



Faculty Handbook

Guidelines and Reference Manual

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1 Overview

The ISBR Faculty Handbook provides information related to faculty roles, responsibilities and faculty development policies of the Institute. This handbook provides faculty members with a comprehensive picture of the Institute expectations. The Faculty Handbook cannot and is not intended to address all circumstances related to the faculty member's role in the Institute nor is the information contained in the Handbook intended to constitute an express or implied contract of employment with the Institute. As an established Institute and progressive in its approach and outlook, all policies will be regularly revised and reviewed. The Institute reserves the right to change its policies from time to time as needed for the effective functioning of the Institute. All new regulations will take effect on the date of printing unless the regulation specifies a different date. All new regulations supersede any previous printing. Thus, this faculty handbook will be revised routinely. If you have any questions or comments about this handbook, please contact The Dean at dean@isbr.in

2 About the Institute

Founded in 1990 under the aegis of the Bangalore Educational Trust, The International School of Business and Research (ISBR) stands as a paragon of global educational excellence. Established by visionary leaders, ISBR offers a cutting-edge educational infrastructure designed to promote intellectual curiosity and uphold the highest standards of ethical and humanistic values. The institution is dedicated to positioning itself as a globally renowned center for academic and research excellence.

ISBR is governed by three pivotal bodies: the Governing Council, the Academic Council, and the Board of Studies. These entities are instrumental in maintaining and enhancing the institution's academic governance and strategic direction, ensuring alignment with industry best practices and relevance. Leveraging the expertise of leading scholars and industry pioneers, ISBR Business School is celebrated for its rigorous academic programs and intellectual depth. The institution's core philosophy is rooted in an unwavering pursuit of excellence, emphasizing advanced research, innovative training methodologies, and superior educational delivery.

At ISBR, education transcends traditional boundaries. The institution is committed to equipping students with the leadership skills and strategic mindset essential for thriving in today's dynamic business environment. By integrating theoretical insights with practical application, ISBR fosters a holistic understanding of global business dynamics and individual development.

ISBR's academic offerings are meticulously curated to instill a lifelong dedication to learning and leadership. Graduates emerge as highly skilled professionals, driven by a relentless pursuit of knowledge and a resolute commitment to excellence in management and business education.

2.1 Vision

To be the premier Institute for knowledge creation and dissemination that develops potential management leaders for India and Global Community

2.2 Core Values

Pro-activeness

Integrity

Continuous Learning & Improvement

Social Consciousness

Sustainability

2.3 Mission

To create and nurture an environment where students learn with holistic approach to ensure they achieve academic excellence, integrity, leadership qualities and become socially responsible individuals

To create and maintain a healthy campus environment for all our stakeholders to achieve excellence in the field of management education and research by addressing internal and external issues of the Institute from time to time.

To endeavor to keep the curriculum updated to suit the requirements of the industry in global context and deepen international alliances.

2.4 PEO's

Sustainable employment with accomplishment of industry ready skill set and knowledge.

Entrepreneurship.

Research, Consultancy and Higher Education.

Professional commitment and ethical values.

Environmental concerns and social responsibility

3 Program Features

The core aim of ISBR Programs is to immerse students in practical, experiential learning by engaging with industry luminaries. Participants will gain a nuanced understanding of diverse industry functionalities and management practices, facilitated through a robust curriculum that encompasses advanced business management and leadership principles. Each program is meticulously curated to enhance experiential learning and executive acumen.

Bridging Academia and Industry:

The curriculum is engineered to minimize the gap between theoretical knowledge and industry practice, ensuring utmost relevance and applicability.

Collaborative Development:

Content is jointly developed by leading industry figures and our in-house faculty, tailored to meet contemporary industry standards and expectations.

Leadership Pedagogy:

Sessions are led by top-tier professionals, including CEOs, CFOs, VPs, MDs, and Founders, ensuring exposure to high-caliber leadership insights.

Certifications:

Short-term certification courses are designed to augment a student's professional profile with substantial value.

Focused Domains:

The curriculum spans critical areas such as Digital Marketing, Investment Banking, Market Analytics, Change Management, Operations and Strategy, Predictive Analytics, Fintech in Banking and Finance and Leadership.

4 Key Program Attributes

What sets ISBR programs apart is not only its curriculum but also its innovative delivery methods. These programs offer a blend of theoretical and practical business education, designed to meet international standards.

Specialization Electives

Taught and co-taught by faculty with significant industry experience

Curriculum

Bench-marked to some of the top business schools in India and abroad

Experiential Learning

Through case studies, live projects, simulations and interactive sessions

Program Structure

Designed to foster a wholesome campus experience

Student Clubs

To foster leadership qualities

Diverse learning community

Promoting multi-cultural perspectives

International Travel

Opportunities with leading institutions abroad

5 Program Outcomes (PO)

PO1: Apply knowledge of management theories and practices to solve business problems

PO2: Foster Analytical and critical thinking abilities for data-based decision making

PO3: Ability to develop Value based Leadership ability

PO4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business

PO5: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment

PO6: Create innovative solutions by applying critical thinking and business insights to address real-world challenges.

6 Course Plan

A course plan, also known as a course outline or syllabus, is a detailed document that outlines the structure, content, and objectives of a specific academic course. The course plan also specifies the course outcomes that the instructor intends to achieve at the end of the course and how these course outcomes help achieve one or more of the program outcomes. It serves as a roadmap for both instructors and students, providing a clear understanding of what to expect from the course.

A well-structured course plan helps instructors to organize their teaching and assessment strategies, communicate expectations and requirements to students and ensure alignment with institutional and accreditation standards. For students, a course plan provides a clear understanding of course objectives and outcomes, a roadmap for navigating the course material and assessments and a reference point for seeking help and clarification when needed.

The course faculty are expected to submit the course plan to the program office as soon as faculty allocation for the term is completed. The course plan is submitted ONLY in the standard format and with all the details filled and verified. No change in the course plan shall be allowed once submitted. The instructor shall not be allowed to commence the class work when the course plan is not submitted.

