Mission Statements for the Graduate Programs (MBA, PGDDSBA, PhD)

MBA Program's mission is to shape business leaders who are ethical and have

- the ability to comprehend local and global business environments from different cultural perspectives,
- sound knowledge in different functional areas of business and how these areas interface with each other,
- the ability to critically analyze business problems and take effective decisions in a manner that adds value to the organizations,
- the ability to communicate (written and oral) effectively,
- the ability to work in a team and possess necessary leadership/entrepreneurial skills,
- the ability to use relevant technology to achieve business objectives, and
- life-long learning skills.

PGDDSBA Program's mission is to shape Analytics business leaders who are ethical and who have

- the ability to leverage analytics to achieve strategic business objectives,
- the ability to manage analytics projects,
- sound knowledge in different functional areas of business and how these areas interface with each other,
- the ability to communicate (written and oral) effectively,
- the ability to work in a team and possess necessary leadership/entrepreneurial skills, and
- life-long learning skills

PhD Program's mission is to shape leading researchers who are ethical and have

- the ability to identify and handle research problems that can make significant and original contribution to the body of knowledge and practice,
- knowledge and ability to critique and synthesize literature in the area of specialization,
- the ability to design and implement a sound research design by using the appropriate tools,
- the ability to communicate scholarly work in journals and seminars, and
- Have life-long learning skills

Learning Goals, Learning Objectives, and Assessment Rubrics

for the Graduate Programs (MBA, PGDDSBA, PhD)

- Learning goals are school specific and mission driven

- Goals express what we want our students to be

- Objectives describe what we want our students to do

- Objectives are indicators of goals

- In order to be assessable, objectives must be written so they specify behaviors or products that we can observe

- Each learning goal may have multiple learning objectives

- Assessment rubrics are developed based on the learning objectives

Learning Goals and Objectives for MBA Program

At the end of the program the students will have:

(1) Disciplinary and Cross-disciplinary competencies

(2) Awareness of business environment (local and global)

(3) Critical thinking and analytical/problem solving/decision making skills

(4) Communication skills (written and oral)

(5) Analytics-related skills

(6) Entrepreneurial and leadership skills

(7) Understanding of business from ethical and cultural perspectives

(8) Life-long learning skills

<u>Learning Objectives for each Learning Goal:</u>

(1) Have disciplinary and cross-disciplinary competencies
   a. Understands and integrates effectively the disciplinary and cross-disciplinary competencies to solve business problems

(2) Have awareness of business environment (local and global)
   a. Understands and analyzes effectively the local and global environments to solve business problems

(3) Have critical thinking and analytical/problem solving/decision making skills
   a. Demonstrates critical thinking and analytical skills in correctly identifying business problems, analyzing and solving them to help decision making

(4) Have communication skills
   a. Demonstrates written communication skills through reports, term papers, project paper/case study
   b. Demonstrates oral communication/presentation skills through presentation in the class/forums

(5) Have technology skills
   a. Demonstrates the usage of technology skills for problem solving
   b. Demonstrates the usage of technology skills for communication

(6) Have entrepreneurial and leadership skills
   a. Demonstrates the ability to lead a team to perform a specific task

(7) Understanding of business from ethical and cultural perspectives
   a. Understands business from ethical perspectives by being able to identify ethical and cultural issues, stakeholders, and appropriate action

(8) Have life-long learning skills
   a. Demonstrates life-long learning skills in an unstructured environment by being able to retrieve information with little or no assistance
   b. Demonstrates life-long learning skills in an unstructured environment by being able to apply concepts learned

Avenues for Learning Goals ASSESSMENT

- Course-embedded
- Summer internship project (SIP)
- Exit survey
- Alumni survey
- Employer survey

LGs ASSESSED by each Avenue

Summary – LGs vs Avenues

LG	Course-embedded	Exit Survey	SIP	Alumni Survey	Employer survey
Critical thinking/decision making skills	x	x	x	x	x
Communication skills	x	x	x	x	x
Disciplinary and cross-disciplinary skills	x	x			x
Awareness of local and global environment	x	x		x	x
ICT skills	x	x			
Leadership and entrepreneurial skills		x	x		x
Understanding business from ethical/cultural perspectives	x	x		x	x
Life-long learning skills	x	x		x	x

Direct assessment – course-embedded, SIP, and employer survey

Indirect assessment – exit survey, alumni survey

Assessment Rubrics – MBA Program

1) Have disciplinary and cross-disciplinary competencies

    a. Understands and integrates effectively the disciplinary and cross-disciplinary competencies to solve business problems

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Knowledge of discipline and cross-disciplines**	Has a very poor comprehension of his/her discipline and other disciplines	Has a fair comprehension of his/her discipline. Struggles to understand the linkage with other disciplines.	Has a clear comprehension of his/her discipline and other disciplines.	Has a very clear comprehension of his/her discipline and other disciplines. Articulates the linkage between various disciplines clearly		40	
2	**Integration of different functional areas (disciplines) to solve business problems**	Fails to see the linkage between various disciplines and struggles to solve business problems.	Demonstrates ability to integrate different functional areas to solve business problems. The quality of the solution is not good.	Demonstrates ability to integrate different functional areas to solve business problems effectively.	Demonstrates ability to integrate different functional areas to solve business problems effectively. Explains very clearly how the process of integration between various disciplines takes place to solve various business problems.		60	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

2) Have awareness of business environment (local and global)

a. Understands and analyzes effectively the local and global environments to solve business problems

