Standard 8: Curriculum Management and Assurance of Learning
SCMHRD’s learning traits and rubrics are given in Appendix 1, 2(A) and 2(B).

Following is the update about the progress in the Assurance of Learning

Learning Goal 1: Interpersonal Skills and Team Effectiveness
Batch 2015-17
MBA Program
For the batch 2015-17, the existing QA criterion was met by 90% of the students at the ‘Satisfactory’ level or more. Therefore, it was suggested that acceptable quality standard (level) for the LG1 should be at least ‘Good’ level. Assessment tools for measuring the learning goal should be made more robust, therefore the initiative.

Batch 2016-18
MBA Program
In semester 1, after the acceptable level of quality achievement was increased to the level of ‘Good’, the QA criterion was not met. In semester -2, the QA criterion for LG1 was met in all courses. It was decided that in addition to regular courses, LG1 will be assessed during out bound learning (OBL) program and through psychometric tools. As QA criterion of LG1 was met in the Organizational Behavior course for two successive batches of 2015-17 and 2016-18, AOL team suggested the faculty instructor to map other LGs also. Courses such as Human Resource Development (HRD) instruments and Market Research will continue to be used for mapping LG1.

MBA (Infrastructure Development and Management) Program
Trait 1.1 was met in both subjects mapped. Focus on case study based assessments, which is believed to hone the communication skills of students, will continue to be a part of the curriculum in subsequent academic years. It has been recommended by the AOL team that the difficulty level of the assessment has to be increased so as to make the evaluation tougher for students. Feedback to this effect was provided to the faculty team in order to make the assessments tougher. Trait 1.2 was also met in both subjects. Additionally, current assessment methods will be complemented by presentation based evaluations from semester1 onwards in order to inculcate these traits in students.

Batch 2017-19
MBA Program
For the semester1 course ‘Human Resource Management’, the QA criterion was not met for LG1. In semester -2 courses, the QA criterion for LG-1 was achieved for the course HRD instruments and not achieved for the course Market Research. For traits 1.1 and 1.2, Outbound Learning and psychometric tools will continue to be used for the assessment of LG-1. In semester-2, LG1 will continue to be assessed in courses such as HRD instruments and Market Research. The AOL team suggested to strengthen team effectiveness and cooperation in the course embedded assessment during semesters1 and 2.

MBA(Infrastructure Development and Management) Program
Trait 1.1 was met in both subjects that were measuring the trait. Based on feedback from 2016-18, the Quality Assurance (QA) criteria for 2017-19 were revised upwards. Further, it is recommended that stress on case study based assessments be continued in subsequent academic years. Students met the QA criteria for trait 1.2 in both subjects (Business Communication – Semester I, and Project Feasibility and Financing – Semester III). In addition to current assessment methods,
Presentation based evaluations and mock interviews were arranged to identify areas of improvement in semester - 1. As an indirect measure of students’ learning, Exit Survey of students was also mapped in both batches. In the batch 2016-18, committee events like “InfraBlaze” (annual program event) and “InfraBlitz” (annual admissions drive) were organized. Participation in events organized by students such as SHAPATH and T.E.A.C.H. was also encouraged. Such events provided platforms to improve students’ interpersonal skills and team effectiveness. Further, students were deployed on internships with government agencies/outfits in order to gain experiential learning. The practice of live internships shall continue in subsequent academic years. For the batch 2017-19, out bound learning (OBL) activities were arranged in the beginning of the semester which measured students’ ability to connect with the team, and team building and communication skills. Results suggested that 60% - 65% of the students could meet the QA criteria. To improve this percentage in the current year, emphasis was laid on further encouraging student participation in group activities such as InfraBlaze, InfraBlitz, SHAPATH and T.E.A.C.H. In addition, the focus on experiential learning has been enhanced this year with students seeking live projects with urban local bodies and industry. The practice of live internships shall continue in subsequent academic years.

**Learning Goal 2: Critical and Integrative Thinking Ability**

**Batch 2015-17**

**MBA Program**

Two core courses - Financial Management and Business Statistics - were used for assessment. AOL team also decided to include third-party assessment during out bound learning and summer internship. Students were able to meet the trait 2.3 consistently and the loop is closed on the given trait. AOL team decided to continue the specific courses in future. However, indirect measures in the form of corporate mentor feedback during summer internship will be included to track students’ performance.

**Batch 2016-18**

**MBA Program**

Based on the results of SPSS based assessment of data, it was identified that the quality assurance criterion was not met for traits 2.1 and 2.2. Therefore, it was decided that the faculty team will give more hands-on exposure on SPSS and other statistical packages in semester 1. However, students were able to score above satisfactory in the semester 3 summer internship projects. It was observed that after completing corporate internship of 8-10 weeks and working on live industry data, students were able to demonstrate skills pertinent to analysis and synthesis of relevant data. AOL team further decided to validate these results by using indirect measures such as corporate mentor feedback. Students were found to score above satisfactory in the trait 2.3 through direct as well as indirect measures. AOL team decided to continue with direct and indirect measures (corporate mentor feedback) during internship. AOL team decided to raise the bar of QA criterion for trait 2.3 under the corporate mentor feedback measure.

**MBA (Infrastructure Development and Management) Program**

For trait 2.1, QA criteria (that measured this trait) were met by all students in both subjects (Project Management in Semester-I and Public Private Partnership in Semester-II). In order to hone this trait of students, case study based assessments formed an integral part of the curriculum; it engaged students in analysis of issues relevant to the infrastructure industry. For trait 2.2, students could not meet the QA criteria in the subject Roads, Highways and Bridges (Semester-II). The AOL team feels that the technical concepts were not well understood by the students, and hence the scores were low. Feedback was provided to the concerned faculty. More experiential learning via site visits and internships will be encouraged in Semester-III. For trait 2.3, in Semester-I, students exhibited poor performance. However, evidence of good application of knowledge learnt was seen in students’ summer internship projects which take place in Semester-III. Based on this feedback, summer internship was extended to 6 credits (300 marks) in 2018-20 from the earlier credit load of 4 credits (200 marks) in 2016-18 and 2017-19. Under indirect measures based on corporate mentor feedback from summer internship projects, all students met the QA criteria.

**Batch 2017-19**

**MBA Program**

It was observed through direct measures of assessment that the quality assurance criterion was not met for trait 2.1 under both courses offered in semester 1.
However, the quality assurance criteria were met during semester 2 and semester 3 for all three traits. AOL team also recommended that the faculty team should share qualitative feedback given by experts and recorded during OBL activity with students so that they may reflect on their shortcomings and improve during the MBA program. Faculty team was advised to utilize the qualitative feedback of OBL activity to mentor students through mentor-mentee relations.

**MBA (Infrastructure Development and Management) Program**

For trait 2.1, 60% of the students met the QA criteria under the subject Public Private Partnership in Semester-II. The QA criteria were raised this year from those in 2016-18 in view of the importance of the subject in terms of employability perspective. The AOL team feels that the subject is not well understood by students in Semester-II and that they need to gain more technical knowledge before they are able to get a better understanding of the subject. Hence, the subject has been moved to Semester-III from batch 2019–21. For trait 2.2, 12.5% of the students could meet the QA criteria in the subject Roads, Highways and Bridges. The AOL team believes that this subject is based on the basics of civil engineering and given the diverse background of students in the program; students’ understanding of the subject has been less than optimal. It is recommended that preparatory classes be organized through guest lectures to enhance students’ learning in the next academic year. Additionally, more live projects such as site visits and internships (specific to the subject) will be encouraged in Semester-III. For trait 2.3, under the subject Project Management, students failed to apply the concepts to the case study provided. Also, the AOL team feels that since this is Semester-I, students’ ability to portray this trait is limited, and may be enhanced in subsequent semesters. More emphasis will be on problem solving for this subject. The recommendation to enhance credit allocation for summer internships (from 200 marks to 300 marks) has been approved and will be implemented from 2019-21 onwards. Under indirect measures based on corporate mentor feedback from summer internship projects, 85% of the students met the QA criteria.

**Learning Goal 3: Global and regional Awareness**

**Batch 2015-17**

**MBA Program**

For the batch 2015-17, trait 3.1 of LG3 was measured in the International Finance course through a written test. The criterion was well achieved as a number of students achieved the desired level. Therefore, the need to modify the evaluation pattern was realized and instead of a written test, the concept of research papers and viva to assess the students on their ability to apply global understanding to solve business issues was introduced. It was also recommended to increase the complexity of evaluations. The AOL team recommended the provision of additional reading material to increase students’ understanding.

**Batch 2016-18**

**MBA Program**

For the batch 2016-18, the traits of LG-3 were achieved. Under direct measures, the AOL team recommended introduction of guest lecture series to reinforce the learning of students. It was also recommended to have external faculty to evaluate some of the courses measuring the LG. In addition, it was recommended that the component of application of regional understanding to organizational issues be measured in summer internship.

**MBA- (Infrastructure Development and Management) Program**

The trait 3.1 was measured through two courses -Managerial Economics in Semester-I and Project Risk Management in Semester-III. Results suggest that students met the QA criteria. In Managerial Economics, more emphasis will be laid on discussing current global and organizational issues through more case based in-class discussions. Also, for the subject Project Risk Management, the AOL team felt that students needed more hands-on training for operating “@Risk” software. The same is proposed to be improved by more classroom simulation in 2017-19. Trait 3.2 was measured through subjects Managerial Economics and Advanced Contract Management. While 98% of the students met the QA criteria in Managerial Economics, 70% students met the QA criteria in Advanced Contract Management. Assessment for Advanced Contract Management was kept stringent with the intention to test students’ knowledge on the subject, crucial from an employability perspective. It is aimed to continue with this standard of assessment along with increased emphasis on case based learning. The QA criteria will be enhanced for
this trait in the next academic year.

**Batch 2017-19**

**MBA Program**

For the batch 2017-19, the qualifying criteria for writing a research paper followed by viva to measure trait 3.1 were increased. The AOL team was satisfied with the results and recommended continuation of this measure in future. There was an inclusion of new subject to measure trait 3.2. The inclusion of the new subject was on account of the program review committee’s decision to shift the existing subject to the next semester. Based on the recommendations made by AOL committee in 2016-18, the component of measuring regional understanding was included in summer internship.