6.1 Elements in a Course Plan

A typical course plan includes the following elements:

Course Information

1. Course title and Course Code
2. Credits and duration
3. Instructor details (name, email, office hours)
4. Course description
5. Course Objectives

Course Outcome and PO Mapping

1. List of Course Outcome and expected achievement target
2. Course Outcome to PO Mapping Matrix
3. CO PO Mapping Weights

Course Outline

1. Week-by-week breakdown of topics and subtopics
2. Learning objectives and outcomes for each topic
3. Reading assignments and resources

Assessment and Evaluation

1. Types of assessments (quizzes, exams, projects, case reports etc.)
2. Weightage of each assessment
3. Grading criteria and rubrics

Course Policies

1. Attendance and participation expectations
2. Late submission and plagiarism policies
3. Accommodations for students with disabilities

Learning Resources

1. Required textbooks and materials
2. Online resources and multimedia materials
3. Library and research support

Contact Information

1. Instructor's contact details
2. Teaching assistant's contact details (if applicable)
3. Office hours and consultation schedule

ISBR provides Course Plan Template in fillable PDF format. All the faculty members are expected to prepare and submit their course plan ONLY in the prescribed template, so that the Program Office is able to prepare the Course Book for distribution among the students.

6.2 Course Outcome

The course instructor should clearly specify what to expect out of the course. These expectations are listed as course outcomes - competencies that the students are expected to develop. Course Outcomes are not expected to be too many; the ideal number could be between 2 to 4. Ensure that the COs are specific, measurable, achievable, relevant, and time-bound (SMART). The course outcomes should be measurable in terms of the student's ability to respond to questions set to test a particular course outcome. The instructor may also set a target to achieve a particular level for a course outcome, on a scale of 1 to 3 with 3 signifying high importance. A course outcome should be articulated in terms of Bloom's Taxonomy attributes.

6.3 CO PO Mapping

Every course outcome (CO) that an instructor expects to achieve should relate to one or more of the program outcomes (PO). This means an instructor is not expected to do a course or an activity that achieves a course outcome that can not be related to a PO. While every CO should point to at least one PO, not every PO needs to be addressed by every course. A course is effective if the number of POs it addresses is kept to the minimum, say 1 to 3.

6.4 CO and PO Mapping Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

6.5 Computing CO-PO Attainment Levels

Computing CO-PO attainment levels involves several steps, listed below. Assessing student learning outcomes at the program level helps to ensure that students are achieving the broader program-level goals through their coursework.

The CO-PO measurement process typically involves:

- Step-1 List the Program Outcomes (POs) and assign attainment goals to all or some of them on a scale of 1 to 3, (1-Low, 2-Medium, 3-High).
- Step-2 List the Course Outcomes (COs) and assign attainment goal to each of them on a scale of 1 to 3, (1-Low, 2-Medium, 3-High)
- Step-3 Use Bloom's Taxonomy Educational Objective Table to assign an Action Verb to each CO.
- Step-4 Map COs to POs in the CO-PO Matrix to ensure alignment and coverage and assign Strength Value on a scale of 1 to 3, (1-Low, 2-Medium, 3-High)
- Step-5 Develop assessment plans to measure student learning outcomes at the course level (COs)
- Step-6 Analyze assessment data to evaluate student learning outcomes and program effectiveness

Detailed computational steps are given in Appendix-5.

6.6 CO and PO Reporting

CO and PO Reporting is the final step in course planning process. The instructor is expected to measure and consolidate CO and PO values as per the plan and report the values to the program office. The program office will expect the faculty to report these values, along with a concise interpretation while submitting the grade sheet. The program office shall prepare a master report on CO and PO attainment for the Exam Committee to provide an analysis to the Governing Council.

6.7 Teaching Pedagogy

Instructors are expected to spell out what teaching pedagogy they will adopt in teaching the course. Teaching pedagogy will vary based on the nature of the course. Some popular teaching methods include:

- **Flipped classroom:** Reversing traditional lecture-homework format.
- **Problem-based learning:** Using real-world problems to facilitate learning.
- **Project-based learning:** Encouraging students to work on extended projects.
- **Experiential learning:** Focusing on hands-on experiences and practical applications.
- **Personalized learning:** Tailoring instruction to individual students' needs and interests.
- **Directed Learning:** Students meet the faculty in small groups for discussion on specific topics. Normally adopted for mentoring sessions.

7 Governance

Every faculty is expected to be aware of the governance policy of ISBR. It is essential to understand various entities, the people involved and their roles and responsibilities so that the faculty has a holistic view of the organization. This understanding also helps the faculty to plan, participate and contribute in a way that is comfortable to his/her areas of expertise. Please refer ISBR Policy on Governance for more details.

8 New Faculty Induction Program

All new faculty members will be required to go through an orientation and skill up-gradation program. The orientation program will have two parts - Human Resources (HR) orientation and an academic orientation. During the academic orientation, faculty will have sessions with the faculty mentors, Dean and with the instructional designers. The purpose of the academic sessions will be to let the new faculty understand the academic and pedagogical expectations of the Institute.

9 Key Faculty Responsibilities

Faculty is expected to play a pivotal role in the success of the students and the Institute. The core effort at ISBR will be to make our graduates true world citizens and become better resources for corporate world. While we do not promise our students jobs after graduation, we do aim to improve the employability of all our graduates. Life skills are embedded in the course curriculum. Research will be interwoven into the curriculum at ISBR from the first year. The four pillars of academia are teaching, research, life skills and citizenship. At ISBR, all faculty members are expected to actively participate in these areas. Key faculty activities and responsibilities are listed as follows:

9.1 Teaching

Effective teaching leads to achievement of learning objectives. The faculty at ISBR should interact and guide the students at a variety of levels and ensure their success in individual courses. Faculty should articulate clear goals and offer the students an appropriate level of intellectual challenge. Faculty should engage in a constant process of self-evaluation and improvement by tailoring their teaching techniques to enable the highest level of student success. Self-reflection conjoined with student feedback coupled with creative methods will help establish the relevance of course materials. The faculty should also ignite student interest in learning. Faculty should obtain relevant knowledge about students and their backgrounds and then use that knowledge to design effective teaching techniques.