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Knowledge of the business environment (law, politics, culture, technology, and economics)**	Has a poor comprehension of the environment in which the business operates.	Understands the local and the international environment in which the business operates.	Understands clearly the local and the international environment in which the business operates.	Understands very clearly the local and the international environment in which the business operates. Predicts the changes in the environment that can take place.		20	
2	**Identification of global/local factors**	Does not identify some or all of the following relevant global/local factors: Economic, Cultural, Legal, demographic	Identifies some of the relevant factors	Identifies most of the relevant factors clearly.	Identifies relevant factors and details them clearly.		20	
3	**Analysis of global/local factors**	Does not analyze the impact of relevant global/local issues -- Erroneous analysis of impact	Provides some analysis of impact of global/local factors; some inaccuracies in analysis	Provides clear, accurate and somewhat detailed analysis of impact of relevant global/local factors	Provides clear, accurate and detailed analysis of impact of relevant global/local factors. Explains the interaction between various factors		30	
4	**Application of analysis to management situation/problem**	Fails to apply analysis to specific management situation/problem. Makes incorrect conclusions or recommendations	Provides some application of analysis to specific management situation/problem. Makes weak conclusions or recommendations	Provides clear application of analysis to specific management situation/problem. Gives valid conclusions and good recommendations	Provides clear application of analysis to specific management situation/problem. Makes valid conclusions and good recommendations. Explains the implications.		30	

3) Have critical thinking and analytical/problem solving/decision making skills

    a. **Demonstrates critical thinking and analytical skills in correctly identifying business problems, analyzing and solving them to make decisions**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Identification and summarization of problem at issue**	Does not identify and summarize the problem, is confused or identifies an inappropriate problem	Identifies the problem but does not summarize it effectively	Identifies and summarizes the problem effectively	Identifies and summarizes the problem very effectively. Recognizes the nuances of the problem.		20	
2	**Specification of key assumptions**	Does not surface the assumptions and ethical issues	Identifies some of the key assumptions and ethical issues	Identifies all the key assumptions and the ethical issues	Identifies all the key assumptions and the ethical issues. Questions the validity of the assumptions and the ethical issues		10	
3	**Identification of relevant information / sources required to solve the problem**	Does not identify the relevant information / source. Uses irrelevant information to solve the problem	Identifies some relevant information/sources to solve the problem.	Identifies the relevant information/source to solve the problem.	Identifies the relevant information/source to solve the problem. Specifies the shortcomings of the information/source.		20	
4	**Synthesis of information / data from various sources**	Does not synthesize the information to identify and solve the problem or does not know to synthesize the information	Synthesizes information/data from some sources. Struggles to solve the problem.	Synthesizes the data/information effectively to identify and solve the problem	Synthesizes the data/information very effectively to identify and solve the problem. Understands the characteristics of the information.		20	

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
5	**Provision of evidences and quality of evidence**	Merely repeats information provided, taking it as truth or denies evidence without proper justification.	Provides some evidence and the source of evidence. Does not question its accuracy, precision, relevance, and completeness.	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness.	Observes causes and effects and addresses existing and potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments		10	
6	**Application of qualitative/quantitative tools to analyze and solve problems**	Does not use the right tools to solve the problem.	Identifies the right tools but does not use them effectively to solve the problem.	Identifies the right tools and uses them effectively to solve the problem.	Uses combination of right tools (triangulation) to solve the problem.		10	
7	**Conclusions, implications and consequences**	Fails to identify and discuss conclusions, implications, and consequences of the issue.	Identifies conclusion, implications, and consequences but do not discuss them forcefully.	Identifies and discusses conclusion, implications, and consequences. Specifies the decisions to be taken	Objectively reflects upon own assertions. Specifies clearly the decisions to be taken		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

4) Have communication skills

a. Demonstrates written communication skills through reports, term papers, project paper/case study

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Purpose/Aim**	The purpose and the aim of the paper are not clear to the reader.	The organization, style, and content sometimes interfere with the purpose and aim of the paper.	The organization, style, and content are good and explain the purpose and aim of the paper.	The organization, style, and content are excellent and explain the purpose and aim of the paper very clearly.		25	
2	**Explanation of ideas**	Most ideas are unsupported and very confusing. The reasoning is flawed.	Presents ideas but the supports are inconsistent. Reasoning is not clear.	Supports most ideas with good evidence and reasoning	Explores ideas with sound arguments and evidences. Reasoning is very effective.		25	
3	**Logic & organization**	Does not develop ideas cogently and logically, ineffective organization, unclear introduction, and conclusion	Develops and organizes ideas in paragraphs that are not well connected. There is some evidence of organization. Introduction and conclusions not well focused.	Develops unified and coherent ideas within paragraphs and the transition from one paragraph to another is good. Organization, introduction, and conclusion are good.	Develops ideas cogently and logically with very good connection between paragraphs. Organization, introduction, and conclusion are very good.		20	
4	**Language usage**	Uses words that are unclear, sentence structure lacks clarity, errors are seriously distracting	Word forms and sentence structures are adequate to convey basic meaning. However, there are errors that cause distraction.	Word forms and sentence structures are effective. There are errors but these do not cause distraction.	Employs the most apt words and sentence structures are concise and very effective.		20	

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
5	**Spelling & grammar**	Writing contains numerous spelling and grammatical errors. Very difficult to comprehend.	Frequent errors in spelling and grammar interfere with comprehension.	There are minor errors. But the general conventions of spelling and grammar have been followed.	The writing is error free in terms of spelling and grammar.		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Have communication skills

b. **Demonstrates oral communication/presentation skills through presentation in the class/forums**

	Traits	Performance levels				Score	Wt. (%)	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
1	**Presentation of ideas**	Does not present the ideas cogently and logically. There is more evidence of 'random ramblings'. The purpose of the presentation is not clear.	Does present some ideas cogently and logically. The presentation at times is unclear. Opening and conclusion are acceptable.	Does present ideas effectively. Opening and conclusion are good.	Does present ideas in an excellent manner. The organization and the presentation are excellent.		25	
2	**Non-verbal communication**	Exhibits very poor body language. Does not have any eye contact with the audience and appears to avoid the audience.	Makes eye contact with the audience at times. But the behavior is not consistent.	Makes good eye contact with the audience. The body language is good.	Makes excellent eye contact with the audience. The body language is pleasing. .		10	
3	**Confidence and ability to answer questions**	Exhibits a very low level of confidence and appears visibly 'shaky'. Finds it difficult to answer questions.	Exhibits low level of confidence at times. Does not appear to be confident in answering questions	Exhibits a high level confidence. Does a good job in answering questions.	Exhibits a very high level of confidence. Is perfectly at ease while answering questions.		15	
4	**Appropriate use of visual aids**	Uses visual aids very poorly and the use interferes with the presentation	Uses visual aids but not very effective in aiding the presentation. The usage distorts the presentation at times.	Uses visual aids effectively. The usage of technology flows with the presentation.	Uses visual aids very effectively. The usage enhances the quality of presentation.		15	

