opportunities and weaknesses into strengths.
3.	Critically analyze, evaluate and synthesize data into information relevant to taking business decisions through use of relevant IT tools.
4.	Develop skill and expertise in problem solving. Gain experience in dealing with diverse business situations and decision making.
5.	Learn about business etiquettes. Develop high degree of verbal non – verbal and written communication. Understand cross-cultural difference in communication.
6.	Develop highest order of behavioral and interpersonal skills. Demonstrate initiative and lead by example. Practice effectively both as an individual and as a team member.
7.	Recognize and identify diversity in cultures. Show sensitivity to various cultural and environmental issues and demonstrate traits of global business practitioner.
8.	Apply ethical business practices to show case highest level of commitment to professional code of conduct in the arena of business management.
9.	Acquire all the necessary skill set to be a manager. Practice creativity. Analyse risks and explore opportunities to create new business propositions. Develop idea generation skills, risk taking ability and ability to convert ideas into business ventures.
10.	Student will develop interest and competency for knowledge acquisition through use of sources like Newspapers / Business Magazines / Library databases/ Internet for life-long learning.

5.12.5 Programme Operational Outcomes

Operational Outcomes

1.	The Faculty at ASB will use appropriate pedagogy and methodology for teaching, learning and development of the students.
2.	ASB will continuously engage in developing /upgrading policies and procedures to achieve prestigious accreditations and rankings from various national and international bodies.
3.	The course curriculum will be updated on timely basis by incorporating feedback from all the stakeholders and pertinent to meet industry requirements.
4.	University shall provide Technological Resources to support appropriate teaching and learning environment.
5.	The student of ASB will earn achievements in inter-university Extra Curricular activities.
6.	The student of ASB will graduate in timely manner.
7.	ASB faculty and staff will integrate ethics and values in teaching, theory and practice.
8.	ASB will assist in instilling ethics and humanitarian values among students in cross cultural environment.
9.	Faculty will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
10.	ASB will support all the students for quality placements or join family business or start their own venture.
11.	ASB shall develop and maintain strong alumni network.
12.	ASB will facilitate joint research collaborations with corporate world.
13.	ASB will invite international delegates and speakers for seminars and conferences and provide various other opportunities for global exposure.

5.12.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8

	A	B	C	D	E	F	G	H
PLO1	√							√
PLO2	√	√	√					
PLO3		√	√					
PLO4	√	√		√		√		
PLO5				√	√			
PLO6				√		√		√
PLO7		√			√	√		
PLO8						√	√	
PLO9		√		√		√		
PLO10	√							√

5.12.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Students will exhibit practical knowledge of the management concepts and principles in the work scenario.	Demonstrate a strong base of general management and build strong pillars over it in a particular area of specialization (Marketing, Finance, I.T., H.R.M, and Entrepreneurship). Develop an ability to	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

		integrate knowledge of one area into other and understand management as a comprehensive concept.						
2	Students will progress and sustain effective individual and organizational performance by leveraging research and IT skills in a given context.	Develop an eye to look out for changes, opportunities and threats in the business environment. Demonstrate ability to use various tools and techniques of research methodology to convert threats into opportunities and weaknesses into strengths.	Dissertation (Rubrics)	UG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Students will progress and sustain effective	Critically analyze, evaluate and synthesize	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale

	individual and organizational performance by leveraging research and IT skills in a given context.	data into information relevant to taking business decisions through use of relevant IT tools.						in the Student Exit Survey.
4	Students will recognize and understand the use of assertiveness and influential skills.	Develop skill and expertise in problem solving. Gain experience in dealing with diverse business situations and decision making.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
5	Students will exhibit effectual communication skills that augment efficacy of managers.	Learn about business etiquettes. Develop high degree of verbal non – verbal and written communication. Understand cross-cultural	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the Business communication course.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

		difference in communication.						
			*Rubrics	UG/PLO5/D/ BC	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BC course will achieve proficient or distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
6	Students will develop positive outlook and ability that create industrious managerial leaders and business networks.	Develop highest order of behavioral and interpersonal skills. Demonstrate initiative and lead by example. Practice effectively both as an individual and as a team	*Behavioural Science Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the BS Result.	Student Exit Survey		80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

		member.					
			*Rubrics	UG/PLO6/D/BS	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BS course will achieve proficient or distinguished (score 2 and above).		
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.		
7	Students will amalgamate learning from theory and experience, and make use of skills developed across functional areas in making effective decisions for business in a dynamic	Recognize and identify diversity in cultures. Show sensitivity to various cultural and environmental issues and demonstrate traits of global business practitioner.	*Foreign Business Language Result Analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the FBL Result.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

	scenario.							
			*Rubrics	UG/PLO7/D/FBL	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the FBLcourse will achieve proficient or distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
8	Students will become ethically responsible managers that positively impact businesses and society.	Apply ethical business practices to show case highest level of commitment to professional code of conduct in the arena of business management.	*Dissertation (Plagiarism Checking)		100% students will undertake and complete the dissertation with in al least 85% original content	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

			* Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means.
9	Students will recognize and understand the use of assertiveness and influential skills.	Acquire all the necessary skill set to be a manager. Practice creativity. Analyse risks and explore opportunities to create new business propositions. Develop idea generation skills, risk taking ability and ability to convert ideas into business ventures.	*Employeability & Entrepreneurship (Rubrics)	UG/PLO9/D/EMP	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			* Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Alumni Survey	UG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Students will critically appraise and reflect	Student will develop interest and competency	*Quiz (Rubrics)		Utilizing a five (5)-point scale rubric with the Intended Student	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale

learning and development throughout their career.	for knowledge acquisition through use of sources like Newsspapers / Business Magazines / Library databases/ Internet for life-long learning.			Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).			in the Student Exit Survey.
		* Comprehen sive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			

5.13 Bachelor of Business Administration (Finance and Accounting)
Level – UG

Duration of the program (in yrs):   3   **No. of Semesters: 6**

5.13.1 Mission Statement

Programme Mission
BBA Finance and Accounting program aims to develop financial business leaders. The focal purpose is developing managerial skills in the students that can help them understand and imbibe accounting procedures and taxation laws and execute suitable financial planning leading to the most sustainable financial practice.

5.13.2 Programme Educational Objectives (PEOs)

Educational Goals

1.	Students will exhibit practical knowledge of the financial and accounting concepts and principles in the work scenario.
2.	Students will amalgamate learning from theory and experience, and make use of skills developed across functional areas in making effective decisions for business in a dynamic scenario.
3.	Students will progress and sustain effective individual and organizational performance by leveraging research and IT skills in a given context.
4.	Students will recognize and understand the use of assertiveness and influential skills.
5.	Students will exhibit effectual communication skills that augment efficacy of managers.
6.	Students will develop positive outlook and ability that create industrious managerial leaders and business networks.
7.	Students will become ethically responsible managers that positively impact businesses and society.
8.	Students will critically appraise and reflect learning and development throughout their career.

5.13.3 Programme Operational Objectives

Operational Goals
1. The Programme intends to achieve distinction in academic delivery and teaching processes.
2. The Programme will facilitate an atmosphere that promotes overall development of students.
3. The Programme will encourage intellectual growth of faculty through innovation and research.
4. The Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5. The Programme will foster cultural empathy and a sense of social and environmental responsibility.
6. The Programme will offer abundant opportunities for international exposure to its faculty and students.
7. The Programme will endeavor towards persistent enhancement of processes and systems and aim to attain national and

international accreditations and university rankings.	
8.	The Programme will strengthen its bond with the industry through collaborative interactions with alumni networks and industry experts.
9.	The Programme will facilitate students in pursuing their further studies in management or obtain employment as per their merit or create their own business ventures.
10.	The Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.13.4 Programme Learning Outcomes

Intended Learning Outcomes	
1.	Develop a strong base of management and build strong pillars specializing in domain of Finance and accounting. Develop an ability to integrate knowledge in the area of management with finance and accounting to understand it as a comprehensive concept.
2.	Conduct financial analysis using financial statement analysis. Identify the sources of finance and analyze the working capital requirement for a business. Apply appropriate techniques for financial decision making.
3.	Ability to use technology to improve the value delivery process. Critically analyze, evaluate and synthesize data into information relevant to taking business decisions. Be technologically, digitally literate.
4.	Identify sources of risk for a business and formulate risk management strategies.
5.	Possess and polish interpersonal skills. Learn about business etiquettes. Develop high degree of verbal non – verbal and written communication. Understand cross cultural difference in communication.
6.	Develop highest order of behavioral and interpersonal skills. Learn to take initiative. Function effectively both as an individual and as a team member.
7.	Accept & respect diversity in cultures. Demonstrate sensitivity to various cultural and environmental issues to be a great global business practitioner.
8.	Apply ethical business practices to show case highest level of commitment to professional code of conduct in the arena of business management.
9.	Acquire all the necessary skill set to be a manager. Be creative and updated to remain ahead of times. Learn to take calculated risks and explore opportunities to create new business propositions. Develop idea generation skills, risk taking ability and ability to convert ideas into business ventures.

10.	Student will develop interest and competency for knowledge acquisition through use of sources like Newspapers / Business Magazines / Library databases/ Internet for life-long learning.

5.13.5 Programme Operational Outcomes

Operational Outcomes	
1.	The Faculty at ASB will use appropriate pedagogy and methodology for teaching, learning and development of the students.
2.	ASB will continuously engage in developing /upgrading policies and procedures to achieve prestigious accreditations and rankings from various national and international bodies.
3.	The course curriculum will be updated on timely basis by incorporating feedback from all the stakeholders and pertinent to meet industry requirements.
4.	University shall provide Technological Resources to support appropriate teaching and learning environment.
5.	The student of ASB will earn achievements in inter-university Extra Curricular activities.
6.	The student of ASB will graduate in timely manner.
7.	ASB faculty and staff will integrate ethics and values in teaching, theory and practice.
8.	ASB will assist in instilling ethics and humanitarian values among students in cross cultural environment.
9.	Faculty will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
10.	ASB will support all the students for quality placements or join family business or start their own venture.
11.	ASB shall develop and maintain strong alumni network.
12.	ASB will facilitate joint research collaborations with corporate world.
13.	ASB will invite international delegates and speakers for seminars and conferences and provide various other opportunities for global exposure.

5.13.6 PEO – PLOs Mapping:

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
PLO1	√							√
PLO2	√	√	√					
PLO3		√	√					
PLO4	√	√		√		√		
PLO5				√	√			
PLO6				√		√		√
PLO7		√			√	√		
PLO8						√	√	
PLO9		√		√		√		
PLO10	√							√

5.13.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance

1	Students will amalgamate learning from theory and experience, and make use of skills developed across functional areas in making effective decisions for business in a dynamic scenario.	Develop a strong base of management and build strong pillars specializing in domain of Finance and accounting. Develop an ability to integrate knowledge in the area of management with finance and accounting to understand it as a comprehensive concept.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Students will exhibit practical knowledge of the financial and accounting concepts and principles in the work scenario.	Conduct financial analysis using financial statement analysis. Identify the sources of finance and analyze the working capital	Dissertation (Rubrics)	UG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

		requirement for a business. Apply appropriate techniques for financial decision making.						
3	Students will progress and sustain effective individual and organizational performance by leveraging research and IT skills in a given context.	Ability to use technology to improve the value delivery process. Critically analyze, evaluate and synthesize data into information relevant to taking business decisions. Be technologically, digitally literate.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Students will recognize and understand the use of assertiveness and influential	Identify sources of risk for a business and formulate risk management strategies.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

	skills.							
5	Students will exhibit effectual communication skills that augment efficacy of managers.	Possess and polish interpersonal skills. Learn about business etiquettes. Develop high degree of verbal non – verbal and written communication. Understand cross cultural difference in communication.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the Business communication course.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO5/D/ BC	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BC course will achieve proficient or distinguished (score 2 and above).			

			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
6	Students will develop positive outlook and ability that create industrious managerial leaders and business networks.	Develop highest order of behavioral and interpersonal skills. Learn to take initiative. Function effectively both as an individual and as a team member.	* Behavioural Science Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the BS Result.	Student Exit Survey		80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO6/D/BS	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BS course will achieve proficient or distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			

7	Students will amalgamate learning from theory and experience, and make use of skills developed across functional areas in making effective decisions for business in a dynamic scenario.	Accept & respect diversity in cultures. Demonstrate sensitivity to various cultural and environmental issues to be a great global business practioner.	*Foreign Business Language Result Analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the FBL Result.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO7/D/FBL	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the FBLcourse will achieve proficient or distinguished (score 2 and above).			
			*Comprehe nsive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			

8	Students will become ethically responsible managers that positively impact businesses and society.	Apply ethical business practices to show case highest level of commitment to professional code of conduct in the arena of business management.	*Dissertation (Plagiarism Checking)		100% students will undertake and complete the dissertation with in al least 85% original content	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
			* Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means.

9	Students will recognize and understand the use of assertiveness and influential skills.	Acquire all the necessary skill set to be a manager. Be creative and updated to remain ahead of times. Learn to take calculated risks and explore opportunities to create new business propositions. Develop idea generation skills, risk taking ability and ability to convert ideas into business ventures.	*Employeability & Entrepreneurship (Rubrics)	UG/PLO9/D/EMP	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			* Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Alumni Survey	UG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Students will critically appraise and reflect learning and	Student will develop interest and competency for	*Quiz (Rubrics)		Utilizing a five (5)-point scale rubric with the Intended Student Learning	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student

development throughout their career.	knowledge acquisition through use of sources like Newspapers / Business Magazines / Library databases/ Internet for life-long learning.			Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).			Exit Survey.
		*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			

5.14 Bachelor of Business Administration (Family Business Management)
Level – UG

Duration of the program (in yrs): 3   **No. of Semesters: 6**

5.14.1 Mission Statement

Programme Mission
BBA Family business management programme aims to develop in students an economic, strategic and general management understanding of their family business in both national and international perspective. The focus is on promoting entrepreneurial spirit amongst the students empowering them to take their innovation to the next level.

5.14.2 Programme Educational Objectives (PEOs)

Educational Goals
1. Students will exhibit experiential knowledge of the management theories and issues concerning small and medium-scale enterprises.
2. Students will display critical analytical skills using conceptual and experiential knowledge to improve the management of family business.
3. Students will further their performance and the performance of their family businesses by leveraging the research and technological skills.
4. Students will demonstrate assertive and influential behavior in decision-making and negotiation.

5.	Students will effectively communicate leading to efficiency in management.
6.	Students will engage and create value networks that improve the performance of their family businesses.
7.	Students will recognize the importance of being socially responsible entrepreneur.
8.	Students will display creative entrepreneurial thinking and learning abilities throughout their career.

5.14.3 Programme Operational Objectives

Operational Goals	
1.	The Programme intends to achieve distinction in academic delivery and teaching processes.
2.	The Programme will facilitate an atmosphere that promotes overall development of students.
3.	The Programme will encourage intellectual growth of faculty through innovation and research.
4.	The Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5.	The Programme will foster cultural empathy and a sense of social and environmental responsibility.
6.	The Programme will offer abundant opportunities for international exposure to its faculty and students.
7.	The Programme will endeavor towards persistent enhancement of processes and systems and aim to attain national and international accreditations and university rankings.
8.	The Programme will strengthen its bond with the industry through collaborative interactions with alumni networks and industry experts.
9.	The Programme will facilitate students in pursuing their further studies in management or obtain employment as per their merit or create their own business ventures.
10.	The Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.14.4 Programme Learning Outcomes

Intended Learning Outcomes	
1.	Demonstrate a strong base of general management and build strong pillars specializing in the domain of Family Business Management over it. Develop an ability to integrate knowledge in the area of management with family business management to understand it as a comprehensive concept.
2.	Analyze the barriers to growth in family business and effectively use research methodology skills to identify problem, gather relevant data to solve the problem and analyze data to come out with probable solutions to take the family business on never ending path of success.
3.	Assess the presence of technology in improving value delivery process. Develop high order skills to use business intelligence and various other ERPs for understanding business environment and drivers of growth.
4.	Apply research-based knowledge and research methods including design of experiments, analysis and interpretation of data. Synthesize information to provide solutions.
5.	Develop interpersonal skills and high degree of verbal non – verbal and written communication. Demonstrate business etiquettes. Interpret and apply principles of cross-cultural difference in communication.
6.	Understand the dynamics and complexity to the family and its impact on family business management. Identify sensitive issues pertaining to family business management and learn skills to deal with them efficiently
7.	Develop skills to deal with global players by understanding changing market requirements, understanding about new technologies to improve family business management systems.
8.	Apply high order of ethical practices in managing family business. Show case highest level of commitment to professional code of conduct.
9.	Develop skills, knowledge and personal attributes to possess entrepreneurial skills of identifying new business ideas and converting them into reality. Develop idea generation skills, risk taking ability and ability to convert ideas into business ventures.
10.	Student will develop interest and competency for knowledge acquisition through use of sources like Newspapers / Business Magazines / Library databases/ Internet for life-long learning

5.14.5 Programme Operational Outcomes

Operational Outcomes

		The Faculty at ASB will use appropriate pedagogy and methodology for teaching, learning and development of the students.
1.		The Faculty at ASB will use appropriate pedagogy and methodology for teaching, learning and development of the students.
2.		ASB will continuously engage in developing /upgrading policies and procedures to achieve prestigious accreditations and rankings from various national and international bodies.
3.		The course curriculum will be updated on timely basis by incorporating feedback from all the stakeholders and pertinent to meet industry requirements.
4.		University shall provide Technological Resources to support appropriate teaching and learning environment.
5.		The student of ASB will earn achievements in inter-university Extra Curricular activities.
6.		The student of ASB will graduate in timely manner.
7.		ASB faculty and staff will integrate ethics and values in teaching, theory and practice.
8.		ASB will assist in instilling ethics and humanitarian values among students in cross cultural environment.
9.		Faculty will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
10.		ASB will support all the students for quality placements or join family business or start their own venture.
11.		ASB shall develop and maintain strong alumni network.
12.		ASB will facilitate joint research collaborations with corporate world.
13.		ASB will invite international delegates and speakers for seminars and conferences and provide various other opportunities for global exposure.

5.14.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
PLO1	√							√
PLO2	√	√	√					

	C1	C2	C3	C4	C5	C6	C7	C8
PLO3		√	√					
PLO4	√	√		√		√		
PLO5				√	√			
PLO6				√		√		√
PLO7		√			√	√		
PLO8						√	√	
PLO9		√		√		√		
PLO10	√							√

5.14.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Students will exhibit experiential knowledge of the management theories and issues concerning small and medium-scale enterprises.	Demonstrate a strong base of general management and build strong pillars specializing in the domain of Family Business Management over it. Develop an ability to integrate knowledge in the area of management with family business management	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

		to understand it as a comprehensive concept.						
2	Students will further their performance and the performance of their family businesses by leveraging the research and technological skills.	Analyze the barriers to growth in family business and effectively use research methodology skills to identify problem, gather relevant data to solve the problem and analyze data to come out with probable solutions to take the family business on never ending path of success.	Dissertation (Rubrics)	UG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Students will further their performance and the performance of their family businesses by leveraging the research and technological skills.	Assess the presence of technology in improving value delivery process. Develop high order skills to use business intelligence and various other ERPs	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

		for understanding business environment and drivers of growth.						
4	Students will display critical analytical skills using conceptual and experiential knowledge to improve the management of family business.	Apply research-based knowledge and research methods including design of experiments, analysis and interpretation of data. Synthesize information to provide solutions.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
5	Students will effectively communicate leading to efficiency in management.	Develop interpersonal skills and high degree of verbal non – verbal and written communication. Demonstrate business etiquettes. Interpret and apply principles of cross cultural difference in communication.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the Business communication course.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

#	PLO	Outcome	Assessment	Code	Target			Survey Target
			*Rubrics	UG/PLO5/D/ BC	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BC course will achieve proficient or distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
6	Students will engage and create value networks that improve the performance of their family businesses.	Understand the dynamics and complexity to the family and its impact on family business management. Identify sensitive issues pertaining to family business management and learn skills to deal with them efficiently.	* Behavioural Science Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the BS Result.	Student Exit Survey		80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO6/D/BS	Utilizing a five (5)-point scale rubric with the Intended Student Learning			

					Outcomes, at least 80% of randomly sampled from the BS course will achieve proficient or distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
7	Students will engage and create value networks that improve the performance of their family businesses.	Develop skills to deal with global players by understanding changing market requirements, understanding about new technologies to improve family business management systems.	*Foreign Business Language Result Analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the FBL Result.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO7/D/FBL	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the FBLcourse will achieve proficient or distinguished (score 2 and above).			

