

Rajagiri College of Social Sciences (Autonomous)
Dept. of Personnel Management

Assurance of Learning (AoL) report 2018-20

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1. Introduction

Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programmes in which they participate. It encompasses not just assessment but what is involved in the processes and procedures before and after the assessment is conducted. Schools use assurance of learning to demonstrate accountability and assure external constituents such as potential students, trustees, public officials, supporters, and accrediting organisations, that the school meets its goals. Assurance of learning also assists the school and faculty members to continuously improve programmes and courses.

2. Revision in AoL process 2018-19

RCSS has started documenting and formally implementing Outcome Based Education from the academic year 2014. The first assessment plan was prepared in April 2016. In an ongoing effort to continually improve our teaching and learning process, the school completely revised its Assurance of Learning (AOL) Programme in March 2018. The new AoL plan was based on suggestions by two experts from AACSB accredited business schools. The major areas of revisions were- revision of Mission, formulation of PLG and PLOs; revising rubrics; embedded questions and preparation of a new AoL plan. An Assurance of Learning revision committee was formulated which was subdivided into many small teams working on different aspects of assessment.

16 members of faculty including Principal were involved in this process. The procedure followed was, first, the teams discussed among the team member, then presented before the 16 member group for further suggestions. Mission, PLGs, and PLOs of programme, after finalising, was sent for grammar and structure correction to an English Professor and changes were made according to his suggestions. After the formulation of the AoL plan, the documents were sent to the external experts again for their comments. After finalising all the action plans the entire assessment plan was presented before the entire faculty during the annual planning exercise “Bodhi” held on 12th and 13th April 2018.

The college developed four Programme Learning Goals, these are listed in the next section.

3. MHRM PLGs and PLOs

PLG 1: Our graduates will be able to make **effective decisions** in business contexts.

PLO 1a: Our graduates will be able to identify problems in an organizational situation.

PLO 1b: Our graduates will demonstrate strategic long term orientation.

PLO 1c: Our graduates will be able to generate multiple alternatives while resolving a problem or issue.

PLO 1d: Our graduates will be conscious of implementation issues or consequences.

PLG 2: Our graduates will be **proficient in oral and written communication**.

PLO 2a: Our graduates will be proficient in oral communication.

PLO 2b: Our graduates will be able to draft official letters or other documents that are required for an HR functionary.

PLG 3: Our graduates will possess **good interpersonal skills**.

PLO 3a: Our graduates will be able to conceptualize the fundamentals of human behaviour.

PLO 3b: Our graduates will be able to perform in a team environment.

PLO 3c: Our graduates will evince etiquette in different corporate settings.

PLG 4: Our graduates will be **socially responsible managers**

PLO 4a: Our graduates will be able to analyse the ethical aspects of the business.

PLO 4b: Our graduates will have a concern for the environment and be conscious of environmental issues.

PLO 4c: Our graduates will be able to perform their responsibilities with the optimal use of available resources in a real-life social setting.

AoL COMMITTEE

The AOL Committee is a critical component to the RBS Assurance of learning and curriculum management process. The AoL committee consists of four faculty members, area chairs from each department or area, Programme chair, representative from accreditation team and dean, Academics.

The AOL Committee is responsible for the review of the assurance of learning process and outcomes for the MHRM programme. The learning objectives are assessed using direct and indirect measures, which include embedded questions, student presentations, project works, case studies, and institutional surveys. Whenever student assignments/presentations are used to measure a PLO, the AOL Committee re-examines the current rubric for that PLO to ensure the rubric is still an appropriate measure.

AoL Committee Membership 2019-20

1. Prof. Ronny Thomas
2. Prof. Smitha R Nair
3. Prof. Deepak K Babu
4. Prof. Padmanabhan N S (Coordinator)
5. Prof. Smitha Siji, Area chair, Marketing
6. Prof. Sunil Puliya Abraham Joseph, Area chair, Finance & Economics
7. Prof. Shelly Jose, Area chair, Human Resources
8. Prof. Mani P Sam, Area chair, Operations
9. Prof. Jose K Puthur, Area chair, Systems
10. Prof. Abhilash Nambudiri, Area chair, General Management
11. Prof. Manoj Menon, Programme Chair/ HOD, MHRM

The procedure followed was:

- a. The faculty members send the report to the assessment committee in each semester.
- b. The Assessment Committee send the report to the Area Chair.
- c. The Area Chair will send the report with recommendations back to Assessment Committee.