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**			
5	**Pronunciation & intonation**	Has a very poor pronunciation skills and the voice is barely audible.	Has an acceptable level of pronunciation skills but at times is poor. The voice is audible.	Has a good pronunciation and intonation skills.	Speaks with a commanding voice and has excellent pronunciation and intonation skills.		15	
6	**Grammar & vocabulary**	Has very poor choice of words and makes numerous grammatical errors.	Uses acceptable words and makes few grammatical errors. These errors do not interfere in understanding the presentation.	Has good choice of words and makes very few grammatical errors.	Has excellent choice of words and makes no grammatical errors.		10	
7	**Appearance**	Has a very poor sense of attire and appearance does not reflect a "business appearance".	Is well groomed and the appearance is acceptable for business presentations.	Is well groomed and has a good "business appearance.	Is very well groomed and has a very pleasing and professional appearance.		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

5) Have technology-related skills

    a. Demonstrates the usage of technology skills for problem solving
    b. Demonstrates the usage of technology skills for communication

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Usage of technology for problem solving**	Does not demonstrate the ability to use technology for problem solving – very poor in using technology for problem solving	Demonstrates a fair degree of proficiency in solving problems using technology. Does not have knowledge of multiple tools	Demonstrates a good degree of proficiency in solving problems using technology. Has some knowledge of multiple tools.	Demonstrates a high degree of proficiency in solving problems using technology. Have knowledge of multiple tools		50	
2	**Usage of technology for communication**	Does not demonstrate the ability to use technology for communication – very poor in using technology for written and oral presentations	Demonstrates a fair degree of proficiency in communicating using technology. Uses technology but does not use it effectively	Demonstrates a good degree of proficiency in communicating using technology. Uses technology effectively for written and oral presentations	Demonstrates a high degree of proficiency in communicating using technology. Uses technology to the fullest extent in written and oral presentations.		50	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

6) <u>Have leadership and entrepreneurial skills</u>

a. Demonstrates the ability to lead a team to perform a specific task

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Confidence**	Gives an impression of reluctance or uncertainty about exercising leadership	Looks comfortable and confident in exercising leadership duties at times. Does not exhibit consistent behavior	Looks comfortable and confident in exercising leadership duties	Uses strong verbal and non verbal behavior to convey authority and concern		20	
2	**Balance between task and interpersonal relations**	Focuses exclusively on task to be accomplished without regard to the people or focuses exclusively on interpersonal relations without regard to task	Appears to balances the need for task accomplishment with the needs of individuals in the group at times	Balances the need for task accomplishment with the needs of individuals in the group.	Assigns tasks to members whose unique talents contribute directly to the task. Uses positive reinforcement. Delegates as needed.		20	
3	**Ability to Listen**	Asks for ideas or suggestions but neglects to consider them.	Asks for ideas and suggestions and uses them occasionally	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.	Provides summary of important discussions at regular intervals		25	
4	**Remain Focused**	Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored	Neither gives many suggestions nor distracts the group with irrelevant discussions	Keeps group on track by managing time, providing coaching or guidance, or resolving differences as needed. Intervenes when tasks are not moving toward goals	Develops and adheres to a calendar of activities and/or checklists.		25	

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
5	**Agenda**	Has an incomplete or vague agenda for the group	Has an agenda but some of the items are not clear	Has a clear agenda for the group	Circulates a prepared agenda in advance		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

7) Understanding of business from ethical and cultural perspectives

   a.   **Understands business from ethical and cultural perspectives by being able to identify ethical/cultural issues, stakeholders, and appropriate action**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Identification of ethical/ cultural dilemma**	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts. Does not ascertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered the pertinent facts. Ascertains exactly what must be decided.		25	
2	**Consideration of stakeholders**	Is unsure as to who should be involved in the decision making process.	Has a fair idea about who should be involved in the decision making process but cannot identify all the stakeholders	Determines who should be involved in the decision making process and accurately identifies all the stakeholders	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders		25	
3	**Analysis of alternatives and consequences**	Begins to apprise the relevant facts and assumptions and identifies some alternatives	Clarifies at most two alternatives and predicts the associated consequences in detail.	Clarifies at least two alternatives and predicts the associated consequences in detail.	Clarifies a number of alternatives and evaluates each based on whether or not there is interest and concern over the welfare of the stakeholders.		25	
4	**Choice of an action**	Has difficulty identifying appropriate course of action from among alternatives	Formulates an implementation plan that is not complete	Formulates an implementation plan that delineates the execution of decision	Formulates an implementation plan that delineates the execution of decision. Reflects on the benefits and risks of action		25	

   Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

8) Have life-long learning skills

a. **Demonstrates life-long learning skills in an unstructured environment by being able to retrieve information with little or no assistance**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Retrieval of relevant information with little or no assistance**	Does not have the ability to retrieve relevant information for handling business problems. Always requires assistance to seek/retrieve	Has the ability to seek/retrieve information. Some of them are irrelevant or requires some assistance in retrieving.	Adept at retrieving/seeking relevant information.	Adept at retrieving/seeking relevant information. Seeks information from various new sources on his/her own		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Have life-long learning skills

b. **Demonstrates life-long learning skills in an unstructured environment by being able to apply concepts learned**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Usage/application of concepts learned in/to practical and real-life situations**	Does not have the ability to apply the concepts learned.	Has the ability to apply to some situations or applies with some assistance.	Proficient in applying the concepts learned.	Proficient in applying the concepts learned. Applies the concepts in an unstructured problem situation.		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Assessment Rubrics for Project Paper