			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.				
8	Students will recognize the importance of being socially responsible entrepreneur.	Apply high order of ethical practices in managing family business. Show case highest level of commitment to professional code of conduct.	*Dissertation (Plagiarism Checking)		100% students will undertake and complete the dissertation with in al least 85% original content	Feedback of Industry Internship Guide			80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
			* Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Indiscipline Cases			The University will adhere to zero tolerance towards use of unfair means.
9	Students will display creative entrepreneurial thinking and learning abilities throughout their career.	Develop skills, knowledge and personal attributes to possess entrepreneurial skills of identifying new business ideas and converting them into reality. Develop idea generation skills, risk taking ability	*Employeaability & Entrepreneurship (Rubrics)	UG/PLO9/D/EMP	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).	Student Exit Survey	UG/PLO/ID/Exit Survey		80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

		and ability to convert ideas into business ventures.					
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Alumni Survey	UG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Students will display creative entrepreneurial thinking and learning abilities throughout their career.	Student will develop interest and competency for knowledge acquisition through use of sources like Newspapers / Business Magazines / Library databases/ Internet for life-long learning.	*Quiz (Rubrics)		Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			

5.15 Bachelors of Business Administration (Marketing and Sales)
Level – UG

Duration of the program (in yrs):   3   **No. of Semesters: 6**

5.15.1 Mission Statement

Programme Mission
BBA Marketing and Sales programme aims to develop marketing business leaders. The purpose is to train the students to successfully comprehend the market opportunity, plug it with an appealing product idea and create and implement a captivating marketing strategy that can enhance the customer and market equity for the business.

5.15.2 Programme Educational Objectives (PEOs)

Educational Goals	
1.	Students will exhibit experiential knowledge of the marketing concepts and theories and contemporary developments.
2.	Students will integrate their conceptual and practical learning for making effective decisions for business in a dynamic scenario.
3.	Students will contribute in the various business and job-related contexts by leveraging the marketing, research and technological skills.
4.	Students will demonstrate assertive and influential behavior in decision-making and negotiation.
5.	Students will display impressive skills to communicate verbally in and organized and persuasive manner and be a receptive listener to handle various marketing situations.
6.	Students will engage and create value networks that improve their individual as well as team performance.
7.	Students will absorb and reciprocate to societal and environmental needs.
8.	Students will display creative entrepreneurial thinking and learning abilities throughout their career.

5.15.3 Programme Operational Objectives

Operational Goals
1. The Programme intends to achieve distinction in academic delivery and teaching processes.
2. The Programme will facilitate an atmosphere that promotes overall development of students.
3. The Programme will encourage intellectual growth of faculty through innovation and research.
4. The Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5. The Programme will foster cultural empathy and a sense of social and environmental responsibility.
6. The Programme will offer abundant opportunities for international exposure to its faculty and students.
7. The Programme will endeavor towards persistent enhancement of processes and systems and aim to attain national and international accreditations and university rankings.
8. The Programme will strengthen its bond with the industry through collaborative interactions with alumni networks and industry experts.
9. The Programme will facilitate students in pursuing their further studies in management or obtain employment as per their merit or create their own business ventures.
10. The Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.15.4 Programme Learning Outcomes

Intended Learning Outcomes	
1.	Demonstrate a strong base of general management and build strong pillars specializing in the domain of Marketing and Sales over it. Develop an ability to integrate knowledge in the area of management with marketing and sales to understand it as a comprehensive concept.
2.	Analyze the market situation and identify problem pertaining to the marketing, sales, customer satisfaction,

	customer loyalty etc. and identify solutions using tools and techniques of market research.
3.	Critically analyze, evaluate and synthesize data into information relevant to taking business decisions. Improve the value delivery process.
4.	Collect and analyze appropriate data using various market research tools and predict solutions to deal with consumer buying behavior and improve customer value delivery.
5.	Develop interpersonal skills and high degree of verbal non – verbal and written communication. Demonstrate business etiquettes. Interpret and apply principles of negotiation and persuasion.
6.	Develop highest order of behavioral and interpersonal skills. Demonstrate initiative and lead by example. Practice effectively both as an individual and as a team member.
7.	Recognize and identify diversity in cultures. Show sensitivity to various cultural and environmental issues and demonstrate traits of global business practioner.
8.	Apply ethical marketing practices to show case highest level of commitment to professional code of conduct in the area of marketing.
9.	Understand the impact of marketing and sales activity on society at large. Assess the impact of marketing activities on societal, legal, health and safety aspects. Develop idea generation skills, risk taking ability and ability to convert ideas into business ventures.
10.	Student will develop interest and competency for knowledge acquisition through use of sources like Newspapers / Business Magazines / Library databases/ Internet for life-long learning.

5.15.5 Programme Operational Outcomes

Operational Outcomes	
1.	The Faculty at ASB will use appropriate pedagogy and methodology for teaching, learning and development of the students.
2.	ASB will continuously engage in developing /upgrading policies and procedures to achieve prestigious accreditations and rankings from various national and international bodies.
3.	The course curriculum will be updated on timely basis by incorporating feedback from all the stakeholders and pertinent to meet industry requirements.
4.	University shall provide Technological Resources to support appropriate teaching and learning environment.

5.	The student of ASB will earn achievements in inter-university Extra Curricular activities.
6.	The student of ASB will graduate in timely manner.
7.	ASB faculty and staff will integrate ethics and values in teaching, theory and practice.
8.	ASB will assist in instilling ethics and humanitarian values among students in cross cultural environment.
9.	Faculty will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
10.	ASB will support all the students for quality placements or join family business or start their own venture.
11.	ASB shall develop and maintain strong alumni network.
12.	ASB will facilitate joint research collaborations with corporate world.
13.	ASB will invite international delegates and speakers for seminars and conferences and provide various other opportunities for global exposure.

5.15.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
PLO1	√							√
PLO2	√	√	√					
PLO3		√	√					
PLO4	√	√		√		√		
PLO5				√	√			
PLO6				√		√		√
PLO7		√			√	√		
PLO8						√	√	
PLO9		√		√		√		
PLO10	√							√

5.15.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Students will exhibit experiential knowledge of the marketing concepts and theories and contemporary developments.	Demonstrate a strong base of general management and build strong pillars specializing in the domain of Marketing and Sales over it. Develop an ability to integrate knowledge in the area of management with marketing and sales to understand it as a comprehensive concept.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Students will contribute in the various business and job-related contexts by leveraging the	Analyze the market situation and identify problem pertaining to the marketing,	Dissertation (Rubrics)	UG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

	marketing, research and technological skills.	sales, customer satisfaction, customer loyalty etc. and identify solutions using tools and techniques of market research.						
3	Students will contribute in the various business and job-related contexts by leveraging the marketing, research and technological skills.	Critically analyze, evaluate and synthesize data into information relevant to taking business decisions. Improve the value delivery process.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Students will demonstrate assertive and influential behavior in decision-making and negotiation.	Collect and analyze appropriate data using various market research tools and predict solutions to deal with consumer buying behavior and improve	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

		customer value delivery.						
5	Students will display impressive skills to communicate verbally in and organized and persuasive manner and be a receptive listener to handle various marketing situations.	Develop interpersonal skills and high degree of verbal non – verbal and written communication. Demonstrate business etiquettes. Interpret and apply principles of negotiation and persuasion.	*Business Communication Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the Business communication course.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO5/D/ BC	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BC course will achieve proficient or distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			

#	PLO	ILO	Assessment Method	Code	Criteria	Direct	Indirect Code	Indirect Criteria
6	Students will engage and create value networks that improve their individual as well as team performance.	Develop highest order of behavioral and interpersonal skills. Demonstrate initiative and lead by example. Practice effectively both as an individual and as a team member.	*Behavioural Science Course Result analysis of all semesters		80% students should secure a grade of 6 and above on a 10-point scale in the BS Result.	Student Exit Survey		80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	UG/PLO6/D/BS	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the BS course will achieve proficient or distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
7	Students will integrate their conceptual and practical learning for	Recognize and identify diversity in cultures. Show	*Foreign Business Language Result Analysis of		80% students should secure a grade of 6 and above on a 10-point scale in the	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit

	making effective decisions for business in a dynamic scenario.	sensitivity to various cultural and environmental issues and demonstrate traits of global business practioner.	all semesters		FBL Result.			Survey.
			*Rubrics	UG/PLO7/D/FBL	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled from the FBLcourse will achieve proficient or distinguished (score 2 and above).			
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			
8	Students will absorb and reciprocate to societal and environmental needs.	Apply ethical marketing practices to show case highest level of commitment to professional code of conduct in the area of	*Dissertation (Plagiarism Checking)		100% students will undertake and complete the dissertation with in al least 85% original content	Feedback of Industry Internship Guide		80 % Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

			marketing.					
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means.
9	Students will display creative entrepreneurial thinking and learning abilities throughout their career.	Understand the impact of marketing and sales activity on society at large. Assess the impact of marketing activities on societal, legal, health and safety aspects. Develop idea generation skills, risk taking ability and ability to convert ideas into business ventures.	*Employeaability & Entrepreneurship (Rubrics)	UG/PLO9/D/EMP	Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.	Alumni Survey	UG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.

10	Students will display creative entrepreneurial thinking and learning abilities throughout their career.	Student will develop interest and competency for knowledge acquisition through use of sources like Newspapers / Business Magazines / Library databases/ Internet for life-long learning.	*Quiz (Rubrics)		Utilizing a five (5)-point scale rubric with the Intended Student Learning Outcomes, at least 80% of randomly sampled students will achieve proficient or distinguished (score 3 and above).	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam.			

5.16 Programme Title: B.A (Hons) Insurance and Banking

Level – UG

Duration of the program (in yrs): 3 **Semesters:** 6

5.16.1Programme Mission:

The BA (Hons) – Insurance and Banking program aims at developing business leaders having functional knowledge of all the domains of insurance and banking management. The program aims to develop students with an aptitude to meet challenges of the contemporary financial business world and enhance their knowledge to assess and capitalize on opportunities through innovation and resource maximization.

5.16.2Programme Educational Goals

Educational Goals	
1.	1. Familiarizing students with principles and practice of insurance ,both life and Non life.
2.	2. Students will understand practices in vogue and in banks
3.	3. Students will learn legal basis of insurance banking contracts
4.	4. Students will understand the processes in vogue to redress grievances of customers in insurance and the banking schemes.
5.	5. To familiarize the students with knowledge of operational process and practices in banking and insurance sector. the future.
6.	6. To equip the students with the knowledge of banking and insurance principles and practices - Operations and Business Development and make them ready for the industry fit..
7.	7. Main focus is is to equip the students with banking law and practices with existing banking and insurance companies in India and abroad and to improve personality development to make the young students corporate professional leaders of
8.	8. Along with the curriculum the students will be trained on case studies from the industry and real examples to handle situations so to improve their business decision making skills like Problem solving , communication skills and result oriented positive attitude

5.16.3Programme Operational Objectives:

Operational Goals
1. The BA(Hons) Insurance and Banking Programme intends to achieve distinction in academic delivery and teaching processes.
2. The BA(Hons) Insurance and Banking Programme facilitate an atmosphere that promotes overall development of students in insurance and banking knowledge.
3. The BA(Hons) Insurance and Banking Programme will encourage intellectual growth of faculty through innovation and research in financials sector.
4. The BA(Hons) Insurance and Banking Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5. The BA(Hons) Insurance and Banking Programme will foster cultural empathy and a sense of social and environmental responsibility.
6. The BA(Hons) Insurance and Banking Programme will offer abundant opportunities for international exposure to its faculty and students.
7. The BA(Hons) Insurance and Banking Programme will endeavor towards persistent enhancement of processes and systems and aim to attain national and international accreditations and university rankings.
8. The BA(Hons) Insurance and Banking Programme will strengthen its bond with the insurance and banking industry through collaborative interactions with alumni networks and industry experts.
9. The BA(Hons) Insurance and Banking Programme will facilitate students in pursuing their further studies in insurance and banking management or obtain employment as per their merit or create their own business ventures.
10. The BA(Hons) Insurance and Banking Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.16.4Programme Learning Outcomes

Intended Learning Outcomes
1. Recall and relate in real life situations
2. Analyze ,examine and fact finding
3. Evaluate Technologies.
4. Analyze , appraise and solve problems
5. Demonstrate and illustrate
6. Evaluate in real life scenario
7. Demonstrate global oreintation
8. Value Support
9. Apply and demonstrate
10. Create and demonstrate in real life
11. Ethical and value based decisions
12. Demonstrate

5.16.5 Programme Operational Outcomes

	Intended Operational Outcomes for B.A. (Hons.) Insurance and Banking Programme
1	The Faculty of B.A. (Hons.) Insurance and Banking programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of B.A. (Hons.) Insurance and Banking programmewill be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of B.A. (Hons.) Insurance and Banking programme will graduate in timely manner.
4	The student of B.A. (Hons.) Insurance and Banking programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of B.A. (Hons.) Insurance and Banking programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of B.A. (Hons.) Insurance and Banking programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The B.A. (Hons.) Insurance and Banking programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	B.A. (Hons.) Insurance and Banking Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of B.A. (Hons.) Insurance and Banking Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of B.A. (Hons.) Insurance and Banking Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of B.A. (Hons.) Insurance and Banking Programme shall develop and maintain strong relationship with corporate.
12	The students of B.A. (Hons.) Insurance and Banking Programme shall maintain lifelong alumni network and keep the curriculum

	responsive to industry needs.
13	The faculty of B.A. (Hons.) Insurance and Banking Programme will support all the students for quality placements or join family business or start their own venture.

5.16.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
PLO1	√							√
PLO2	√	√	√					
PLO3		√	√					
PLO4	√	√		√		√		
PLO5				√	√			
PLO6				√		√		√
PLO7		√			√	√		
PLO8						√	√	
PLO9		√		√		√		
PLO10	√							√
PLO11	√			√				
PLO12	√							

5.16.7 Programme Educational Outcome Assessment Plan

S.No.	PLO	Direct	Indirect
1	Recall and relate in real life situations	*Comprehensive Exam	Student Exit Survey
2	Analyze , examine , and solve problems	Major Project (Rubrics)	Feedback of Industry Internship Guide
3	Evaluate Technologies	*Comprehensive Exam	Student Exit Survey
4	Analyze , appraise and solve problems	*Comprehensive Exam	Student Exit Survey
5	Demonstrate and illustrate	*Business Communication Course Result analysis of all semesters *Rubrics *Comprehensive Exam	Student Exit Survey

6	Evaluate in real life scenario	* Behavioural Science Course Result analysis of all semesters *Rubrics *Comprehensive Exam	Student Exit Survey
7	Demonstrate global orientation	*Seminars *Rubrics *Comprehensive Exam	Student Exit Survey
8	Value support	Presentation	Feedback of Industry Internship Guide
		* Comprehensive Exam	Indiscipline Cases
9	Apply and demonstrate	*Employability & Entrepreneurship (Rubrics)	Student Exit Survey
		* Comprehensive Exam	Alumni Survey
10	Create and Demonstrate in real life	*Quiz (Rubrics)	Student Exit Survey
		* Comprehensive Exam	
11	Ethical and value based decisions	Case Studies	
12	Demonstrate	Industry Visits	Viva Voce

5.17 Programme Title: B.Sc Actuarial Sceince

Level – UG

Duration of the program (in yrs): 3   **No. of Semesters: 6**

5.17.1 Programme Mission:

To provide education in actuarial Science and applied area to develop them as an excellent professionals as well as good human beings

5.17.2 Programme Educational Goals

Educational Goals
1. Familiarizing students with principles and practice of actuarial science..
2. Students will understand practices in vogue and in banks
3. Students will learn legal basis of insurance banking contracts
4. Students will understand the processes in vogue to redress grievances of customers in actuarial science schemes.
5. To familiarize the students with knowledge of operational process and practices in actuarial science.
6. To equip the students with the knowledge of banking and insurance principles and practices - Operations and Business Development and make them ready for the industry fit..
7. Main focus is is to equip the students with various corporates in India and abroad and to improve personality development to make the young students corporate professional leaders of
8. Along with the curriculum the students will be trained on case studies from the industry and real examples to handle situations so to improve their business decision making skills like Problem solving , communication skills and result

	oriented positive attitude

5.17.3 Programme Operational Objectives:

Operational Goals
1. The BSc Actuarial Science Programme intends to achieve distinction in academic delivery and teaching processes.
2. The BSc Actuarial Science   Programme facilitate an atmosphere that promotes overall development of students in insurance and banking knowledge.
3. The BSc Actuarial Science   Programme will encourage intellectual growth of faculty through innovation and research in financials sector.
4. The BSc Actuarial Science   Programme will aid in nurturing of core values of university and ethical conduct amongst its students, faculty and staff.
5. The BSc Actuarial Science   Programme will foster cultural empathy and a sense of social and environmental responsibility.
6. The BSc Actuarial Science   Programme will offer abundant opportunities for international exposure to its faculty and students.
7. The BSc Actuarial Science will endeavor towards persistent enhancement of processes and systems and aim to attain national and international accreditations and university rankings.
8. The BSc Actuarial Science Programme will strengthen its bond with the insurance and banking industry through collaborative interactions with alumni networks and industry experts.
9. The BSc Actuarial Science   Programme will facilitate students in pursuing their further studies in insurance and banking management or obtain employment as per their merit or create their own business ventures.
10. The BSc Actuarial Science   Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.17.4 Programme Learning Outcomes

Intended Learning Outcomes
1.   Recall and relate in real life situations
2.   Analyze ,examine and fact finding
3.   Evaluate Technologies.
4.   Analyze , appraise and solve problems
5.   Demonstrate and illustrate
6.   Evaluate in real life scenario
7.   Demonstrate global oreintation
8.   Value Support
9.   Apply and demonstrate
10.   Create and demonstrate in real life
11.   Ethical and value based decisions
12.   Demonstrate

5.17.5 Programme Operational Outcomes

	Intended Operational Outcomes for BSc (Actuarial Science) Programme
1	The Faculty of BSc (Actuarial Science) programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of BSc (Actuarial Science) programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of BSc (Actuarial Science) programme will graduate in timely manner.
4	The student of BSc (Actuarial Science) programme will be provided with Academic facilities, Technological Resources for teaching and learning.

5	The student of BSc (Actuarial Science) programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of BSc (Actuarial Science) programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The BSc (Actuarial Science) programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	BSc (Actuarial Science) Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of BSc (Actuarial Science) Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of BSc (Actuarial Science) Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of BSc (Actuarial Science) Programme shall develop and maintain strong relationship with corporate.
12	The students of BSc (Actuarial Science) Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of BSc (Actuarial Science) Programme will support all the students for quality placements or join family business or start their own venture.