Teaching, being the primary responsibility of the faculty, is continuously nurtured among the faculty through well-structured training sessions. ISBR Center for Teaching Excellence (ICTE), headed by a senior professor, facilitates teaching effectiveness training to the faculty.

9.2 Develop and Deploy Courses

Faculty will design, develop, and deploy innovative course materials based on high academic standards set by the Institute. Using various holistic and prevailing assessment methods, faculty should ensure that students have mastered all established course outcomes. During the course of the semester, faculty should completely align all outcomes, assessments, and course activities to produce the best results for the students. All faculty members should prepare a course handout for the students to establish objectives, expectations and outcomes of the course.

9.3 Research

The faculty at ISBR will focus on basic and applied research. The Faculty Council will establish publication expectations for each faculty level. Faculty research activities should be aligned with the mission, vision, and core values of the Institute. Faculty will also mentor and guide the research conducted by the students. Faculty members should seek and secure funding from national and international sources. Faculty members are expected to submit papers and participate in workshops, symposia and conferences conducted within the country and in other countries.

9.4 Industry/Academic Relations and Alliances

The Institute has forged meaningful industry partnerships and tie-ups. The Institute also has a well established internship program and a center for incubation and entrepreneurship. Faculty members are expected to extend these existing relationships and forge new industry relationships with the aim and goal of providing excellent practical learning opportunities for students and faculty alike. Besides industry relations, the Institute will form partnerships with leading universities of high repute. Faculty members are expected to contribute meaningfully and nurture such partnerships through collaborative research and teaching.

9.5 Institutional Goals and Development

Faculty role at ISBR is not limited to teaching, research, and external relations, but includes institutional citizenship. Faculty members fulfill a myriad of different tasks while contributing to the success of the Institute. Such tasks include participation in strategy meetings, and other tasks such as serving on various committees. Faculty will also serve as mentors/advisors for student clubs and organizations. Faculty members may also be asked to share administrative responsibilities as needed by the Institute.

9.6 Program and Academic Review

ISBR conducts periodic academic program reviews to examine, assess, and strengthen the programs at the Institute. Faculty is an integral part of this review and is expected to contribute to design and implementation of the suggested feedback.

9.7 Faculty Mentorship

The collegial atmosphere at ISBR is designed to promote collaborative effort. Junior faculty can learn much from senior faculty both in the areas of research and pedagogy. Senior faculty members will serve as mentors to the new faculty members.

9.8 Extramural Activities

The Institute will approve activities that give opportunity to interact with professionals in other organizations on a case-by-case basis. For example, a faculty of ISBR may be allowed to be an examiner to another institute / university, or be on the doctoral committee, etc. Before getting involved in any external contracts, faculty must seek and obtain approval from the Executive Director of the Institute. The following criteria will be applied when evaluating a request for external activity:

- Is the proposed activity consistent with the vision and mission of the Institute?
- What is the impact of the proposed activity on the teaching and research at the Institute?
- Is there an inherent conflict of interest during the pursuit of this activity?
- Does this activity interfere with the effective discharge of the faculty member's duties and responsibilities?

- Does the activity enhance the public perception and image of the Institute?

It will be critical that the faculty members avoid any perceived or actual conflicts of interest as well as activities that may compromise the image and name of the Institute.

10 Attendance

1. Every faculty member is required:

- To attend office on time;
- To strictly observe the prescribed lunch time and not to overstay.
- Not to leave office before the office time

2. All faculty members shall use the attendance register/Keka to record their attendance at the time of arrival. An employee who fails to attend office at the scheduled time is considered late.

3. When an employee attends office late or leaves office early and the late attendance or early leaving, as the case may be, is not condoned / permitted by the leave sanctioning authority as may be specified in this behalf, for each such occasion of late attendance or early leaving, 1/2 day's Casual Leave may be debited to the employee's leave account. However, late attendance up to one hour for not more than two occasions in a month can be condoned by the leave sanctioning authority on request of employee.

As a residual provision,

- The Institute may, at its discretion, sanction leave on full pay to an employee who has no leave to his credit at the time of sanction of leave, if it is satisfied that the employee would continue in the service of the Institute; and such leave shall be adjusted against the future accrual of leave to him/her in due course of time.
- The Institute may, at its discretion, allow relaxation of any of these rules in deserving cases.
- The Management has the right to amend/modify the above rules.

11 Faculty Ethics and Code of Conduct

11.1 Faculty/Student Relation Policy

The faculty-student relationship will always be professional. When the students are on campus, faculty and staff stands in loco parentis (in place of the parent). Further, ISBR expects faculty to uphold the high ethical standards espoused by the founders of the Institute. Any inappropriate relationship between faculty and students will result in strict disciplinary action against the faculty members up to, and possibly including, termination of services. UGC guidelines are attached in Appendix-2.

11.2 Sexual harassment / Misconduct

Sexual harassment, in any form, will never be tolerated at ISBR. At ISBR, we are completely committed to providing a workplace that is free of sexual harassment, sexual intimidation and one that is completely compliant with all regulations regarding the same. Sexual harassment, whether physical or verbal, refers to any form of sexual exploitation or any activity that suggests sexual favors will bring academic promotion, reward or will influence an employment decision; or will influence the results of an evaluation or the freedom to participate in any Institute activities. Sexual harassment also occurs when there is a suggestion that funding/freedom for research and academic activities will be based on the sexual favors granted. Sexual harassment also occurs when an individual is treated differently based on their gender and sexual orientation. ISBR follows a zero-tolerance policy towards sexual harassment against people of the opposite gender or of the same gender. Further ISBR encourages you to communicate if you see something inappropriate. If you or someone you know has been a victim of sexual harassment, please report the incident to the Director. Penalties for sexual harassment include a referral and possible dismissal. The Institute will provide sexual harassment related training to all faculty members during faculty orientation.