Learning Goals addressed are:

- **Have life-long learning skills**
- **Have critical thinking and analytical skills (problem solving and decision making)**
- **Have technical skills including ICT**
- **Have communication skills (written)**

	Traits/Characteristics	Performance levels				Score	Wt. (%)	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**			
1	**Identification of research issues / problems**	Does not identify the issues or identifies them inappropriately	Identifies few relevant issues but significant issues are omitted	Identifies most of the relevant issues and some are omitted	Identifies all the relevant issues		15	
2	**Review of Literature**	Does not discuss the literature adequately; does a poor job in summarizing the relevant literature	Does an adequate job in discussing the literature; weak in critical analysis and summary	Does a good job in discussing the literature; critically analyzes but does not summarize effectively	Does an excellent job in discussing the literature; critically analyzes and summarizes effectively		15	
3	**Design of Research framework**	Research framework is weak; no relation with the literature and the research issues	Adequate research framework; there is a link with the literature and the research issues; some major weaknesses exist	Good research framework; there is a good link with the literature and the research issues; some minor weaknesses exist	Sound research framework; there is a strong link with the literature and the research issues		20	
4	**Design of Methodology**	Is designed poorly; cannot or insufficient to address the research issues	Is adequately designed; but some major issues may not be addressed	The methodology is good and can address most the research issues	The methodology is sound and can address all the research issues		20	

	Traits/Characteristics	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
5	**Analysis and discussion**	The analysis is inappropriate; has used wrong analysis tools; discussion is sloppy	The analysis tools are acceptable; interpretation and discussion are weak	The analysis tools are appropriate; interpretation is correct; some weaknesses are seen in discussion	The analysis tools are appropriate; interpretation is correct; discussions are very good; manages to tie the results with the research issues		20	
6	**Writing style**	The style is sloppy and is difficult to read because of the sentence structures and grammatical errors	The style is adequate; there are errors in many places	The style is smooth, easy to read, and grammatically correct in most of the places; there are some errors	The style is smooth, easy to read, and grammatically correct		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Assessment Rubrics for Case Study

Learning Goals addressed are:

- **Have life-long learning skills**
- **Have critical thinking and analytical skills (problem solving and decision making)**
- **Have technical skills including ICT**
- **Have communication skills (written)**

	Traits/Characteristics	Performance levels				Score	Wt. (%)	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
1	**Identification of issues**	Does not address the issues or addresses them inappropriately	Addresses few issues and some major ones are omitted	Addresses most of the major issues and some minor ones are omitted	Addresses all the major and minor issues		15	
2	**Identification of alternate options**	Does not identify alternate options to address the issues or identifies inappropriate options	Identifies few alternate feasible options	Identifies most of the alternate feasible options	Identifies most of the alternate feasible options and demonstrates creativity and ability to integrate various concepts in creating options		15	
3	**Identification of criteria to choose an option**	Does not present a coherent set of criteria that are tied to the context of the case	Presents and discusses a coherent set of few criteria. Some relevant criteria are missing	Presents and discusses a coherent set of criteria	Presents and discusses thoroughly a coherent set of criteria		20	
4	**Evaluation of options – qualitative/quantitative**	Does not evaluate correctly; evaluation is not in line with the facts of the case and the criteria	Evaluates adequately; some are not in line with the facts of the case and criteria	Evaluates correctly and is in line with the criteria and the facts of the case	Evaluates correctly and is in line with the criteria and the facts of the case; uses the data creatively to uncover information		20	

	Traits/Characteristics	Performance levels				Score	Wt.	Marks
5	**Selection of option based on evaluation**	Selects in a way that does not establish link between evaluation and option selected	Selects in a way that shows adequate link between analysis and the option selected	Selects in a way that shows a good link between analysis and the option selected	Selects in a way that shows a strong link between analysis and the option selected		20	
6	**Writing style**	The style is sloppy and is difficult to read because of the sentence structures and grammatical errors	The style is adequate; there are errors in many places	The style is smooth, easy to read, and grammatically correct in most of the places; there are some errors	The style is smooth, easy to read, and grammatically correct		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

<u>Learning Goals and Learning Objectives – PGDDSBA Program</u>

At the end of the program the students will have:

(1) Critical thinking and analytical/problem solving/decision making skills

(2) Communication skills (written and oral)

(3) Specialized knowledge in the area of Data Science and Business Analytics

(4) Entrepreneurial and leadership skills

(5) Understand business from ethical and cultural perspectives

(6) Life-long learning skills

Learning Objectives for each Learning Goal:

(1) Have critical thinking and analytical/problem solving/decision making skills
   a. Demonstrates critical thinking and analytical skills in correctly identifying business problems, analyzing and solving them to help decision making

(2) Have communication skills
   a. Demonstrates written communication skills through reports, term papers, project paper/case study
   b. Demonstrates oral communication/presentation skills through presentation in the class/forums

(3) Have specialized knowledge in the area of Data Science and Business Analytics
   a. Understands data science and business analytics uses the knowledge effectively to assist in making decisions in different functional areas of management
   b. Understands explains various issues involved in managing an data science and business analytics project

(4) Have entrepreneurial and leadership skills
   a. Demonstrates the ability to lead a team to perform a specific task

(5) Understand business from ethical and cultural perspectives
   a. Understands business from ethical perspectives by being able to identify ethical and cultural issues, stakeholders, and appropriate action

(6) Have life-long learning skills
   a. Demonstrates life-long learning skills in an unstructured environment by being able to retrieve information with little or no assistance
   b. Demonstrates life-long learning skills in an unstructured environment by being able to apply concepts learned

Avenues for Learning Goals Assessment – PGDDSBA Program

(1) Course-embedded

(2) Project

(3) Exit Survey

(4) Alumni Survey

(5) Employer survey

Learning Goals	Course-embedded	Project	Exit survey	Alumni survey	Employer survey
Critical thinking and analytical skills	x	x	x	x	x
Written communication skills	x	x	x	x	x
Oral communication/presentation skills	x		x	x	x
Specialized knowledge in data science and business analytics	x	x	x	x	x
Leadership and entrepreneurial skills	x	x	x	x	x
Understand business from ethical and cultural perspectives	x	x	x		x
Life-long learning skills			x	x	x