5.17.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
PLO1	√							√
PLO2	√	√	√					
PLO3		√	√					
PLO4	√	√		√		√		
PLO5				√	√			
PLO6				√		√		√
PLO7		√			√	√		
PLO8						√	√	
PLO9		√		√		√		
PLO10	√							√
PLO11	√			√				
PLO12	√							

5.17.7 Programme Educational Outcome Assessment Plan

S.No.	PLO	Direct	Indirect
1	Recall and relate in real life situations	*Comprehensive Exam	Student Exit Survey
2	Analyze , examine , and solve problems	Major Project (Rubrics)	Feedback of Industry Internship Guide
3	Evaluate Technologies	*Comprehensive Exam	Student Exit Survey

4	Analyze , appraise and solve problems	*Comprehensive Exam	Student Exit Survey
5	Demonstrate and illustrate	*Business Communication Course Result analysis of all semesters	Student Exit Survey
		*Rubrics	
		*Comprehensive Exam	
6	Evaluate in real life scenario	* Behavioural Science Course Result analysis of all semesters	Student Exit Survey
		*Rubrics	
		*Comprehensive Exam	
7	Demonstrate global orientation	*Seminars	Student Exit Survey
		*Rubrics	
		*Comprehensive Exam	
8	Value support	Presentation	Feedback of Industry Internship Guide

		* Comprehensive Exam	Indiscipline Cases
9	Apply and demonstrate	*Employability & Entrepreneurship (Rubrics)	Student Exit Survey
		* Comprehensive Exam	Alumni Survey
10	Create and Demonstrate in real life	*Quiz (Rubrics)	Student Exit Survey
		* Comprehensive Exam	
11	Ethical and value based decisions	Case Studies	
12	Demonstrate	Industry Visits	Viva Voce

5.18 MBA (Insurance & Banking)

Level –: PG

Duration of the program (in yrs):   2   **No. of Semesters: 4**

5.18.1 Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent management

professionals in the area of Insurance and banking but also good individuals, with understanding and regards for human values, pride in

their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and

action

5.18.2 Programme Educational Objectives/Goals:
1. To acquire knowledge about various products and services.
2. To understand the market needs

3. To man officer level positions in the industry.
4. To understand regulatory requirements and ensure compliance.

5.18.3 Programme Operational Objectives
1. The MBA (I&B) programme will facilitate environment for innovation and research excellence for the intellectual growth of
students
2. The MBA (I&B) programme provides an academic environment for holistic development of students
3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth
of MBA (I&B) students

4. The MBA (I&B) programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students
5. The MBA (I&B) programme will provide ample opportunities for international exposure to students
6. The MBA (I&B) programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies
7. The MBA (I&B) programme will facilitate employment opportunities and also support stu dents to start their own ventures
8. The MBA (I&B) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development
9. The MBA (I&B) programme aims to help students understand and practise the highest standards of ethical behaviour associated with their management profession
10. The MBA (I&B) programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.18.4 Programme Learning Outcomes

PLO 1	Recall and relate in real life situations
PLO 2	Analyze, examine and fact finding
PLO 3	Evaluate technologies
PLO 4	Analyse, appraise and solve problems
PLO 5	Demonstrate and illustrate
PLO 6	Evaluate in real life scenario
PLO 7	Demonstrate global orientation
PLO 8	Value support
PLO 9	Apply and demonstrate
PLO 10	Create and demonstrate in real life

PLO 11	Ethical and value based decisions
PLO 12	Demonstrate

5.18.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA (I&B) Programme
1	The Faculty of MBA (I&B) programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MBA (I&B) programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA (I&B) programme will graduate in timely manner.
4	The student of MBA (I&B) programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA (I&B) programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA (I&B) programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MBA (I&B) programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA (I&B) Programme will facilitate cultivation of cross cultural humanitarian values.

9	The Faculty and Students of MBA (I&B) Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA (I&B) Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA (I&B) Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA (I&B) Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA (I&B) Programme will support all the students for quality placements or join family business or start their own venture.

5.18.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4
PLO 1	√			
PLO 2	√			
PLO 3	√	√	√	
PLO 4	√	√	√	√
PLO 5		√		√

PLO 6	√		√	
PLO 7	√			√
PLO 8				√
PLO 9	√	√	√	√
PLO 10	√		√	
PLO 11		√		
PLO 12				√

5.18.7 Programme Educational Outcome Assessment Plan

#	Attributes	PLO	Direct	Tool_No for Direct Assessment	Target	Indirect	Tool_No for Indirect Assessment	Target
1	Management Knowledge	Management and domain knowledge of Insurance, Banking and Actuarial Science sector.	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the

								Student Exit Survey.
2	Research literacy and Enquiry	Research orientation in insurance, banking and actuarial science	Term Paper, Seminar, Summer Internship, Dissertation (Rubrics)	PG/PLO2/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
			Comprehensive Exam	PG/PLO/D/CE Framework				
3	Leveraging Information Technology	Digital literacy in accessing and managing information	*Comprehensive Exam	PG/PLO/D/CE Framework	100% students shall able to leverage IT inorder to complete	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the

					their Assignements and Projects			Likert Scale in the Student Exit Survey.
4	Problem Solving	Understanding and solving problems for optimum solutions	*Business Simulation (Rubrics)	PG/PLO4/D/Simulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Comprehensive Exam	PG/PLO/D/CE Framework				
5	Effective Business Communication	Proactive and effective business communication	*Business Communication Course Result		80% students should secure a	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range

		on	analysis of all semesters		grade of 6 and above on a 10-point scale in the presentation component of Business communication course.			between 4-5 on the Likert Scale in the Student Exit Survey.
			*Rubrics	PG/PLO5/D/ BC				
			*Comprehensive Exam	PG/PLO/D/CE Framework				
6	Leadership and Behaviour Skills	Effective leadership qualities and learning skills	* Behavioural Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
			* Rubrics	PG/PLO6/D/BS				
			* Comprehensi	PG/PLO/D/CE Framework				

			ve Exam		Behavioural Science course.			
7	Global Manager	Appraise effectively local, national and international issues in global context	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Prespective.
			* Rubrics	PG/PLO7/D/FBL				
			* Comprehensive Exam	PG/PLO/D/CE Framework				
8	Ethics and Professional Conduct	Honesty, integrity, fairness in professional life	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the

					viva-voce upon obtaining plagiarism % below 15%.			Likert Scale in the feedback.
			* Comprehensive Exam	PG/PLO/D/CE Framework		Indiscipline Cases		The University will adhere to zero tolerance towards use of unfair means
9	Employability	Domain expertise to ensure employability	*Scoring Rubrics	PG/PLO9/D/EMP	Preperation for Aptitude Test/GD/PI To ensure 100 % placement of students	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in

								the Student Exit Survey.
			*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10	Lifelong Learning	Life long learning orientation to develop new skills	*Quiz (Rubrics)		Mentors will asses the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert
			*Comprehensive Exam	PG/PLO/D/CE Framework				

							Scale in the Alumni Survey.

5.19 MBA (Insurance & Financial Planning)

Level –: PG

Duration of the program (in yrs):   2   No. of Semesters: 4

5.19.1 Programme Mission:

To develop the overall personality of Masters in Business Administration students by making them not only excellent management professionals in the area of Insurance and banking but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

5.19.2 Programme Educational Objectives/Goals:
1. To acquire knowledge about various products and services.

2. To understand the market needs

3. To man officer level positions in the industry.
4. To understand regulatory requirements and ensure compliance.

5.19.3 Programme Operational Objectives

1. The MBA (I&FP) programme will facilitate environment for innovation and research excellence for the intellectual growth of students

2. The MBA (I&FP) programme provides an academic environment for holistic development of students

3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MBA (I&FP) students

4. The MBA (I&FP) programme will encourage cultural diversity and a sense of social, ethical and environmental responsibility among students

5. The MBA (I&FP) programme will provide ample opportunities for international exposure to students

6. The MBA (I&FP) programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies

7. The MBA (I&FP) programme will facilitate employment opportunities and also support stu dents to start their own ventures

8. The MBA I&FP) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development

9. The MBA (I&FP) programme aims to help students understand and practise the highest standards of ethical behaviour associated with their management profession

10. The MBA (I&FP) programme will aim to attain national and international accreditations and university rankings to provide best in class academic environment

5.19.4 Programme Learning Outcomes

PLO 1	Recall and relate in real life situations
PLO 2	Analyze, examine and fact finding
PLO 3	Evaluate technologies
PLO 4	Analyse, appraise and solve problems
PLO 5	Demonstrate and illustrate
PLO 6	Evaluate in real life scenario
PLO 7	Demonstrate global orientation
PLO 8	Value support
PLO 9	Apply and demonstrate
PLO 10	Create and demonstrate in real life
PLO 11	Ethical and value based decisions
PLO 12	Demonstrate

5.19.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA (I&FP) Programme
1	The Faculty of MBA (I&FP) programme will use appropriate methodology and pedagogical tools for teaching, learning and development

2	The curriculum of MBA (I&FP) programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA (I&FP) programme will graduate in timely manner.
4	The student of MBA (I&FP) programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA (I&FP) programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA (I&FP) programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MBA (I&FP) programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA (I&FP) Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MBA (I&FP) Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA (I&FP) Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA (I&FP) Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA (I&FP) Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA (I&FP) Programme will support all the students for quality placements or join family business or start their own venture.

5.19.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4
PLO 1	√			
PLO 2	√			
PLO 3	√	√	√	
PLO 4	√	√	√	√
PLO 5		√		√
PLO 6	√		√	
PLO 7	√			√
PLO 8				√
PLO 9	√	√	√	√
PLO 10	√		√	
PLO 11		√		
PLO 12				√

5.19.7 Programme Educational Outcome Assessment Plan

Components of Assessment / Outcomes		Direct	Indirect
A	Programme Learning Outcome		

a.1	Recall and relate in real life situations	Comprehensive Exam/Viva on annual basis	Student Exit Survey
a.2	Analyze, examine and fact finding	Term Paper, Seminar, Internship, Dissertation (Rubrics)	Feedback of Industry Internship Guide
		Comprehensive Exam	
a.3	Evaluate technologies	*Comprehensive Exam	Student Exit Survey
a.4	Analyse, appraise and solve problems	*Business Simulation (Rubrics)	Student Exit Survey
		*Comprehensive Exam	
a.5	Demonstrate and illustrate	Business Communication Course Result analysis of all semesters	Student Exit Survey
		*Rubrics	
		*Comprehensive Exam	
a.6	Evaluate in real life scenario	* Behavioural Science Course Result analysis of all semesters, Journal of Success	Student Exit Survey

		* Rubrics	
		*Comprehensive Exam	
a.7	Demonstrate global orientation	*Foreign Business Language Result Analysis of all semesters	Student Exit Survey
		* Rubrics	
		* Comprehensive Exam	
a.8	Value support	*Plagiarism Checking of Dissertation	Feedback of Industry Internship Guide
		* Comprehensive Exam	Indiscipline Cases
a.9	Apply and demonstrate	*Scoring Rubrics	Student Exit Survey
		*Comprehensive Exam	Alumni Survey
a.10	Create and demonstrate in real life	*Quiz (Rubrics)	Student Exit Survey
		* Comprehensive Exam	
a.11	Ethical and value based decisions	* Comprehensive Exam	Student Exit Survey

a.12	Demonstrate	* Comprehensive Exam	Student Exit Survey

5.20 MSc (Actuarial Science)

Level –: PG

Duration of the program (in yrs):   2 Years   **No. of Semesters: 4**

5.20.1Programme Mission:

To develop the overall personality of Masters in Actuarial Science students by making them not only excellent management professionals in the area of Life Insurance, General Insurance, Health Insurance, Derivatives, Risk Valuation, Risk Management but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

5.20.2 Programme Educational Objectives/Goals:
1. To acquire knowledge about various products and services.
2. To understand the market needs
3. To man officer level positions in the industry.

4. To understand regulatory requirements and ensure compliance.

5.20.3 Programme Operational Objectives

1. The MSc (AS) programme will facilitate environment for innovation and research excellence for the intellectual growth of students

2. The MSc (AS) programme provides an academic environment for holistic development of students

3. The Programme aims to facilitate opportunities for innovation and environment of research excellence providing intellectual growth of MSc (AS) students

4. The MSc (AS) programme will encourage cultural diversity and a sense of social, and environmental responsibility students

PLO 1	Recall and relate in real life situations

ethical among

5. The MSc (AS) programme will provide opportunities for international exposure to students

ample

6. The MSc (AS) programme will provide opportunities for students to continuously interact with area expert members of faculty, industry and alumni to improve and demonstrate their skills and competencies

7. The MSc (AS) programme will facilitate employment opportunities and also support students to start their own ventures

8. The MSc (AS) students will be prepared to be independent learners who take responsibility for their own learning; set appropriate goals for ongoing intellectual and professional development

9. The MSc (AS) programme aims to help students understand and practise the highest standards of ethical behaviour associated with their management profession

10. The MSc (AS) programme will aim to attain national and international accreditations and university rankings to provide best in

class academic environment

5.20.4 Programme Learning Outcomes

PLO 2	Analyze, examine and fact finding
PLO 3	Evaluate technologies
PLO 4	Analyse, appraise and solve problems
PLO 5	Demonstrate and illustrate
PLO 6	Evaluate in real life scenario
PLO 7	Demonstrate global orientation
PLO 8	Value support
PLO 9	Apply and demonstrate
PLO 10	Create and demonstrate in real life
PLO 11	Ethical and value based decisions
PLO 12	Demonstrate

5.20.5 Programme Operational Outcomes

	Intended Operational Outcomes for MSc (AS) Programme
1	The Faculty of MSc (AS) programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MSc (AS) programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.

3	The student of MSc (AS) programme will graduate in timely manner.
4	The student of MSc (AS) programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MSc (AS) programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MSc (AS) programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MSc (AS) programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MSc (AS) Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MSc (AS) Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MSc (AS) Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MSc (AS) Programme shall develop and maintain strong relationship with corporate.
12	The students of MSc (AS) Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MSc (AS) Programme will support all the students for quality placements or join family business or start their own venture.

5.20.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEO's and PLO's				
PEO/PLO	**PEO 1**	**PEO 2**	**PEO 3**	**PEO 4**
PLO 1	√			
PLO 2	√			
PLO 3	√	√	√	
PLO 4	√	√	√	√
PLO 5		√		√
PLO 6	√		√	
PLO 7	√			√
PLO 8				√
PLO 9	√	√	√	√
PLO 10	√		√	
PLO 11		√		
PLO 12				√

5.20.7 Programme Educational Outcome Assessment Plan

	Components of Assessment Outcomes	Direct	Indirect
A	**Programme Learning Outcome**		
a.1	Recall and relate in real life situations	Comprehensive Exam/Viva on annual basis	Student Exit Survey
a.2	Analyze, examine and fact finding	Term Paper, Seminar, Internship, Dissertation (Rubrics)	Feedback of Industry Internship Guide
		Comprehensive Exam	
a.3	Evaluate technologies	*Comprehensive Exam	Student Exit Survey
a.4	Analyse, appraise and solve problems	*Business Simulation (Rubrics)	Student Exit Survey
		*Comprehensive Exam	

a.5	Demonstrate and illustrate	Business Communication Course Result analysis of all semesters	Student Exit Survey
		*Rubrics	
		*Comprehensive Exam	
a.6	Evaluate in real life scenario	* Behavioural Science Course Result analysis of all semesters, Journal of Success	Student Exit Survey
		* Rubrics	
		*Comprehensive Exam	
a.7	Demonstrate global orientation	*Foreign Business Language Result Analysis of all semesters	Student Exit Survey
		* Rubrics	
		* Comprehensive Exam	

a.8	Value support	*Plagiarism Checking of Dissertation	Feedback of Industry Internship Guide
		* Comprehensive Exam	Indiscipline Cases
a.9	Apply and demonstrate	*Scoring Rubrics	Student Exit Survey
		*Comprehensive Exam	Alumni Survey
a.10	Create and demonstrate in real life	*Quiz (Rubrics)	Student Exit Survey
		* Comprehensive Exam	
a.11	Ethical and value based decisions	* Comprehensive Exam	Student Exit Survey
a.12	Demonstrate	* Comprehensive Exam	Student Exit Survey

5.21 Programme Title: BBA (BD)

Level – UG

Duration of the program (in yrs):   3   **No. of Semesters: 6**

5.21.1 Programme Mission:

To develop a cross-functional approach to the use of Competitive Intelligence for Strategic Management by young managers and entrepreneurs. To nurture value-based and socially responsible business professionals.

5.21.2 Programme Educational Objectives/Goals:

1. To appreciate the application of Competitive Intelligence in a multi-disciplinary environment
2. To develop the ability to identify the opportunities and challenges presented by the global business environment
3. To apply quantitative and qualitative tools and techniques to solve a business problem in a dynamic environment
4. To examine industrial benchmarks and best practices for competitive advantage
5. To foster the ability to synthesize internal and external data to conclude on the possible future business changes
6. To develop persuasive skills to drive new ideas and initiatives
7. To develop effective communication skills both verbally and in writing, ideas and arguments associated with business issues
8. To develop positive perspectives and skills that create productive managers and business networks
9. To foster the ability to run value-based, ethical business in a competitive environment
10. To foster an approach of critical evaluation and continuous learning and development throughout their career

5.21.3 Programme Operational Objectives

1. At least 90% of all students in the program should qualify within the defined dates
2. To engage in academic and industry interaction and research with other national and international institutions engaged in the study of competitive intelligence and strategic management
3. To develop quality Research Papers, Publications and Case Studies in the area of Competitive Intelligence and Strategic Management
4. To attain national and international accreditation as a center of excellence in Business management theory and practice in the field of Competitive Intelligence and Strategic Management

5. To constantly reinforce and display core values of the university and ethical conduct amongst students, faculty and staff
6. To encourage cultural diversity and a sense of social and environmental responsibility.
7. To provide opportunities for international exposure to faculty and students.
8. To set internal systems and processes for continual improvement and aim to attain national and international accreditations and rankings.
9. To develop industry relevant knowledge and skills for placing desirous students in domestic and global organizations in niche portfolios
10. To encourage and enable technical support to students to start their own ventures.
11. To ensure total transparency in academic delivery and evaluation for satisfaction of all stakeholders
12. Encourage participation in all co curricular activities by all students, irrespective of displayed talent
13. Identify and counsel weak students by the middle of each semester and arrange facilitation to help in qualifying

5.21.4 Programme Learning Outcomes (PLOs):

1. To define, summarize concepts in Management and apply it in multi-disciplinary context, able to describe and critically analyse management problems in volatile business environment

2. Ability to acquire and evaluate new knowledge through Business research methods, Ability to identify, define, investigate, and solve critical business issues, analyze data/information and interpret results for driving optimum solutions.

3. Able to identify potential sources of Business environment information using technologies, Synthesize and define an idea from multiple information sources .

4. Able to pay attention to details, challenging conventional ways of thinking, Applying a range of strategies to problem solving

5. Communicate proficiently, in oral, written, presentation, information searching and listening skills in the management profession

6. To demonstrate excellent interpersonal, mentoring and decision-making skills, including an awareness of personal strengths and limitations. Promote self-awareness, empathy, cultural awareness and mutual respect while working in teams.

7. Able to Understand global issues from different perspectives, Recognize the opportunities that the wider world offers, Learning from and respecting different cultures, Apply different forms of communication in different cultural settings.

8. Understand and practice the highest standards of ethical behaviour associated with their management profession

9. Able to find opportunities to improve the business value chain as an intrapreneur. Develop business acumen and display basic business skills.

10. Able to critically evaluate and reflect upon their personal development during the work experience and future learning needs to support their career aspirations in future

11. Ability to apply decision making methodologies to evaluate solutions for efficiency, effectiveness and sustainability

12. Demonstrate and possess the skills to influence, negotiate and lead business deals.

5.21.5 Programme Operational Outcomes

	Intended Operational Outcomes for BBA(BD) Programme
1	The Faculty of BBA(BD) programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of BBA(BD) programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of BBA(BD) programme will graduate in timely manner.
4	The student of BBA(BD) programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of BBA(BD) programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of BBA(BD) programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The BBA(BD) programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.

8	BBA(BD) Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of BBA(BD) Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of BBA(BD) Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of BBA(BD) Programme shall develop and maintain strong relationship with corporate.
12	The students of BBA(BD) Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of BBA(BD) Programme will support all the students for quality placements or join family business or start their own venture.