11.3 Plagiarism

At ISBR, we uphold the highest academic standards in research and scholarship and any compromises will never be tolerated. It is contrary to the ethical code of conduct to submit other's original ideas as your own whether in a research publication, in a conference presentation, or in Institute academic settings. Fabricating or inventing data and citations also counts as plagiarism. All cases of plagiarism will be dealt with in accordance with the academic dishonesty policy at ISBR.

11.4 Acceptable Use of IT Resources

ISBR is committed to provide IT resources to its faculty, staff, students, and visitors for the sole purpose of professional, academic, and scholarly use. All account holders are responsible for the judicious use of IT resources in the fulfillment of their duties. Account holders will also be responsible for all activity initiated from their accounts and all downloads to their accounts.

11.5 Student's Evaluation:

Students play an integral part in shaping the learning processes at the Institute. That makes their voice in the faculty evaluation process very important. Each term, faculty will be evaluated by students on measures including but not limited to course content, course delivery, faculty support of students, and faculty accessibility to students. The following is the student evaluation form, that is administered once mid-term and another end-term:

Refer to the form for Student's Feedback available with the HR.

The average score is calculated for faculty feedback and course feedback and is shared with the faculty for any preventive and corrective measures to be taken. These scores are also taken into account in the faculty appraisal process. Recommended minimum feedback score that a faculty should aim for is 4 on a scale of 5.

11.6 Faculty Self Evaluation:

A major part of the faculty evaluation process will include a faculty self-evaluation. This self-evaluation will be based on several factors including the factors that students evaluate faculty on. These factors include, but are not limited to, self-evaluation of:

- Course content and delivery
- Content and delivery alignment with core values and mission / vision / POs
- Student success and support
- Incorporation of Communication and Critical Thinking into curriculum
- Service to the Institute and Community
- Securing of external funding
- Industry liaison building
- Research activities and publications

Refer to Faculty Performance Evaluation Form and Guidelines for more information. This document is available with HR.

11.7 Faculty Teaching Portfolio

The Faculty Teaching Portfolio is an important part of the teaching and learning process. A teaching portfolio allows faculty to reflect on their own teaching philosophy and techniques. It also serves as an impetus for introducing new pedagogy and trying new and different avenues for fostering student success. Faculty will prepare an annual teaching portfolio that will contain copies of:

- A statement of teaching philosophy
- A copy of all course syllabi handed out by faculty during that academic year

- A copy of major projects and assignments
- A statement that details the hands-on or practical portions of the course along with a statement on any cross-disciplinary focus in the courses
- A copy of question papers and other assessment material developed
- A copy of all class notes and presentations developed

11.8 Faculty Research Portfolio

The faculty research portfolio is equally important as the teaching portfolio. On a bi-annual basis, faculty will prepare a research portfolio that will detail:

- Publications in peer-reviewed journals
- Publications in open journals
- Books published or book chapters published
- Peer reviewed presentations at conferences
- Symposia or round tables at conferences
- Case studies and caselets developed
- Any other scholarly work

11.9 Evaluation of Faculty Non-Teaching duties

Faculty will be involved in teaching and non-teaching duties on campus. Faculty non-teaching duties will include:

- Student mentorship
- Industry liaison activities
- Curriculum development
- Exam related duties
- Institution building and development
- Community Outreach

11.10 Retention of Evaluation Materials

Evaluation materials will be retained in the office of the Dean or in the HR department for as long as the faculty member is employed with the Institute.

11.11 Appeal Process

If a faculty member wishes to appeal the final evaluation report, they can appeal in writing to the Dean. The appeal must clearly and specifically identify the portion of the report the faculty wishes to appeal, the basis of the appeal, and the supporting documents that justify the appeal.

12 Professional Development Allowance[PDA]

12.1 Objective

Faculty members are required to pursue professional development activities in order to remain at the forefront of their respective disciplines. These activities may vary by discipline but may include the purchase of books, periodicals and subscriptions; memberships in learned societies and professional organizations; the purchase of equipment and intangibles associated therewith; travel expenses for study leave, conferences or other related activities and other expenses related to teaching, scholarship, and/or related academic activities.

The purpose of the Reimbursement of Professional Development Allowance is to reimburse this for those activities which enhance an individual's performance, ability or effectiveness as a teacher and a scholar at the Institute.

12.2 Scope

The PDA will cover the following List of activities:

- Attending National/international Workshop/Symposium/ Special training in India/Abroad where the individual is presenting a paper, chairing a session or deliver an invited talk
- Publishing in National/International Conferences/Journals
- Participation in National/International Conference
- Visit to Indian/Foreign Institute for technical discussion
- Acquiring membership of Professional Societies, both National as well as International
- Visit to technical exhibition
- Purchasing of laptops and other peripherals, printing paper etc
- Teaching aids, purchase of component, materials, development of research instruments and consultancy work
- Book writing

12.3 Financial Support to Faculty Development

- ISBR allocates a sum of maximum ₹ 25,000 per faculty / academic year in its annual budget at the beginning of the academic year
- Faculty members who have completed their probation are covered in this scheme.
- The discretion of utilizing this fund along with nominating people for the various conferences / symposium would lie with the Dean. If management nominates a faculty for a professional development program, then the institute will bear the cost.
- Prevailing Institute rules will be applicable for reimbursement of expenditure

12.4 Process of administering the financial support to faculty development

- Attending National/international Conference or Workshop/Symposium, specialized training in India or Abroad to Indian/Foreign Institute would require approval of the authorities (Dean) and nomination to conferences should be only in case the individual is presenting a paper in person, chair a session or deliver an invited talk

12.5 General conditions

- All purchases should follow Institute purchase procedures
- All equipment should be taken to stock
- All claims on reimbursement or placing of purchase order by Institute must have certification by faculty that the items are procured for professional development.

12.6 Prescribed form for applying for Financial Assistance under the Scheme PDA

Refer to the Form available with HR.