- d. Assessment Committee will consolidate all reports at the programme level and send the report to the Programme Chair.
- e. A meeting of all members of the AOL committee, mentioned above, was conducted in order to finalise the closing the loop action. (Programme chair – Area chair – AOL meeting)

Programme chair, area chair and AOL Meeting Dates of 2019 - 20 were: Semester 1 & 3 – Mar 5, 2019, and for Semester 2 & 4 - July 19, 2019

4. Curriculum Map and Assessment Schedule

The curriculum map lists the courses and the assessment instruments that are used for assurance of learning process. Each area chair – Marketing, Finance & Economics, operations, systems, and General Management – in consultation with the members of the faculty in the respective area decided on the courses to be included for assessment in 2019-20. Programme Learning Objectives (PLOs) are mapped to the courses taken for the assessment in the area meeting by the area chair. The table below lists the courses mapped to PLOs and the assessment methods.

Table 1: Curriculum Map and Assessment Schedule

PLO	Course	Sem	Assessment Method
PLO1a	Operations Management	2	Course embedded assessment - Rubrics
	Human Resource Research Methods	2	Course embedded assessment - EQ
	Performance Management and Reward Systems	3	Course embedded assessment - EQ
	Global Business Environment	3	Course embedded assessment - EQ
PLO1b	Strategic HRM	4	Course embedded assessment - EQ
PLO1c	Fundamentals of Management and Organisations	1	Course embedded assessment - EQ
	Legal Environment of Business	1	Course embedded assessment - EQ
	Business Economics	1	Course embedded assessment - EQ
	Management Accounting and Corporate Finance	2	Course embedded assessment - EQ
	Marketing Management	2	Course embedded assessment - EQ
	Statistics for Human Resource Management	2	Course embedded assessment - Rubrics
	Information Processing and Data Bases	2	Course embedded assessment - EQ
	Manpower sourcing	3	Course embedded assessment – EQ

	Human Resource Accounting and Auditing	4	Course embedded assessment - Rubrics
PLO1d	Introduction to Human Resource Management	1	Course embedded assessment - EQ
	Management of Change and Organisational Development	3	Course embedded assessment - EQ
PLO2a	Business Communication	1	Course embedded assessment – Rubrics
PLO2b	Business Communication	1	Course embedded assessment - rubrics
	Business and Ethical Values	1	Course embedded assessment - Rubrics
PLO3a	Psychology for Human Resource Management	1	Course embedded assessment - EQ
	Organizational Behaviour	1	Course embedded assessment - EQ
	Employee Counseling	4	Course embedded assessment - EQ
PLO3b	Sociology of Organisations	1	Course embedded assessment – EQ
	Human Resource Development	3	Course embedded assessment - Rubrics
PLO3c	Global Human Resource Management	4	Course embedded assessment - Rubrics
PLO4a	Social Security and Employee Welfare	3	Course embedded assessment - EQ
PLO4b	Environment Management	2	Course embedded assessment - EQ
PLO4c	Rural camp	2	Course embedded assessment - Rubrics

5. Benchmarks

An acceptable, internal performance benchmark is established to determine if student performance is acceptable or not.

- Embedded questions: 80% of all students should score more than 40% of marks (i.e. 80% of students should fall in Meets Expectations or Exceed Expectations category)
- Rubrics: 80% of all students should fall in Meets Expectations or Exceed Expectations category.

If, three criteria rubric (oral communication and written communication), the score required for below/meets/exceed expectations category are:

- 1 to 3 score: Below Expectations

- 4 to 6 score: Meets Expectations
 - 7 to 9 score: Exceeds Expectations
- (3 points for above expectations; 2 for Meets expectations and 1 for Below expectations)

6. Data collection

Course embedded assessments used in the year 2019-20 are broadly grouped into two – embedded questions and rubric based measures.

Faculty administered embedded questions during end trimester examination of the respective course.

Holistic and analytic rubrics have developed by a working committee on rubrics. All PLO assessments other than EQ based follow rubrics of the respective PLO. Faculty marks each criteria of the rubric for each of the student in Excel template and the summary of the assessment is sent to the assessment committee.

7. Assessment Results

The assessment results for each of the PLO are presented in the following table.