5.21.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs / PLOs	PEO 1	PEO 2	PEO 3	PEO4	PEO5	PEO6	PEO7	PEO 8	PEO 9	PEO10
Programme Learning Outcome 1	√	√		√						
Programme Learning Outcome 2	√	√		√						
Programme Learning Outcome 3	√	√		√		√		√		
Programme Learning Outcome4	√	√		√		√				
Programme Learning Outcome 5					√	√		√	√	√
Programme Learning Outcome 6					√	√				
Programme Learning Outcome 7		√				√				√
Programme Learning Outcome 8		√	√			√		√	√	
Programme Learning Outcome 9						√				
Programme Learning Outcome10	√			√		√			√	
Programme Learning Outcome 11	√	√		√		√		√		
Programme Learning Outcome 12		√			√					

5.21.7 Programme Educational Outcome Assessment Plan:

S,No	PLO	Direct	Direct Assessment	Target	Indirect	Indirect Assessment	Target
1	. Application of external and internal CI to Organizational Structure and HR processes Ability to use CI for effective bilateral and multi-lateral negotiations. Examine industrial benchmarks and best practices for competitive advantage.	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	90% of the student shall pass the examination	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
2	Explain and apply Quantitative and Qualitative research techniques	Course-embedded assignments (e.g. Class Tests, Home Assignments,	PG/PLO/D/CE Framework	100% of the students will able to clear their term papers and other	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert

		Quiz, Seminar, Term Paper , Presentations)		assignments on time			Scale
3	Use management information systems, Enterprise Resource Planning, Business Information Systems etc for smooth flow of information and timely decision making. Use of specific tools and techniques to correlate and compare company performance with internal and external environment"	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	100% students will able to use the technological tools for analysis and interpretation	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

4	. Explain and apply analytical constructs to business problem solving . Develop the ability to convert a problem into an opportunity and weakness into strength	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	100% students will will be able to critically analyze the situation to give better alternative solutions	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
5	Effectively communicate both verbally and in writing ideas and arguments associated with business issues Develop persuasion skills to drive new ideas and initiatives Develop effective	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	100% students will be having the effective communication and fluency in at least one foreign language	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

	presentation skills to effectively communicate the right information to the right personnel.						
6	Manage relationships and value team work both in leader and follower role	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	100% student will have the understanding of maintaining better relationships and working in a team	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
7	Recognize the special opportunities and challenges presented by the global business environment Ability to value diversity and adapt	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	100% students will have the Ability to value diversity and adapt quickly. Recognize the special opportunities and challenges presented by the global business environment.	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

	quickly.						
8	Foster ability to run value based ethical business in a competitive environment	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	80% of the student will gain the ability to run value based ethical business in a competitive environment. Acknowledge and accept common responsibility to preserve the environment and its surroundings	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
9	Ability to plan and execute tasks assigned within the dead-line.	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	80% of the students will have the ability to plan and execute tasks assigned within the dead-line.	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
10	Application of CI for business advantage. Application of appropriate tools and techniques for	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper ,	PG/PLO/D/CE Framework	80% of the students will use the information for competitive intelligence to gain the advantage in business	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

	development of strategy.	Presentations)					
11	Synthesize internal and external data to conclude on the possible future business changes.	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	90% of the students will be able to use quantitative and qualitative tools to assess the future business changes	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
12	Understand and use digital and non-digital social network to professional advantage Research and identification of relevant professionals who may be future collaborators or	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	90% of the student will be able to use research as a tool to solve the problems and looking for new opportunities	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

	employers						

5.22 Programme Title: MBA (Competitive Intelligence & Strategic Management)

Level – PG

Duration of the program (in yrs): 2   **No. of Semesters: 4**

5.22.1 Programme Mission:

To develop a cross-functional approach to the use of Competitive Intelligence for Strategic Management by young managers and entrepreneurs. To nurture value-based and socially responsible business professionals.

5.22.2 Programme Educational Objectives/Goals:

1. To apply Competitive Intelligence to execute projects in a multi-disciplinary environment
2. To develop the ability to identify the opportunities and challenges presented by the global business environment
3. To develop and sustain individual Research skills and competencies in Competitive Intelligence tools and techniques in a dynamic environment
4. To foster the ability to synthesize internal and external data to conclude on the possible future business changes
5. To examine industrial benchmarks and best practices for competitive advantage
6. To develop persuasive skills to drive new ideas and initiatives
7. To develop effective communication skills both verbally and in writing, ideas and arguments associated with business issues
8. To develop positive perspectives and skills that create productive managerial leaders and business networks
9. To foster the ability to run value-based, ethical business in a competitive environment
10. To foster an approach of critical evaluation and continuous learning and development throPGhout their career

5.22.3 Programme Operational Objectives

1. At least 90% of all students in the program should qualify within the defined dates
2. To engage in academic and industry interaction and research with other national and international institutions engaged in the study of competitive intelligence and strategic management
3. To develop quality Research Papers, Publications and Case Studies in the area of Competitive Intelligence and Strategic Management
4. To attain national and international accreditation as a center of excellence in Business management theory and practice in the field of Competitive Intelligence and Strategic Management
5. To constantly reinforce and display core values of the university and ethical conduct amongst students, faculty and staff
6. To encourage cultural diversity and a sense of social and environmental responsibility.
7. To provide opportunities for international exposure to faculty and students.
8. To set internal systems and processes for continual improvement and aim to attain national and international accreditations and rankings.
9. To develop industry relevant knowledge and skills for placing desirous students in domestic and global organizations in niche portfolios
10. To encourage and enable technical support to students to start their own ventures.
11. To ensure total transparency in academic delivery and evaluation for satisfaction of all stakeholders
12. Encourage participation in all co-curricular activities by all students, irrespective of displayed talent
13. Identify and counsel weak students by the middle of each semester and arrange facilitation to help in qualifying

5.22.4 Programme Learning Outcomes (PLOs):

1. To define, summarize concepts in Management and apply it in multi-disciplinary context, able to describe and critically analyse management problems in volatile business environment

2. Ability to acquire and evaluate new knowledge through Business research methods, Ability to identify, define, investigate, and solve critical business issues, analyze data/information and interpret results for driving optimum solutions.

3. Able to identify potential sources of Business environment information using technologies, Synthesize and define an idea from multiple information sources .

4. Able to pay attention to details, challenging conventional ways of thinking, Applying a range of strategies to problem solving

5. Communicate proficiently, in oral, written, presentation, information searching and listening skills in the management profession

6. To demonstrate excellent interpersonal, mentoring and decision-making skills, including an awareness of personal strengths and limitations. Promote self-awareness, empathy, cultural awareness and mutual respect while working in teams.

7. Able to Understand global issues from different perspectives, Recognize the opportunities that the wider world offers, Learning from and respecting different cultures, Apply different forms of communication in different cultural settings.

8. Understand and practice the highest standards of ethical behaviour associated with their management profession

9. Able to find opportunities to improve the business value chain as an intrapreneur. Develop business acumen and display basic business skills.

10. Able to critically evaluate and reflect upon their personal development during the work experience and future learning needs to support their career aspirations in future

11. Ability to apply decision making methodologies to evaluate solutions for efficiency, effectiveness and sustainability

12. Demonstrate and possess the skills to influence, negotiate and lead business deals.

5.22.5 Programme Operational Outcomes

	Intended Operational Outcomes for MBA (CI&SM) Programme
1	The Faculty of MBA (CI&SM) programme will use appropriate methodology and pedagogical tools for teaching, learning and development
2	The curriculum of MBA (CI&SM) programme will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of MBA (CI&SM) programme will graduate in timely manner.

4	The student of MBA (CI&SM) programme will be provided with Academic facilities, Technological Resources for teaching and learning.
5	The student of MBA (CI&SM) programme will earn achievements in inter-university Extra Curricular activities.
6	Faculty of MBA (CI&SM) programme will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The MBA (CI&SM) programme will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	MBA (CI&SM) Programme will facilitate cultivation of cross cultural humanitarian values.
9	The Faculty and Students of MBA (CI&SM) Programme will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	Faculty of MBA (CI&SM) Programme will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	Students of MBA (CI&SM) Programme shall develop and maintain strong relationship with corporate.
12	The students of MBA (CI&SM) Programme shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	The faculty of MBA (CI&SM) Programme will support all the students for quality placements or join family business or start their own venture.

5.22.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs　　　　PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10
Programme Learning Outcome 1	√	√		√						
Programme Learning Outcome 2	√	√		√						
Programme Learning Outcome 3	√	√		√		√			√	
Programme Learning Outcome4	√	√		√			√			
Programme Learning Outcome 5					√					
Programme Learning Outcome 6					√			√	√	
Programme Learning Outcome 7		√					√			
Programme Learning Outcome 8		√	√			√				√
Programme Learning Outcome 9									√	
Programme Learning Outcome10	√			√						√
Programme Learning Outcome 11	√	√		√						

| | Programme Learning Outcome 12 | | √ | | | √ | | | | | |

5.22.7 Programme Educational Outcome Assessment Plan:

S,No	PLO	Direct	Direct Assessment	Target	Indirect	Indirect Assessment	Target
1	. Application of external and internal CI to Organizational Structure and HR processes Ability to use CI for effective bilateral and multi-lateral negotiations. Examine industrial benchmarks and best practices for competitive advantage.	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	90% of the student shall pass the examination	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
2	Explain and apply Quantitative and Qualitative research techniques	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	100% of the students will able to clear their term papers and other assignments on time	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

| 3 | Use management information systems, Enterprise Resource Planning, Business Information Systems etc for smooth flow of information and timely decision making. Use of specific tools and techniques to correlate and compare company performance with internal and external environment" | Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations) | PG/PLO/D/CE Framework | 100% students will able to use the technological tools for analysis and interpretation | Alumni surveys | PG/PLO/ID/Exit Survey/Alumni Survey | 80% of the students response range between 4-5 on :Likert Scale |
| 4 | . Explain and apply analytical constructs to business problem solving . Develop the ability to convert a problem into an opportunity and weakness into strength | Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations) | PG/PLO/D/CE Framework | 100% students will will be able to critically analyze the situation to give better alternative solutions | Alumni surveys | PG/PLO/ID/Exit Survey/Alumni Survey | 80% of the students response range between 4-5 on :Likert Scale |

5	Effectively communicate both verbally and in writing ideas and arguments associated with business issues Develop persuasion skills to drive new ideas and initiatives Develop effective presentation skills to effectively communicate the right information to the right personnel.	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	100% students will be having the effective communication and fluency in at least one foreign language	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
6	Manage relationships and value team work both in leader and follower role	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	100% student will have the understanding of maintaining better relationships and working in a team	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
7	Recognize the special opportunities and challenges presented by	Course-embedded assignments (e.g. Class Tests, Home	PG/PLO/D/CE Framework	100% students will have the Ability to value diversity and adapt quickly.	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

	the global business environment Ability to value diversity and adapt quickly.	Assignments, Quiz, Seminar, Term Paper , Presentations)		Recognize the special opportunities and challenges presented by the global business environment.			
8	Foster ability to run value based ethical business in a competitive environment	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	80% of the student will gain the ability to run value based ethical business in a competitive environment. Acknowledge and accept common responsibility to preserve the environment and its surroundings	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
9	Ability to plan and execute tasks assigned within the dead-line.	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	80% of the students will have the ability to plan and execute tasks assigned within the dead-line.	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
10	Application of CI for business advantage. Application of	Course-embedded assignments (e.g. Class Tests, Home	PG/PLO/D/CE Framework	80% of the students will use the information for competitive intelligence to	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

	appropriate tools and techniques for development of strategy.	Assignments, Quiz, Seminar, Term Paper , Presentations)		gain the advantage in business			
11	Synthesize internal and external data to conclude on the possible future business changes.	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	90% of the students will be able to use quantitative and qualitative tools to assess the future business changes	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale
12	Understand and use digital and non-digital social network to professional advantage Research and identification of relevant professionals who may be future collaborators or employers	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	PG/PLO/D/CE Framework	90% of the student will be able to use research as a tool to solve the problems and looking for new opportunities	Alumni surveys	PG/PLO/ID/Exit Survey/Alumni Survey	80% of the students response range between 4-5 on :Likert Scale

5.23   Bachelor of Commerce (Honors)
Level – UG

Duration of the program (in yrs):   3   **No. of Semesters: 6**

5.23.1 Mission Statement

Programme Mission
To develop all round personality of Commerce & Finance students by making them not just excellent professionals but also good individuals with understanding of commerce & finance and inculcating human values and yearning for perfection in globalized business world.

5.23.2 Programme Educational Objectives (PEOs)

Educational Goals
1. Students will demonstrate experiential knowledge of the application of accounting, financial management, taxation, auditing in their professional work setting
2. Students will integrate theory and practice, as well as expertise across functional areas in making effective decisions by understanding the concepts, theories, techniques, regulations & advancements in the field of accounting & finance
3. Students will comprehend the basic concept of mathematical, statistical and research tools to solve business problems using computerized accounting system and data analysis
4. Students will identify the industry perspective of accounting and financial management - when and how to use assertiveness and influential skills
5. Students will apply networking and effective communication skills in competitive businesses to negotiate financial, accounting and management deals

6. Students will develop positive perspectives and skills to inculcate creativity and life-long learning to strategize and plan for business development
7. Students will act ethically in business activities
8. Student will apply decision making techniques in general business practices involving accounting and financial management

5.23.3 Programme Operational Objectives

Operational Goals
1. This program intends to provide educational excellence in academic delivery
2. This program will facilitate an academically conducive environment for holistic development of students
3. This program will facilitate cultivation of core values of the university and ethical conduct amongst students.
4. This program will encourage cultural diversity and a sense of social and environmental responsibility.
5. This program will provide ample opportunities for international exposure to students.
6. This program will provide conducive learning environment preparing the student for higher learning in national and international universities. This program will provide life-long learning to the under-graduate students.

5.23.4 Programme Learning Outcomes (PLOs):

1. The student will able to demonstrate an in-depth knowledge of accounting, finance, auditing, management and learn to apply the concepts, theories, techniques, regulation & advancements in the field of accounting & finance in national & international business environment.

2. The student will be able to comprehend the basic concepts of mathematical, statistical and research tools using data analysis / financial models and computerized accounting system.

3. The student will able to understand the usage & application of digital tools and comprehend financial networks in competitive business environment.

4. The student will able to exhibit creativity, independent thinking, generate new business ideas, plans, strategies etc. to respond effectively to various business scenarios.

5. The student will be able to apply managerial skills, communicate proficiently in oral, written presentation and listening skills in global environment.

6. The student will able to exhibit management, team building & leadership skills to encourage individual thinking to become a successful accounting and finance professional.

7. Student will be able to understand global trade, tax and legal issues in order to recognize opportunities worldwide by applying different forms of communication in cultural diversity.

8. The student will able to exhibit ethical values & considerations in accounts, finance, investment dealings and decisions.

9. The student will be able to develop large and small profit and non-profit organization by setting high standards and enhance skills for commercial and financial management.

10. The student will be able to understand the significance of learning, self-initiative and self-directedness to recognize the need for life-long learning for productive employment.

11. Student will be able to demonstrate rigorous and independent thinking and encourage participatory decision making in teams.

12. Student will be able to understand the importance of networks in competitive business.

5.23.5 Programme Operational Outcomes

Operational Outcomes
1. The faculty in the program will use appropriate methodology and pedagogical tools for teaching, student learning and development.
2. The student of this program will graduate in a timely manner.
3. The students of this program will earn achievements in inter-university extra-curricular activities.

4.	This program will integrate ethics and values in teaching, theory and practice to develop excellent students.							
5.	This program will invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.							
6.	This program will facilitate cultivation of cross-cultural humanitarian values.							

5.23.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs / PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√							
Programme Learning Outcome 2			√					
Programme Learning Outcome 3				√				
Programme Learning Outcome4			√					
Programme Learning Outcome 5					√			
Programme Learning Outcome 6							√	
Programme Learning Outcome 7		√						
Programme Learning Outcome 8							√	

Programme Learning Outcome 9						√		
Programme Learning Outcome10						√		
Programme Learning Outcome 11								√
Programme Learning Outcome 12					√			

5.23.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	1	1	Comprehensive Exam / Viva	ACCF/PLO/D/CE framework	80% students shall pass the exam	Student Exit Survey	ACC/PLO/ID/Exit Survey	80% students response range between 3-5 on the Likert Scale in the Student Exit Survey
2	2	7	* Foreign Business Language result analysis of all semesters * Comprehensive Exam	ACCF/PLO/D/FBL framework	100% students' participation in case studoes pertaining to global issues 80% students shall pass the comprehensive exam	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective
3	3	2	Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students shall able to leverage quantitative tools by scoring atleast 60% in	Dissertation feedback by internal and external	ACCF/PLO/ID/Exit Survey	80% students shall score between 3-4 on the Likert Scale

					this component	viva panel		
4	4	3	Summer Internship	ACCF/PLO/D/CE framework	100% students undertake and complete summer internship/dissertation and 90% students will get a satisfactory report	Feedback of Industry Internship Guide		90% of the students will be rated by the Industry Internship Guide as satisfactory.
5	5	5	Business Communication Course

* Result Analysis of all semester through Journal of Success

* Rubrics

* Comprehensive Exam | ACCF/PLO/D/BS

ACCF/PLO/D/CE framework | 80% students shall secure a grade of 6 and above on a 10-point scale in the Journal of Success Component of Behavioral Science course | Student Exit Survey | ACCF/PLO/ID/Exit Survey | 80% students shall respond in range 3-5 on the Likert scale in the Student Exit Survey. |
| | | 12 | * Quiz (rubrics)

* Comprehensive Exam | ACCF/PLO/D/CE framework | 80% of the students should score minimum 50% in Quiz

* 80% students shall pass the comprehensive exam | Student Exit Survey | ACCF/PLO/ID/Exit Survey | 80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey |
| 6 | 6 | 9 | * Quiz (rubrics) | ACCF/PLO/D/CE framewor | 80% of the students should score minimum 50% | Student Exit Survey | ACCF/PLO/OD/Exit Survey | 80% students shall respond in the range of 3-5 on the Likert Scale in Exit |

			* Comprehensive Exam / Viva	k				Survey.
		10	* Quiz (rubrics) * Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students should score minimum 50%	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey
7	7	8	Plagiarism check of dissertation	ACCF/PLO/D/CE Framework	100% students shall have unique content with acceptability cap of 15% plagiarism in dissertation	Feedback of Industry Internship Guide		100% students shall be rated as satisfactory by the Industry Internship Guide for ethical & professional conduct
8	8	6	Behavioral science course * Result analysis of all semesters through Journal of Success * Rubrics * Comprehensive Exam	ACCF/PLO/D/BS ACCF/PLO/D/CE framework	80% students shall secure a grade of and above on a 10-point scale in the Journal of Success component of Behavioral Science course	Student Exit Survey	ACCF/PLO/ID/ Exit Survey	80% students shall respond in range between 3-5 on the Likert Scale in the Student Exit Survey.
		11	* Quiz(rubrics) * Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students should score minimum 50% * 80% students shall pass the Comprehensive Exam	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 305 on the Likert Scale in Exit Survey

5.24 Bachelor of Commerce (Financial &Investment Analysis)
Level – UG

Duration of the program (in yrs): 3   **No. of Semesters: 6**

5.24.1 Mission Statement

Programme Mission
To develop all round personality of Commerce & Finance students by making them not just excellent professionals but also good individuals with understanding of commerce & finance and inculcating human values and yearning for perfection in globalized business world.

5.24.2 Programme Educational Objectives (PEOs)

Educational Goals
1. Students will demonstrate experiential knowledge of the application of accounting, financial management, taxation, and financial investment analysis in their professional work setting.
2. Students will integrate theory and practice, as well as expertise across functional areas in making effective decisions by understanding the concepts, theories, techniques, regulations & advancements in the field of accounting & finance and financial investment management
3. Students will comprehend the basic concept of mathematical, statistical and research tools to solve business problems using computerized accounting system and data analysis

4. Students will identify the industry perspective for of accounting and financial investment analysis - when and how to use assertiveness and influential skills
5. Students will apply networking and effective communication skills in competitive businesses to negotiate financial, financial investment and management deals.
6. Students will develop positive perspectives and skills to inculcate creativity and life-long learning to strategize and plan for business development.
7. Students will act ethically in business activities.
8. Student will apply decision making techniques in general business practices involving accounting and financial investment.