**MBA (Infrastructure Development and Management) Program**

Students met the QA criteria for trait 3.1 measured through subjects Managerial Economics and Urban Infrastructure. For the subject Urban Infrastructure, 72.5% students met the QA criteria. The AOL team recommends that in the subject Urban Infrastructure, more focus should be on understanding changing policies that directly/ indirectly impact businesses. Trait 3.2 was measured through subjects Managerial Economics and Supply Chain Management. 72.5% students in Managerial Economics and 75% students in Supply Chain Management met the QA criteria. In the subject Managerial Economics, more focus was laid on discussing current global and organizational issues by using more case based in-class discussions, and current affairs.

**Learning Goal 4: Effective Communication**

**Batch 2015-17**

**MBA Program**

For trait 4.1, improvement in results was observed. For the subject Human Resource Management, the QA criterion was met by 100% students and for Business Communication, QA criterion was met by 90% students. The results were reviewed by faculty team and AOL committee. It was further decided that to improve learning, both difficulty level and set benchmarks would be raised for further evaluations. Also, to enhance the coverage of evaluation, indirect measures like relevant sections of exit interviews will also be considered. Improvements in earlier results could be observed for trait 4.2. For the subject Human Resource Management, the result was 93% and for Business Communication, the result was 90%. After reviewing the results with HOD, faculty members and the AOL committee, it was decided that to continue improvements in learning, complexity levels and benchmarking will be increased for the upcoming batch. Developments in information technology and latest methods of communication should be discussed for upcoming batches. Also, indirect measures like relevant sections of exit interviews with passing out students will also be considered.

**Batch 16-18**

**MBA Program**

For the batch 2016-18, the QA criterion was met by 77% students in Business Communication, 100% students in summer internship and 87% students in Human Resource Management (HRM) for trait 4.1. QA criterion was met by 79% students in Business Communication, 98.8% students in summer internship and 76% students in Human Resource Management for trait 4.2. In the exit feedback analysis, 81.25% of the students rated themselves 3 and above on their ability to communicate verbally in an organized, clear and persuasive manner and 83.82% of the students rated themselves 3 and above on their ability to write and present comprehensively. Thus, based on the aforementioned analysis, industry mentor feedback and exit interview feedback, various points were highlighted, such as the inclusion of a viva panel member from industry would make the evaluations more robust. For further improving and formalizing gathering of feedback under Human Resource Management, it was suggested that a remark section be added. Increasing the rigor of evaluation was suggested for Business Communication. Summer internship mentor’s feedback and exit interviews further added to the robustness of the evaluation process.
For trait 4.1, students were assessed through a course embedded assessment in two core courses - Research Projects (Semester-III), and Tendering, Bidding and Contracting (Semester-I). While the students met the QA criteria for this trait, it is felt that students need more grooming in soft skills such as presentations. The AOL team recommended increasing the emphasis on presentation-based assessments in “Business Communication” semester – I onwards. Additionally, the QA criteria should be enhanced for this trait in the next academic year. The courses Project Management (Semester-I) and Roads and Highways (Semester-II) were used to measure learning in trait 4.1. While the students met the QA criteria for this trait, it is felt that students need more grooming in business writing. There will be more emphasis on presentation-based assessments under "Business Communication” semester – I onwards. Additionally, the QA criteria will be enhanced for this trait in the next academic year. Further, an exit feedback was conducted by the AOL committee to capture students’ responses on learning goal 3 on a Likert scale of 1-5. 92% of the students rated themselves more than 3.

**Batch 17-19**

**MBA Program**

For trait 1, the QA criterion “Good” was met by 61.25% students and “Satisfactory” was met by 31.25% students in Business Communication. For Human Resource Management, 68% students met the criterion “Good” and “Satisfactory” was met by 15% of the students. For Personal Effectiveness and Growth, criterion “Good” was met by 32.5% of the students and 17.5% students met the criterion “Satisfactory”. For summer internship viva, 46.97% of the students achieved the criterion “Good” and 43.94% achieved the criterion “Satisfactory”. For trait 2, the QA criterion “Good” was met by 53.75% students and “Satisfactory” was met by 46.25% of the students in Business Communication. For Human Resource Management, 42.5% students met the criterion “Good” and “Satisfactory” was met by 57.5% of the students. For summer internship viva, 19.7% of the students achieved the criterion “Good” and 53.03% achieved the criterion “Satisfactory”. Regarding the indirect measures, 25% students met the QA criterion by achieving “Good”. 57.5% students met “Satisfactory” level as per the marks allotted to them by their industry mentors under the head Communication. Thus, QA criterion was achieved for HRM, but not for Business Communication, summer internship viva and Personal Effectiveness and Growth. QA criterion was also not met under indirect measures. Hence, as per the AOL committee, for the subjects Business Communication and Personal Effectiveness and Growth, the rigor and the number of evaluations will have to be increased. Also, according to the mid-semester feedback from students, improvements in content delivery should be made. The impact of the steps taken can further be reviewed through indirect measures.

**MBA (Infrastructure Development and Management) Program**

Students were assessed for trait 4.1 through a course embedded assessment in two core courses viz. Tendering, Bidding and Contracting (Semester-I), and Project Feasibility and Financing (Semester-II). Students met the QA criteria even when the same was increased for the subject Tendering, Bidding and Contracting in 2017-19. It is suggested that the pattern of assessments be continued in subsequent academic years. For trait 4.2, three subjects were considered, namely ‘Project Management’, ‘Introduction to Power Sector’ and ‘Summer Internship’. The AOL team felt that students’ performance in written communication was not optimal for core subjects (Introduction to Power Sector) as 67.5% of the students could meet the QA criteria. Inputs were provided by way of increased presentations in Semester-II, and mock presentations were arranged before the summer internships. Improvement in presentation skills could be seen when students presented during summer project vivas as 79% of the students could meet the QA criteria. Inputs provided to improve performance will continue. Mentor feedback from summer internships is considered an indirect measure of this trait. Mentor feedback is collected on a Likert scale of 1-5. 73% scored more than 3 in the results.

Learning Goal 5: Ethical behavior, social responsibility, sustainable attitude
**Batch 2015-17**

**MBA Program**

Two courses - Corporate Governance and Ethics, and Basics of Financial Management - were used for assessment and QA criterion was met for both traits 5.1 and 5.2. But AOL team felt the need of reinforcing the ethical component in practice among students. Thus, the AOL team, in consultation with concerned faculty, decided to organize an ethical training session by subject matter experts from CFA Institute under the credit earning course in order to enhance ethical decision making among students. Also, to ensure ethical conduct by students in third-party interactions, AOL team along with Director and Faculty Mentor briefed students on right conduct and behavior. Students were provided guidelines by the faculty mentor on how to take decisions in management of funds and maintain confidentiality of information in research and corporate interaction. AOL team advised the faculty instructor to continue with the current method of assessment for both the traits in LG5. For ensuring ethical reporting, the AOL team suggested that the QA criterion be made more stringent.

**Batch 2016-18**

**MBA Program**

Based on results, it was observed that QA criterion for trait 5.1 was met in the course Concepts and Application in Sustainability. However, QA criterion for trait 5.2 was not met in the course Corporate Governance and Ethics. After due consultation with the concerned faculty, AOL team realized the evaluation was done with due stringency. AOL team agreed with the stringency adopted by the faculty but felt that more courses should be mapped in the first and second semesters so that corrective action may be taken well in time. AOL team felt that ethical behavior is an integral part of business school education and that for students to imbibe the same, it should be measured right from the beginning of the course. Thus, AOL team along with the concerned faculty decided to measure ethical behavior in the core course of Organizational Behavior in semester 1 from batch 2018-20 onwards. EARN is a social responsibility initiative where students are sent to work in an organization for one day and the money earned by them is given to an NGO. AOL team felt that in order to instate a strong sense of social responsibility, one day was not enough. Thus, it was decided that from next year onwards, EARN will be a 3 day drive where students will go and work in an organization for 3 days and donate the money to an NGO. Also, the AOL team along with faculty in-charge decided to start a new initiative ‘Teach a Child’ under which students will go to a nearby municipality school and teach them for 3 days in a year. AOL team felt that in order to ensure ethical reporting by students in their summer internship reports and other projects under various courses, they should be explained the methodology of writing reports in one’s own words by adding own experiences and understanding to substantiate the subject matter. This is proposed to be implemented in the 2017-19 Marketing Research course which deals with the issues of plagiarism. For ensuring ethical reporting, the AOL team suggested making the QA criterion more stringent.

**MBA (Infrastructure Development and Management) Program**

Students were assessed through a course embedded assessment in two core courses for trait 5.1 - Tendering, Bidding and Contracting (Semester-I), and Public Private Partnership (Semester-II). While the students met the set QA criteria, it was recommended that assessments be kept stringent for student employability under both subjects measuring trait 5.1. The subjects Project Management (Semester-I) and Cases in Project Business Strategy (Semester-IV) were used to measure trait 5.2. For Project Management, 66.7% students met the desired criteria and for Roads and Highways, 64.7% of the students met the desired criteria. The AOL team feels that this trait is not being measured substantially, and more assessments need to be designed to assess the learning of this trait. The subject Basics of Financial Management was recommended to check learning of this trait for 2017-19. As an indirect measure, the initiative EARN (Enable All to Revive and Nurture) which inculcates the habit of social responsibility within students by requiring them to work in an organization for one day and donate the money earned towards charity which is assessed in form of the stakeholder feedback. It was felt that one day is not enough, and recommended that this drive be extended to 3 days from 2017-19. Additionally, there was scope for counseling students on issues of plagiarism while making summer internship reports. Prior to commencement of summer internships, students were explained how to write without plagiarizing by crafting
the content in one’s own words and adding one’s experiences and insights to make the discussion rich and fruitful. Also, the AOL team, along with concerned faculty members, started a new initiative “TEACH a Child” where students were encouraged to teach children from nearby municipal schools for 3 days in the year.