Assessment Rubrics

1) Have critical thinking and analytical/problem solving/decision making skills

a. Demonstrates critical thinking and analytical skills in correctly identifying business problems, analyzing and solving them to make decisions

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Identification and summarization of problem at issue**	Does not identify and summarize the problem, is confused or identifies an inappropriate problem	Identifies the problem but does not summarize it effectively	Identifies and summarizes the problem effectively	Identifies and summarizes the problem very effectively. Recognizes the nuances of the problem.		20	
2	**Specification of key assumptions**	Does not surface the assumptions and ethical issues	Identifies some of the key assumptions and ethical issues	Identifies all the key assumptions and the ethical issues	Identifies all the key assumptions and the ethical issues. Questions the validity of the assumptions and the ethical issues		10	
3	**Identification of relevant information / sources required to solve the problem**	Does not identify the relevant information / source. Uses irrelevant information to solve the problem	Identifies some relevant information/sources to solve the problem.	Identifies the relevant information/source to solve the problem.	Identifies the relevant information/source to solve the problem. Specifies the shortcomings of the information/source.		20	
4	**Synthesis of information / data from various sources**	Does not synthesize the information to identify and solve the problem or does not know to synthesize the information	Synthesizes information/data from some sources. Struggles to solve the problem.	Synthesizes the data/information effectively to identify and solve the problem	Synthesizes the data/information very effectively to identify and solve the problem. Understands the characteristics of the information.		20	

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
5	**Provision of evidences and quality of evidence**	Merely repeats information provided, taking it as truth or denies evidence without proper justification.	Provides some evidence and the source of evidence. Does not question its accuracy, precision, relevance, and completeness.	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness.	Observes causes and effects and addresses existing and potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments		10	
6	**Application of qualitative/quantitative tools to analyze and solve problems (10%)**	Does not use the right tools to solve the problem.	Identifies the right tools but does not use them effectively to solve the problem.	Identifies the right tools and uses them effectively to solve the problem.	Uses combination of right tools (triangulation) to solve the problem.		10	
7	**Conclusions, implications and consequences**	Fails to identify and discuss conclusions, implications, and consequences of the issue.	Identifies conclusion, implications, and consequences but do not discuss them forcefully.	Identifies and discusses conclusion, implications, and consequences. Specifies the decisions to be taken	Objectively reflects upon own assertions. Specifies clearly the decisions to be taken		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

2) Have communication skills

    a.   **Demonstrates written communication skills through reports, term papers, project paper/case study**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Purpose/Aim**	The purpose and the aim of the paper are not clear to the reader.	The organization, style, and content sometimes interfere with the purpose and aim of the paper.	The organization, style, and content are good and explain the purpose and aim of the paper.	The organization, style, and content are excellent and explain the purpose and aim of the paper very clearly.		25	
2	**Explanation of ideas**	Most ideas are unsupported and very confusing. The reasoning is flawed.	Presents ideas but the supports are inconsistent. Reasoning is not clear.	Supports most ideas with good evidence and reasoning	Explores ideas with sound arguments and evidences. Reasoning is very effective.		25	
3	**Logic & organization**	Does not develop ideas cogently and logically, ineffective organization, unclear introduction, and conclusion	Develops and organizes ideas in paragraphs that are not well connected. There is some evidence of organization. Introduction and conclusions not well focused.	Develops unified and coherent ideas within paragraphs and the transition from one paragraph to another is good. Organization, introduction, and conclusion are good.	Develops ideas cogently and logically with very good connection between paragraphs. Organization, introduction, and conclusion are very good.		20	
4	**Language usage**	Uses words that are unclear, sentence structure lacks clarity, errors are seriously distracting	Word forms and sentence structures are adequate to convey basic meaning. However, there are errors that cause distraction.	Word forms and sentence structures are effective. There are errors but these do not cause distraction.	Employs the most apt words and sentence structures are concise and very effective.		20	

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**			
5	**Spelling & grammar**	Writing contains numerous spelling and grammatical errors. Very difficult to comprehend.	Frequent errors in spelling and grammar interfere with comprehension.	There are minor errors. But the general conventions of spelling and grammar have been followed.	The writing is error free in terms of spelling and grammar.		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Have communication skills

b. **Demonstrates oral communication/presentation skills through presentation in the class/forums**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Presentation of ideas**	Does not present the ideas cogently and logically. There is more evidence of 'random ramblings'. The purpose of the presentation is not clear.	Does present some ideas cogently and logically. The presentation at times is unclear. Opening and conclusion are acceptable.	Does present ideas effectively. Opening and conclusion are good.	Does present ideas in an excellent manner. The organization and the presentation are excellent.		25	
2	**Non-verbal communication & Confidence**	Exhibits very poor body language. Does not have any eye contact with the audience and appears to avoid the audience. Exhibits a very low level of confidence and appears visibly 'shaky'. Finds it difficult to answer questions.	Makes eye contact with the audience at times. But the behavior is not consistent. Exhibits low level of confidence at times. Does not appear to be confident in answering questions	Makes good eye contact with the audience. The body language is good. Exhibits a high level confidence. Does a good job in answering questions.	Makes excellent eye contact with the audience. The body language is pleasing. Exhibits a very high level of confidence. Is perfectly at ease while answering questions.		25	
3	**Appropriate use of visual aids**	Uses visual aids very poorly and the use interferes with the presentation	Uses visual aids but not very effective in aiding the presentation. The usage distorts the presentation at times.	Uses visual aids effectively. The usage of technology flows with the presentation.	Uses visual aids very effectively. The usage enhances the quality of presentation.		15	