5.24.3 Programme Operational Objectives

Operational Goals
1. This program intends to provide educational excellence in Teaching and Academic delivery
2. This program will facilitate an academically conducive environment for holistic development of students
3. This program will facilitate cultivation of core values of the university and ethical conduct amongst students.
4. This program will encourage cultural diversity and a sense of social and environmental responsibility.
5. This program will provide ample opportunities for international exposure to students.
6. This program will provide conducive learning environment preparing the student for higher learning in national and international universities. This program will provide life-long learning to the under-graduate students.

5.24.4 Programme Learning Outcomes

1. The student will able to demonstrate an in-depth knowledge of accounting, finance, management and investment analysis and learn to apply the concepts, theories, techniques, regulation & advancements in the field of finance in national & international business environment.

2. The student will be able to comprehend the basic concepts of mathematical, statistical and research tools using data analysis / financial models and computerized accounting system.

3. The student will able to understand the usage & application of digital tools and comprehend financial networks in competitive business environment.

4. The student will able to exhibit creativity, independent thinking, generate new business ideas, plans, strategies etc. to respond effectively to capital market scenarios

5. The student will be able to apply managerial skills, communicate proficiently in oral, written presentation and listening skills in global environment.

6. The student will able to exhibit management, team building & leadership skills to encourage individual thinking to become a successful investment professional.

7. Student will be able to understand global trade, tax and legal issues in order to recognize opportunities worldwide by applying different forms of communication in cultural diversity.

8. The student will able to exhibit ethical values & considerations in finance, investment dealings and decisions.

9. The student will be able to develop large and small profit and non-profit organization by setting high standards and enhance skills for commercial and financial management.

10. The student will able to understand the significance of learning, self-initiative and self-directedness to recognize the need for life-long learning for productive employment.

11. Student will be able to demonstrate rigorous and independent thinking and encourage participatory decision making in teams.

12. Student will be able to understand the importance of networks in competitive business.

5.24.5 Programme Operational Outcomes

Operational Outcomes

1.	The faculty in the program will use appropriate methodology and pedagogical tools for teaching, student learning and development.
2.	The student of this program will graduate in a timely manner.
3.	The students of this program will earn achievements in inter-university extra-curricular activities.
4.	This program will integrate ethics and values in teaching, theory and practice to develop excellent students.
5.	This program will invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
6.	This program will facilitate cultivation of cross-cultural humanitarian values.

5.24.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)
The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

Linkage of PEO & PLOs:

PEOs / PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√							
Programme Learning Outcome 2			√					
Programme Learning Outcome 3				√				
Programme Learning Outcome4			√					
Programme Learning Outcome 5					√			
Programme Learning Outcome 6								√

Programme Learning Outcome 7	√						
Programme Learning Outcome 8						√	
Programme Learning Outcome 9					√		
Programme Learning Outcome10					√		
Programme Learning Outcome 11							√
Programme Learning Outcome 12				√			

5.24.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	1	1	Comprehensive Exam / Viva	ACCF/PLO/D/CE framework	80% students shall pass the exam	Student Exit Survey	ACC/PLO/ID/Exit Survey	80% students response range between 3-5 on the Likert Scale in the Student Exit Survey
2	2	7	* Foreign Business Language result analysis of all semesters * Comprehensive Exam	ACCF/PLO/D/FBL framework	100% students' participation in case studoes pertaining to global issues 80% students shall pass the comprehensive exam	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective
3	3	2	Comprehensive Exam	ACCF/PLO/D/C	80% of the students shall able to	Dissertation feedback	ACCF/PLO/ID/E	80% students shall score between 3-4 on the

				E framework	leverage quantitative tools by scoring atleast 60% in this component	by internal and external viva panel	xit Survey	Likert Scale
4	4	3	Summer Internship	ACCF/PLO/D/CE framework	100% students undertake and complete summer internship/dissertation and 90% students will get a satisfactory report	Feedback of Industry Internship Guide		90% of the students will be rated by the Industry Internship Guide as satisfactory.
5	5	5	Business Communication Course * Result Analysis of all semester through Journal of Success * Rubrics * Comprehensive Exam	ACCF/PLO/D/BS ACCF/PLO/D/CE framework	80% students shall secure a grade of 6 and above on a 10-point scale in the Journal of Success Component of Behavioral Science course	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in range 3-5 on the Likert scale in the Student Exit Survey.
		12	* Quiz (rubrics)	ACCF/PLO/D/CE framework	80% of the students should score minimum 50% in Quiz	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey

			* Comprehensive Exam		* 80% students shall pass the comprehensive exam			
6	6	9	* Quiz (rubrics) * Comprehensive Exam / Viva	ACCF/PLO/D/CE framework	80% of the students should score minimum 50%	Student Exit Survey	ACCF/PLO/OD/ Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey.
		10	* Quiz (rubrics) * Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students should score minimum 50%	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey
7	7	8	Plagiarism check of dissertation	ACCF/PLO/D/CE Framework	100% students shall have unique content with acceptability cap of 15% plagiarism in dissertation	Feedback of Industry Internship Guide		100% students shall be rated as satisfactory by the Industry Internship Guide for ethical & professional conduct
8	8	6	Behavioral science course * Result analysis of all semesters through Journal of Success * Rubrics * Comprehensive	ACCF/PLO/D/BS ACCF/PLO/D/CE framework	80% students shall secure a grade of and above on a 10-point scale in the Journal of Success component of Behavioral Science course	Student Exit Survey	ACCF/PLO/ID/ Exit Survey	80% students shall respond in range between 3-5 on the Likert Scale in the Student Exit Survey.

| | | | * Quiz(rubrics) | ACCF/PLO/D/CE framework | 80% of the students should score minimum 50%

* 80% students shall pass the Comprehensive Exam | Student Exit Survey | ACCF/PLO/ID/Exit Survey | 80% students shall respond in the range of 305 on the Likert Scale in Exit Survey |
|---|---|---|---|---|---|---|---|---|
| | | | Exam | | | | | |
| | **11** | | | | | | | |
| | | | * Comprehensive Exam | | | | | |

5.25 Masters in Commerce (M.Com)
Level – PG

Duration of the program (in yrs): 2   **No. of Semesters: 4**

5.25.1 Mission Statement

Programme Mission
To develop all round personality of students by making them not just excellent professionals but also good individuals with understanding of commerce & finance and inculcating human values and yearning for perfection in globalized business world.

5.25.2 Programme Educational Objectives (PEOs)

Educational Goals
1. Students will demonstrate experiential knowledge of the application of accounting, financial management, taxation, auditing in their professional work setting.
2. Students will integrate theory and practice, as well as expertise across functional areas in making effective decisions by understanding the concepts, theories, techniques, regulations & advancements in the field of accounting & finance.
3. Students will comprehend the basic concept of mathematical, statistical and research tools to solve business

	problems using computerized accounting system and data analysis.
4.	Students will identify the industry perspective of accounting and financial management- when and how to use assertiveness and influential skills.
5.	Students will apply networking and effective communication skills in competitive businesses to negotiate financial, accounting and management deals.
6.	Students will develop positive perspectives and skills to inculcate creativity and life-long learning to strategize and plan for business development.
7.	Students will act ethically in business activities.
8.	Students will be able to apply decision making techniques in general business practices involving accounting and financial management.

5.25.3 Programme Operational Objectives

Operational Goals
1. This program will provide educational excellence in teaching/academic delivery and research.
2. This program will facilitate an academically conducive environment for holistic development of students.
3. This program will facilitate environment for innovation and research excellence for the intellectual growth of student.
4. This program will facilitate cultivation of core values of the university and ethical conduct amongst students.
5. This program will encourage cultural diversity and a sense of social and environmental responsibility.
6. This program will provide ample opportunities for international exposure to students.
7. This program will provide conducive learning environment preparing the student for higher learning in national & international universities. This program will also provide relevant employment opportunities to students.

5.25.4 Programme Learning Outcomes (PLOs):

1. Student will be able to demonstrate and apply knowledge of theories and models relevant to the field of commerce & finance.

2. Student will be able to collect relevant information, infer and interpret high quality research in field of commerce and finance.

3. Student will be able to apply digital technology to capture information from various sources and use contemporary technologies to access and manage information.

4. Student will be able to comprehend the problems and challenges in the business environment, identify best cost driven alternatives and prioritize effective solution.

5. Student will be able to apply managerial skills, communicate proficiently in oral, written presentation and listening skills in the global environment.

6. Student will be able to demonstrate behavioral, managerial and team building skills to become a professional

7. Student will be able to understand global trade, tax and legal issues in order to recognize opportunities worldwide by applying different forms of communications in cultural diversity.

8. Student will be able to exhibit ethical values and considerations in commercial and financial dealings and decisions with specific reference to accounting.

9. Students are well organized to demonstrate their competence and skills to attract more employers and also trained and develop their entrepreneurial abilities for incubating MSEs/SMEs or NGOs.

10. Student will be able to understand the significance of learning, self- initiatives and self-directedness to recognize the need for life-long learning for productive employment.

11. Student will be able to demonstrate rigorous and independent thinking and encourage participatory decision making in teams.

12. Student will be able to understand the importance of networks in competitive businesses

5.25.5 Programme Operational Outcomes

Operational Outcomes

1.	This faculty in this program will use appropriate methodology and pedagogical tools for teaching, learning and development.
2.	The curriculum of the program will relevant to meet industry requirements by incorporating feedback from all the stakeholders
3.	The student of this program will graduate in timely manner.
4.	The students of this program will earn achievements in inter-university extra-curricular activities.
5.	This program will integrate ethics and values in teaching, theory and practice to develop excellent students.
6.	This program will facilitate cultivation of cross cultural humanitarian values.
7.	This program will facilitate research collaborations; invite international delegates and speakers for seminar and conferences and various other opportunities of global exposure.
8.	This program will develop and maintain strong relationship with corporate.
9.	This program will maintain life-long alumni network to keep curriculum responsive to industry needs.
10.	This program will facilitate all the students for quality placements or start new venture or join family business.

5.25.6 PEOs – PLOs Mapping
Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)
The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs / PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√							
Programme Learning Outcome 2			√					
Programme Learning Outcome 3				√				

Programme Learning Outcome4		√					
Programme Learning Outcome 5				√			
Programme Learning Outcome 6							√
Programme Learning Outcome 7	√						
Programme Learning Outcome 8						√	
Programme Learning Outcome 9					√		
Programme Learning Outcome10					√		
Programme Learning Outcome 11							√
Programme Learning Outcome 12				√			

5.25.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	1	1	Comprehensive Exam / Viva	ACCF/PLO/D/CE framework	80% students shall pass the exam	Student Exit Survey	ACC/PLO/ID/Exit Survey	80% students response range between 3-5 on the Likert Scale in the Student Exit Survey
2	2	7	*Foreign Business Language Result Analysis of all semesters * Comprehensive Exam	ACCF/PLO/D/BS framework	100% students' participation in case studies pertaining to global issues. *80% students shall pass the exam	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective.

3	3	2	Term Paper, Seminar, Internship, Dissertation (Rubrics)	ACCF/PLO/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		Internship Guide rates the student satisfactory / unsatisfactory
4	4	3	Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students shall able to leverage quantitative tools by scoring atleast 60% in this component	Dissertation feedback by internal and external viva panel	ACCF/PLO/ID/Exit Survey	80% students shall score between 3-4 on the Likert Scale
5	5	5	Behavioral science course * Rubrics * Comprehensive Exam	ACCF/PLO/D/BS ACCF/PLO/D/CE framework	80% students shall secure a grade of and above on a 10-point scale in the Journal of Success component of Behavioral Science course. *80% students shall pass the exam	Student Exit Survey	ACCF/PLO/ID/ Exit Survey	80% students shall respond in range between 3-5 on the Likert Scale in the Student Exit Survey.
		12	* Quiz (rubrics) * Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students should score minimum 50%. *80% students shall pass the exam	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey
6	6	9	* Quiz (rubrics)	ACCF/PLO/D/CE	80% of the students	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit

				framewor k	should score minimum 50%			Survey
			* Comprehensive Exam		*80% students shall pass the exam			
		10	* Quiz (rubrics)

* Comprehensive Exam | ACCF/PL O/D/CE framewor k | 80% of the students should score minimum 50%.

*80% students shall pass the exam | Student Exit Survey | ACCF/PL O/ID/Exit Survey | 80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey |
| 7 | 7 | 8 | *Plagiarism Checking of Dissertation

Comprehensive Exam | ACCF/PL O/D/CE Framewor k | 100% students shall have unique content with acceptability cap of 15% plagiarism in dissertation.

*80% students shall pass the exam | Feedback of Industry Internship Guide | | 100% students shall be rated as satisfactory by the Industry Internship Guide for ethical & professional conduct |
| 8 | 8 | 6 | *Behavioral Course

* Result analysis of all semesters through Journal of Success

* Rubrics

* Comprehensive Exam | ACCF/PL O/D/BS Framewor k | 80% students shall secure a grade of and above on a 10-point scale in the Journal of Success component of Behavioral Science course

*80% students shall pass the exam | Student Exit Survey | ACCF/PL O/ID/Exit Survey | 80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey Internship Guide rates the student satisfactory / unsatisfactory |

		11	* Quiz (rubrics) * Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students should score minimum 50%. *80% students shall pass the exam	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey

5.26 Masters in Commerce (Financial Management)

Level – PG

Duration of the program (in yrs): 2   **No. of Semesters: 4**

5.26.1 Mission Statement

Programme Mission
To develop all round personality of students by making them not just excellent professionals but also good individuals with understanding of commerce & finance and inculcating human values and yearning for perfection in globalized business world.

5.26.2 Programme Educational Objectives (PEOs)

Educational Goals
1. Students will demonstrate experiential knowledge of the application of accounting, financial management, taxation, auditing in their professional work setting.
2. Students will integrate theory and practice, as well as expertise across functional areas in making effective decisions by understanding the concepts, theories, techniques, regulations & advancements in the field of

accounting & finance.
3. Students will comprehend the basic concept of mathematical, statistical and research tools to solve business problems using computerized accounting system and data analysis.
4. Students will identify the industry perspective of accounting and financial management- when and how to use assertiveness and influential skills.
5. Students will apply networking and effective communication skills in competitive businesses to negotiate financial, accounting and management deals.
6. Students will develop positive perspectives and skills to inculcate creativity and life-long learning to strategize and plan for business development.
7. Students will act ethically in business activities.
8. Students will be able to apply decision making techniques in general business practices involving accounting and financial management.

5.26.3 Programme Operational Objectives

Operational Goals
1. This program will provide educational excellence in teaching/academic delivery and research.
2. This program will facilitate an academically conducive environment for holistic development of students.
3. This program will facilitate environment for innovation and research excellence for the intellectual growth of student.
4. This program will facilitate cultivation of core values of the university and ethical conduct amongst students.
5. This program will encourage cultural diversity and a sense of social and environmental responsibility.
6. This program will provide ample opportunities for international exposure to students.
7. This program will provide conducive learning environment preparing the student for higher learning in national & international universities. This program will also provide relevant employment opportunities to students.

5.26.4 Programme Learning Outcomes (PLOs):

1. Student will be able to demonstrate and apply knowledge of theories and models relevant to the field of commerce & financial management.

2. Student will be able to collect relevant information, infer and interpret high quality research in field of commerce and finance management.

3. Student will be able to apply digital technology to capture information from various sources and use contemporary technologies to access and manage information.

4. Student will be able to comprehend the problems and challenges in the business environment, identify best cost driven alternatives and prioritize effective solution.

5. Student will be able to apply managerial skills, communicate proficiently in oral, written presentation and listening skills in the global environment.

6. Student will be able to demonstrate behavioral, managerial and team building skills to become a finance professional.

7. Student will be able to understand global trade, tax and legal issues in order to recognize opportunities worldwide by applying different forms of communications in cultural diversity.

8. Student will be able to exhibit ethical values and considerations in commercial and financial dealings and decisions with specific reference to accounting, financial management and corporate governance.

9. Students are well organized to demonstrate their competence and skills to attract more employers and also trained and develop their entrepreneurial abilities for incubating MSEs/SMEs or NGOs.

10. Student will be able to understand the significance of learning, self- initiatives and self-directedness to recognize the need for life-long learning for productive employment.

11. Student will be able to demonstrate rigorous and independent thinking and encourage participatory decision making in teams.

12. Student will be able to understand the importance of networks in competitive businesses.

5.26.5 Programme Operational Outcomes

Operational Outcomes

1.	This faculty in this program will use appropriate methodology and pedagogical tools for teaching, learning and development.
2.	The curriculum of the program will relevant to meet industry requirements by incorporating feedback from all the stakeholders
3.	The student of this program will graduate in timely manner.
4.	The students of this program will earn achievements in inter-university extra-curricular activities.
5.	This program will integrate ethics and values in teaching, theory and practice to develop excellent students.
6.	This program will facilitate cultivation of cross cultural humanitarian values.
7.	This program will facilitate research collaborations; invite international delegates and speakers for seminar and conferences and various other opportunities of global exposure.
8.	This program will develop and maintain strong relationship with corporate.
9.	This program will maintain life-long alumni network to keep curriculum responsive to industry needs.
10.	This program will facilitate all the students for quality placements or start new venture or join family business.

5.26.6 PEOs – PLOs Mapping

Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)
The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Programme Learning Outcome 1	√							
Programme Learning Outcome 2			√					

	1	2	3	4	5	6	7	8	9
Programme Learning Outcome 3			√						
Programme Learning Outcome4		√							
Programme Learning Outcome 5				√					
Programme Learning Outcome 6									√
Programme Learning Outcome 7	√								
Programme Learning Outcome 8						√			
Programme Learning Outcome 9					√				
Programme Learning Outcome10					√				
Programme Learning Outcome 11									√
Programme Learning Outcome 12				√					

5.26.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	1	1	Comprehensive Exam / Viva	ACCF/PLO/D/CE framework	80% students shall pass the exam	Student Exit Survey	ACC/PLO/ID/Exit Survey	80% students response range between 3-5 on the Likert Scale in the Student Exit Survey
2	2	7	*Foreign Business Language Result Analysis of all semesters	ACCF/PLO/D/BS framework	100% students' participation in case studies pertaining to global issues. *80% students shall	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective.