**Batch 2017-19**

**MBA Program**

It was observed that QA criterion was met for both trait 5.1 and trait 5.2 in the courses Corporate Social Responsibility and Introduction to Financial Management respectively. To ensure a deeper and better understanding of social responsibility, students were exposed to initiatives such as EARN and ‘Teach a Child’. The objective was to inculcate a profound sense of responsibility among students towards the society. The contributions, learning and observations were submitted by students in project form and evaluated under Corporate Social Responsibility. AOL team advised the faculty instructor to continue with the current method of assessment. For ensuring ethical reporting, the AOL team suggested that QA criterion be made stringent. AOL team suggested that faculty members make plagiarism checks an integral part of all assignment and project evaluations.

**MBA- (Infrastructure Development and Management) Program**

Students were assessed through a course embedded assessment in two core courses for measuring trait 5.1 - Tendering, Bidding and Contracting (Semester-I), and Public Private Partnership (Semester-II). While for Tendering, Bidding and Contracting, 75% of the students could meet the desired outcomes, for Public Private Partnership, 37.5% of the students met the set QA criteria. In view of the fact that Public Private Partnership is an important course to ensure higher employability, the assessments were kept stringent. The same rigor is to be continued in future academic years. Additionally, guest lectures by industry experts will be organized to augment the learning process. The subjects Basics of Financial Management (Semester-I) and Renewable Energy Systems (Semester-II) were used to measure trait 5.2. Students were able to meet the QA criteria in Semester-I. However, in Semester-II, as a core course is considered to measure the trait, in-depth analysis of cases were undertaken, and students could not perform. More such cases will be undertaken in the next academic year to prepare students for this learning trait.

Ethical reporting (plagiarism check) of summer internship reports was undertaken. QA criteria were met for this trait. However, to enhance learning on this trait, additional initiatives were also undertaken. EARN (Enable All to Revive and Nurture), which is a social responsibility initiative, required the students to work for 3 days (increased from 1 day in 2016-18) and the money earned was directed towards charity. Also, students were briefed by the faculty in-charge and the Director prior to the commencement of summer internships. The briefing lay specific stress on ethical report writing and data analysis so as to make the final output richer and align it with industry expectations. The students were also involved in “TEACH a Child” initiative where they taught children from nearby municipal schools for 3 days in a year. This measured the learning of trait 5.1.

**Learning Goal 6: Ability to demonstrate sound technical knowledge**

**MBA- (Infrastructure Development and Management) Program**

**Batch 2016-18**

Students were assessed through a course embedded assessment in two core technical courses for trait 6.1 - Public Private Partnership (Semester-II) and Advanced Contract Management (Semester-III). 70% of the students could meet the QA criteria in both subjects. In view of the fact that both the courses are core subjects and carry importance from the employability perspective, the assessments were kept stringent, and it is recommended that they continue along the same lines. Subjects considered for the trait 6.2 were: Renewable Energy Sources (Semester-II) and Project Cost Management and Social Cost Benefit Analysis (Semester-III) for batch 2016-18. The students could not meet the QA criteria in the subject Renewable Energy Sources. To remedy the same, the AOL team recommended that more site visits/ field visits be organized.
Batch 2017-19

Students met QA norms for trait 6.1, hence, taking any action to close the loop was not considered necessary. Two subjects measured trait 6.2 - Infrastructure Planning and Development (Semester-I), and Renewable Energy Sources (Semester-II). Results suggest that 82.5% students met the QA criteria in Semester-I and in Semester-II, 87.5% of the students met the desired criteria. Hence, no further action was deemed necessary for this trait.

For 2016 – 18 batch, guest lectures were organized and the annual infrastructure event “InfraBlaze” held where industry experts addressed the students and provided more technical inputs. For the batch 2017-19, students are encouraged to seek live projects with corporate, urban local bodies and development institutions. This will test their understanding and application of technical concepts.
## APPENDIX

### Appendix 1: Learning Rubric of SCMHRD

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits Measured</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG 1.1</td>
<td>Adapt his/her communication style to connect with others.</td>
<td>Demonstrate ability to interact and communicate effectively so as to contribute to the group by presenting clear, logical and relevant ideas.</td>
<td>Not able to incorporate others’ views but able to communicate effectively while contributing to the group by presenting clear, logical and relevant ideas.</td>
<td>Failed to demonstrate the ability to interact and communicate effectively and not able to contribute to the group by presenting any logical and relevant ideas.</td>
</tr>
<tr>
<td>LG 1.2</td>
<td>Interact and cooperate effectively within a team.</td>
<td>Able to co-operate effectively in a team, confidently share ideas, and encourage others to participate in the group.</td>
<td>Demonstrates ability to interact effectively but not able to cooperate within a team.</td>
<td>Not able to work effectively in team.</td>
</tr>
<tr>
<td>LG 2.1</td>
<td>Ability to identify, analyze and interpret relevant issues /situations.</td>
<td>Analyzes the issue with a clear sense of context, and clearly addresses underlying issues.</td>
<td>Presents and explores relevant context and assumption, but is limited.</td>
<td>Fails to identify the issue/case/problem.</td>
</tr>
<tr>
<td>LG 2.2</td>
<td>Ability to analyze and synthesize relevant data.</td>
<td>Evaluates relevant data and synthesizes information to provide recommendations to the problem.</td>
<td>Evaluates relevant data and synthesizes some information.</td>
<td>Unable to evaluate / synthesize relevant data.</td>
</tr>
<tr>
<td>LG 2.3</td>
<td>Ability to combine knowledge from various disciplines to reach a solution.</td>
<td>Able to integrate and apply theories from different disciplines.</td>
<td>Able to integrate and apply theories from different disciplines, but is limited.</td>
<td>Unable to integrate and apply theories from different disciplines.</td>
</tr>
<tr>
<td>LG 3.1</td>
<td>Ability to understand relevant concepts pertaining to global and regional business issues.</td>
<td>Able to define clearly concepts related to global and regional business practices.</td>
<td>Able to define some of the concepts related to global and regional business practices.</td>
<td>Unable to answer satisfactorily questions on concepts related to global and regional business practices.</td>
</tr>
<tr>
<td>LG 3.2</td>
<td>Ability to apply global and regional understanding to organizational issues.</td>
<td>Able to use understanding of global and regional concepts to provide a feasible solution.</td>
<td>Able to use understanding of global and regional concepts to provide a partially feasible solution.</td>
<td>Unable to apply understanding of global and regional concepts.</td>
</tr>
<tr>
<td>LG 4.1</td>
<td>Ability to communicate verbally in an organized, clear, and persuasive manner.</td>
<td>Clearly demonstrates the ability to communicate verbally the essence of the content and the underlying concepts.</td>
<td>Partial ability to communicate verbally the essence of the content and the underlying concepts.</td>
<td>Unable to communicate verbally the essence of the content and the underlying concepts.</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LG 4.2</td>
<td>Ability to write and present comprehensively.</td>
<td>Able to clearly present ideas, theories and concepts through written communication.</td>
<td>Partial ability to present ideas, theories and concepts through written communication.</td>
<td>Unable to present ideas, theories and concepts through written communication.</td>
</tr>
<tr>
<td>LG 5.1</td>
<td>Identifies relevant stakeholders and their stakes.</td>
<td>Clearly identifies relevant stakeholders and their stakes.</td>
<td>There is evidence of progress towards identification of stakeholders and their stakes.</td>
<td>There is little evidence of progress towards identification of stakeholders and their stakes.</td>
</tr>
<tr>
<td>LG 5.2</td>
<td>Proposes informed solutions arrived at by ethical analysis of situations and their impact on individuals and organizations.</td>
<td>Clearly proposes informed solutions arrived at by ethical analysis of situations and their impact on individuals and organizations.</td>
<td>There is evidence of proposing solutions by ethical analysis of situations and their impact on individuals and organizations.</td>
<td>There is little evidence of proposing solutions by ethical analysis of situations and their impact on individuals and organizations.</td>
</tr>
<tr>
<td>LG 6.1</td>
<td>Exhibits sufficient understanding of technical concepts.</td>
<td>Clearly exhibits understanding of technical concepts.</td>
<td>There is evidence of understanding of technical concepts.</td>
<td>There is little evidence of understanding of technical concepts.</td>
</tr>
<tr>
<td>LG 6.2</td>
<td>Ability to apply gained knowledge to solve problems/resolve issues.</td>
<td>Applies gained knowledge clearly to solve problems/resolve issues.</td>
<td>Applies gained knowledge to solve problems/resolve issues, but is limited.</td>
<td>Fails to apply gained knowledge to solve problems/resolve issues.</td>
</tr>
</tbody>
</table>
## Appendix 2 (A): Mapping of Learning Goals, Measurement Methods, Outcomes and Closing the Loop for the MBA Program