13 Faculty Consulting Policies

ISBR encourages faculty to engage in consulting activities. With this objective, ISBR has set up "ISBR Center for Management Consulting (ICMC)". There are several objectives for a faculty taking up consulting assignments:

- To effectively utilize:
 - The academic facilities at the institution

- The physical infrastructure including the laboratory, engineering and scientific infrastructure
- The available expertise to enter into an arrangement / interaction with the industry, other institutions or the bodies as the Institute may deem fit
- To enrich the experience and knowledge of the professional faculty in the knowledge domain and provide an opportunity of finding solutions to the problems of industry
- To provide opportunities to professionals so that they may apply their knowledge and skill in the real life situations
- To supplement the Institute's financial resources

The faculty is encouraged to refer to the Policy Document on ISBR Center for Management Consulting.

14 Research and Development

Refer ICRD Policy and Guidelines.

15 Faculty Public Relations

15.1 Faculty and Media

Faculty members are officers and ambassadors of the Institute. As such, any interactions with the media should keep that in mind. Faculty members are free to respond to media requests about their research, publications, awards, and teaching philosophy. Faculty members should inform the Institute of any such interactions either prior to the event or immediately after as the situation permits.

15.2 Faculty and Social Media

When posting on social media sites, faculty members must exercise caution to always uphold the name and the brand of the Institute. Posts on social media must be accurate, cohesive, clear, and free of malice towards the Institute and its stakeholders, including students.

16 Appendix-1: Code of Professional Ethics - UGC Guidelines

Appendix-1 Code of Professional Ethics (UGC Guidelines)

16.1 Teachers And Their Responsibilities:

Whoever adopts teaching as a profession assumes the obligation to conduct himself /herself in accordance with the ideal of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:

- a. Adhere to a responsible pattern of conduct and demeanour expected of them by the community.
- b. Manage their private affairs in a manner consistent with the dignity of the profession.
- c. Seek to make professional growth continuous through study and research.
- d. Express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge.

- e. Maintain active membership of professional organizations and strive to improve education and profession through them.
- f. Perform their duties in the form of teaching, tutorial, practical, seminar and research work conscientiously and with dedication.
- g. Co-operate and assist in carrying out functions relating to the educational responsibilities of the college and the Institute such as: assisting in appraising applications for admission, advising and counseling students as well as assisting the conduct of Institute and college examinations, including supervision, invigilation and evaluation.
- h. Participate in extension, co-curricular and extra-curricular activities including community service.

16.2 Teachers And The Students

Teachers should:

- a. Respect the right and dignity of the student in expressing his/her opinion.
- b. Deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics.
- c. Recognize the difference in aptitude and capabilities among students and strive to meet their individual needs.
- d. Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare.
- e. Inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace.
- f. Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason.
- g. Pay attention to only the attainment of the student in the assessment of merit; make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward.
- h. Aid students to develop an understanding of our national heritage and national goals.
- i. Refrain from inciting students against other students, colleagues or administration.

16.3 Teachers and Colleagues

Teachers should:

- a. Treat other members of the profession in the same manner as they themselves wish to be treated.
- b. Speak respectfully of other teachers and render assistance for professional betterment.
- c. Refrain from lodging unsubstantiated allegations against colleagues to higher authorities.
- d. Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

16.4 Teachers and Authorities:

Teachers should:

- a. Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and/or professional organizations for change of any such rule detrimental to the professional interest.
- b. Refrain from undertaking any other employment and commitment including private tuition and coaching classes which are likely to interfere with their professional responsibilities.
- c. Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand.
- d. Co-operate through their organizations in the formulation of policies of the other institutions and accept offices.

- e. Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession.
- f. Should adhere to the conditions of contract; give and expect due notice before a change of position is made.
- g. Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

16.5 Teachers and Non-Teaching Staff:

- a. Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution.
- b. Teachers should help in the function of joint staff-councils covering both teachers and the non-teaching staff.

16.6 Teachers and Guardians:

Teachers should:

- a. Try to see through teachers' bodies and organizations, that institution maintain contact with the guardians, their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

16.7 Teachers and Society:

Teachers should:

- a. Recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided.
- b. Work to improve education in the community and strengthen the community's moral and intellectual life.
- c. Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole.
- d. Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices.
- e. Refrain from taking part in or subscribing to or assisting in any way activities which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for National Integration.

17 Appendix-2: ISBR Policy on Prevention of Sexual Harassment

Appendix-2 Policy on Prevention of Sexual Harassment ISBR

17.1 Sexual Harassment: What It Means

- a. Unwelcome physical contact and advances (physical and non-physical).
- b. Unsolicited telephone calls / e-mails with the intention of sexual harassment.
- c. A demand or request for sexual favors.
- d. Sexually colored remarks towards another person.
- e. Showing pornography.
- f. Creating a hostile or intimidating work environment.
- g. Any other unwelcome "sexually determined behavior": be it physical, verbal or non-verbal conduct of a sexual nature.

17.2 To Prevent This, ISBR Will:

- a. Widely publicize that sexual harassment is a crime and will not be tolerated.
- b. Circulate the Institute's policy on sexual harassment to all persons associated with the Institute;
- c. Include statement of policy against sexual harassment in Admission Prospectus or Brochure and student handbook.
- d. Ensure that sexual harassment as an issue is raised and discussed at the Institute meetings from time to time;
- e. Set up an internal complaints committee and designate faculty members as members of the committee to oversee measures to prevent such instances.

17.3 Penalties If Found Guilty

17.3.1 Penalties In Case Of Academic Staff

- a. Warning, reprimand, or censure.
- b. Withholding of one or more increments for a period not exceeding one year.
- c. Removal from an administrative position at the Institute levels.
- d. Disbarment from holding an administrative position at the Institute levels.
- e. Suspension from service for a limited period.
- f. Compulsory retirement.
- g. Dismissal from service.
- h. Any other, as deemed appropriate by the committee

17.3.2 Penalties In Case of Supporting Staff

- a. Warning, reprimand, or censure.
- b. Transfer.
- c. Withholding of one or more increments for a period not exceeding one year.
- d. Suspension from service for a limited period.
- e. Compulsory retirement.
- f. Dismissal from service.
- g. Any other, as deemed appropriate by the committee.