Table 2: Assessment Results

PLO	Course	No. of students	Assessment year 2018-19 (% of students)		
			Exceeds Expectations	Meets Expectations	Below Expectations
PLO1a	Global Business Environment	35	31.43	31.43	37.14
	Human Resource Research Methods	41	26.83	51.22	21.95
	Operations Management	41	26.83	51.22	21.95
	Performance Management and Reward Systems	47	51.43	48.57	0
PLO1b	Strategic HRM	35	60	31.43	8.7
PLO1c	Business Economics	41	35	35	30
	Legal Environment of Business	41	32.5	32.5	35
	Managerial Accounting and Corporate Finance	41	63.41	12.2	24.39

	Marketing Management	41	63.41	12.2	24.39
	Statistics for Human Resource Management	41	43.9	36.6	19.5
	Information Processing and Data Bases	41	73.17	14.63	12.2
	Manpower sourcing	35	45.71	28.57	25.71
	Fundamentals of Management and Organisations	35	7.32	46.34	46.34
	Human Resource Accounting and Auditing	35	48.6	45.7	5.7
PLO2a	Business Communication	41	24.4	75.6	0
PLO2b	Business Communication	41	25	75	0
	Business and Ethical Values	41	24.39	41.46	34.19
PLO3a	Psychology for Human Resource Management	41	12.5	65	22.5
	Organizational Behaviour	41	7.32	65.85	26.83
	Employee Counseling	35	51.43	37.14	11.43
PLO3b	Sociology of Organisations	41	63.41	26.83	9.76
	Human Resource Development	35	51.4	31.4	17.2
PLO3c	Global Human Resource Management	35	54.3	34.3	11.4
PLO4a	Social Security and Employee Welfare	35	31.43	42.86	25.71
PLO4b	Environment Management	41	73.17	19.51	7.32
PLO4b	Rural camp	38	39.47	52.63	7.9

8. Discussions – Direct Assessment

This section describes the assessment results in relation to the benchmark set and the recommendations by the area chair in consultation with the faculty.

PLG1: Our graduates will be able to make effective decisions in business contexts.

PLO1a was mapped to four courses. Out of these four courses, only one course meet the benchmark.

- Operations management (PLO1a)
The benchmark was not met in this course.

Recommendation: No changes in pedagogy but a change in curriculum is recommended.

- Human Resource Research Methods (PLO1a)
The benchmark was not met in this course. It was suggested to give more situations, problems, cases to train students in the PLO
- Performance Management and Reward Systems (PLO1a)
The benchmark was met in this course. However, it was suggested to include more reference books.
- Global Business Environment(PLO1a)
The benchmark was not met in this course.

PLO1b was mapped to one course and the benchmark was met.

- Strategic HRM (PLO1b)
The benchmark was met in this course. No change in syllabus, pedagogy or assessment is suggested.

PLO1c was mapped to nine courses. Out of these nine courses, three courses met the benchmark.

- Fundamentals of Management and Organisations(PLO1c)
The benchmark was not met in this course. The Area Chair suggested to conduct an exercise in identifying business problems in class before the actual assessment assignment.
- Business Economics (PLO1c)
The benchmark was not met in this course. More emphasis must be given on training students to identify economic problems.
- Managerial Accounting and Corporate Finance(PLO1c)
The benchmark was not met in this course. More problems may be given before assessment.
- Legal Environment of Business (PLO1c)

The benchmark was not met in this course. It was suggested to give more training for the PLO.

- Marketing Management(PLO1c)
The benchmark was not met in this course. The area chair suggested inclusion for situation analysis in the course plan
- Information Processing and Data Bases (PLO1c)
The benchmark was met in this course.
- Manpower sourcing (PLO1c)
The benchmark was met in this course. The Area chair in discussion with the faculty has a suggestion to review the assessment for this course.
- Human Resource Accounting and Auditing (PLO1c)
The benchmark was met in this course. No changes are suggested.
- Statistics for Human Resource Management (PLO1c)
The benchmark was met in this course. No changes are suggested.

PLO1d was mapped to two courses the benchmark was met.

- Introduction to Human Resource Management (PLO1d)
The benchmark was met in this course. The Area Chair suggested that the width of syllabus need some streamlining. It becomes very difficult to accommodate entire HRM and IR in a subject.
- Management of Change and Organisational Development (PLO1d)
The benchmark was met in this course.