### Learning Goal 1: Interpersonal Skills and Team Effectiveness

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the loop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal Skills and Team Effectiveness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Batch 2015-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trait 1.1.</strong> Student will be able to adapt his/her communication style to connect with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trait 1.2.</strong> Student will be able interact and cooperate effectively within a team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measures</td>
<td>Course embedded assessment was used in Supply Chain Management (SCM) (Semester-3) to assess Trait-2</td>
<td>For the past batches of 2014-16 &amp; 2015-17 it was found that the QA criterion was well achieved at the desired level. As more than 70% students were able to demonstrate the said traits at ‘Satisfactory’ and above level.</td>
<td>For the course SCM 64.92% and 29.07% students were found at ‘Good’ &amp; ‘Satisfactory’ level respectively for trait-2</td>
<td>Trait-1.2 was achieved at desired level for 2015-17 with the course SCM.</td>
<td></td>
</tr>
<tr>
<td>Evaluation Component: Group Assignment (SCM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Batch 2016-18</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trait 1.1.</strong> Student will be able adapt his/her communication style to connect with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trait 1.2.</strong> Student will be able interact and cooperate effectively within a team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Measures</td>
<td>Course embedded assessment was used as direct measures in the subjects like Organizational Behavior (Semester-1), Human Resource Management (HRM) (Semester-1), Human Resource Development (HRD) Instruments (Semester-2) and Marketing Research (Semester-2)</td>
<td>Based on the revisions made in QA criterion in 2015-17; for batch 2016-18 QA criterion was increased to Good and above level. It was seen that students go for OBL (Outbound Learning) activities before starting of the Sem-1 Therefore it’s expected that 70% students should be able to demonstrate the said traits not below the ‘Good’ level from semester-2 onwards</td>
<td>-For the course Organizational Behavior (Semester-1) Trait-1 was not achieved in the course OB as only 40% students found at ‘Good’ category. -For the course HRM (Semester-1) only 58% students found at ‘Good’. Therefore, the QA criterion was not met for Trait-2 as well</td>
<td>LG-1 was not achieved for the courses in Semester-1as the desired QA was increased at the ‘Good’ and above level</td>
<td>Whereas in semester -2 courses LG-1 was met at the desired criterion.</td>
</tr>
<tr>
<td>Evaluation Components: Case study presentation (OB) Research Project (HRM) Group Assignment and Project (HRD Instruments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OBL or Psychometric tools will be used to assess the LG-1 during the sem-1 for 2017-19 batch.
<table>
<thead>
<tr>
<th>Group Assignment Presentation (Marketing Research)</th>
<th>- For the course Market Research (MR) (Semester-2), the QA criterion was met for the Trait-2 as 71% students were found at ‘Good’ category.</th>
<th>The learning goal for OB will be mapped for two more learning goals. However, for HRM it will be the same in semester-1 for 2017-19 at increased QA criterion. Semester-2 courses like HRD instruments and MR will be continued to assess LG-1 at increased QA level</th>
</tr>
</thead>
</table>
| **Indirect Measure 2016-18**  
For the 2016-18 mentor feedback for summer internship was used to measure Trait-2  
For the batch 2016-18 CLIPT Psychometric Assessment was used as indirect measure for Trait-1 & Trait-2 | **Indirect Measure**  
Basis the mentor feedback 45.34% students were found at ‘Good’ level and 52.32% students were found at ‘Satisfactory’ level. So, QA criterion was met at desired level for the batch-2016-18  
Based on CLIPT assessment 66% students were found at ‘Good’ level for trait-1 and 78% students were found at ‘Good’ level for trait-2. QA criterion was only met for trait-2 | -- |

---

Indirect Measure 2016-18  
For the 2016-18 mentor feedback for summer internship was used to measure Trait-2  
For the batch 2016-18 CLIPT Psychometric Assessment was used as indirect measure for Trait-1 & Trait-2  

<table>
<thead>
<tr>
<th>Indirect Measure 2016-18</th>
</tr>
</thead>
</table>
| Basis the mentor feedback 45.34% students were found at ‘Good’ level and 52.32% students were found at ‘Satisfactory’ level. So, QA criterion was met at desired level for the batch-2016-18  
Based on CLIPT assessment 66% students were found at ‘Good’ level for trait-1 and 78% students were found at ‘Good’ level for trait-2. QA criterion was only met for trait-2 |
### Learning Goal 1: Interpersonal Skills and Team Effectiveness

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the loop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to interact and communicate effectively and able to co-operate effectively in a team</td>
<td>Trait 1.1. Student will be able to adapt his/her communication style to connect with others</td>
<td><strong>Direct Measure</strong></td>
<td>Based on the revision made in QA criterion in 2016-18, the same is continued to be considered for the 2017-19 Batch, hence the QA criteria was decided at Good level</td>
<td>-For the course <strong>HRD instruments</strong> (Semester-2) the objectives are met as 87% students were found at ‘Good’ category for both, Trait-1.1 and Trait-1.2.</td>
<td>Trait-1.1 and Trait-1.2 was achieved at desired level for 2017-19 with the course HRD instruments in Sem-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trait 1.2. Student will be able interact and cooperate effectively within a team</td>
<td><strong>Evaluation Components:</strong></td>
<td>Therefore, 70% students should be able to demonstrate the said traits at ‘Good’ level.</td>
<td>-For the course <strong>HRM</strong> (Semester-1) only 27% students found at ‘Good’ level. Therefore the QA criterion was not met for Trait-1.2. However 73% students were possessing said trait at ‘Satisfactory Level’.</td>
<td>Trait-1.2 was measured by the course HRM at the desired QA criterion i.e., ‘Good’ level and it was not met at the desired criterion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-HRM. Research Project Assignment</td>
<td>-For OBL the QA Criterion was decided 70% students should be at ‘Satisfactory’ or ‘Good’ level</td>
<td>-For the course <strong>Market Research</strong> (Sem-2) the QA criterion was not met for the Trait-2 as 96% students were found at ‘Satisfactory’ and only 3% were found at ‘Good’ level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-HRD Instrument, Group Assignment Presentation</td>
<td>-For OBL QA Criterion was met as 72% students were found to be at ‘Satisfactory’ level for Trait-1 &amp;Trait-1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Marketing Research, Group Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Outbound Learning (OBL) was used to measure LG-1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the batch 2017-19 Course embedded assessment in the subjects HRM (Sem-1), HRD Instruments (Semester-2), Market Research (Semester-2) and Out Bound Learning data were used as direct measures.

**Evaluation Components:**
- HRM. Research Project Assignment
- HRD Instrument, Group Assignment Presentation.
- Marketing Research, Group Assignment
- Outbound Learning (OBL) was used to measure LG-1
Indirect Measure

For the 2017-19 mentor feedback for summer internship was used to measure LG-1

- For Indirect measure the QA criterion was 70% at 'Satisfactory' and above level.

Indirect Measure

Basis the mentor feedback 53% students were found at 'Good' level and 46% students were found at 'Satisfactory' level at Trait-1 & Trait-2. So, QA criterion was not met at the desired level for the batch-2017-19

Indirect Measure

Findings:

LG-1 was not achieved for the course HRM in Semester-1 at the increased QA level. Whereas in semester-2 it was met at the desired criterion for the course HRD Instruments.

Action Plans to Close the Loops

- Team effectiveness and cooperation will be strengthened in the courses during Sem-1 and Semester 2, through the course embedded assessments.

- OBL or Psychometric tools will be continued to assess the LG-1 before beginning of the Semester-1 for 2018-20 batch

- Semester-2 courses like HRD instruments and MR will be continued to assess LG-1 at presently increased QA level.

<table>
<thead>
<tr>
<th>Learning Goal 2: Critical and Integrative Thinking Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>
| Ability to think critically and apply integrative knowledge from various disciplines | Trait 2.1: Ability to identify, analyze and interpret relevant issues, Trait 2.2: Ability to demonstrate skills of analysis and synthesis | Direct Measures
Students were assessed through a course embedded assessment in two core courses viz. Course - Advanced Strategic Management and course Summer Project | 70% of the students should receive a satisfactory and above score in this measure. | Target was achieved as 87.7% of students secured a score of 70% and above at 'Satisfactory and Good Level', in trait 2.1 and 86.8% of students secured a score of 70% and above at ‘Satisfactory and Good Level’, in trait 2.2 in course | AOL team decided to track the students’ performance from the first semester of program itself so that corrective actions can be taken to improve students’ performance. Two core
### Trait 2.3: Ability to combine knowledge from various disciplines

<table>
<thead>
<tr>
<th>Indirect Measures</th>
<th>Direct Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>An exit survey was conducted by the AOL team to record students’ response on different learning goal items on a Likert scale of 1-5.</td>
<td>Core course; Summer Project &amp; Capstone® Business Simulation Game was considered to assess this specific trait</td>
</tr>
</tbody>
</table>

70% of the students should receive a satisfactory score (3 or above) in this measure.  
Target was achieved as 77% of students scored a score of 3 and above in the critical thinking ability and 70% of students scored 3 and above in the analysis of relevant data.

82.5% of the students met quality assurance criterion of 70% above satisfactory level that is good and Satisfactory level.  
Students are able to meet the trait consistently and loop is closed in the given trait.  
AOL team decided to continue the specific course in the near future.  
However, indirect measure in form of corporate mentor feedback needs to be follow to track the students’ performance.

### Batch 2016-18

<table>
<thead>
<tr>
<th>Trait 2.1: Ability to identify, analyze and interpret relevant issues.</th>
<th>Trait 2.2: Ability to demonstrate skills of analysis and synthesis of relevant data</th>
</tr>
</thead>
</table>

#### Direct Measures

- Students were assessed through a course embedded assessment in two core courses viz. Financial Management and course Business Statistics in Semester I and two core courses viz. Course - Business Analytics and course Summer Project in Semester III respectively.

70% of the students should receive a satisfactory and above score in this measure.  
72.7% of the students met quality assurance criterion of 70% above satisfactory level in trait 2.1 in the course Financial Management.  
However, quality assurance criterion did not meet in trait 2.2 in the course Business Statistics.  
In semester 2, 86% students met quality assurance criterion in trait 2.1 in the Course - Business Analytics.  
In semester III under course Based on the results, it was identified that the quality assurance criterion was not met in the SPSS based assessment of data analysis. Therefore, it was decided that the faculty team will give more hands-on exposure on SPSS and other statistical packages in semester 1.  
However, student are able to score above satisfactory in the semester 3 summer internship projects. It was observed that
Summer Project, 77% student met quality assurance criterion in trait 2.1 and 83% in trait 2.2 after doing corporate internship of 8-10 weeks and working on live industry data, students are able to demonstrate skills of analysis and synthesis of relevant data.

AOL team further decided to validate these results and assurance of learning by following indirect measure of Corporate mentor feedback.

### Trait 2.3: Ability to combine knowledge from various disciplines

**Direct Measures**
- Core course Summer Project and Capstone® Business Simulation Game was considered to assess this specific trait.

70% of the students should receive a satisfactory score in this measure.

80% students met quality assurance criterion in trait 2.3 under course Summer Project.

75% students met quality assurance criterion in the Capstone® Business Simulation Game.

Students were found to score above satisfactory in the trait through direct as well as indirect measure and assurance of learning was ensured during the program. Indirect measure in the form of corporate mentor feedback was added as per the suggestion of AOL team and loop in the academic year 2016-17.

Considering the relevance of these measures, AOL team decided to continue the Summer Project course under direct measure and Corporate Mentor feedback under indirect measure of assessment. However, AOL team decided to raise the bar of QA criterion.

### Indirect Measures:
- Faculty team collected the observations of students’ corporate mentor during their 8-10 weeks of internship.

70% of the students should receive a satisfactory score and above (4 or above) in this measure.

75% students met quality assurance criterion.