17.3.3 Penalties In Case of Institute Students

- a. Warning or reprimand.
- b. Withdrawal of the right to an official character certificate from Institute.
- c. Rustication from the Institute for a period up to two semesters.
- d. Expulsion from the Institute
- e. Any other, as deemed appropriate by the committee

18 Appendix-3: ISBR Policy on Teaching Standards and Quality Metrics

Appendix-3 Policy on Teaching Standards and Quality Metrics ISBR

19 Teaching Standards in ISBR

ISBR defines teaching standards in terms of

1. Relevance of its Program Curriculum to Industry
2. Academic background, experience and research quality of its Faculty
3. Student-Centered Learning
4. Practical Application of theoretical concepts to real-world problems
5. Review and update the curriculum regularly to ensure that it remains relevant and industry-aligned.
6. Continuous Assessment and Feedback

19.1 Teaching Quality in ISBR

ISBR ensures teaching quality through:

1. **Regular Faculty Performance Evaluation:** evaluate faculty performance regularly to ensure that teaching standards are maintained.
2. **Regular Student Feedback:** solicit student feedback to identify areas for improvement.
3. **Regular Faculty Development:** support faculty development through FDP and teaching training programs.

19.1.1 Faculty Performance Evaluation

20 Appendix-4: ISBR Student Feedback Form

Appendix-4 Student Feedback Form ISBR

Your Name (Optional)	
Batch Year:	
Course Name:	
Trimester/Semester:	
Course Faculty:	

No.	Feedback Criterion	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Faculty Feedback						
1.	The instructor was well prepared for the class					
2.	The instructor is punctual					
3.	The instructor adheres to a session plan					
4.	The instructor effectively utilizes the class time					
5.	The instructor explains concepts using applications and examples					
6.	The instructor effectively handles questions in class					
7.	The instructor provides timely feedback on quizzes and tests					
8.	instructor's evaluation was objective and fair					
9.	The instructor maintains discipline in class					
10.	The instructor has the ability to create interest in the subject					
Course Feedback						
1.	I have learnt new things which enhanced my interest in the subject					
2.	I was able to understand the subject matter					
3.	I think I have learnt to apply the subject knowledge to real situations					
4.	The workload for this subject was adequate					
Student's Self Feedback						
1.	I was regular and punctual to the class					
2.	I did my pre-class readings regularly					
3.	I did my assignments on my own					
4.	I am satisfied with the effort I put in for the course					
What is the one thing that you wanted to convey to the instructor conducting the course?						
All things considered, what is your overall assessment?						

21 Appendix-5: Computing CO-PO Attainment Levels

Appendix-5 Computing CO-PO Attainment Levels ISBR

- The instructor is expected to submit CO-PO Attainment Values (CAV) along with the final student grades to the Exams Office. The Exams Office will be constrained to accept the grades sheet if CAV is not included.
- CAV computation starts with the CO-PO Mapping Matrix, which is a part of the Course Plan document. In this step, the instructor should ensure that no CO is left without mapping to at least one PO [Refer CO-PO Mapping Matrix].
- The instructor should ensure that all instruments of assessment are clearly selected for the course and the weight is assigned to each one of them. It may be noted that no CO is left outside the purview of assessment. Appropriate assessment instruments should be selected for each CO. [Refer CO-Q Mapping]
- The instructor should develop a question set appropriate to each assessment instrument, clearly mentioning which CO the question is intended to assess.
- While preparing the question set, the instructor should choose only those action verbs that relate to the chosen Bloom's Taxonomy elements. A comprehensive list of action verbs to each BT element is given in the table in the following section.
- Attainment of POs and COs are measured in percentage.

21.1 CO-PO Mapping Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

21.2 CO-Q Mapping Matrix

Assume your assessment instruments are MCQ, Short Answer Questions, Essay Type Questions, Problem Solving Questions, and Case Study Questions as per the following pattern. Each type/question is set to measure one or more of the course outcomes. When a question is set to measure one CO, then the full weight of 100 is allocated to that CO. If a question is set to measure more than one CO, then the total weight of 100 is divided amongst the mapped COs depending on the importance of relatedness to those COs. The following table gives a sample allocation.

Type	Question No.	Marks	CO1	CO2	CO3	CO4
MCQ	1 to 10	10	100			
SAQ	1 to 5	10		100		
ETQ1	1	15		25	75	
ETQ2	2	15				100
ETQ3	3	15			100	
PSQ1	1	20	50	50		
PSQ2	2	20		25	75	
CSQ1	1	5				100
CSQ2	2	5	30		70	
CSQ3	3	5				100

21.3 Computing Average Score of Marks for Each Question

$$\text{Average Score in MCQ} = \frac{\text{Sum of MCQ Marks}}{\text{No. of Students who have attempted the question}}$$

$$\begin{aligned} \text{Average Score in SAQ} &= \frac{\text{Sum of SAQ Marks}}{\text{No. of Students who have attempted the question}} \\ \text{Average Score in ETQ1} &= \frac{\text{Sum of ETQ Marks}}{\text{No. of Students who have attempted the question}} \\ \text{Average Score in ETQ2} &= \frac{\text{Sum of ETQ Marks}}{\text{No. of Students who have attempted the question}} \\ \text{Average Score in ETQ3} &= \frac{\text{Sum of ETQ Marks}}{\text{No. of Students who have attempted the question}} \\ \text{Average Score in PSQ1} &= \frac{\text{Sum of PSQ Marks}}{\text{No. of Students who have attempted the question}} \\ \text{Average Score in PSQ2} &= \frac{\text{Sum of PSQ Marks}}{\text{No. of Students who have attempted the question}} \\ \text{Average Score in CSQ1} &= \frac{\text{Sum of CSQ Marks}}{\text{No. of Students who have attempted the question}} \\ \text{Average Score in CSQ2} &= \frac{\text{Sum of CSQ Marks}}{\text{No. of Students who have attempted the question}} \\ \text{Average Score in CSQ3} &= \frac{\text{Sum of CSQ Marks}}{\text{No. of Students who have attempted the question}} \end{aligned}$$