PLG 2: Our graduates will be proficient in oral and written communication.

PLO2a was mapped to one course and the benchmark was met.

- Business Communication (PLO2a)
The benchmark was met in this course. The Area chair suggestion is to review the assessment tool.

PLO2b was mapped to two courses. Out of these courses, all courses met the benchmark.

- Business Communication (PLO2b)
The benchmark was met in this course. The Area chair suggestion is to review the assessment tool.
- Business and Ethical Values (PLO2b)
The benchmark was not in this course. It was suggested to review the PLO mapping

PLG 3: Our graduates will possess good interpersonal skills.

PLO3a was mapped to three courses, out of which only one course met the benchmark.

- Employee Counselling (PLO3a)
The benchmark was met in this course.
- Organisational Behaviour(PLO3a)
The benchmark was not met in this course. It was suggested to give more training.
- Psychology for Human Resource Management(PLO3a)
The benchmark was not met in the course. It was suggested to find out more cases for training students.

PLO3b was mapped to two courses, which met the benchmark

- Human Resource Development (PLO3b)
The benchmark was met in this course. It was suggested to follow the same pedagogy.
- Sociology of Organisations(PLO3b)
The benchmark was met in the course. However, it was suggested to either provide a textbook that covers the entire subject or gather reading material to be provided to the students

PLO3c was mapped to one course, and the course met the benchmark

- Global Human Resource Management (PLO3c)
The benchmark was met in this course.

PLG 4: Our graduates will be socially responsible managers.

PLO4a was mapped to two courses. Both of these courses met the benchmark.

- Social Security and Employee Welfare (PLO4a)
The benchmark was not met in this course. The Area Chair's comments suggest that relevant change is the proposed changes in the labour laws. As and when the same are in force the students need to be provided the updated relevant laws

PLO4b was mapped to one course, and has met the benchmark

- Environment Management(PLO4a)
The benchmark was met in this course.

PLO4c was mapped to the school's compulsory rural camp, which doesn't meet the benchmark

- Rural Camp (PLO4b)
PLO 4c is based on a real –life social setting, “Our graduates will be able to perform their responsibilities with optimal use of available resources in a real-life social setting.” The compulsory social project rural camp was used to measure this PLO. The faculty accompanying the students have assessed the performance of the student teams assigned to them. The benchmark was met in this course.

9. Indirect Assessment

Indirect assessments measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions. The school used these to supplement direct measures of learning by providing information about how and why learning is occurring. Indirect Assessments used by the school includes:

- Alumni survey
 - Student Engagement Survey
 - Recruiter survey
 - Summer internship survey
-
- **Alumni Survey**
The main objective of this question is to assess the perception and experience of alumni about their overall skill development during their program and the importance of these skills in the industry that they are working. The results of the survey are shown below based on a survey of 51 alumni of the school.

Table 3: Development vs Importance of skill

On a scale of 1 (lowest) to 4 (highest)

	Development during Rajagiri MHRM programme	Importance of this skill in the industry
Communicating effectively	3.57	3.62
Presenting technical and non-technical information	3.31	3.25
Writing skill (e.g. proposal, reports, articles)	3.20	3.37
Problem-solving	3.31	3.46
Incorporating ethical considerations into decisions	3.45	3.40
Being flexible and adaptable, responsive to change	3.50	3.55
Critical thinking	3.36	3.53
Big picture and System thinking	3.19	3.34
Teamwork	3.33	3.36
Leadership	3.46	3.43
Negotiation skills	3.16	3.26
Application of knowledge	3.36	3.27
Continuing learning	3.38	3.43
Networking	3.39	3.51
Understanding knowledge across disciplines	3.34	3.30
Adapting and using new technologies	3.34	3.48

The analysis of the alumni survey shows that writing skill, problem-solving, critical thinking and system thinking shows a great variance between development during the programme and the importance of these skills in their existing career.

- **Student Engagement Survey**

Each year the school conducts student engagement surveys which consist of questions about the achievement of learning outcomes by the students.

- **Assurance of learning-related**

The main purpose of these questions is to assess the perception of students about the assurance of learning. The school intends to know the opinion of students regarding the attainment of PLGs promised by the school. The results of the study are shown below, which is based on a survey of 37 students of MHRM (2018-19 academic year).