<table>
<thead>
<tr>
<th>Learning Goal 2: Critical and Integrative Thinking Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>
| Ability to think critically and apply integrative knowledge from various disciplines | Trait 2.1: Ability to identify, analyze and interpret relevant issues. Trait 2.2: Ability to demonstrate skills of analysis and synthesis of relevant data | **Direct Measures**
- Students were assessed through a course embedded assessment in two core courses viz. Course for trait 2.1–Introduction to Financial Management and Business Statistics in the semester 1 | 70% of the students should receive a satisfactory and above score in this measure. | For the course Introduction to Financial Management and Business Statistics (Semester-1) 64.6% and 63.3% students met the quality assurance criterion in trait 2.1 under the courses respectively. | It was observed that the quality assurance criteria did not meet in trait 2.1 under both courses offered in semester 1 through direct measures of assessment. However, the quality assurance criteria met during semester 2 and semester 3 assessments. |
<table>
<thead>
<tr>
<th>Trait 2.1 and 2.2</th>
<th>Indirect Measures</th>
<th>Direct Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait 2.1 and 2.2 was assessed through a course embedded assessment in core course of semester 2 viz. Business Analytics and Summer Project of semester 3.</td>
<td>An assessment of traits through Out Bound Learning activity (OBL) (during commencement of course) on a scale of 0 to 4 was considered to assess students’ critical thinking. In the semester 3, Faculty team collected the observations of students’ corporate mentor during their 8-10 weeks of internship on the scale of 1 to 5.</td>
<td>Core course: Summer Project was considered to assess this specific trait.</td>
</tr>
<tr>
<td>For the course Business Analytics (Semester-2) Trait 2.1 and 2.2 were further assessed in form of case studies and quiz; 76.3% and 74.2% students met quality assurance criterion in the trait 2.1 and 2.2 respectively. <strong>For the course Summer Project (Semester-3)</strong> 72% students met quality assurance criterion in the trait 2.1 and 2.2 respectively.</td>
<td>70% of the students should receive a satisfactory score (3 or above) in the OBL measure. 70% of the students should receive a satisfactory score (4 or above) in the corporate mentor feedback.</td>
<td>70% of the students should receive a satisfactory and above score in this measure.</td>
</tr>
<tr>
<td>Action Plans to Close the Loops</td>
<td>Based on the findings, it was observed that students were unable to meet QA criteria through direct measures of assessment during the semester 1. However, students are able to show case their critical thinking ability during OBL session where indirect assessment and group activities were conducted to assess students’ critical thinking ability. Students also performed well on QA criterion during semester 2, semester 3 and summer internship projects. Based on the observations, AOL team recommended to encourage group-based activities during semester 1 to nurture the critical thinking ability. It was recommended to follow group-based case study discussions in the core courses of semester 1. AOL team also recommended, that the faculty team should share the qualitative feedback of students recorded during OBL activity by the experts so that students can reflect on the shortcomings and improve during the MBA program. Faculty team was advised to utilize the qualitative feedback of OBL activity to mentor students through mentor-mentee relations. As school follows practice of mentor-mentee relationship where each faculty member is assigned as a mentor to 10-15 students and faculty members mentor the assigned students</td>
<td></td>
</tr>
</tbody>
</table>

**Indirect Measures**

An assessment of traits through Out Bound Learning activity (OBL) (during commencement of course) on a scale of 0 to 4 was considered to assess students’ critical thinking. In the semester 3, Faculty team collected the observations of students’ corporate mentor during their 8-10 weeks of internship on the scale of 1 to 5.

**Direct Measures**

Core course: Summer Project was considered to assess this specific trait.
Learning Goal 3: Global and Regional awareness

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to understand relevant concepts pertaining to global business issues</td>
<td><strong>Trait 3.1.</strong> Student will display their ability in understanding global and regional business concepts</td>
<td>Direct Measures For 2015-17 batch Student’s understanding of global and regional issues is tested through a research paper and viva in International Finance.</td>
<td>QA Criteria 70% of students should scores satisfactory or above in the course embedded assessments</td>
<td>For International Finance, an additional component of Research paper and viva was introduced as a part of evaluation in order to increase complexity. The evaluations revealed that 36% of the students had “Good” understanding of global business, 59% were found to be “Satisfactory”, 5% were found to be unsatisfactory</td>
<td>As the complexity of evaluation was increased with introduction of a research paper and viva, it gave a clear picture of individual’s level of understanding on the concept. Hence the AOL team recommends this kind of evaluation to be continued for International Finance. The standard of evaluation for this subject has to be increased. The faculty has been informed about the same.</td>
</tr>
<tr>
<td>Trait 3.2</td>
<td>In the 2015-17 batch Students are tested through an evaluation in the subject International HRM.</td>
<td>70% of students should score satisfactory or above in the course embedded assessments</td>
<td>For the subject Global Business Environment, 90% of students secured “good” marks while 10% secured “Satisfactory” marks. 98% of students were found to apply the global concepts learnt to organizational issues successfully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to apply global and regional understanding to organizational issues</td>
<td>For 2016-18 batch The understanding and application of issues pertaining to Global Business environment is measured by assessing marks received in the subject in Semester 3.</td>
<td>70% of students should score satisfactory or above in the course embedded assessments.</td>
<td>70% of students should score satisfactory or above in the course embedded assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct measure For the subject Consumer behavior Students are tested on this ability by means of case studies especially dealing in Indian local businesses</td>
<td></td>
<td></td>
<td>74% of students received a score above satisfactory from their mentors in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The ability of the student to apply their understanding of global issues was measured by assessing the student’s performance in Summer internship. The aspect of application of global concepts and understanding was evaluated.

The ability of a student to apply regional understanding to the business was measured by assessing the student’s performance for Winter project.

As a part of Global Immersion program 3 students also attended a summer school at Telecom De Ecole Paris and HEC Paris

The students are assigned to do a live-project – one on energy conservation and other on consumer buying behavior on jewellery.

70% of students should score marks above 6 in the application of global aspects in their projects.

The students were evaluated out of 10 marks on their understanding of regional issues. The qualifying criterion was set to 70%. Viz. students should score above 6 marks out of 10.

summer projects on the understanding of Global issues and thus satisfied the QA criteria

For Summer projects 42% of students were found to exhibit “good” understanding and application of global and regional issues and 58% were found to exhibit satisfactory understanding.

-For the Winter project 85% of students were found to satisfy the QA criteria.

As a large number of students appeared to have qualified the criteria, the AOL team recommended change in assessment for measuring regional understanding in the subsequent year.
### Learning Goal 3: Global and Regional awareness

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to understand relevant concepts pertaining to global business issues</td>
<td><strong>Trait 3.1</strong> Student will display their ability in understanding global and regional business concepts</td>
<td><strong>Direct Measures</strong> On the recommendations of the AOL team the qualifying criteria was set to 75%. The course of International Finance was tracked to measure the student’s understanding of global and regional issues</td>
<td>75% of students should score satisfactory or above in the course embedded assessments</td>
<td>21% of the students were classified under ‘Good’ category and 60% students were classified under the ‘Satisfactory’ criteria</td>
<td>As the complexity of evaluation was increased with introduction of a research paper and viva as compared to the last cycle this cycle resulted in 21% of students satisfying the ‘Good’ criteria. Hence it was advised to continue this form of evaluation</td>
</tr>
<tr>
<td>Business Awareness was included to measure the trait.</td>
<td>For the 2017-19 the AOL team had Strategic Management was chosen</td>
<td><strong>80% of students should scores satisfactory or above in the course embedded assessments</strong></td>
<td>24% of the students were classified under the category ‘Good’. 53% were categorized as ‘Satisfactory’</td>
<td>2% of students were classified under ‘Good’ category and 67% of the students were classified under ‘Satisfactory’ criteria.</td>
<td>The AOL team recommended that the course standards be maintained and extra reading material and remedial classes be conducted for the students to enable them to score better and move to next level.</td>
</tr>
<tr>
<td>The students performed well which depicts good understanding of global and regional issues.</td>
<td></td>
<td></td>
<td>70% of students should scores satisfactory or above</td>
<td>The process of collecting the industry mentors feedback continues in this cycle too. AOL team proposes that more and more students should move from the satisfactory criteria to the good criteria. The</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Goal 4: Effective Communication

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Method</th>
<th>Desired Outcome</th>
<th>Actual Outcome</th>
<th>Closing the loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability of verbal and written communication</td>
<td><strong>Trait 4.1</strong> Ability to communicate verbally in an organized, clear,</td>
<td><strong>Direct Measures</strong> Students were assessed through course embedded assessments in two core courses viz. Business</td>
<td>70% of the students should meet the QA criterion of ‘Satisfactory or good’</td>
<td>For trait 1, QA criterion was met by 87% students in Business Communication, 97.5% in Research Project (Semester IV) are</td>
<td>Based on the closing of the loop for the previous year, evaluations of the subject Summer internship viva (Semester III) and Research Project (Semester IV) are</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indirect Measures**

Industry mentor is assigned to students during their summer internship. For the 2017-19 batch, on the recommendation of the AOL team the ability of the student to apply regional understanding to organizational issues was also considered in the summer internship.

As a part of Global Immersion program 5 students also attended a Winter school at Telecom De Ecole Paris and 7 students attended the Berlin School of Economics and Law.

One student was also selected for Semester Exchange at Leeds Beckett University UK.

For Summer projects 38% of students were found to exhibit “good” understanding and application of global and regional issues and 52% were found to exhibit satisfactory understanding.

expectation is to increase the number of Pre-placement Interviews (PPI) and Pre-Placement Offers (PPOs) and thereby reduce the efforts required for placing the students during campus interviews.