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
4	**Pronunciation & intonation**	Has a very poor pronunciation skills and the voice is barely audible.	Has an acceptable level of pronunciation skills but at times is poor. The voice is audible.	Has a good pronunciation and intonation skills.	Speaks with a commanding voice and has excellent pronunciation and intonation skills.		15	
5	**Grammar & vocabulary**	Has very poor choice of words and makes numerous grammatical errors.	Uses acceptable words and makes few grammatical errors. These errors do not interfere in understanding the presentation.	Has good choice of words and makes very few grammatical errors.	Has excellent choice of words and makes no grammatical errors.		10	
6	**Appearance**	Has a very poor sense of attire and appearance does not reflect a "business appearance".	Is well groomed and the appearance is acceptable for business presentations.	Is well groomed and has a good "business appearance.	Is very well groomed and has a very pleasing and professional appearance.		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

4) Have specialized knowledge in the area of data science and business analytics

a. **Understands data science and business analytics uses the knowledge effectively to assist in making decisions in different functional areas of management**

b. **Understands explains various issues involved in managing a data science and business anaalytics project**

	Traits	Performance levels				Score	Wt	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**		(%)	
1	**Knowledge of data science and business analytics tools**	Has a poor comprehension of system analysis and design. Cannot analyze and design an information system	Understands the concepts of system analysis and design. Struggles to analyze and design an information system.	Understands clearly the concepts of system analysis and design. Does a good job in designing an information system.	Understands very clearly the concepts of system analysis and design. Analyzes and designs an excellent information system by considering all the issues		35	
2	**Ability to apply knowledge effectively to make decisions**	Does not have knowledge to make decisions	Does have some knowledge	Does have a good knowledge. Can assist in making decisions	Does have a good knowledge. Can specify the decisions and implications very clearly		35	
3	**Knowledge of software engineering and software project management**	Has a poor knowledge of software engg. and cannot comprehend the issues surrounding the project management	Has knowledge of software engg. Understands and explains few issues of the project management	Has a good knowledge of software engg. Understands and explains most of the issues related to project management	Has a very good knowledge of software engg. Understands and explains all the issues related to project management		30	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

5) Have entrepreneurial and leadership skills

  a. **Demonstrates the ability to lead a team to perform a specific task**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Confidence**	Gives an impression of reluctance or uncertainty about exercising leadership	Looks comfortable and confident in exercising leadership duties at times. Does not exhibit consistent behavior	Looks comfortable and confident in exercising leadership duties	Uses strong verbal and non verbal behavior to convey authority and concern		20	
2	**Balance between task and interpersonal relations**	Focuses exclusively on task to be accomplished without regard to the people or focuses exclusively on interpersonal relations without regard to task	Appears to balances the need for task accomplishment with the needs of individuals in the group at times	Balances the need for task accomplishment with the needs of individuals in the group.	Assigns tasks to members whose unique talents contribute directly to the task. Uses positive reinforcement. Delegates as needed.		20	
3	**Ability to Listen**	Asks for ideas or suggestions but neglects to consider them.	Asks for ideas and suggestions and uses them occasionally	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.	Provides summary of important discussions at regular intervals		25	
4	**Remain Focused**	Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored	Neither gives many suggestions nor distracts the group with irrelevant discussions	Keeps group on track by managing time, providing coaching or guidance, or resolving differences as needed. Intervenes when tasks are not moving toward goals	Develops and adheres to a calendar of activities and/or checklists.		25	

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**			
5	**Agenda**	Has an incomplete or vague agenda for the group	Has an agenda but some of the items are not clear	Has a clear agenda for the group	Circulates a prepared agenda in advance		10	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

6) Understand business from ethical and cultural perspectives

   a. **Understands business from ethical and cultural perspectives by being able to identify ethical/cultural issues, stakeholders, and appropriate action**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Identification of ethical/ cultural dilemma**	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts. Does not ascertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered the pertinent facts. Ascertains exactly what must be decided.		25	
2	**Consideration of stakeholders**	Is unsure as to who should be involved in the decision making process.	Has a fair idea about who should be involved in the decision making process but cannot identify all the stakeholders	Determines who should be involved in the decision making process and accurately identifies all the stakeholders	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders		25	
3	**Analysis of alternatives and consequences**	Begins to apprise the relevant facts and assumptions and identifies some alternatives	Clarifies at most two alternatives and predicts the associated consequences in detail.	Clarifies at least two alternatives and predicts the associated consequences in detail.	Clarifies a number of alternatives and evaluates each based on whether or not there is interest and concern over the welfare of the stakeholders.		25	
4	**Choice of an action**	Has difficulty identifying appropriate course of action from among alternatives	Formulates an implementation plan that is not complete	Formulates an implementation plan that delineates the execution of decision	Formulates an implementation plan that delineates the execution of decision. Reflects on the benefits and risks of action		25	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

7) Have life-long learning skills

    a.   **Demonstrates life-long learning skills in an unstructured environment by being able to retrieve information with little or no assistance**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Retrieval of relevant information with little or no assistance**	Does not have the ability to retrieve relevant information for handling business problems. Always requires assistance to seek/retrieve	Has the ability to seek/retrieve information. Some of them are irrelevant or requires some assistance in retrieving.	Adept at retrieving/seeking relevant information.	Adept at retrieving/seeking relevant information. Seeks information from various new sources on his/her own		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Have life-long learning skills

    b.   **Demonstrates life-long learning skills in an unstructured environment by being able to apply concepts learned**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Usage/application of concepts learned in/to practical and real-life situations**	Does not have the ability to apply the concepts learned.	Has the ability to apply to some situations or applies with some assistance.	Proficient in applying the concepts learned.	Proficient in applying the concepts learned. Applies the concepts in an unstructured problem situation.		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

<u>Learning Goals and Objectives – PhD Program</u>

At the end of the program the students will:

(1) Have research-related skills

(2) Make original/distinctive contribution to the body of knowledge and practice

(3) Have a good knowledge of literature in the area of specialization

(4) Synthesize and critique research in the area of specialization

(5) Design and implement a sound research design

(6) Communicate scholarly work

(7) Exhibit ethical behavior, Professionalism in the conduct of research and dissemination

