



# **MARRI LAXMAN REDDY INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

**(AN AUTONOMOUS INSTITUTION)**

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

## **OUTCOME BASED EDUCATION**

### **MLRS-R20**



# **MASTERS IN BUSINESS ADMINISTRATION**

## OVERVIEW

**Outcome Based Education (OBE)** is an educational model that forms the base of a quality education system. There is no single specified style of teaching or assessment in OBE. All educational activities carried out in OBE should help the students to achieve the set goals. The faculty may adapt the role of instructor, trainer, facilitator, and/or mentor, based on the outcomes targeted.

OBE enhances the traditional methods and focuses on what the Institute provides to students. It shows the success by making or demonstrating outcomes using statements "able to do" in favour of students. OBE provides clear standards for observable and measurable outcomes.

National Board of Accreditation (NBA) is an authorized body for the accreditation of higher education institutions in India. NBA is also a full member of the Washington Accord. NBA accredited programmes and not the institutions.

### Higher Education Institutions are classified into two categories by NBA

**Tier – 1:** Institutions consists of all IITs, NITs, Central Universities, State Universities and Autonomous Institutions. Tier - 1 institution can also claim the benefits as per the Washington Accord.

**Tier - 2** Institutions consists of affiliated colleges of universities.

### **What is Outcome Based Education (OBE)?**

Institutions adopting OBE try to bring changes to the curriculum by dynamically adapting to the requirements of the different stakeholders like Students, Parents, Industry Personnel and Recruiters. OBE is all about feedback and outcomes.

### **Four levels of outcomes from OBE are:-**

1. Program Educational Objectives (PEOs)
2. Program Outcomes (POs)
3. Course Outcomes (COs)

### **Why OBE?**

1. International recognition and global employment opportunities.
2. More employable and innovative graduates with professional and soft skills, social responsibility and ethics.
3. Better visibility and reputation of the technical institution among stakeholders.

4. Improving the commitment and involvement of all the stakeholders.
5. Enabling graduates to excel in their profession and accomplish greater heights in their careers.
6. Preparing graduates for the leadership positions and challenging them and making them aware of the opportunities in the technology development.

## Benefits of OBE

**Clarity:** - The focus on outcome creates a clear expectation of what needs to be accomplished by the end of the course.

**Flexibility:** - With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the student's needs.

**Comparison:** - OBE can be compared across the individual, class, batch, program and institute levels.

**Involvement:** - Students are expected to do their own learning. Increased student's involvement allows them to feel responsible for their own learning, and they should learn more through this individual learning.

- Teaching will become a far more creative and innovative career
- Faculty members will no longer feel the pressure of having to be the “source of all knowledge”.
- Faculty members shape the thinking and vision of students towards a course.

### India, OBE and Accreditation:

From 13 June 2014, India has become the permanent signatory member of the Washington Accord. Implementation of OBE in higher technical education also started in India. The National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) are the autonomous bodies for promoting global quality standards for technical education in India. NBA has started accrediting only the programs running with OBE from 2013.

The National Board of Accreditation mandates establishing a culture of outcome-based education in institutions that offer Engineering, Pharmacy, Management program. Reports of outcome analysis help to find gaps and carryout continuous improvements in the education system of an Institute, which is very essential.

## 1. VISION, MISSION, QUALITY POLICY, PHILOSOPHY & CORE VALUES

To be a globally recognized institution that fosters innovation, excellence, and leadership in education, research, and technology development, empowering students to create sustainable solutions for the advancement of society.

## Mission

- To foster a transformative learning environment that empowers students to excel in engineering, innovation, and leadership.
- To produce skilled, ethical, and socially responsible engineers who contribute to sustainable technological advancements and address global challenges
- To Shape future leaders through cutting-edge research, industry collaboration and community engagement

### Quality Policy

- Ensure excellence in education through innovative teaching and continuous improvement.
- Promote ethical, skilled, and employable graduates who drive sustainable technologies.
- Encourage research, industry collaboration, and community engagement for societal benefit.

### Philosophy

The essence of learning lies in pursuing the truth that liberates one from the darkness of ignorance and Marri Laxman Reddy Institute of Technology and Management firmly believes that education is for liberation.

Contained therein is the notion that management education includes all fields of administration that plays a pivotal role in the development of world-wide community contributing to the progress of civilization. This institute, adhering to the above understanding, is committed to the of development of Management Studies in congruence with the natural environs. It lays great emphasis on intensive research and education that blends professional skills and high moral standards with a sense of individuality and humanity. We thus promote ties with local communities and encourage transnational interactions in order to be socially accountable. This accelerates the process of transfiguring the students into complete human beings making the learning process relevant to life, instilling in them a sense of courtesy and responsibility.