The global immersion program provides the students opportunity to understand global and regional business issues.
<table>
<thead>
<tr>
<th>Trait</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Students were assessed through course embedded assessments in two core courses viz. Business Communication, Human Resource Management, Summer Internship and Research Project</td>
<td>An exit feedback was captured by the AOL committee to capture students’ response on different learning goal items on a Likert scale of 1-5. Students were asked to rate the trait 4.1 which is related to verbal communication. 70% of the students should rate themselves ≥3 out of 5.</td>
</tr>
<tr>
<td>4.2</td>
<td>Ability to write and present comprehensively</td>
<td>As per the learning rubric exit feedback analysis, 73% of the feedback values were satisfactory or above. 91% students met the QA criterion.</td>
</tr>
</tbody>
</table>

**Batch 2016-18**

| Trait4. 1. Ability to communicate verbally in an organized, clear, and persuasive manner | Direct Measures | 70% of the students should meet the QA criterion of satisfactory and above. |
| Trait 4.2. Ability to write and present comprehensively | QA criterion was met by 77% students in Business Communication, 100% in Summer internship and 87% students in Human Resource Management (HRM) in trait 4.1. QA criterion was met by 79% students in Business Communication, 98.8% in Summer internship and 76% students in Human Resource Management in trait 4.2. |

For the closing the loop AOL Committee made following recommendation:
- To introduce assessments for soft skills in the business communication course. Summer report writing evaluation should be done to check this trait.
- To continue with indirect measure of assessment by corporate evaluators during summer project vivas.

As per the discussions, AOL committee made following suggestions:
- The corporate member was included in the summer internship viva for the batch 2016-18. The evaluation now is more robust because of the inclusion of both the industry mentor’s feedback and external member from the corporate, besides the viva marks by the concerned faculty.
- For Human Resource Management, feedback and inputs were given by faculty during the class discussion. To further
Indirect Measures
An exit feedback was captured by the AOL committee to capture students’ response on different learning goal items on a Likert scale of 1-5. Students were asked to rate the trait 4.1 which is related to verbal communication.

2. Industry mentor is assigned to student during their summer internship. The assessment from this industry mentor (at the end of summer internship) is considered for the learning goal.

70% of the students should rate themselves ≥3 out of 5

As per the learning rubric exit feedback analysis, 81.25% of the students rated themselves 3 and above regarding their ability to communicate verbally in an organized, clear and persuasive manner (trait 4.1) and 83.82% of the students rated themselves 3 and above regarding their ability to write and present comprehensively (trait 4.2).

As per the discussions, earlier AOL committee made following suggestions: The analysis of feedback can be shared with the relevant faculty so as to enable appropriate changes in the course content, delivery and evaluations related to the subject.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Method</th>
<th>Desired Outcome</th>
<th>Actual Outcome</th>
<th>Closing the loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability of verbal and written communication</td>
<td>Trait 4.1. Ability to communicate verbally in an organized, clear, and persuasive manner. Trait 4.2. Ability to write and present comprehensively</td>
<td>Indirect Measures An exit feedback was captured by the AOL committee to capture students’ response on different learning goal items on a Likert scale of 1-5. Students were asked to rate the trait 4.1 which is related to verbal communication.</td>
<td>70% of the students should rate themselves ≥3 out of 5</td>
<td>As per the learning rubric exit feedback analysis, 81.25% of the students rated themselves 3 and above regarding their ability to communicate verbally in an organized, clear and persuasive manner (trait 4.1) and 83.82% of the students rated themselves 3 and above regarding their ability to write and present comprehensively (trait 4.2).</td>
<td>As per the discussions, earlier AOL committee made following suggestions: The analysis of feedback can be shared with the relevant faculty so as to enable appropriate changes in the course content, delivery and evaluations related to the subject.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Batch 2017-19</th>
<th>Measurement Method</th>
<th>Desired Outcome</th>
<th>Actual Outcome</th>
<th>Closing the loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait 4.1. Ability to communicate verbally in an organized, clear, and persuasive manner</td>
<td><strong>Direct Measures</strong></td>
<td>70% of the students should meet the QA criterion of ‘Good’ and ‘Satisfactory’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students were assessed through course embedded assessments in three courses viz. Business communication, Human resource Management (HRM) and Personal effectiveness and growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Trait 4.1:**

- QA criterion “Good” was met by 61.25% of students and “Satisfactory” was met by 31.25% of students in Business communication.

  - For Human resource Management, 68% students met the criterion “Good” and “Satisfactory was met by 15% of the students.

  - For Personal effectiveness and growth, criterion “Good” was met by 32.5% of students and 17.5% students met the criterion “Satisfactory” in trait 1.

  - For Summer internship viva, 46.97% of the students achieved the criterion “Good” and 43.94% achieved the criterion “Satisfactory”.

**Trait 4.2.**

- QA criterion “Good” was met by 53.75% students and “Satisfactory” was met by 46.25% of the students in Business communication.

  - For Human resource Management, 42.5% students met the criterion “Good” and “Satisfactory was met by 57.5% of the students.

  - For Personal effectiveness and growth, criterion “Good” was met by 19.7% of the students achieved the criterion “Good” and 53.03% achieved the criterion “Satisfactory”.

  - For Summer internship viva and therefore students are performing well on this trait.

As per the AOL committee following changes needs to be implemented:

- QA criteria was achieved for HRM, Business Communication and Summer internship vivas, but was not met for Personal effectiveness and growth. QA criterion was also not met in the indirect measures.

- For personal effectiveness and growth, the rigor and number of evaluations needs to be increased. As per the student feedback taken in the midst of the semester: improvements in the content delivery should be done. The impact of the step taken should be reviewed by considering the results of indirect measurement.

- The QA criteria was met for Business communication, HRM and Summer internship viva and therefore students are performing well on this trait.
### Learning Goal 5: Ethical Behavior, Social Responsibility, Sustainable Attitude

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Method</th>
<th>Desired Outcome</th>
<th>Actual Outcome</th>
<th>Closing the loop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Batch 2015-17</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to demonstrate an awareness of ethical and sustainability issues in business and society</td>
<td>Trait 5.1: Ability to demonstrate understanding of relevant stakeholders and their stakes</td>
<td>Direct Measures</td>
<td>70% of the students should meet the QA criterion with satisfactory or above</td>
<td>85% of students met the QA criterion in Corporate Governance and Ethics. 76% of students met the QA criterion in Basic of Financial Management</td>
<td>Based on the previous closing the loop, an ethical training was scheduled for the finance students. The faculty team organizing the ethical training by CFA Institute expert felt that the students were not interested in attending the training as it was a non-credit course. Thus, from the year 2018-20 there will be a project in Semester III in which finance students will do CFA Ethics training under the credit earning course. To ensure ethical conduct by students in their third-party interaction such as events and placements, briefing was given to them by Director and Faculty mentor before starting of summer placements, final placements and NEEV (cultural event).</td>
</tr>
<tr>
<td></td>
<td>Trait 5.2: Ability to propose solutions that are informed by ethical analysis of situations and its impact on individuals and organizations</td>
<td>Indirect Measures</td>
<td>Ethical reporting (plagiarism check) of summer internship reports.</td>
<td>77.1% of students met the QA criterion.</td>
<td>The AOL team felt the need of stringent the QA criterion, thus it was decided to increase the QA level.</td>
</tr>
<tr>
<td><strong>Batch 2016-18</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to demonstrate an awareness of ethical and sustainability issues in business and society</td>
<td>Trait 5.1: Ability to demonstrate understanding of relevant stakeholders and their stakes</td>
<td>Direct Measures</td>
<td>70% of the students should receive a satisfactory or above</td>
<td>85.38% of the students met the QA criterion in Concepts and AOL team felt it was late to imbibe and measure the ethical inclination of the students in Semester IV through the course.</td>
<td></td>
</tr>
</tbody>
</table>
### Stakeholders and their Stakes

**Trait 5.2:** Ability to propose solutions that are informed by ethical analysis of situations and its impact on individuals and organizations

<table>
<thead>
<tr>
<th>Embedded Assessment in Courses Viz. Concepts and Application in Sustainability and Corporate Governance and Ethics</th>
<th>Application in Sustainability. 24.77% of students met the QA criterion in Corporate Governance and Ethics.</th>
<th>of Corporate Governance and Ethics, thus AOL team suggested to measure the LG 5 in other courses apart from the course directly designed to measure the LG. AOL team felt as ethics are a very integral part of business school education, there should be more course embedded assessment of ethics in other courses. AOL team after a due discussion with concerned faculty suggested measuring ethical behavior of individuals in the core course of Organizational Behavior in Semester I of Batch 18-20.</th>
</tr>
</thead>
</table>

#### Indirect Measures

**EARN Drive**

- EARN Drive was undertaken by students.
- 70% of students should score $\geq$ to 13 out of 20.
- 79.54% of students met the QA criterion.

EARN is a social responsibility initiative where students are sent for working in an organization for one day and the money earned by them is given to an NGO. AOL team felt that one day was not enough to imbibe the social responsibility among the students, thus it was decided that from next year onwards EARN will be for 3 days, where students will go and work in an organization for 3 days and donate the money to an NGO. Also, the AOL team along with the faculty in-charge decided to start a new initiative called "Teach a Child", in which students will go to a nearby municipality school and teach them for 3 days in a year.

**Indirect Measures**

- Ethical reporting (plagiarism check) of summer internship reports
- 70% of students score $\geq$ to 12 out of 15.
- 68.49% of students met the QA criterion.

There is scope for further counseling the students in terms of the requirement of plagiarism check. During the Marketing research course, the students will be explained the methodology of writing without invoking plagiarism check by crafting the content in one’s own words and adding ones experiences and insights to make the discussion rich and fruitful.