(8) Have life-long learning skills

Learning Objectives for each Learning Goal

(1) Have research-related skills

    a. Demonstrate the ability to handle research problems using qualitative and /or quantitative tools and IT

    b. Demonstrate the ability to use IT for written and oral communication

(2) Make original/distinctive contribution to the body of knowledge and practice

    a. Makes significant contribution to the body of knowledge

    b. Makes significant contribution to the body of practice

(3) Have knowledge of literature in the area of specialization

    a. Completes a research proposal as a part of the coursework (with focus on literature review)

    b. Defends successfully the thesis proposal (with focus on literature review)

    c. Defends successfully the final thesis (with focus on literature review)

(4) Synthesize and critique research in the area of specialization

    a. Completes a research proposal as a part of the coursework (with focus on synthesis and critique of research)

    b. Defends successfully the thesis proposal (with focus on with focus on synthesis and critique of research)

    c. Defends successfully the final thesis (with focus on with focus on synthesis and critique of research)

(5) Design and implement a sound research design

    a. Designs and implements a sound research design in a research project

    b. Defends successfully the final thesis (with focus on research design)

(6) Communicate scholarly work

    a. Disseminates the scholarly work in a seminars/conferences/trade journals

    b. Disseminates the scholarly work in a peer-reviewed journals

(7) Exhibit ethical behavior and professionalism in the conduct and dissemination of research

    a. Conducts research in an ethical and professional way – soliciting information, maintaining confidentiality of information, and following the necessary protocol in obtaining data/information

    b. Disseminates research in an ethical and professional manner – acknowledges contribution, sends for publication after including all the contributors, does not plagiarize own work and other's work

(8) Have life-long learning skills

    a. Demonstrates life-long learning skills in an unstructured environment by being able to retrieve information with little or no assistance

    b. Demonstrates life-long learning skills in an unstructured environment by being able to apply concepts learned

Avenues for Learning Goals' assessment – PhD Program

- Course-embedded

- PhD proposal defense

- Presentation in seminars (local/international) and other forms of intellectual contributions (ICs) such as proceedings, chapters in books, and books

- Publication in peer-reviewed journals

- PhD final defense

LGs vs Avenues

LGs	Course-Embedded	Thesis proposal defense	Other ICs	Publication in journals	Thesis final defense
Research-related skills		x			x
Original contribution to body of knowledge and business practices		x		x	x
Good knowledge in the area of specialization	x	x	x	x	x
Synthesize and critique research	x	x	x	x	x
Design and implementation of a sound research design		x	x	x	x
Communication of scholarly work			x	x	
Ethical behavior in conducting research			x	x	x
Life-long learning skills	x		x	x	x

Assessment Rubrics – PhD Program

1) **Have research-related skills**

   a. **Demonstrates the ability to handle research problems using qualitative and/or quantitative tools and IT**
   b. **Demonstrates the usage of ICT skills for communication**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**		(%)	
1	**Usage of tools and ICT for problem solving/conducting research**	Does not demonstrate the ability to use ICT for problem solving – very poor in using ICT for problem solving/conducting research	Demonstrates a fair degree of proficiency in solving problems/conducting research using ICT. Does not have knowledge of multiple tools	Demonstrates a good degree of proficiency in solving problems/ conducting research using ICT. Has some knowledge of multiple tools.	Demonstrates a high degree of proficiency in solving problems/conducting research using ICT. Have knowledge of multiple tools		50	
2	**Usage of ICT for communication**	Does not demonstrate the ability to use ICT for communication – very poor in using ICT for written and oral presentations	Demonstrates a fair degree of proficiency in communicating using ICT. Uses ICT but does not use it effectively	Demonstrates a good degree of proficiency in communicating using ICT. Uses ICT effectively for written and oral presentations	Demonstrates a high degree of proficiency in communicating using ICT. Uses ICT to the fullest extent in written and oral presentations.		50	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

2) Original/Distinctive contribution to the body of knowledge and practice

    a. **Makes original/distinctive contribution to the body of knowledge**
    b. **Makes original/distinctive contribution to the body of practice**

	Traits	Performance levels				Score	Wt. (%)	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
1	**Original/Distinctive contribution of research to current body of knowledge**	Makes a weak contribution to the body of knowledge	Makes a contribution (but not significant) to the body of knowledge	Makes a significant contribution to the body of knowledge	Makes a very significant/original contribution to the body of knowledge through novel research		60	
2	**Original/Distinctive contribution of research to current business practices**	Makes a weak contribution to the current business practices	Makes a contribution (but not significant) to the current business practices	Makes a significant contribution to the current business practices	Makes a very significant/original contribution to the current business practices through novel research		40	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

3) <u>Have a good knowledge of literature in the area of specialization</u>

    a.   **Defends successfully the thesis proposal (with focus on literature review)**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**		(%)	
1	**Ability to complete the research proposal (Proposal defense)**	Does not address the topic effectively. The problem statement is poorly constructed and the research questions / issues are weak. Literature review is very weak – **The examiners have suggested major modifications and resubmission before defense**	Addresses the topic. The problem statement and the research questions / issues are weak. Literature review is weak – **The examiners have allowed the student to defend but have suggested major modifications**	Addresses the topic effectively. The problem statement is good and the research questions / issues are good. Literature review is good – **The examiners have allowed the student to defend and have suggested minor modifications**	Addresses the topic effectively. The problem statement is well constructed and the research questions / issues are very good and current. Literature review is very good – **The examiners are completely satisfied with the proposal and have acknowledged the merits**		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Have a good knowledge of literature in the area of specialization

    b. **Defends successfully the final thesis (with focus on literature review)**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Final defense of the thesis**	The examiners have suggested major modifications and resubmission before defense	The examiners have allowed the student to defend but have suggested major modifications	The examiners have allowed the student to defend and have suggested minor modifications	The examiners are completely satisfied with the thesis and have acknowledged the merits		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

4) Synthesize and critique research in the area of specialization

    a. Defends successfully the thesis proposal (with focus on with focus on synthesis and critique of research)