### CORE VALUES

**Excellence:** All activities are conducted according to the highest international standards.

**Integrity:** Adheres to the principles of honesty, trustworthiness, reliability, transparency and accountability.

**Inclusiveness:** To show respect for ethics, cultural and religious diversity and freedom of thought.

**Social Responsibility:** Promotes community engagement, environmental sustainability, and global citizenship. It also promotes awareness of, and support for, the needs and challenges of the local and global communities.

**Innovation:** Supports creative activities that approach challenges and issues from multiple perspectives in order to find solutions and advance knowledge.

## 1. Program Educational Objectives (PEOs)

Program Educational Objectives (PEOs) should be defined by the Head of the Department in consultation with the faculty members. PEOs are a promise by the department to the aspiring students about what they will achieve once they join the programme. PEO assessment is not made compulsory by NBA as it is quite difficult to measure in Indian context. NBA assessors usually do not ask for PEO assessment. PEOs are about professional and career accomplishment after 4 to 5 years of graduation. PEOs can be written from different perspectives like Career, Professional Competency and Behavior. While writing the PEOs do not use the technical terms as it will be read by prospective students who wants to join the programme. Three to five PEOs are recommended.

### Program Educational Objective – I: Management Foundation

To Build a strong foundation in management concepts to foster analytical thinking, promote research orientation, and encourage lifelong learning.

### Program Educational Objective – II: Analytical & Innovative Decision-Making

To Equip students to critically analyze business problems and utilize innovative tools and techniques for effective decision-making.

### Program Educational Objective – III: Leadership & Professional Competence

To Develop communication, leadership, and professional skills essential for success in the fields of business, management, and entrepreneurship.

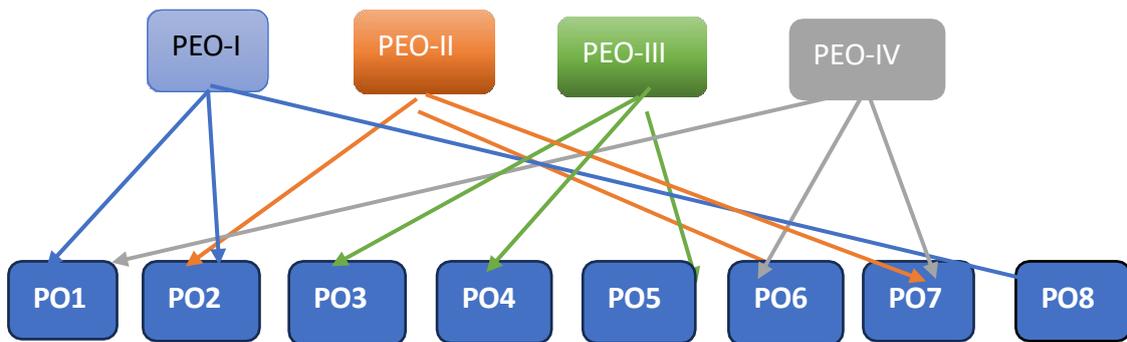
### Program Educational Objective – IV: Strategic Planning & Technological Advancement

To Drive strategic planning and optimize business operations in a dynamic environment by leveraging emerging technologies.

## 2.1 Mapping of program educational objectives to program outcomes:

The following Figure 1 shows the correlation between the PEOs and the POs

PEO-I	PEO-II	PEO-III	PEO-IV
PO1, PO2 & PO8	PO2, PO6 & PO7	PO3, PO4 & PO5	PO1, PO6 & PO7



**FIGURE 1: Correlation between the PEOs and the POs**

## 2. Program Outcomes (POs)

A Program Outcome is broad in scope and be able to do at the end of the programme. POs are to be in line with the post graduate attributes as specified in the Washington Accord. Pos are to be specific, measurable and achievable. NBA has defined 5 POs which is common for all the institutions in India and department added 3 additional POs. In the syllabus book given to students, there should be clear mention of course objectives and course outcomes for all the courses.