			* Comprehensive Exam		pass the exam		
3	3	2	Term Paper, Seminar, Internship, Dissertation (Rubrics)	ACCF/PLO/D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		Internship Guide rates the student satisfactory / unsatisfactory
4	4	3	Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students shall able to leverage quantitative tools by scoring atleast 60% in this component	Dissertation feedback by internal and external viva panel	ACCF/PLO/ID/Exit Survey	80% students shall score between 3-4 on the Likert Scale
5	5	5	Behavioral science course * Rubrics * Comprehensive Exam	ACCF/PLO/D/BS ACCF/PLO/D/CE framework	80% students shall secure a grade of and above on a 10-point scale in the Journal of Success component of Behavioral Science course. *80% students shall pass the exam	Student Exit Survey	ACCF/PLO/ID/ Exit Survey	80% students shall respond in range between 3-5 on the Likert Scale in the Student Exit Survey.
		12	* Quiz (rubrics) * Comprehensive Exam	ACCF/PLO/D/CE framework	80% of the students should score minimum 50%. *80% students shall pass the exam	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey
6	6	9	* Quiz (rubrics)	ACCF/PLO/D/CE framework	80% of the students should score minimum	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey

					50%			
			* Comprehensive Exam		*80% students shall pass the exam			
		10	* Quiz (rubrics)	ACCF/PLO/D/CE framework	80% of the students should score minimum 50%.	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey
			* Comprehensive Exam		*80% students shall pass the exam			
7	7	8	*Plagiarism Checking of Dissertation	ACCF/PLO/D/CE Framework	100% students shall have unique content with acceptability cap of 15% plagiarism in dissertation.	Feedback of Industry Internship Guide		100% students shall be rated as satisfactory by the Industry Internship Guide for ethical & professional conduct
			* Comprehensive Exam		*80% students shall pass the exam			
8	8	6	*Behavioral Course * Result analysis of all semesters through Journal of Success * Rubrics * Comprehensive Exam	ACCF/PLO/D/BS Framework	80% students shall secure a grade of and above on a 10-point scale in the Journal of Success component of Behavioral Science course *80% students shall pass the exam	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey Internship Guide rates the student satisfactory / unsatisfactory
		11	* Quiz (rubrics)	ACCF/PL	80% of the students			

				O/D/CE framework	should score minimum 50%.	Student Exit Survey	ACCF/PLO/ID/Exit Survey	80% students shall respond in the range of 3-5 on the Likert Scale in Exit Survey
			* Comprehensive Exam		*80% students shall pass the exam			

Section VI:

Domain Operational Outcomes & Operational Outcome Assessment Plan

6.Operational Assessment

Intended Operational Outcomes for the Faculty of Management Studies
1. The Faculty of FMS will use appropriate methodology and pedagogical tools for teaching, learning and development.
2. The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3. The student of FMS will graduate in timely manner.

4.	University shall provide Academic facilities, Technological Resources for teaching and learning.
5.	The student of FMS will earn achievements in inter-university Extra Curricular activities.
6.	Faculty will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7.	The FMS will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8.	FMS will facilitate cultivation of cross cultural humanitarian values.
9.	FMS will facilitate joint research collaborations, invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10.	FMS will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11.	FMS shall develop and maintain strong relationship with corporate.
12.	Shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13.	FMS will support all the students for quality placements or join family business or start their own venture.
14.	FMS will support all the students for quality placements or join family business or start their own venture.

S.No.	Broad-Based Operational Goals	Intended Operational Outcomes for the (*FMS*)	Assessment Measures/Methods for Intended Operational Outcomes	Performance Objectives (Targets/Criteria)
1	FMS intends to provide educational excellence in Teaching/Academic Delivery and research.	1.1The Faculty of FMS will use appropriate methodology and pedagogical tools for teaching, learning and development.	- Student feedback of course faculty. - Faculty Qualifications and Experience Files.	80% faculty shall have 80% Faculty shall be either Ph.D. or shall have Industry Experience.

		1.2 The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.	• Stakeholders feedback, peer-group feedback and analysis of the same for incorporation in curriculum. • Minutes of Meetings of Area Advisory Board, Board of Studies and Academic Council	• Curriculum shall be reviewed periodically (At least once in 5 years)
		1.3 The student of FMS will graduate in timely manner.	• Graduation rate in convocation report. - on completion of Registration period (N) - during extended period (N+1+1 for PG and N+2+1 for UG)	• At least 80% students shall graduate on completion of Registration period (N) • 80% or remaing students shall pass - during extended period (N+1+1 for PG and N+2+1 for UG)
		1.4 University shall provide Academic facilities, Technological Resources for teaching and learning.	• Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, academic offices, and faculty offices.	• 90% classrooms, computer labs, academic offices, and faculty offices are equipted with technology equipment.

2	FMS will facilitate an academically conducive environment for holistic development of students.	2.1 The student of FMS will earn achievements in inter-university Extra Curricular activities.	• Functional and area specific club, Committees, Sports Events, co-curricular and extra curricular activities and students participation in inter institutional competition. • List of Award winners	• Every student shall be a part of atleast one Club or Committee.
3	FMS will facilitate environment for innovation and research excellence for the intellectual growth of faculty.	3.1 Faculty will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.	Faculty data about Research work and other Scholar activities such as: • Scholarship of teaching; published and unpublished articles, manuscripts, books, curriculum review and evaluation of teaching material. • Scholarship of Discovery: published articles, manuscripts, papers presented, dissertations/ thesis, • Scholarship of Integration: published articles, manuscripts, papers presented, dissertations/ thesis, conference and workshops attended. • Scholarship of application: published	• 100% Faculty shall be engaged in atleast one Scholarly activitie.

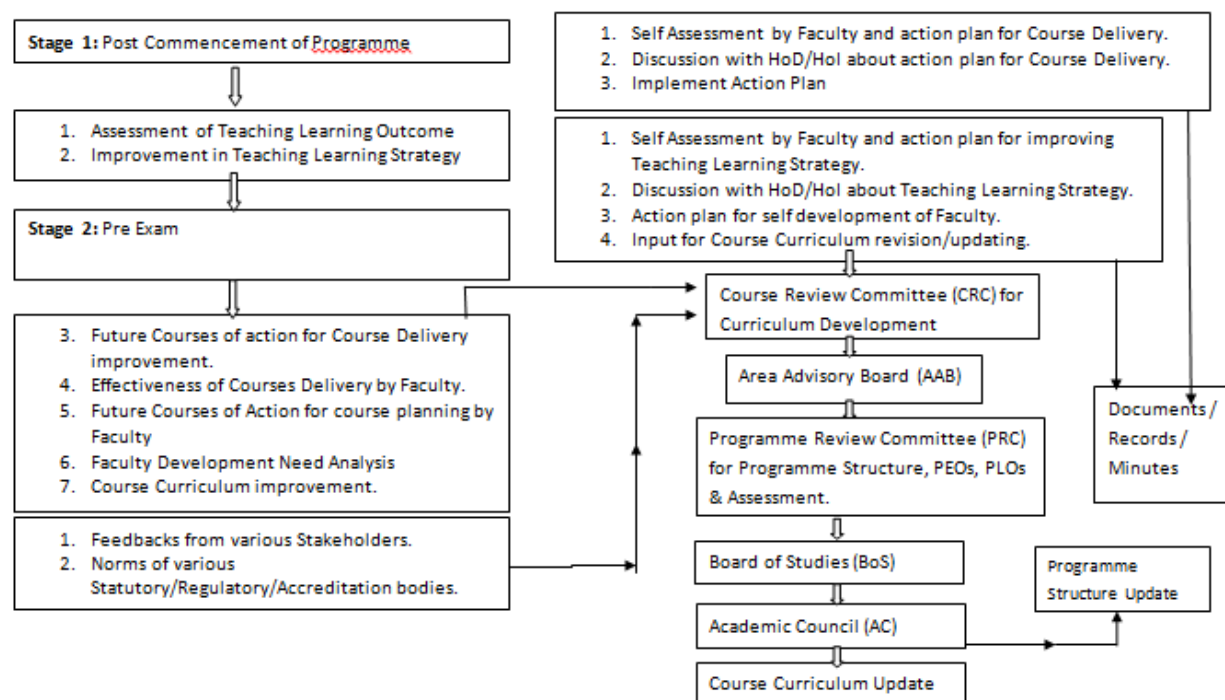|			articles, manuscripts, papers presented, consultations, policy analysis, programme evaluation. • Professional activities: Routine consulting, conference, workshop, professional meeting attendance, professional membership.	
4	FMS will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.	4.1 The FMS will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.	• Attrition Rate • Courses embedded in curriculum such as Behavioral Science Courses, Human Values and Community Outreach, etc. • Plagiarism check. • Feedback system.	• Attrition rate shall be below 10% annually • Faculty Feedback shall be taken for each course. • 80% faculty shall have 4 or 5 on 5 point Likert Scale.
5	FMS will encourage cultural diversity and a sense of social and environmental responsibility.	5.1 FMS will facilitate cultivation of cross cultural humanitarian values.	• List of community/ social sector projects/ activities/ engagements. • Organizing Cultural program • Day of Belongingness.	• Atlease 80% faculty and students should be engaged in organizing/ participating the various events and activities

			Celebration of festivals for culturally diverse group of students.	
6	FMS will provide ample opportunities for international exposure to faculty and students.	6.1FMS will facilitate joint research collaborations, invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.	• Study Abroad Programme • Exchange Programs for students. • Conferences/ Seminars organisedby national and international speakers and delegates. • Collaborative Research.	• 100% students and faculty of FMS shall be offered an opportunity for international exposure through various programmes designed for the purpose.
7	FMS will be involved in continual improvement of processes and systems andaim to attain national and international accreditations and university rankings.	7.1 FMS will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.	• Ranking in national and international ranking agencies. • Accreditation at institutions and programme levels.	• Continuous review and enhancement of all the required systems and processes to upgrade/ maintain high standards
8	FMS will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry.	8.1 FMS shall develop and maintain strong relationship with corporate.	Report on Annual Industry Interaction activities such as, • Alumni Meets • Corporate Forums	• Industry visits shall be scheduled for 100% students of FMS • Industry experts shall be invited at least once

			a semester
	8.2 Shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.	• Industry visits • Evaluation Board • Career Counseling Sessions, etc.	• Details of 60% of FMS alumni shall be maintained in the alumni database and readily available for various purposes
9	FMS will facilitate employment opportunities and also support students to start their own ventures.	9.1FMS will support all the students for quality placements or join family business or start their own venture.	Employability: • Quality of placements (company profile, job profile, salary package offered) • quality of internship • List of students placed. • List of industries visiting campus, Entrepreneurship: • Students joining family business, • Students starting their own ventures.	90% students shall either be placed or shall join family business or shall start their own ventures or shall go for further studies.
10	FMS will facilitate good governance in discharge of responsibilities and execution of policies and programs.	10.1 FMS will support all the students for quality placements or join family business or start their own venture.	Reports of various: • Statutory bodies, • Accreditation bodies, • External evaluators report. • BSI Report.	FMS shall conduct periodic meetings as per regulations.

		• Quality Audit Report by QAE.	

VII. Linkage of Outcomes Assessment with Strategic Planning and Budgeting

The results from implemention of outcomes assessment plan (i.e., changes and improvements needed) are very well linked to the strategic planning processes of the academic business unit and the institution. This process is summarized in the below diagram.

Stage 1: Post Commencement of Programme

1. Assessment of Teaching Learning Outcome
2. Improvement in Teaching Learning Strategy

Stage 2: Pre Exam

3. Future Courses of action for Course Delivery improvement.
4. Effectiveness of Courses Delivery by Faculty.
5. Future Courses of Action for course planning by Faculty
6. Faculty Development Need Analysis
7. Course Curriculum improvement.

1. Feedbacks from various Stakeholders.
2. Norms of various Statutory/Regulatory/Accreditation bodies.

1. Self Assessment by Faculty and action plan for Course Delivery.
2. Discussion with HoD/HoI about action plan for Course Delivery.
3. Implement Action Plan

1. Self Assessment by Faculty and action plan for improving Teaching Learning Strategy.
2. Discussion with HoD/HoI about Teaching Learning Strategy.
3. Action plan for self development of Faculty.
4. Input for Course Curriculum revision/updating.

Course Review Committee (CRC) for Curriculum Development

Area Advisory Board (AAB)

Programme Review Committee (PRC) for Programme Structure, PEOs, PLOs & Assessment.

Board of Studies (BoS)

Academic Council (AC)

Course Curriculum Update

Documents / Records / Minutes

Programme Structure Update

AMITY UNIVERSITY
UTTAR PRADESH

Faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media

Rubrics for Assessment of Communication Skills for Three Year Undergraduate Programme

ASSESSMENT PARAMETERS:

- Verbal communication

- Non-verbal communication

TOOLS USED FOR ASSESSMENT:
- Written Test
- Group Discussion
- Presentations

COMPOSITION OF ASSESSMENT BOARD
- Communication Skills Faculty
- Program Leader/ Program Co-coordinator
- Any other senior faculty

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<=18	Needs improvement
19-31	Achieved- Satisfactory Competency
32-44	Achieved- Good Competency
45-48	Achieved- Excellent Competency

Students scoring 19 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	
Achieved- Excellent Competency	

Components	Beginner	Intermediate	Proficient	Advanced	Distinguished
Usage of Grammar	The learner is unable to use correct grammar in paragraphs and in other forms of written communication	The learner is able to manifest proper usage of basics of grammar in paragraphs and in other forms of written communication	The learner exhibits proficiency in correct usage of simple grammatical concepts and in other forms of written communication	The learner shows advanced proficiency in correct usage of simple grammatical concepts and in other forms of written communication	The learner shows advanced proficiency in correct usage of complex grammatical concepts and in other forms of written communication
Linguistic Accuracy in Oral Communication	The learner is unable to use appropriate accent and intonation	The learner is able to use appropriate accent and intonation	The learner is able to use suitable accent and intonation	The learner is able to show developed proficiency in delivering proper accent and intonation	The learner is able to show expertise in delivering the subtle nuances of a developed accent and intonation
Aspects of Verbal Communication	The learner is unable to manifest communicative competence with the 7c's of communication	The learner is able to manifest communicative competence with the 7c's of communication	The learner shows proficiency in the manifestation of communicative competence with the 7c's of communication	The learner shows developed proficiency in the understanding and manifestation of communicative competence with the 7c's of communication	The learner will be able to apply analytical capability in comprehension of complex texts with communicative competence with the 7c's of communication

Significance of Non-Verbal Communication	The learner exhibits inadequate comprehension of visual codes and KOPPACT.	The learner exhibits developing proficiency in understanding of visual codes and KOPPACT	The learner exhibits increased proficiency in understanding of visual codes and KOPPACT	The learner exhibits developed proficiency in understanding and KOPPACT	The learner's Visual codes are in concurrence with the verbal communication and KOPPACT
Aspects of Written Communication	The learner displays inability to write class notes, memos and other forms of correspondence	The learner displays ability to write class notes, memos and other forms of correspondence	The learner displays proficiency in writing class notes, memos and other forms of correspondence	The learner displays competence in writing class notes, memos and other forms of correspondence	The learner displays advanced capability in all forms of written communication
Comprehending Letter Writing	The learner is unable to write structured letters and format is not evident	The learner is able to write structured letter but format is not evident	The learner is able to write structured letters with proper usage of format	The learner is competent in writing simple formal letters with correct content and form	The learner shows advanced proficiency in writing letters which is relevant to the particular situation
Employability Skills	The learner is unable to understand the basics of dynamics of GD and interview skills	The learner can partially understand the basics of dynamics of GD and interview skills	The learner can respond to the dynamics of GD and interview skills	The learner can respond to the dynamics of GD and interview skills with confidence	The learner can deliver competent and accurate and befitting replies during GD and Interview

Effective Resume Writing	The learner displays inability in writing Resume using appropriate language and format	The learner displays partial improvement in writing the resume by using satisfactory language and format	The learner can write resume satisfactorily using the language and format according to instructions	The learner can write effective resume using the language and format in an innovative manner	The learner can write flawless resumes by using language and format convincingly with precision
Enhancing Comprehension & vocabulary	The learner is unable to comprehend simple texts and also lacks vocabulary skills	The learner is able to comprehend simple texts and shows improvement in vocabulary skills	The learner is able to comprehend complex texts and improved vocabulary skills	The learner is able to grasp the meaning of complex texts and shows expertise in vocabulary skills	The learner is able to fathom the intricacies of complex texts and effectively uses complicated vocabulary
Presentation Skills and its Delivery	The learner hesitates throughout the delivery with pauses and weak conclusions	The learner delivers improved presentation with adequate conclusion	The learner delivers fluent presentation with satisfactory conclusion	The learner displays effective oratory with confident conclusion	The learner displays fluent oratory with persuasive and apt conclusion
Professional Interpersonal Skills	The learner is unable to comprehend the traits of team work in the workplace	The learner is able to comprehend the traits of team work in the workplace	The learner comprehends the importance of coordination and team work in the workplace	The learner comprehends the importance of initiative, coordination and team work in the workplace	The learner comprehends the importance of motivation, initiative and team work in the workplace

Visual Codes and Etiquettes	The learner exhibits inadequate comprehension of visual codes with improper etiquettes	The learner exhibits developing proficiency in understanding of visual codes with basic etiquettes	The learner exhibits increased proficiency in understanding of visual codes and develops basic etiquettes	The learner exhibits developed proficiency in understanding and comprehension of visual codes with expertise in basic etiquettes	The learner's Visual codes are in concord with the verbal communication and exhibits efficiency, accuracy in basic etiquettes

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR ASSESMENT OF BEHAVIOURAL SCIENCE FOR UG PROGRAMME

ASSESSMENT PARAMETERS:
- Leadership skills
- Interpersonal skills

- Team spirit
- Conflict management
- Lifelong learning

TOOLS USED FOR ASSESSMENT:
- Social Awareness Programme
- Journal of Success (JOS)
- Participation and Interaction in the class
- Psychometric assessment
- Participation in various extra-curricular & co-curricular activities

COMPOSITION OF ASSESSMENT BOARD
- Behavioral Science Faculty
- Program Leader/ Program Co-coordinator
- Member of Corporate Resource Centre

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<=24	Needs improvement
25-32	Achieved- Satisfactory Competency
33-40	Achieved- Good Competency
41-48	Achieved- Excellent Competency

Students scoring 25 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	
Achieved- Excellent Competency	

BEHAVIOURAL SCIENCE -UG

Name:_____ **Enrolment No.:**_____ **Course** _____

S.NO	Description of Rubrics	UNSATISFACTORY (0)	NEEDS IMPROVEMENT (1)	SATISFACTORY (2)	GOOD (3)	EXCELLENT (4)	SCORE
1	Able to Understand Self with reference to strength and Weakness	The JOS Does not reflect the conceptual understanding	The JOS slightly reflects the conceptual understanding	The JOS moderately reflects the conceptual understanding	The JOS mostly reflects the conceptual understanding	The JOS completely reflect the conceptual understanding	
2	Able to display and demonstrate Self Confidence	The individual's JOS did not cover relevant information of the application based learning	The individual's JOS slightly covered relevant information of the application based learning	The individual's JOS somewhat covered relevant information of the application based learning	The individual's JOS mostly covered relevant information of the application based learning	The individual's JOS completely covered relevant information of the application based learning	
3	Able to recognize and manage Individual Differences	The individual did not demonstrate critical thinking and analytical ability in managing Individual Differences	The individual did not demonstrate critical thinking and analytical ability in managing Individual Differences	The individual somewhat demonstrated critical thinking and analytical ability in managing Individual Differences	The individual mostly demonstrated critical thinking and analytical ability in managing Individual Differences	The individual completely demonstrated critical thinking and analytical ability in managing Individual Differences	
4	Develop patriotic feelings and recognized their self in relation to society & nation	The individual did not demonstrate patriotic feeling and recognize his self in relation to society and nation	The individual demonstrated patriotic feeling and recognized his self in relation to society and nation	The individual somewhat demonstrated patriotic feeling and recognized his self in relation to society and nation	The individual mostly demonstrated patriotic feeling and recognized his self in relation to society and	The individual completely demonstrated patriotic feeling and recognized his self in relation to society and	

					nation	nation	
5	Practice Problem Solving strategies in their life	The individual did not demonstrate Problem Solving strategies in his life	The individual did demonstrate Problem Solving strategies in his life	The individual somewhat demonstrated Problem Solving strategies in his life	The individual mostly demonstrated Problem Solving strategies in his life	The individual completely demonstrated Problem Solving strategies in his life	
6	Able to apply creative thinking in Various situations of Problem Solving	The individual was not able to apply creative thinking in various Problem solving situation	The individual tried to apply creative thinking in various problem solving situation	The individual could somewhat apply creative thinking in various problem solving situation	The individual could moderately apply creative thinking in various problem solving situation	The individual could completely apply creative thinking in various problem solving situation	
7	Formulate solution to problems in ethical manner	The individual was not able to formulate solution to problems in ethical manner	The individual was able to formulate solution to problems in ethical manner	The individual somewhat formulated solution to problems in ethical manner	The individual mostly formulated solution to problems in ethical manner	The individual completely formulated solution to problems in ethical manner	