21.4 Computing CO Attainment Score

First, compute the aggregate CO Attainment Score which is the sum of weighted average score of all the scores column wise corresponding to a CO. Thus,

$$\begin{aligned} \text{Aggregate Attainment Score for CO1} &= \frac{\text{Average Score in MCQ}}{\text{Allotted Marks for MCQ}} \times \left(\frac{100}{100}\right) + \frac{\text{Average Score in PSQ1}}{\text{Allotted Marks for PSQ1}} \times \left(\frac{50}{100}\right) \\ &+ \frac{\text{Average Score in CSQ2}}{\text{Allotted Marks for CSQ2}} \times \left(\frac{30}{100}\right) \end{aligned}$$

$$\begin{aligned} \text{Aggregate Attainment Score for CO2} &= \frac{\text{Average Score in SAQ}}{\text{Allotted Marks for SAQ}} \times \left(\frac{100}{100}\right) + \frac{\text{Average Score in ETQ1}}{\text{Allotted Marks for ETQ1}} \times \left(\frac{25}{100}\right) \\ &+ \frac{\text{Average Score in PSQ1}}{\text{Allotted Marks for PSQ1}} \times \left(\frac{50}{100}\right) + \frac{\text{Average Score in PSQ2}}{\text{Allotted Marks for PSQ2}} \times \left(\frac{25}{100}\right) \end{aligned}$$

Similarly, compute the aggregate attainment scores for the other COs also.

Calculating CO Attainment Score from the aggregate values is simply

$$\text{Attainment Score for CO1} = \frac{\text{Aggregate}}{\text{Total Weight}} \times 100$$

Similarly, compute the attainment scores for the other COs.

21.5 Computing PO Attainment Score

Simple arithmetic average of the attainment scores of COs related to a PO gives the PO Attainment Score. For example, if CO1, CO3 and CO4 contribute to the attainment of PO1, then

$$\text{Attainment Score of PO1} = \frac{\text{Attainment Score of CO1} + \text{Attainment Score of CO3} + \text{Attainment Score of CO4}}{3}$$

21.6 Bloom's Taxonomy Action Verbs



Bloom's Taxonomy of Educational Objectives (Revised)

Note: Depending on the expectations of a learning outcome, a single action verb could imply varying levels of complexity. For that reason, you may notice a verb is listed in multiple columns below.

I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers	Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing new solutions.
<ul style="list-style-type: none"> define describe duplicate enumerate examine identify label list locate match memorize name observe omit quote read recall recite recognize record repeat reproduce retell select state tabulate tell visualize 	<ul style="list-style-type: none"> ask associate cite classify compare contrast convert describe differentiate discover discuss distinguish estimate explain express extend generalize give examples group identify illustrate indicate infer interpret judge observe order paraphrase predict relate report represent research restate review rewrite select show summarize trace transform translate 	<ul style="list-style-type: none"> act administer apply articulate calculate change chart choose collect complete compute construct determine develop discover dramatize employ establish examine experiment explain illustrate interpret judge manipulate modify operate practice predict prepare produce record relate report schedule simulate sketch solve teach transfer write 	<ul style="list-style-type: none"> advertise analyze appraise calculate categorize classify compare conclude connect contrast correlate criticize deduce devise diagram differentiate discriminate dissect distinguish divide estimate evaluate experiment explain focus illustrate infer order organize plan prioritize select separate subdivide survey test 	<ul style="list-style-type: none"> appraise argue assess choose compare conclude consider convince criticize critique debate decide defend discriminate distinguish editorialize estimate evaluate find errors grade judge justify measure order persuade predict rank rate recommend reframe score select summarize support test weigh 	<ul style="list-style-type: none"> adapt anticipate assemble collaborate combine compile compose construct create design develop devise express facilitate formulate generalize hypothesize infer integrate intervene invent justify manage modify negotiate originate plan prepare produce propose rearrange reorganize report revise rewrite role-play simulate solve speculate structure test validate write

Adapted from:

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing*, Abridged Edition. Boston, MA: Allyn and Bacon.

22 Appendix-6: Assessment Rubrics

Appendix-6 Assessment Rubrics ISBR

22.1 Case Discussions

All the students are required to come prepared by reading the assigned cases and discuss these cases within their learning teams before the case discussion session.

Criteria	Weight	Mature (7-10 points)	Progressive (4-6 points)	Developing (1-3 points)
Contribution to the case discussion	40 %	A significant contribution by the student by providing innovative insights or altering the course of discussion meaningfully	Some contributions by the student through building up on the ongoing discussion	None to limited contribution by the student during the case discussion session
Identification of the main issues and/or problems	20%	Identifies and understands all the key issues in the case study	Identifies and understands most of the key issues in the case study	Identifies and understands a few of the key issues in the case study
Analysis and alternative solutions	20%	An insightful and thorough analysis of all the key issues	Insightful and thorough analysis of most of the key issues	Incomplete analysis of the key issues
Observations and/or recommendations on effective solutions	20%	Well-reasoned, logical, relevant observations and recommendations on effective solutions to most of the problems/issues	Solid, well thought-out observations and recommendations on effective solutions to many of the problems/issues	Superficial observations and recommendations on effective solutions to a few of the problems/issues

22.2 Reflective writing

Criteria	Weight	Critical Reflection (7-10 points)	Thoughtful Action or Introspection (4-6 points)	Habitual Action (Non-reflective) (1-3 points)
Writing Spec- trum	40%	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action if any (present and future)	Elaborated descriptive writing approach and impressions without reflection	Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or introspection
Presence	20%	Sense of writer being fully present	Sense of writer being largely present	Sense of writer being partially present
Analysis and meaning making	20%	Comprehensive analysis and meaning making	Little or unclear analysis or meaning making	No analysis or meaning making
Attending to emotions	20%	Recognition, exploration, attention to emotions, and gain of emotional insight	Recognition but no exploration or attention to emotions	Little or no recognition or attention to emotions