Table 4: Students’ perception of acquiring certain skills

Skill/Ability	% of students			
	Very little	Some	Quite a bit	Very much
Acquiring a broad general education	2.9	20.3	39.5	37.2
Acquiring job-related or work-related knowledge and skills	2.3	18.0	45.3	34.3
Writing clearly and effectively	3.5	16.9	43.0	36.6
Speaking clearly and effectively	2.3	15.7	43.6	38.4
Thinking critically and analytically	2.3	16.3	45.9	35.5
Developing a global perspective	2.3	18.6	40.1	39
Developing a deep sense of social responsibility	1.7	12.2	46.5	39.5
Demonstrating leadership qualities	2.9	19.8	39	38.4
Using computing and information technology	1.2	15.1	51.2	32.6
Working effectively with others	1.7	16.9	41.9	39.5
Learning effectively on your own	1.7	12.8	46.5	39
Understanding yourself	3.5	15.1	38.4	43
Understanding people of other racial and ethnic backgrounds	2.3	15.7	45.3	36.6
Solving complex, real-world problems	1.2	19.2	40.1	39.5
Developing a personal code of values and ethics	2.3	15.1	46.5	36
Contributing to the welfare of your community	3.5	14.5	46.5	39.5

In general majority of the students are of the opinion that they are being trained on the above-mentioned skills. The lowest percentage for the sum of “very much” and “quite a bit” are for analysing quantitative problems, and developing a personal code of values.

- **Blooms Taxonomy related**

The students were asked to express their opinion on whether the school is able to provide education to take the students to higher levels of Bloom's taxonomy or to climbing the ladder of Bloom's taxonomy. The results are presented in Table 5, based on a survey of 37 students.

Table 5 : Blooms Taxonomy

Intellectual activity	% of students			
	Very little	Some	Quite a bit	Very Much
Memorising facts, ideas or methods from your subjects and readings	1.7	22.1	47.1	29.7
Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in-depth and considering its components	0	28.5	50	38.9
Applying theories or concepts to practical problems or in new situations	2.9	23.3	48.3	27.9
Synthesizing and organising ideas into new, more complex interpretations and relationships	0.6	28.5	45.3	25.6
Making judgments about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of their conclusions	0	23.8	48.8	27.3

The school has to take measures to improve the “synthesizing” and “making judgments”, which are higher level of learning in Bloom's taxonomy.

- **Recruiters Survey**

The main purpose of this question is to assess the perception of recruiters about the overall performance of students in different aspects of learning and skills possessed by the students. The results of the study are shown below.

Table 6: Recruiters’ perception

Attribute	On a scale of 1 to 5
Leadership Skills	4.0
Subject Knowledge	3.77
General awareness	3.55
Attitude	4.55
Etiquette	4.44
Communication	4.22
Professionalism	4.44
Business Acumen	3.87

The lowest average score is for general awareness, subject knowledge, and business acumen.

- **Summer internship Survey**

At the end of the first year, students undergo summer training for a period 60 days with an industrial, business or service organisation to experience the executive functions and to learn more about an organisation. The school collects feedback from the summer internship

organisations regarding the performance of the interns. Table 7 presents the results of the survey of summer internship companies of 37 students.

Table 7: Summer internship Survey

	Exceeds Expectations (%)	Meets Expectations (%)	Below Expectations (%)	Can't say (%)
Ability to integrate functional business knowledge with practice during internship	37.8	55.1	0.8	6.3
Demonstrated effective teamwork skills	52.0	43.3	2.4	2.4
Problem-solving skills	37.8	56.7	2.4	3.1
Oral communication skills	54.3	42.7	3	0
Written communication skills	48.8	44.9	1.6	4.7
Understanding of the global business	25.2	61.4	0	13.4
Overall performance	50.4	49.6		

The companies are highly satisfied with the performance of the students. In all aspects of the performance, more than 80% of students have met/exceeded expectations.