8	Able to demonstrate good character and value based behavior in various situations.	The individual could not demonstrate good character and value based behavior in various situations.	The individual initiated to demonstrate good character and value based behavior in various situations.	The individual could somewhat demonstrate good character and value based behavior in various situations.	The individual could moderately demonstrate good character and value based behavior in various situations.	The individual completely demonstrated good character and value based behavior in various situations.	
9	Practice leadership styles and apply situational leadership	The individual could not demonstrate any leadership styles and apply situational leadership	The individual could demonstrate a leadership style and apply situational leadership	The individual could somewhat demonstrated leadership styles and apply situational leadership	The individual could mostly demonstrate any leadership styles and apply situational leadership	The individual could completely demonstrate leadership styles and apply situational leadership	
10	Able to Learn and Play in Groups	The individual did not initiate and exhibit the clarity in terms of Group Dynamics	The individual slightly initiated and did exhibit the clarity in terms of better than low Group Dynamics	The individual initiated and did exhibit average on the clarity in terms Group Dynamics	The individual initiated and did exhibit moderately on demonstration of Group Dynamics	The individual effectively initiated and did exhibit average high on demonstration Group Dynamics	
11	Recognize symptoms of stress	The individual could not recognize symptoms of stress.	The individual could recognize symptoms of stress	The individual could somewhat recognize symptoms of stress.	The individual could moderately recognize symptoms of stress.	The individual could completely recognize symptoms of stress.	

| 12 | Able to manage their stress in healthy manner | The individual was not able to manage his stress in healthy manner | The individual could initiate the management of stress in a healthy manner. | The individual could slightly manage the stress in healthy manner. | The individual could moderately manage stress in a healthy manner. | The individual could completely manage stress in a healthy manner. | |

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR ASSESMENT OF FOREIGN BUSINESS LANGUAGE FOR UG PROGRAMME

Assessment Parameters:

- Language
- Culture
- Vocabulary

TOOLS USED FOR ASSESSMENT:

- Role play
- Exercises in class
- Class performance
- Assignments

COMPOSITION OF ASSESSMENT BOARD

- Foreign Business Language Faculty
- Program coordinator
- Senior Core Course Faculty

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<=24	Needs improvement
25-32	Achieved- Satisfactory Competency

33-40	Achieved- Good Competency
41-48	Achieved- Excellent Competency

Students scoring 25 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	
Achieved- Excellent Competency	

S.No	Attributes	Unsatisfactory (0)	Needs improvement (1)	Satisfactory (2)	GOOD (3)	EXCELLENT (4)
						FBL-UG

FBL-UG

Name:_____ Enrolment No.:_____ Course _____

S.No	Attributes	Unsatisfactory (0)	Needs improvement (1)	Satisfactory (2)	GOOD (3)	EXCELLENT (4)
1	Introduction to language & Culture Greetings & Basic Vocabulary	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right answer.
2	Description of people and locations	Uses limited vocabulary and mispronunciations impede comprehensibility.	Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation.	Utilizes old and new vocabulary. Attempts to use idiomatic expressions according to the topic.	Speaks clearly and uses idiomatic expressions fluently as per the topic.	Uses variety of vocabulary as per the context. Has good command over expressions.
3	**Regular & Irregular verbs**	Makes sentences which are so brief that there is little evidence of structure & comprehension.	Makes errors which may interfere with comprehensibility.	Makes a few errors which do not affect the overall comprehension.	Uses correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes error free sentences using correct sentence formations.
4	**Describing self, Possessions & places**	Uses very few approaches to initiate a conversation.	Uses some strategies and needs frequent prompting to further the conversation.	Uses some strategies yet requires occasional prompting.	Clarifies and continues conversation using good strategies like intonation, self-correction, and verbal cues.	Is able to speak on any given topic using expressions. Is also able to comprehend other person clearly.
5	**Likes & Dislikes**	Rarely uses/interprets cultural manifestations.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Frequently uses/interprets cultural manifestations when appropriate to the task.	Almost always uses /interprets cultural manifestations when appropriate to the task.	Has in-depth knowledge about other countries culture & other perspectives.
6	**On-going actions & plans**	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right

					answer.
7	**Recent past situations**	Makes sentences which are so brief that there is little evidence of structure & comprehension.	Makes errors which may interfere with comprehensibility.	Makes a few errors which do not affect the overall comprehension.	Uses correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes error free sentences using correct sentence formations.
8	**Expressing emotions, dialogues used at public places**	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right answer.
9	**Conversation in future tense**	Makes sentences which are so brief that there is little evidence of structure & comprehension.	Makes errors which may interfere with comprehensibility.	Makes a few errors which do not affect the overall comprehension.	Uses correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes error free sentences using correct sentence formations.
10	**Informal letters & emails**	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right answer.
11	**Orders and Instructions**	Makes sentences which are so brief that there is little evidence of structure & comprehension.	Makes errors which may interfere with comprehensibility.	Makes a few errors which do not affect the overall comprehension.	Uses correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes error free sentences using correct sentence formations.
12	**Request and Enquiry**	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right answer.

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR ASSESMENT OF MAJOR PROJECTS FOR UG PROGRAMME

Assessment Parameters:

- Analyze
- Conceptualize
- Applied
- Demonstrate
- Innovation

TOOLS USED FOR ASSESSMENT:

- Report writing
- Presentations
- Viva-Voce

COMPOSITION OF ASSESSMENT BOARD:

- External Expert (Industry/ Academia)
- Guide
- Faculty member

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<=13	Needs improvement
14-18	Achieved- Satisfactory Competency
19-23	Achieved- Good Competency
24-28	Achieved- Excellent Competency

*Students scoring 14 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	
Achieved- Excellent Competency	

			Major Project			

Name:_____ Enrolment No.:_____ Course:_____

S. No.	Description	Deficient (1)	Average (2)	Good (3)	Excellent (4)	Marks obtained
1.	Identification of the main business problem/ situation	Student fails to identify the main problem in a business situation/problem.	Student identifies the main problem in a business situation to some extent.	Student substantially identifies the main problem in a business situation.	Student comprehensively and precisely identifies the problem in a business situation.	
2.	Critical review of literature and, concepts and theories related to the topic	Student fails to identify the relevant literature, and unable to compare and contrast the concepts and theories.	Student identifies the key and relevant literature, and is able to compare and contrast the concepts and theories to some extent.	Student substantially identifies the key and relevant literature, and was able to compare and contrast the concepts and theories for the business situation / problem.	Student identifies all the key the relevant literature, and was able to develop the concepts and theories, surrounding a business situation/ problem.	
3.	Justifies appropriateness of research design and data collection	Student fails to justify the appropriateness of research design and	Student justifies appropriateness of research design and data	Student substantially justifies appropriateness	Student justifies appropriateness of research design and data collection	

	methods; presents reliable and valid data.	data collection methods; presents reliable and valid data.	collection methods; presents reliable and valid date to an extent.	of research design and data collection methods; presents reliable and valid data.	methods; presents reliable and valid data.	
4.	Ability to arrive at valid supported conclusions	Student provides conclusions that are unsupported by the data	Student provides some conclusions that are supported by the data	Student provides conclusions that are supported by the data	Student provides conclusions that are supported by the data and demonstrate a deep understanding of the issues involved	
5.	Understanding of the implications of the conclusions	Student ignores implications from conclusions or generalizes beyond the scope of relevance.	Student demonstrates little understanding of immediate effects of the conclusion drawn.	Student demonstrates an understanding of immediate effects of the conclusion drawn.	Student correctly generalizes conclusions to related areas affected by the issues	
6.	Organization and content of the presentation	Presentation is disorganized with irrelevant content	Presentation is little organized with relevant content.	Presentation is well organized with relevant content.	Presentation is well organized with smooth transitions and incorporates relevant content and innovative insights.	
7.	Format and Presentation of Report	Disorganized, incorrect format, unclear direction	Organized with incomplete format and points.	Organized, correct format, clarity of main points	Clear considerate and correct formatting and development of main points	

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR SIMULATION-BACHELORS'

PLO: Student will be able to critically think and apply range of strategies for solving a problem and taking decisions.

Scoring:

Cumulative Scoring:

- If the student can conceptualize only, he scores 1,
- If he can conceptualize and also analyze, he scores 2,
- If he can conceptualize, analyze and apply, he scores 3,
- If he can conceptualize, analyze, apply and demonstrate, he scores 4,
- If he can conceptualize, analyze, apply and innovate, he scores 5.

Premises:

Understanding the simulation process with the purpose of actually being able to form a viable business framework.

Tools used for assessment:

a. Theoretical formulation of hypothetical business problems and challenges.

b. Tools of discussions and query making.

Basic Skills:

- Numeracy
- Farsight
- Analytical ability
- Ability to handle techniques in Operations Research.

SCORE SHEET

If the student scores between	Outcome Attainment Levels
Less than 2.5	Needs improvement
2.5-5.0	Below Satisfactory
5.0-7.5	Satisfactory
7.5-10	Achieved

COMPOSITION OF ASSESSMENT BOARD
- **Subject Instructor,**
- **Program Leader,**
- **Two Teaching Faculties (related to Entrepreneurship)**
- **One member of Corporate Resource Centre**

IMPLEMENTATION SCHEDULE
- **The Rubric will be administered at the inception of Third Semester for all students of Masters program.**

	Parameters	Analyze 1.0	Conceptualize 2.0	Apply 3.0	Demonstrate 4.0	Innovate 5.0	Marks 5.0
1	Knowledge of key aspects of Simulation Games	Can analyze model parameters,	Can conceptualize model parameters, analyse business situations	Analyse business situations and also apply the principles.	Demonstate the model in the result oriented form.	Program extensions to extrapolate results.	
2	Ability to ask multitude of queries for model framework.	Understands how to use tools.	Understands how to draw programming structure in syntax. Understands how to use tools, define systems.	Define systems and also apply the result parameters.	Understands how to use tools, define systems and also apply the results parameters to draw results.	Time based assessment of model for revision.	

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR EMPLOYABILITY AND ENTREPRENEURSHIP-BACHELORS'

PLO: Able to find opportunities to enhance business value chain, Building Business Skills and Finding Opportunities.

Scoring:

a. Cumulative Scoring:
- If the student can analyze only, he scores 1,
- If he can conceptualize and also analyze, he scores 2,
- If he can conceptualize, analyze and apply, he scores 3,
- If he can conceptualize, analyze, apply and demonstrate, he scores 4,
- If he can conceptualize, analyze, apply and innovate, he scores 5.

Premises:

- Skills >Instincts implies ability to be able to run a business enterprise based on skills and without intuitions. The instructor chooses to enhance students capabilities for better performance.

- Skills=Instincts implies a balance to be able to run a business enterprise based on decision making capabilities and risk taking. The instructor aims to attain this ideal wherein to bring the students capabilities to the level of congruence between Skills and Instincts.

- Skills<Instincts implies a lag in balance to be able to run a business enterprise based on intuitions more than logic and reason. The instructor chooses to bring the students capabilities to enhance the reasonableness and logic.

Tools used for assessment:

- **Entrepreneurial Mapping**
  - Presentations based on Good and Bads of Entrepreneur,
  - Motivation for Entrepreneur for Venture
  - Financials for Start-ups and growth,
  - Market growth,
  - Team building,
  - Future plans.

- ➢ Flow of depth of resources and profiling
- ➢ Rationale for identification of entrepreneur.

- **Viable Business Plan**
  - ➢ Idea and its feasibility
  - ➢ Financial Planning
  - ➢ Market identification and strategy for market entry and growth,
  - ➢ Team strength and organizational development,
  - ➢ Passion for idea,
  - ➢ Communication and presentation skills
  - ➢ Handling questions.

- **Basic Skills:**
  - ➢ Numeracy
  - ➢ Negotiation and persuasion
  - ➢ Verbal Communication

COMPOSITION OF ASSESSMENT BOARD
- Subject Instructor,
- Program Leader,
- Two Teaching Faculties (related to Entrepreneurship)
- One member of Corporate Resource Centre.

SCORING SHEET : INDIVIDUAL

If the student scores between	Outcome Attainment Levels
Less than 2.5	Needs improvement
2.5-5.0	Achieved- Satisfactory Competency
5.0-7.5	Achieved- Good Competency
7.5-10	Achieved- Excellent Competency

Sr. No	Attributes	Analyze (1)	Conceptualization (2)	Applied (3)	Demonstrate (4)	Innovation (5)	Marks

SCORESHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	
Achieved- Excellent Competency	

COMPOSITION OF ASSESSMENT BOARD

- Subject Instructor,
- Program Leader,
- Two Teaching Faculties (related to Entrepreneurship)
- Member of Corporate Resource Centre.

1.	Basic business skills- Planning, Organising, Communication, Coordination, Controlling.	Can analyze problems.	Can conceptualize a business exercise.	Can apply management principles to resolve.	Can demonstrate solutions to overcome challenges	Can extend the solution set to alternative problems and draw meaningful course of action.	
2.	Finding opporunties and capability to assess the busines environment.	Can identify opportunities through gap analysis.	Can develop links between value creation and value ends,	Can identify opportunities and understands value creation.	Can demonstrate capabilties to intake more team members as stakeholders in the process.	Innovates the business model to suit dynamic business situations.	

Faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media

Rubrics for Assessment of Communication Skills for Postgraduate Programme

ASSESSMENT PARAMETERS:
- Verbal communication
- Non-verbal communication

TOOLS USED FOR ASSESSMENT:
- Written Test
- Group Discussion
- Presentations

COMPOSITION OF ASSESSMENT BOARD
- Communication Skills Faculty
- Program Leader/ Program Co-coordinator
- Any other senior faculty

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<=12	Needs improvement
13-20	Achieved- Satisfactory Competency
21-28	Achieved- Good Competency
29-32	Achieved- Excellent Competency

Students scoring 13 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	

		Achieved- Excellent Competency		

Components	Beginner	Intermediate	Proficient	Advanced	Distinguished
Effective use of LSRW Skills	The learner is unable to manifest analytical capability along with coherence, clarity and conciseness	The learner is able to manifest analytical capability but not with coherence, clarity and conciseness	The learner shows proficiency in the manifestation of analytical capability with coherence, clarity and conciseness	The learner shows developed proficiency in the understanding and manifestation of analytical capability with comprehensive coherence, clarity and conciseness	The learner will be able to apply analytical capability in comprehension of complex texts with comprehensive coherence, clarity and conciseness
Fluency in oral communication	The learner is unable to initiate communication with clarity in ideas	Learner adequately starts the communication but lacks clarity in ideas	Ability of learner to coherently initiate the communication with clarity in ideas	Learner impressively opens the argument with innovative use of ideas	Learner demonstrates capability of a confident and suave initiation of communication with complex use of ideas
Interviews and its assessment	The learner is unable to fathom interview questions and shows feelings of nervousness	The learner can partially fathom the interview questions and feels slightly nervous	The learner can respond to interview questions with ease and comfort	The learner can respond to interview questions with confidence and alacrity	The learner can deliver competent and accurate and befitting replies to interview questions with conviction and poise
Resume and its formats	The learner displays inability in writing Resume by using correct language and format	The learner displays partial improvement in writing the resume by using satisfactory	The learner can write resume satisfactorily using the language and format according to instructions	The learner can write effective resume using the language and format in an innovative manner	The learner can write customised resumes by using language and format convincingly with precision

		language and format			
Presentation-Fluency and Delivery	The learner halts and mumbles throughout the delivery with forced pauses and weak conclusions	The learner delivers Improved presentation with adequate conclusion	The learner delivers fluent presentation with satisfactory conclusion	The learner displays effective oratory with confident rhetoric and apt conclusion	The learner displays fluent oratory with persuasive rhetoric and apt conclusion
Official Correspondence and Technical Writing	The learner displays inappropriate style with inaccurate sentence structures filled with lexical ambiguity	The learner develops formal style with clarity in thought and expression	The learner displays developed formal style and clarity in thought and expression	The learner displays efficiency in writing effective e-mails, reports, articles and drafting policies	The learner displays ability in drafting and all other forms of technical writing
Cultural Diversity in Professional Environment	The learner displays inability in adjusting to other cultures and fails to realise importance of maintaining rapport in multicultural context	The learner displays basic idea of cultural diversity in multicultural context	The learner displays good understanding of cultural diversity in multicultural context	The learner demonstrates good understanding of cultural diversity and importance of maintaining rapport in multicultural context	The learner will demonstrate respect for other cultures and simultaneously maintain rapport in multicultural context
Visual Codes and Cross-functional communication	The learner exhibits inadequate comprehension of visual codes and writes unorganized	The learner exhibits developing proficiency in understanding of	The learner exhibits increased proficiency in understanding of visual codes and	The learner exhibits developed proficiency in understanding and comprehension of	The learner's Visual codes are in tandem with the verbal communication and exhibits efficiency,

	content with unclear beginning and inappropriate ending.	visual codes and writes simple content with relevant minor and major supporting details	develops structurally complex and apt content	visual codes and in developing content	flexibility and accuracy in developing content

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR ASSESMENT OF BEHAVIOURAL SCIENCE FOR MASTERS PROGRAMME

ASSESSMENT PARAMETERS:
- Leadership skills
- Interpersonal skills

- Team spirit
- Conflict management
- Lifelong learning

TOOLS USED FOR ASSESSMENT:
- Social Awareness Programme
- Journal of Success (JOS)
- Participation and Interaction in the class
- Psychometric assessment
- Participation in various extra-curricular & co-curricular activities

COMPOSITION OF ASSESSMENT BOARD
- Behavioral Science Faculty
- Program Leader/ Program Co-coordinator
- Member of Corporate Resource Centre

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<=16	Needs improvement
17-22	Achieved- Satisfactory Competency
23-28	Achieved- Good Competency
29-32	Achieved- Excellent Competency

Students scoring 17 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	
Achieved- Excellent Competency	

BEHAVIOURAL SCIENCE -PG

Name:_____ Enrolment No.:_____ Course _____

S.NO	Description of Rubrics	Unsatisfactory (0)	Needs Improvement (1)	Satisfactory (2)	Proficient (3)	Distinguished (4)	Score
1	Able to Understand Self with reference to strength and Weakness	The JOS Does not reflect the conceptual understanding	The JOS slightly reflects the conceptual understanding	The JOS moderately reflects the conceptual understanding	The JOS mostly reflects the conceptual understanding	The JOS completely reflect the conceptual understanding	
2	Able to display and demonstrate the concept of Self and associated areas& its application	The individual's JOS did not cover relevant information of the application based learning	The individual's JOS slightly covered relevant information of the application based learning	The individual's JOS somewhat covered relevant information of the application based learning	The individual's JOS mostly covered relevant information of the application based learning	The individual's JOS completely covered relevant information of the application based learning	
3	Able to Understand and demonstrate the management of conflict	The individual did not initiate and scored low in demonstration of conflict resolution.	The individual slightly initiated and scored relatively better than low in demonstration of conflict resolution.	The individual initiated and scored average on demonstration of conflict resolution.	The individual initiated and scored moderately on demonstration of conflict resolution.	The individual effectively initiated and scored high on demonstration of conflict resolution.	
4	Able to Understand and demonstrate interpersonal communication for enhanced interpersonal Relationship	The individual did not initiate and did not exhibit the clarity in terms of interpersonal communication for enhanced interpersonal Relationship	The individual slightly initiated and did exhibit the clarity in terms of better than low interpersonal communication for enhanced interpersonal Relationship	The individual initiated and did exhibit average on the clarity in terms interpersonal communication for enhanced interpersonal Relationship	The individual initiated and did exhibit moderately on demonstration of interpersonal communication for enhanced interpersonal Relationship.	The individual effectively initiated and did exhibit average high on demonstration interpersonal communication for enhanced interpersonal Relationship.	
5	The student would be able to engage in collaborative learning with team members to	The individual could not engage at all and collaborative learning with team members to	The individual could not engage much in collaborative learning with team members to	The individual could somewhat engage in collaborative learning with team members to	The individual could moderately engage in collaborative learning with team members to	The individual could completely engage in collaborative	

	achieve a shared goal.	achieve a shared goal	achieve a shared goal	achieve a shared goal	achieve a shared goal	learning with team members to achieve a shared goal	
6	The student would be able to engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work.	The individual could not engage at all in articulation of strengths and weaknesses of team members and constructively evaluate others' work	The individual could not engage much in articulation of strengths and weaknesses of team members and constructively evaluate others' work	The individual could somewhat in articulation of strengths and weaknesses of team members and constructively evaluate others' work	The individual could moderately engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work	The individual could completely comprehend engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work	
7	Able to demonstrate the learning of leadership concept and developing own style of leadership	The individual could not demonstrate the learning of leadership concept and developing own style of leadership	The individual could slightly demonstrate the learning of leadership concept and developing own style of leadership	The individual could somewhat demonstrate the learning of leadership concept and developing own style of leadership	The individual could moderately demonstrate the learning of leadership concept and developing own style of leadership	The individual could completely demonstrate the learning of leadership concept and developing own style of leadership	
8	Able to demonstrate the learning of excellence	The individual could not demonstrate the learning of excellence	The individual could slightly demonstrate the learning of excellence	The individual could somewhat demonstrate the learning of excellence	The individual could moderately demonstrate the learning of excellence	The individual could completely demonstrate the learning of excellence	
						Total Score	