22.3 Project

Criteria	Weight	Mature (10 points)	Progressive (6 points)	Developing (3 points)
Contribution	25%	All requirements and objectives are identified, evaluated, and completed. The deliverable offered new information or approaches to the topic under discussion	All requirements are identified and evaluated but some objectives are not completed. The deliverable offered some new information or approach to the topic under discussion.	Many requirements and objectives are not identified, evaluated, and/or completed. The deliverable offered no new information or approach to the topic under discussion
Subject Knowl- edge	25%	The deliverable demonstrated knowledge of the course content by integrating major and minor concepts into the response.	The deliverable demonstrated knowledge of the course content by integrating major concepts into the response.	The deliverable did not demonstrate knowledge of the course content
Supporting Ma- terial	25%	All relevant information was obtained and the information sources were valid.	Sufficient information was obtained and most sources were valid.	Insufficient information was obtained and/or sources lack validity
Composition	25%	The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Diagrams or analyses enhanced and clarified the presentation of ideas. Sentences were grammatical and free from errors.	The deliverable was organized and clearly written for the most part. Ideas' logic and/or flow were difficult to follow in some areas. Sentences were mostly grammatical and/or only a few spelling errors were present but they did not hinder the reader.	The deliverable lacked overall organization. The reader had to make a considerable effort to understand the underlying logic and flow of ideas. Grammatical and spelling errors made it difficult for the reader to interpret the text in places.

22.4 Presentations

criteria	Weight	Mature (7-10)	Progressive (4-6)	Developing (1-3)
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Content	40%	Exhibits deep understanding of macroeconomic variables and their significance, addresses relevant macroeconomic variables and their impact on the economy with the help of key concepts and illustrate the application of macroeconomic variables also thorough research by citing credible sources and references	Exhibits good understanding of macroeconomic variables and their significance, addresses relevant macroeconomic variables and their impact on the economy with the help of partial key concepts and illustrate the application of macroeconomic variables also partial research by citing few credible sources and references	Exhibits basic understanding of macroeconomic variables and their significance, addresses very few relevant macroeconomic variables and their impact on the economy with the help of nil/less key concepts and illustrates the limited application of macroeconomic variables also inadequate research for citing credible sources and references.
Organization and Structure	20%	Exhibits knowledge in a clear and engaging manner. Introduction that provides an overview of the presentation's main objectives. Logical Flow: Presents the macroeconomic variables in a logical sequence, ensuring smooth transitions between topics. Main Points: Clearly identifies and effectively presents the main points related to each macroeconomic variable Conclusion: Summarizes the key points discussed and provides concise conclusion	Exhibits knowledge in somewhat clear and engaging form. Introduction that provides an overview of the presentation's main objectives in partial manner Logical Flow: Presents the macroeconomic variables in a sequence, smooth transitions between topics is missing. Main Points: Just adequate to identity and effectively presents the main points related to each macroeconomic variable. Conclusion: Partially Summarizes the key points discussed and provides a conclusion smooth transitions between topics is not matching.	Exhibits knowledge in somewhat unclear and not so engaging form. Introduction that provides an overview of the presentation's main objectives in an unclear manner Logical Flow: Inadequately presents the macroeconomic variables in a sequence, but smooth transitions between topics is not matching. Main Points: Inadequate in terms of identifying and effectively presenting the main points related to each macroeconomic variable. Conclusion: Not Summarizing the key points discussed and provides a partial conclusion
Delivery and Presentation Skills	25%	Clarity: Communicates ideas clearly and articulately, using appropriate vocabulary and terminology. Visual Aids: Utilizes visual aids (e.g., graphs, charts, slides) effectively to enhance understanding and engagement Engaging Delivery: Demonstrates enthusiasm, confidence, and engages the audience through eye contact, body language, and tone of voice. Time Management: Presents within the allocated time, effectively managing the group's speaking time	Clarity: Communicates ideas in somewhat clear by less usage of appropriate vocabulary and terminology. Visual Aids: Inadequate visual aids (e.g., graphs, charts, slides) to enhance effective understanding and engagement Engaging Delivery: Demonstrates less enthusiasm, slightly less confidence, and partially engages the audience through eye contact, body language, and tone of voice. Time Management: Presents more than the allocated time, inefficient managing the group's speaking time	Clarity: Communicates ideas unclearly and not articulating properly, without using appropriate vocabulary and terminology. Visual Aids: No visual aids (e.g., graphs, charts, slides) effectively to enhance understanding and engagement Engaging Delivery: Demonstrates low level enthusiasm, confidence, and does not engages the audience through eye contact, body language, and tone of voice. Time Management: Inadequate presentation to allocated time, ineffectively managing the group's speaking time

Team work and Collaboration	15%	<p>Participation: Each team member actively contributes to the presentation and demonstrates equal involvement. Division of Responsibilities: Clearly divides and fulfills individual responsibilities for research, content creation, and presentation delivery Collaboration: Works well as a team, coordinating efforts, and maintaining a cohesive presentation style Supportive Behavior: Demonstrates respect for team members' ideas, offers constructive feedback, and supports each other during the presentation</p>	<p>Participation: Each team member adequately contributes to the presentation and demonstrates some involvement. Division of Responsibilities: Adequately divides and fulfills individual responsibilities for research, content creation, and presentation delivery Collaboration: Blends well as a team, coordinating efforts, and maintaining a cohesive presentation style Supportive Behavior: Demonstrates respect for team members' ideas, offers constructive feedback, and supports each other during the presentation</p>	<p>Participation: Each team member inadequately contributes to the presentation and demonstrates less involvement. Division of Responsibilities: Inadequately divides and fulfills individual responsibilities for research, content creation, and presentation delivery Collaboration: Does not blend well as a team, coordinating efforts, and maintaining a cohesive presentation style Supportive Behavior: Demonstrates respect for team members' ideas, offers constructive feedback, and supports each other during the presentation.</p>
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23 Work Items

All the ISBR faculty members are expected to be familiar with the following working documents and must have a copy in their possession:

1. PGDM Curriculum (Current Academic Year)
2. Faculty Handbook (The most updated version)
3. Student Handbook (Current Academic Year)
4. ISBR Quality Policy
5. PGDM Course Book (Current and previous three years)
6. Course Plan Form (template)
7. ISBR Research Policy and Guidelines
8. Faculty Appraisal Form (template)
9. Student Feedback Form (template)
10. HR Policies