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**		(%)	
1	**Completion of a research proposal (Proposal defense)**	Does not have the ability to synthesize and critically analyze the research / literature. Reports ideas from the literature "as is" without any analysis / synthesis – **The examiners have suggested major modifications and resubmission before defense**	Makes a fair attempt to synthesize and critically analyze the research / literature. But is weak -- **The examiners have allowed the student to defend but have suggested major modifications**	Synthesizes and critically analyzes the research / literature effectively -- **The examiners have allowed the student to defend and have suggested minor modifications**	Synthesizes and critically analyzes the research / literature very effectively. Is very concise and suggests possible improvements -- **The examiners are completely satisfied with the proposal and have acknowledged the merits**		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Synthesize and critique research in the area of specialization

    b. **Defends successfully the final thesis (with focus on with focus on synthesis and critique of research)**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	**Fair (4 5)**	**Good (6 7)**	**Excellent (8 9 10)**		(%)	
1	**Final defense of the thesis**	Does a poor job in synthesizing and critically analyzing the literature / research. **The examiners have suggested major modifications and resubmission before defense**	Manages to synthesize and critically analyze the literature / research. **The examiners have allowed the student to defend but have suggested major modifications**	Does a good job in synthesizing and critically analyzing the literature / research. **The examiners have allowed the student to defend and have suggested minor modifications**	Does a very good job in synthesizing and critically analyzing the research. Is very concise. **The examiners are completely satisfied with the thesis and have acknowledged the merits**		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

5) Design and implement a sound research design

    a. **Designs and implements a sound research design in a research project**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Presentation of a complete paper in a research seminar to the faculty**	Research design is poor; weak analysis and poor presentation of results	Research design is good; uses very "low" tools to analyze; presentation is weak	Research design is good; uses correct tools to analyze; presentation is good	Research design is very good; uses appropriate analysis tools; presentation of results well organized		25	
2	**Publication in a peer-reviewed journal or conference proceedings**	The research paper is rejected with adverse comments	The research paper is accepted for publication in an in-house journal / local conference proceedings. The paper includes research design	The research paper is accepted for publication in a peer-reviewed journal / international conference proceedings. The paper includes research design	The research paper is accepted for publication in an international journal of good standing. The paper includes research design		50	
3	**Presentation at a conference/seminar**	The research paper is rejected with adverse comments or the paper is not submitted.	The research paper is accepted for presentation at a faculty seminar. The paper includes research design	The research paper is accepted for presentation at a national/local conference. The paper includes research design	The research paper is accepted for presentation at an international/regional conference. The paper includes research design		25	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Design and implement a sound research design

    b.   **Defends successfully the final thesis (with focus on research design)**

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Final defense of the thesis**	The examiners have suggested major modifications in design and resubmission before defense	The examiners have allowed the student to defend but have suggested major modifications in design	The examiners have allowed the student to defend and have suggested minor modifications in design	The examiners are completely satisfied with the thesis and have acknowledge the merits		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

6) Communicate scholarly work

    a.   **Disseminates the scholarly work in a seminars/conferences/trade journals**
    b.   **Disseminates the scholarly work in a peer-reviewed journals**

	Traits	Performance levels				Score	Wt. (%)	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)			
1	**Dissemination of scholarly work in a seminar/conference**	Have not managed to present the work in a seminar / conference	Have managed to present the work in a local seminar	Have managed to present and publish the work in a conference proceeding of good standing	Have managed to present the work in a top conference and win an award		30	
2	**Dissemination of scholarly work in a peer-reviewed journal**	Have not managed to publish the work in any journal	Have managed to present the work in a local journal of weak standing	Have managed to publish the work in a journal of good standing	Have managed to publish the work in a citation-index journal		70	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

7) <u>Exhibit ethical behavior and professionalism in the conduct and dissemination of research</u>

a. **Conducts research in an ethical and professional way** – soliciting information, maintaining confidentiality of information, and following the necessary protocol in obtaining data/information
b. **Disseminates research in an ethical and professional manner** – acknowledges contribution, sends for publication after including all the contributors, does not plagiarize own work and other's work

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Conduct of research in an ethical manner**	Conducts research following poor ethical practices – solicits information by force; does not maintain confidentiality of information; does not take permission before using / collecting the data / information	Conducts research following fair ethical practices; there are some areas of concern	Conducts research following good ethical practices	Conducts research following excellent ethical practices; can be a role model for other students		50	
2	**Dissemination of research in an ethical manner**	Disseminates research following poor ethical practices – fails to acknowledge contribution; sends for publication / presentation without including all the contributors; plagiarizes own work and other's work;	Disseminates research following fair ethical practices ; there are some areas of concern	Disseminates research following good ethical practices	Disseminates research following excellent ethical practices; can be a role model for other students		50	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

8) Have life-long learning skills

a. Demonstrates life-long learning skills in an unstructured environment/research environment by being able to retrieve information with little or no assistance

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Retrieval of relevant information with little or no assistance**	Does not have the ability to retrieve relevant information for handling business problems. Always requires assistance to seek/retrieve	Has the ability to seek/retrieve information. Some of them are irrelevant or requires some assistance in retrieving.	Adept at retrieving/seeking relevant information.	Adept at retrieving/seeking relevant information. Seeks information from various new sources on his/her own		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit

Have life-long learning skills

b. Demonstrates life-long learning skills in an unstructured environment/research environment by being able to apply concepts learned

	Traits	Performance levels				Score	Wt.	Marks
		Poor (1 2 3)	Fair (4 5)	Good (6 7)	Excellent (8 9 10)		(%)	
1	**Usage/application of concepts learned in/to practical and real-life situations**	Does not have the ability to apply the concepts learned.	Has the ability to apply to some situations or applies with some assistance.	Proficient in applying the concepts learned.	Proficient in applying the concepts learned. Applies the concepts in an unstructured problem situation.		100	

Overall Marks: 1-3.9 – Unacceptable; 4-7.9 – Acceptable; 8-10 – Merit