AMITY UNIVERSITY
— UTTAR PRADESH —

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR ASSESMENT OF FOREIGN BUSINESS LANGUAGE FOR MASTERS PROGRAMME

ASSESSMENT PARAMETERS:

- Language
- Culture
- Vocabulary

TOOLS USED FOR ASSESSMENT:

- Role play
- Exercises in class
- Class performance
- Assignments

COMPOSITION OF ASSESSMENT BOARD

- Foreign Business Language Faculty
- Program coordinator
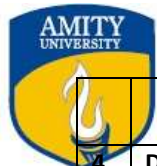- Senior Core Course Faculty

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<=16	Needs improvement
17-22	Achieved- Satisfactory Competency
23-28	Achieved- Good Competency
29-32	Achieved- Excellent Competency

Students scoring 17 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	
Achieved- Excellent Competency	

	STATEMENT	Unsatisfactory (0)	Needs improvement (1)	Satisfactory (2)	GOOD (3)	EXCELLENT (4)
1	**Introduction to language & Culture Greetings & Basic Vocabulary**	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right answer.
2	**Description of people and locations**	Uses limited vocabulary and mispronunciations impede comprehensibility.	Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation.	Utilizes old and new vocabulary. Attempts to use idiomatic expressions according to the topic.	Speaks clearly and uses idiomatic expressions fluently as per the topic.	Uses variety of vocabulary as per the context. Has good command over expressions.
3	**Regular & Irregular verbs**	Makes sentences which are so brief that there is little evidence of	Makes errors which may interfere with comprehensibility.	Makes a few errors which do not affect the overall	Uses correct word order and article adjectives. Errors do not hinder	Makes error free sentences using correct sentence formations.

		structure & comprehension.		comprehension.	comprehensibility.	
4	**Describing self, Possessions & places**	Uses very few approaches to initiate a conversation.	Uses some strategies and needs frequent prompting to further the conversation.	Uses some strategies yet requires occasional prompting.	Clarifies and continues conversation using good strategies like intonation, self-correction, and verbal cues.	Is able to speak on any given topic using expressions. Is also able to comprehend other person clearly.
5	**Likes & Dislikes**	Rarely uses/interprets cultural manifestations.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Frequently uses/interprets cultural manifestations when appropriate to the task.	Almost always uses /interprets cultural manifestations when appropriate to the task.	Has in-depth knowledge about other countries culture & other perspectives.
6	**On-going actions & plans**	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right answer.
7	**Recent past situations**	Makes sentences which are so brief that there is little evidence of structure & comprehension.	Makes errors which may interfere with comprehensibility.	Makes a few errors which do not affect the overall comprehension.	Uses correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes error free sentences using correct sentence formations.
8	**Expressing emotions, dialogues used at public places**	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right answer.

AMITY UNIVERSITY U PRADESH

FACULTY OF MANAGEMENT STUDIES
RUBRICS FOR SIMULATION MASTERS POGRAMME

Scoring:

Cumualtive Scoring:
- If the student can analyze only, he scores 1,
- If he can conceptualize and also analyze, he scores 2,
- If he can conceptualize, analyze and apply, he scores 3,
- If he can conceptualize, analyze, apply and demonstrate, he scores 4,
- If he can conceptualize, analyze, apply and innovate, he scores 5.

PREMISES: Understanding the simulation process with the purpose of actually being able to form a viable business framework.

TOOLS USED FOR ASSESSMENT:
- **Monte Carlo Simulation Method and Software**

BASIC SKILLS
- ➢ Numeracy
- ➢ Farsight
- ➢ Analytical ability
- ➢ Ability to handle techniques in Operations Research.

SCALE:

PARAMETERS	MARKS ASSIGNED
Analyzing	1
Conceptualization	2
Applied	3
Demonstrate	4
Innovation	5

COMPOSITION OF ASSESSMENT BOARD

- **Subject Instructor,**
- **Program Leader,**
- **Two Teaching Faculties (related to Operations Research)**
- **Member of Corporate Resource Centre.**

SCORE SHEET: INDIVIDUAL

If the student scores	Outcome Attainment Levels
<10	Needs improvement
10-13	Achieved- Satisfactory Competency
14-16	Achieved- Good Competency
17-20	Achieved- Excellent Competency

Students scoring 14 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Achieved- Satisfactory Competency	
Achieved- Good Competency	
Achieved- Excellent Competency	

SIMULATION - PG

Name:_   **Enrolment No.:_____**   **Programme:_____**

Parameters	Analyze (1)	Conceptualize (2)	Apply (3)	Demonstrate (4)	Innovate (5)	Score

1	Defining the model parameters	Analyze the model parameters.	Can conceptualize model parameters,	Can conceptualize model parameters, analyse business situations and also apply the principles.	Can conceptualize model parameters, analyse business situations and also apply the principles, also demonstate the model in the result oriented form.	Demonstate the model in the result oriented form also with program extensions to extrapolate results.	
2	Programming (awareness of MINITAB, MATLAB tools and SAS for PG)	Understands how to draw variables and constants in a programming structure in syntax. Understands how to use tools.	Understands how to draw variables and constants in a programming structure in syntax. Understands how to use tools, define systems.	Understands how to draw variables and constants in a programming structure in syntax. Understands how to use tools, define systems and also apply the results parameters.	Understands how to draw variables and constants in a programming structure in syntax. Understands how to use tools, define systems and also apply the results parameters.	Innovate by way of temporal- time based frameworks.	
3	Goal Seeking, eg. Budgeting and result orientation	Can define and estimating targets and outcomes	Can define goals and targets and can analyse them in the given business objectives.	Can define goals and targets and can analyse them in given business objectives,	Can define goals and targets and can analyse them in given business objectives, analyse budgets and financial resourcefulen ess.	Can extend the model also to also include Bayesian Inferences.	

4	Period Ahead Simulation	Can comprehend future prospects of model framework	Can comprehend future propsects of model framework and capability of assessing the future requirements and extending the model to cover new variables.	Can extend model framework upto bivariate assessment for future prospects.	Can assess the model framework for multivariate and simultaneous equations.	Can organise future prospects under a multivariate systems approach.	
					Total Score		

RUBRICS FOR EMPLOYABILITY AND ENTREPRENEURSHIP MASTERS PROGRAMME

PLO: Able to find opportunities to enhance business value chain with Entrepreneur, Developing Business Acumen, Building Business Skills and Finding Opportunities.

SCORING:

- If the student can only analyze, he scores 1,
- If he can conceptualize and also analyze, he scores 2,
- If he can conceptualize, analyze and apply, he scores 3,
- If he can conceptualize, analyze, apply and demonstrate, he scores 4,
- If he can conceptualize, analyze, apply, demonstrate and innovate, he scores 5.

PREMISES:

- Skills>Instincts implies ability run a business enterprise based on skills and without intuitions. The instructor chooses to enhance students instincts for better performance.

- Skills=Instincts implies a balance to be able to run a business enterprise based on decision making capabilities and risk taking. The instructor aims to attain this ideal to create congruence between Skills and Instincts.

- Skills<Instincts implies a lag in skills to run a business enterprise. The instructor chooses to bring the students capabilities to enhance the reasonableness and logic.

TOOLS USED FOR ASSESSMENT:

- **Entrepreneurial Mapping**
  - ➢ Presentations based on characteristics of an Entrepreneur,
  - ➢ Motivation for Entrepreneur for Venture
  - ➢ Financials for Start-ups and growth,
  - ➢ Market growth,
  - ➢ Team building,
  - ➢ Future plans.
  - ➢ Flow of depth of resources and profiling
  - ➢ Rationale for identification of entrepreneur.

- **Viable Business Plan**
  - ➢ Idea and its feasibility
  - ➢ Financial Planning
  - ➢ Market identification and strategy for market entry and growth,
  - ➢ Team strength and organizational development,
  - ➢ Passion for idea,
  - ➢ Communication and presentation skills
  - ➢ Handling questions.

- **Basic Skills:**
  - ➢ Numeracy
  - ➢ Negotiation and persuasion
  - ➢ Verbal Communication

COMPOSITION OF ASSESSMENT BOARD

- **Subject Instructor,**
- **Program Leader,**
- **Two Teaching Faculties (related to Entrepreneurship)**
- **One member of Corporate Resource Centre**

IMPLEMENTATION SCHEDULE

The Rubric will be administered at the inception of Third Semester for all students of Master's program

SCORE SHEET: INDIVIDUAL

If the student scores	Outcome Attainment Levels
<15	Needs improvement
15-20	Achieved- Satisfactory Competency
21-25	Achieved- Good Competency
26-30	Achieved- Excellent Competency

Students scoring 21 or above fall in the passing criteria.

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment	Percentage of Students
Needs improvement	
Achieved- Satisfactory	
Achieved- Good Competency	

Achieved-	

EMPLOYABILITY AND ENTREPRENEURSHIP-PG

Name:_   Enrolment No.:   Programme:_

Sr. No	Attributes	Analyzing 1	Conceptualizing 2	Applied 3	Demonstrate 4	Innovation 5	Score
1.	Basic business skills- Planning, Organising, Communication, Coordination, Controlling.	Can analyze problems.	Can conceptualize a business exercize.	Can apply managment principles to resolve.	Can demonstrate solutions to overcome challenges.	Can extend the solution set to alternative problems and draw meaningful course of action.	

2.	Finding opportunties and Identifying Value Proposition.	Can identify opportunities and understand value creation	Can identify opportunities and understands value creation, can link between value creation and value ends,	Can identify opportunities and understands value creation, value ends and can connect between internal value chains and external value chains.	Can also extend to include more stakeholders in the model.	Can diversify to use outbound logistics and in-bound logistics for disruption in vertical.	
3.	The ability to make good judgments and quick decisions.	Can analyse others' decisions.	Analyse for resource planning.	Acumen to decide and take quick decisions.	Demonstrate how to overcome and mitigate risk	Innovate as a conceptual innovator and an experimenta l innovator.	

| 4. | Identification of opportunities to enhance business value chain. | Value chain can be analysed to invoke an enquiry into the process. | Conceptualize to evoke dynamism in the existing framework and also understand the pursuit of growth. | Depict capabilities to team work and avert inertia. | Demonstrate leadership capabilities. | Innovate to instruct the peers to also understand the importance of organization al changes and innovative culture. | |
| 5. | Professionalism and maturity | Maintains high ethical standards. | Demonstrates honesty and sincerity | Regulates own emotions appropriately. | Dependable. | Dynamism to innovate | |

6.	Teamwork	Shares ideas easily.	Supports the efforts of others.	Works well in group settings.	Behaves in an open and friendly manner.	Innovates to diversify ones capabilities.	
Total Score							

If the student scores between	Outcome Attainment Levels
<15	Needs improvement
15-20	Satisfactory
21-25	Partly achieved
26-30	Fully achieved

Students scoring 21 or above fall in the passing criteria.

SIGNATURES:

Amity University Uttar Pradesh
Faculty of Management Studies

Comprehensive Examination Guidelines for MBA/M.Com/MFM Programmes for intended Programme Learning Outcomes

Purpose	:	To assess attainment of programme goals in the core and specialisation areas of all the programmes in FMS.
Goal(s)	:	1. To assess the knowledge acquired from theoretical concepts of management. 2. To assess the ability to analyse various business situations/problems in global scenario and formulate the solutions. 3. To assess the ability to conduct research and use various tools and the holistic knowledge acquired for problem-solving and decision-making in business. 4. To assess the business communication, leadership and team skills and ability to make ethical choices. 5. To assess the understanding of industry scenario and ability to convert opportunities into business propositions through innovation, creativity and risk-taking for sustainable competitive advantage.
Process:	:	The comprehensive examination would be conducted at the end of each academic year.

Format	:	1. The examination will be based on multiple choice questions. The question paper will consist of eight sections.
		    1. Section A: - General Management- 30 Questions / 60 Marks
		    2. Section B: - Application Based- 20 Questions / 50 Marks
		    3. Section C: - Specialisation/Area Specific- 15 Questions / 30 Marks
		    4. Section D: - General Education, General Awareness & Life-long Learning- 15 Questions / 15 Marks
		    5. Section E: - Ethics, Social & Environmental Impact- 10 Questions / 15 Marks
		    6. Section F: Information and Digital Literacy – 10 Questions / 10 Marks

7. Section G: Global Outlook – 10 Questions / 10 Marks
8. Section H: - Employability and Entrepreneurship- 10 Questions / 10 Marks

2. **Section A : General Management - 30 Questions/60 Marks:** This section shall comprise of theory based/conceptual questions from core areas of Business Management- Marketing, Finance, Accounting, Management, Organization Behaviour, Human Resource Management, Operation Management, Business Law, Economics, Business Ethics, Global Aspects, Information System, Quantitative Techniques and integration of all above.

3. **Section B: - Application Based- 20 Questions/50 Marks: -** This section shall comprise of questions on general management which will have focus on applications of various concepts, principles and theories. These questions will be based on case-lets.

4. **Section C: - Specialisation/Area Specific- 15 Questions each/30 Marks:**

   This section shall comprise of theory and application based questions from specialised/sectoral areas of business management *viz.*
   i. International Business
   ii. Marketing & Sales
   iii. Human Resource
   iv. Retail Management
   v. Finance & Accounting
   vi. Commerce
   vii. Operations Management
   viii. Information Technology Management
   ix. Insurance & Banking Management
   x. Insurance and Financial Planning
   xi. Entrepreneurship
   xii. Rural Management
   xiii. Agriculture & Food Business Management
   xiv. Biotechnology Management
   xv. Hospitality Management
   xvi. Tourism & Travel Management
   xvii. Telecom Management

		xviii. Transport & Logistics Management
		xix. PR and Event Management
		xx. Media Management
		xxi. Fashion Management
		xxii. Natural Resource & Sustainable Development Management
		xxiii. Competitive Intelligence and Strategic Management.

(This section will have an option of choosing their specialization/sectoral area(s) opted by the student).

5. **Section D: - General Education, General Awareness & Life-long Learning- 15 Questions/15 Marks.**

   This section shall comprise of questions based on general awareness in various areas, and knowledge acquired through various sources viz. seminars, conferences, news (electronic and print media), journals, magazines, reports and books related to various subjects such as sports, spirituality, religion, literature, Humanities and Social Sciences etc. which may be of life-long importance.

6. **Section E: - Ethics, Social & Environmental Impact- 10 Questions/15 Marks.**

   This section shall comprise of questions based on case-lets having ethical, social, cultural and environmental implications.

7. **Section F: Information and Digital Literacy – 10 Questions/10 Marks.**

   This section shall comprise of questions based on awareness and usage level of Information Technology software/tools.

8. **Section G: Global Outlook – 10 Questions/10 Marks: -**

This section shall comprise of questions based on global political, economic, social, technological, legal, environmental developments and issues impacting business/industry.

9. **Section H: - Employability & Entrepreneurship- 10 Questions/10 Marks.**

This section shall comprise of questions based on Negotiation and persuasion skills, Investigating skills, Risk anticipation and mitigating skills, Creativity & Innovation, Numeracy, Planning and organising, Decision Making, Leadership & Team spirit through case-lets.

Student Exit Survey

Programme _____   **Batch _____**

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the MBA programme. The information from this survey will be analysed and used to identify the areas of improvement.

S.No.	Statements	Strongly agree	Agree	Neither agree nor disagree	Somewhat Agree	Not at all agree
PLO 1 :Management Knowledge						
1	I am able to define, summarize concepts in Management.					
2	I am able to apply management concepts in multi-disciplinary context.					
3	I am able to describe and critically analyse management problems in volatile business environment.					
4	I try to relate academic learning to practical issues.					
PLO 2: Research literacy and Enquiry						
1	I am able to acquire and evaluate new knowledge through business research methods.					
2	I have ability to identify, define and investigate business issues.					
3	I have ability to formulate research questions and set research goals.					
4	I am able to critical analyse data/information and interpret results for driving optimum solutions.					
PLO 3 : Information & Digital Literacy						
1	I find myself Information and Digital literate.					
2	I can easily locate information through ICT to support my decision making.					
3	I am able to use various IT tools and technologies for data processing and analysis.					
PLO 4 : Problem Solving & Decision Making						
1	I have ability to critically think on any issue /management problem.					
2	I can apply various decision making methods to scientifically solve any management problem.					

3	I can apply range of strategies for solving a problem.					
4	I have ability to develop creative, innovative and practical solution.					
5	I have ability to implement and test solutions.					
PLO 5 : Business Communication Skills						
1	I have ability to speak proficiently.					
2	I am competent to convey information in writing.					
3	I can Communicate clearly and effectively.					
4	I think, I am a quit good listener in professional business setting.					
5	I am good making presentation in global /cross cultural environment.					
PLO 6 : Team work Leadership and Behavioural Skills						
1	I am Reliable and dependable.					
2	I am Respectful & Empathetic towards others views irrespective of caste, race, class, gender, religion etc.					
3	I am a collaborative team worker.					
4	I can stay calm in a crisis situations and motivate my team.					
5	I am confident to initiate and lead my peer group in any situation.					
PLO 7 : Global Outlook						
1	I am able to understand global issues from different perspectives.					
2	I learn from and respect different cultures.					
3	I find myself capable of applying my knowledge in local, national and international contexts					
4	I know to communicate in multi-cultural context.					
PLO 8 : Ethical and Professional Conduct						
1	I understand and practice the highest standards of ethical behaviour associated with management profession.					
2	I am ethical responsible towards colleagues, research subjects, the wider community, and the environment;					
3	I strive for justice, equality, honesty, and integrity in all my personal and professional pursuits					
PLO 9 : Employability Entrepreneurship Skill						
1	I have basic business acumen & business skills to be employable.					
2	I can create visibility for myself to draw attention of a recruiter.					

3	I possess entrepreneur skill; I am a risk taker.					
4	I always find opportunities to improve the business value chain.					
PLO 10: Lifelong Learning						
1	I have curiosity to learn new things.					
2	I am competent to acquire knowledge on my own through various sources.					
3	I feel I am a self-directed learner.					
4	I can apply my knowledge and skill set in my profession.					
5	I use my prior learning to approach a new problem.					
Experience at AMITY						
1	I am overall satisfied with the methodologies and pedagogical tools used by my faculty.					
2	I find the curriculum contemporary and relevant to the industry.					
3	I got ample opportunities for Industry Interaction.					
4	I am satisfied with the Internship facility provided to me.					
5	I am satisfied with the University Infrastructure.					
6	I am overall satisfied with the Faculties who taught me.					
7	I am overall satisfied with the Programme.					

Thank you for taking the time to complete this survey.