10. Closing the Loop based on direct Assessment

10.1. Course based Actions taken

This section of the closing the loop action is mainly for those courses which haven't met the benchmark. The benchmark was not met mainly for the PLOs –

- PLO1a (1 out of 4 courses)
- PLO1b (2 out of 4 courses)
- PLO3c (1 course)
- PLO4b (1 course)

Table 8: Closing the loop Actions Taken

Benchmark : 80%

PLO	Course	Actual Outcome	Closing the loop
PLO1a	Operations Management	78.05	Faculty handling this course have been advised to give a few more examples of the questions that may be used for EQ

	Human Resource Research Methods	78.05	Faculty handling this course have been advised to give a few more examples of the questions that may be used for EQ
	Global Business Environment	62.86	Faculty handling this course have been advised to give a few more examples of the questions that may be used for EQ
PLO1c	Marketing management	75.61	Faculty handling this course have been advised to give a situation analysis to train PLO
	Legal Environment of Business	65	Faculty was advised to give more training for the PLO
	Business Economics	70	The faculty have been advised to give more emphasis on training students to identify economic problems.
	Fundamentals of Management and Organisations	53.66	Advised to conduct an exercise in identifying business problems in class before the actual assessment assignment
	Managerial Accounting and Corporate Finance	75.61	The faculty handling the course has been advised to give more problems before assessment
	Manpower sourcing	74.28	It was advised to review the assessment for this course
PLO1d	Business Ethics and Corporate Governance	65.81	It was advised to carry on more activities from the real life in order to enable students inherit ethical orientation in business
PLO3a	Organisational Behaviour	73.17	Faculty handling this course have been advised to give a few more examples of the questions that may be used for EQ
	Psychology for Human Resource Management	77.5	Faculty handling this course have been advised to give a few more examples of the questions that may be used for EQ
PLO4a	Social Security and Employee Welfare	75.76	Teachers are instructed relevant changes are proposed in the labour laws. As and when the same are in force the students need to be provided the updated relevant laws

10.1.1. Curriculum revision and AoL

The syllabus revision for MHRM programme is already done and will be followed from academic year 2019-20 onwards.

10.1.2. Other Closing the Loop actions and Process improvements

a. Embedded question

Embedded Question framing and assessment training sessions should be provided to both faculty and students for having better clarity. It was decided to provide answer scheme for embedded questions for vetting process so to remove the subjectivity bias in evaluation.

b. Benchmark

The benchmark adopted in the year 2018-19 was:

- Embedded questions: 80% of all students should score more than 50% of marks (i.e. 80% students should fall in Meets Expectations or Exceed Expectations category)
- Rubrics: 80% of all students should fall in Meets Expectations or Exceed Expectations category.

If, three criteria rubric (oral communication and written communication), the score required for below/meets/exceed expectations category are:

- 1 to 3 score: Below Expectations
- 4 to 6 score: Meets Expectations
- 7 to 9 score: Exceeds Expectations

(3 points for Above expectations; 2 for Meets expectations and 1 for Below expectations)

2019-20 onwards: It was decided during the area chair-program chair meeting to change the benchmark to the following

- Embedded questions: “at least 80% of the students should score more than 50% in each of the PLO”.
- **For rubric based measures**
 - Single criterion: 80% students should fall in Meets Expectations or Exceed Expectations category
 - Three criteria rubric: ≤5 below expectations; 6& 7- Meets expectations; 8&9 – Exceeds expectations

(3 points for Above expectations; 2 for Meets expectations and 1 for Below expectations)

- c. A new template for AOL entry has been shared with the faculty which is more informative and user-friendly than the previous version.
- d. Simulation-based assessment should be accompanied by a report based on simulation done during the assessment.

c. Mapping and Training PLOs

It had been decided to map every PLO to more than one course by the respective area. The AoL committee will take a final call on the PLOs to be assessed. However, the members of the faculty are instructed to train the students on all the PLOs mapped towards their course.

11. Closing the loop based on Indirect Assessment

The results of the survey were presented to the entire faculty during the faculty council meeting of March 2018. Based on the results of different surveys and the discussion, it was decided to

- **Focus on general awareness of students and business knowledge**

The business update, which is a mandatory non-credit course offered to the students was revamped slightly so that initially students will be given general awareness followed by business knowledge. This will be followed by the introduction of Bloomberg Business week which will make the students aware of global economy and global business environment.

○ **Subject knowledge**

It was decided to use more application-oriented learning in order to make the students understand the concepts. The application-oriented pedagogy includes cases, simulation, and application-based projects.

Signature-

Name- Manoj Menon PhD

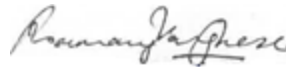
HoD, Dept. Of Personnel Management

Signature-

Name- Padmanabhan N S PhD

AoL Head

Signature-



Name- Rosemary Varghese PhD

Dean Academics