**Batch 2017-19**
AACSB Assurance of Learning Report

<table>
<thead>
<tr>
<th>Trait 5.1: Ability to demonstrate understanding of relevant stakeholders and their stakes</th>
<th>Direct Measures</th>
<th>70% of the students should meet the QA criteria with satisfactory or above</th>
<th>83.5% of students met the QA criterion in Introduction to Financial Management.</th>
<th>To continue with same method of assignment for Introduction to Financial Management and Corporate Social Responsibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait 5.2: Ability to propose solutions that are informed by ethical analysis of situations and its impact on individuals and organizations</td>
<td><strong>Indirect Measures</strong></td>
<td>Ethical reporting (plagiarism check) of summer internship reports</td>
<td>80% of students score &gt; 13 out of 15.</td>
<td>87.32% of students met the QA criterion.</td>
</tr>
</tbody>
</table>

### Appendix 2 (B): Mapping of Learning Goals, Measurement Methods, Outcomes & Closing the Loop of MBA Program in Infrastructure Development and Management

<table>
<thead>
<tr>
<th>Learning Goal 1: Interpersonal Skill and Team Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Batch 2016 -18</strong></td>
</tr>
</tbody>
</table>
| Ability to interact and communicate effectively and able to co-operate | **Trait 1.1.** Student will be able to adapt his/ her communication style to connect with others | **Direct Measures:** For trait 1.1, Course Embedded Assessment are used as | 70% of students should score satisfactory or above in the course embedded assessments | For the subject: Infrastructure Planning and Development, Trait 1 was met by 90% of the students | \[**Trait 1.1:** Case study based assessments will continue to be a part of the curriculum in subsequent academic years. It has been recommended by the AOL team, that the difficulty level of the\]
<table>
<thead>
<tr>
<th>Trait 1.1.</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
<th>Batch 2017 -19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to interact and communicate effectively and able to co-operate effectively in a team</td>
<td>75% of students should score satisfactory or above in the course embedded assessments For the subject: Infrastructure Planning and Development, Trait 1 was met by 85% of the students</td>
<td>70% should rate the traits 3 or above out of 5 85% students rated themselves &gt; 3 in trait 1. 94% students rated themselves &gt; 3 in trait 2</td>
<td>Trait 1.1. Based on past feedback the QA criteria for 2017-19 has been revised upwards. Case study based assessments will continue to be a part of the curriculum in subsequent academic years.</td>
</tr>
<tr>
<td>Trait 1.2.</td>
<td>Student will be able to adapt his/her communication style to connect with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 1.2.</td>
<td>Student will be able interact and cooperate effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For trait 1.1 Course Embedded Assessment are used as direct measures in the subjects:</td>
<td>For the subject, Cases in Project Business Strategy, again Trait 1 was met 80.4% of all the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For the subject, Business Communication, all students achieved the QA criterion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cases in Project Business Strategy 90% of the students were able to achieve the desired outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 1.2:</td>
<td>In addition to the current assessment methods, Presentation based evaluations will be impressed upon from Semester – I onwards to inculcate the trait in students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trait 1.2: Assessment has to be increased, so as to make the evaluation tough for the students. Feedback to this effect was provided to the faculty team, in order to make the assessments tougher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 1.2. Student will be able interact and cooperate effectively within a team</td>
<td>Direct Measures</td>
<td>Indirect Measures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Trait 1.2 Course Embedded Assessment are used as direct measures in the subjects:</td>
<td>Exit Survey of students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Communication (Semester-I) Cases in Project Business Strategy (Semester-IV)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment Components: Group presentations in both subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70% of students should score satisfactory or above in the course embedded assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For the subject, Business Communication, all students achieved the QA criterion.</td>
<td>70% should rate the traits 3 or above out of 5 85% students rated themselves &gt; 3 in trait 1. 94% students rated themselves &gt; 3 in trait 2</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Goal 2: Critical and Integrative Thinking Ability

<table>
<thead>
<tr>
<th>Batch 2016-18</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 2: Critical and Integrative Thinking Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Trait 2.1: Ability to identify, analyze and interpret relevant

<table>
<thead>
<tr>
<th>Ability to think critically and apply integrative</th>
<th>Trait 2.1</th>
<th>Direct Measures</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Trait 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were assessed</td>
<td>70% of students should score satisfactory or above in the course embedded</td>
<td>For the subject Project Management: (Trait 1)-Target was achieved</td>
<td>Case study based assessments will continue to be a part of the curriculum in subsequent academic years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee events like InfraBlaze and InfraBlitz along with participation on organized events such as SHAPATH and T.E.A.C.H are student driven. These provide platforms to improve their interpersonal skills and team effectiveness. Further, students are deployed on internships with government agencies/outfits in order to gain experiential learning. The same initiative of live internships shall continue in subsequent academic years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge from various disciplines</td>
<td>issues</td>
<td>through a course embedded assessment in two core courses that is:</td>
<td>assessments.</td>
<td>by all students</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------</td>
<td>---------------------------------------------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Management (Semester-I)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Private Partnership (Semester-II)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indirect Measures**

An exit survey was conducted by the AOL team to record students’ response on different learning goal items on a Likert scale of 1-5.

- **70% should rate the traits 3 or above out of 5**

**Trait 2.1:**

82.76% of the students scored themselves 3 out of a maximum score of 5.

**Trait 2.2:**

The subject Public Private Partnership: Trait 1 was met by all students.

**Trait 2.3:**

For the subject Public Private Partnership: Trait 1 was met by all students.

**Indirect Measures**

An exit survey was conducted by the AOL team to record students’ response on different learning goal items on a Likert scale of 1-5.

- **70% should rate the traits 3 or above out of 5**

**Trait 2.1:**

82.76% of the students scored themselves 3 out of a maximum score of 5.

**Trait 2.2:**

The subject Public Private Partnership: Trait 1 was met by all students.

**Trait 2.3:**

For the subject Public Private Partnership: Trait 1 was met by all students.

<table>
<thead>
<tr>
<th><strong>Trait 2.2. Ability to demonstrate skills of analysis and synthesis of relevant data</strong></th>
<th>Indirect Measures</th>
<th>Direct Measures: Following subjects course embedded assessments were considered for this trait: Project Management (Semester-I) Roads and Highways (Semester-II)</th>
<th>70% of students should score satisfactory or above in the course embedded assessments</th>
<th>For the course, Project Management: 98% of the students achieved the QA criterion. Roads and Highways 30% of the students were able to fit in the “Satisfactory” and “Good” categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Indirect Measures</strong></td>
<td>An exit survey was conducted by the AOL team to record students’ response on different learning goal items on a Likert scale of 1-5.</td>
<td><strong>Trait 2:</strong> 75.9% of the students scored themselves 3 and more, out of a maximum score of 5.</td>
<td><strong>Trait 2.2:</strong> The subject Roads, Highways and Bridges, the technical concepts were not well understood by the students, and hence the scores were low. Feedback was provided to the concerned faculty. Additionally, more experiential learning via site visits and internships will be encouraged in Semester-III.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Trait 2.3. Ability to combine knowledge from various disciplines</strong></th>
<th>Direct Measures: Following subjects course embedded assessments were considered for this trait: Project Management (Semester-I) Summer Projects VIVA (Semester-III)</th>
<th>70% of students should score satisfactory or above in the course embedded assessments.</th>
<th>For the course Project Management: 23% of the students achieved the QA criterion. Summer Project VIVAs 96% of the students were able to fit in the “Satisfactory” and “Good” categories</th>
<th><strong>Trait 2.3:</strong> In Semester-I, students exhibited poor performance in this trait. However, evidence of good application of knowledge learnt can be seen through students’ summer internship projects. Based on this feedback, summer internships are being proposed to be extended to 6 credits in 2018-20, from earlier credit load of 4 credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indirect Measures</strong> Corporate mentor</td>
<td><strong>70% should rate the traits 3 or above out of 5</strong></td>
<td><strong>Target was achieved (100% of students met QA criterion)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Learning Goal 2: Critical and Integrative Thinking Ability (Continued)

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait 2.33:</td>
<td>Ability to combine knowledge from various disciplines</td>
<td>Direct Measures: Following subjects course embedded assessments</td>
<td>70 % of students should score satisfactory or above in the course embedded assessments</td>
<td>For the course Project Management: Target was achieved by 90% of the students</td>
<td>For Project Management, students failed to apply the concepts on the case study provided. Also the AOL...</td>
</tr>
</tbody>
</table>
Learning Goal 3: Awareness of global business and regional business practices

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batch 2016-18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait</td>
<td>3.1: Understanding global business concepts</td>
<td>Direct Measures</td>
<td>Trait 3.2: Ability to apply global understanding to organizational issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
<td>----------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to understand relevant concepts pertaining to global business issues</td>
<td>For Trait 3.1 Students are tested through a midterm examination in the subject of Managerial Economics (Semester-I) and assignment based assessment conducted in Project Risk Management (Semester-III). The assessments tested the students on two components: Conceptual understanding and application of concepts.</td>
<td>For trait 3.2 Following subjects course embedded assessments were considered for this trait: Managerial Economics (Semester-I) Advanced Contract Management (Semester-III)</td>
<td>70% of the students should receive a satisfactory and above score in this measure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the course Managerial Economics: 82% of the students could meet the desired outcomes.

For the course Project Risk Management: 90% of the students met the set QA criteria.

For the course, Managerial Economics: 98.03% of the students met the desired outcomes.

For the course, Advanced Contract Management about 70% of the students met the desired criteria.
<table>
<thead>
<tr>
<th>Trait</th>
<th>Direct Measures:</th>
<th>Indirect Measures for Trait 3.1 and 3.2</th>
<th>Trait 3.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1: Understanding global business concepts</td>
<td>For trait 3.1, Students are tested through a midterm examination in the subject of Managerial Economics (Semester-I) and Urban Infrastructure (Semester-II). The assessments tested the students on two components: Conceptual understanding and application of concepts. For Trait 3.2, Following subjects course embedded assessments were considered for this trait: Managerial Economics (Semester-I) Supply Chain Management (Semester-II)</td>
<td>In-class discussion on current issues – both global and local.</td>
<td>In Urban Infrastructure, more focus is now being put on understanding changing policies that directly/indirectly impact the businesses.</td>
</tr>
<tr>
<td>3.2: Ability to apply global understanding to organizational issues</td>
<td>70% of the students should receive a satisfactory and above score in this measure.</td>
<td>This indirect measure is aimed to improve quality of research work done by students in Semester-III and Semester-IV and in their summer internships. 70% of the students should secure “satisfactory” and “Good” scores In identified subjects.</td>
<td>In managerial economics, more focus is being laid on discussing current global and organizational issues, using more case based in-class discussions</td>
</tr>
</tbody>
</table>

For the course Managerial Economics: 85% of the students could meet the desired outcomes.

For the course Urban Infrastructure: 72.5% of the students met the set QA criteria.

For the course Managerial Economics: 72.5% of the students could meet the desired outcomes.

For the course, Supply chain management 75% of the students exhibited more than “Satisfactory” performance.

For the course, Urban Infrastructure: 79.5% students met the QA criterion for trait 1 and 87.2% of the students met the QA criteria set for Trait 2.
### Learning Goal 4: Effective Communication

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batch 2016-18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Trait 4.1:</strong> Ability to communicate verbally in an organized, clear, and persuasive manner</td>
<td><strong>Direct Measures</strong>&lt;br&gt;For trait 4.1, students were assessed through a course embedded assessment in two core courses viz., Research Projects (Semester-III) &amp; Tendering, Bidding and Contracting (Semester-I)</td>
<td>88% of the students met the desired outcomes.</td>
<td>For the course Research Projects viva was conducted: 88% of the students could meet the desired outcomes.</td>
<td>Trait 4.1: While the students met the QA criteria for this trait, it is felt that students need more grooming in soft skills - such as presentations and written skills. There will be more emphasis on presentation-based assessments under &quot;Business Communication&quot; semester – I onwards. Additionally, the QA criteria will be enhanced for this trait in the next academic year. It is observed that while students perform well in verbal communication based assessments, they perform less than optimally in written evaluations. Hence it is proposed that more emphasis be provided on written assignments and projects.</td>
<td></td>
</tr>
<tr>
<td><strong>Trait 4.2:</strong> Ability to write and present comprehensively</td>
<td><strong>For trait 4.2:</strong> Following subjects course embedded assessments were considered for this trait: Project Management (Semester-I) Roads and Highways (Semester-II)</td>
<td>70% of the students should receive a satisfactory and above score in this measure.</td>
<td>For the course Tendering, Bidding and Contracting 72.5% of the students met the set QA criteria.</td>
<td>Inputs will be provided by way of more presentation based assessments, and mock interviews, before the summer internships.</td>
<td></td>
</tr>
<tr>
<td><strong>Indirect Measures</strong>&lt;br&gt;An exit feedback was captured by the AOL committee to capture students' response on different learning goal items on a Likert scale of 1-5</td>
<td>70% of students should rate themselves ≥ 3 out of 5</td>
<td>Percentage of students who rated themselves 3 or above for the trait 1 is 92.03%.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Batch 2017-19**
### Ability to demonstrate ability of verbal and written communication

**Trait 4.1:** Ability to communicate verbally in an organized, clear, and persuasive manner  
**Direct Measures:** Students were assessed through a course embedded assessment in two core courses viz. Tendering, Bidding and Contracting (Semester-I) & Project Feasibility and Financing (Semester-II)  
**70% of the students should receive a satisfactory and above score in this measure.**  
**For the course Tendering, Bidding and Contracting:** 75% of the students met the set QA criteria.  
**For the course Project Feasibility and Financing:** 95% of the students met the set QA criteria.  
**QA criteria have been increased for Subject: Tendering, Bidding and Contracting in 2017-19.**

**Trait 4.2:** Ability to write and present comprehensively  
**Direct Measures:** Following subjects course embedded assessments were considered for this trait: Project Management (Semester-I) Introduction to Power Sector (Semester-II) Summer Internship (Semester-III)  
**70% of the students should receive a satisfactory and above score in this measure.**  
**For the course Project Management:** 85% met the desired outcomes.  
**For Introduction to Power Sector:** 67.5% of the students met the desired criteria.  
**For Summer Internship:** 79% of the students met the QA criteria  
**Trait 4.2:** The AOL team felt that student’s performance in written communication was not optimal for core subjects. Inputs were provided by way of increased presentations in Semester-II, and mock presentations before the summer internships. Improvement in presentation skills can be seen when students presented during summer project VIVAs. Inputs provided to improve performance will continue.  
**Indirect Measures**  
**Mentor feedback from summer internships are considered as an indirect measure of this trait.**  
**70% of the students should score 12 out of a maximum score of 20.**  
**Assessments are still in process.**

### Learning Goal 5: Ethical Behavior, Social Responsibility, Sustainable Attitude

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Traits</th>
<th>Measurement Methods</th>
<th>Desired Outcomes</th>
<th>Actual Outcome</th>
<th>Closing the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Batch 2016-18</strong></td>
<td><strong>Trait 5.1:</strong> Ability to demonstrate an awareness of ethical and sustainability issues in</td>
<td><strong>Direct Measures:</strong> Students were assessed through a course embedded assessment in</td>
<td><strong>70% of the students should receive a satisfactory and above score in this measure.</strong></td>
<td><strong>Tendering, Bidding and Contracting:</strong> 74.50% of the students could meet</td>
<td><strong>Trait 5.1:</strong> In view of the fact that both the subjects are important from the perspective of student employability, the assessments will be kept stringent.</td>
</tr>
<tr>
<td>Trait 5.2: Ability to propose solutions that are informed by ethical analysis of situations and its impact on individuals and organizations</td>
<td>Direct Measures: Following subjects course embedded assessments were considered for this trait:</td>
<td>70% of the students should receive a satisfactory or above score in this measure.</td>
<td>76.4% of the students met the set QA criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tendering, Bidding and Contracting (Semester-I)</td>
<td>Public Private Partnership (Semester-II)</td>
<td>the desired outcomes.</td>
<td>The AOL team feels that this trait is not being measured substantially, and more assessments need to be designed to check the learning of this trait. Subject Basics financial management is recommended to check learning on this trait.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 5.1: Ability to demonstrate an awareness of ethical and sustainability issues in business and society and their stakes</td>
<td>Direct Measures: For trait 5.1, Students were assessed through a course embedded assessment in two core courses: Tendering, Bidding and Contracting (Sem-I) Public Private Partnership (Sem-I)</td>
<td>70% of the students should receive a satisfactory and above score in this measure.</td>
<td>66.7% met the desired outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tendering, Bidding and Contracting (Sem-I)</td>
<td>Public Private Partnership (Sem-I)</td>
<td>the desired outcomes.</td>
<td>Roads and Highways 64.7% of the students met the desired criteria.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 5.2: Ability to propose solutions that are informed by ethical analysis of situations and its impact on individuals and organizations</td>
<td>For trait 5.2, Following subjects course embedded assessments were considered for this trait: Basics of Financial Management (Sem-I) Renewable Energy Sources (Sem-I)</td>
<td>the desired outcomes.</td>
<td>Project Management: 66.7% met the desired outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basics of Financial Management (Sem-I)</td>
<td>Renewable Energy Sources (Sem-I)</td>
<td>the desired outcomes.</td>
<td>Roads and Highways 64.7% of the students met the desired criteria.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Batch 2017-19**

<table>
<thead>
<tr>
<th>Trait 5.1: Ability to demonstrate an awareness of ethical and sustainability issues in business and society and their stakes</th>
<th>Direct Measures: For trait 5.1, Students were assessed through a course embedded assessment in two core courses: Tendering, Bidding and Contracting (Sem-I) Public Private Partnership (Sem-I)</th>
<th>70% of the students should receive a satisfactory and above score in this measure.</th>
<th>66.7% met the desired outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tendering, Bidding and Contracting (Sem-I)</td>
<td>Public Private Partnership (Sem-I)</td>
<td>the desired outcomes.</td>
<td>Project Management: 66.7% met the desired outcomes.</td>
</tr>
<tr>
<td>Trait 5.2: Ability to propose solutions that are informed by ethical analysis of situations and its impact on individuals and organizations</td>
<td>For trait 5.2, Following subjects course embedded assessments were considered for this trait: Basics of Financial Management (Sem-I) Renewable Energy Sources (Sem-I)</td>
<td>the desired outcomes.</td>
<td>Roads and Highways 64.7% of the students met the desired criteria.</td>
</tr>
<tr>
<td>Basics of Financial Management (Sem-I)</td>
<td>Renewable Energy Sources (Sem-I)</td>
<td>the desired outcomes.</td>
<td>Project Management: 66.7% met the desired outcomes.</td>
</tr>
</tbody>
</table>

**Indirect Measures**

<p>| Ethical reporting | 70% of students score &gt;then 10 out of 15. | 90 % of students met the QA criterion. | QA criteria were met for this trait. To enhance the learning on this trait, additional initiatives were also recommended. |
| (plagiarism check) of summer internship reports. |
|---|---|
| undertaken. EARN (Enable All to Revive and Nurture), which is a social responsibility initiative, involves the students to work for 3 days (increased from 1 day in 2016-18) and the money earned is directed towards charity. Prior to commencement of summer internships, students were briefed by faculty in-charge and director, about ethical report writing and data analysis, so as to make the final output richer and more in line with industry expectations. The students are also involved in “TEACH a Child” initiative where they will teach children from municipal schools nearby, for 3 days a year. This will measure the leaning of Trait 5.1. |</p>
<table>
<thead>
<tr>
<th>Learning Goal 6: Sound Technical Knowledge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal</strong></td>
<td><strong>Traits</strong></td>
</tr>
<tr>
<td><strong>Batch 2016-18</strong></td>
<td></td>
</tr>
<tr>
<td>Ability to demonstrate sound technical knowledge</td>
<td><strong>Direct Measures</strong></td>
</tr>
<tr>
<td></td>
<td>For trait 6.1, Students were assessed through a course embedded assessment in two core technical courses: Public Private Partnership (Sem-II) Advanced Contract Management (Sem-III) For trait 6.2, Following subjects course embedded assessments were considered for this trait: Renewable Energy Sources (Semester-II) Project Cost Management and Social Cost Benefit Analysis (Semester-III)</td>
</tr>
<tr>
<td></td>
<td><strong>Indirect Measures</strong></td>
</tr>
<tr>
<td></td>
<td>Guest lectures are organized the annual Infrastructure event “InfraBlaze” is held, in order to provide more technical inputs to the students.</td>
</tr>
<tr>
<td>Ability to demonstrate sound technical knowledge</td>
<td>Trait 6.1: Student exhibits sufficient understanding of technical concepts</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Trait 6.2: Student applied gained knowledge in solving problems/resolving issues</td>
<td>Direct Measures: For trait 6.2, following subjects course embedded assessments were considered for this trait: Infrastructure Planning and Development (Semester-I) Renewable Energy Sources (Semester-II)</td>
</tr>
<tr>
<td>Indirect Measure Students are encouraged to seek Live projects with corporate, urban local bodies and development institutions. This will test their understanding and application of technical concepts.</td>
<td>1 Live project per student, during their MBA degree duration.</td>
</tr>
</tbody>
</table>