<b>MBA - PROGRAM OUTCOMES (PO's)</b>	
A post graduate of the Master of Business Administration Program will demonstrate:	
<b>PO1</b>	<b>Application of Management Knowledge</b> Apply knowledge of Management theories and practices to solve business problems.
<b>PO2</b>	<b>Analytical and Critical Thinking</b> Foster Analytical and Critical thinking abilities to get a real-life exposure on data analysis tools used in industry for decision making.
<b>PO3</b>	<b>Value-Based Leadership</b> Develop value based leadership to understand and analyze business situations and be able to descend discussions to logical conclusion.
<b>PO4</b>	<b>Ethical and Sustainable Business Practices</b> Understand, analyze and communicate economic, legal, and ethical aspects of business and be able to apply management knowledge to develop sustainable solutions.
<b>PO5</b>	<b>Team Leadership and Collaboration</b> Lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment
<b>PO6</b>	<b>Entrepreneurial and Innovative Skills</b> Formulate entrepreneurial and innovative skills to conduct research and implement practical solute.
<b>PO7</b>	<b>Strategic Project Management</b> Manage the industry – academia by inculcating entrepreneurship ability in multidisciplinary domains using strategic approaches.

<b>PO8</b>	<b>Lifelong Learning and Global Competence</b> Demonstrate the ability for self-directed, lifelong learning with enthusiasm and commitment, enhancing knowledge and technical competencies globally.
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#### 4.0 RELATION BETWEEN THE PROGRAM EDUCATIONAL OBJECTIVES AND THE POS

Broad relationship between the program objectives and the program outcomes is given in the following Table below:

##### **MBA Expanded PO–PEO Mapping with Detailed Justification**

PEO	Mapped PO	Detailed Justification
<b>PEO I: Management Foundation</b>	<b>PO1</b>	Builds the fundamental understanding of management concepts, enabling students to apply theoretical knowledge in foundational learning.
	<b>PO2</b>	Supports cultivation of analytical and critical thinking, essential for developing conceptual clarity and research orientation.
	<b>PO4</b>	Understanding ethical and legal dimensions contributes to a well-rounded foundation in management concepts.
	<b>PO8</b>	Encourages habitual self-learning, research inclination, and global competence aligned with lifelong learning.
	<b>PO6</b>	Introducing innovation and entrepreneurial thinking early strengthens foundational managerial perspectives.
<b>PEO II: Analytical &amp; Innovative Decision-Making</b>	<b>PO2</b>	Builds strong analytical skills required to interpret data and evaluate business alternatives logically.
	<b>PO6</b>	Drives innovative thinking, creativity, and idea generation, which supports problem-solving and modern decision-making.
	<b>PO7</b>	Develops project management and strategic thinking skills essential for data-driven, structured decision processes.
	<b>PO1</b>	Application of management models aids in constructing more effective decisions based on theories and frameworks.
	<b>PO4</b>	Ethical considerations guide responsible and sustainable decision-making processes.

<b>PEO III: Leadership &amp; Professional Competence</b>	<b>PO3</b>	Instils value-based and ethical leadership which is central to building professional managerial capability.
	<b>PO5</b>	Enhances teamwork, interpersonal skills, and leadership abilities essential for professional success.
	<b>PO4</b>	Encourages ethical conduct and sustainable professional practices, strengthening professionalism.
	<b>PO8</b>	Continuous learning ensures leaders stay updated, professionally relevant, and globally competent.
	<b>PO1</b>	Applying management knowledge enables more confident communication, leadership, and managerial execution.
<b>PEO IV: Strategic Planning &amp; Technological Advancement</b>	<b>PO7</b>	Supports strategic thinking, planning, execution, and optimization of operations in dynamic environments.
	<b>PO6</b>	Encourages innovative use of technology and entrepreneurship for organizational growth.
	<b>PO1</b>	Application of management principles is essential for strategic implementation and operational improvements.
	<b>PO2</b>	Analytical and critical thinking aids in evaluating strategic alternatives and technological choices.
	<b>PO8</b>	Lifelong learning helps managers stay updated with technological advancements and global business trends.

**Expanded Weighted Correlation Matrix (1–3 Scale)**

<b>PEO \ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>PEO I</b>	<b>3</b>	<b>3</b>	-	<b>2</b>	-	<b>1</b>	-	<b>3</b>
<b>PEO II</b>	<b>2</b>	<b>3</b>	-	<b>1</b>	-	<b>3</b>	<b>3</b>	-
<b>PEO III</b>	<b>2</b>	-	<b>3</b>	<b>3</b>	<b>3</b>	-	-	<b>2</b>
<b>PEO IV</b>	<b>3</b>	<b>2</b>	-	-	-	<b>3</b>	<b>3</b>	<b>2</b>

### **Weight Meaning:**

**3 = Strong & Direct Alignment**

**2 = Moderate Alignment**

**1 = Supportive / Indirect Contribution**

## **5.0 Blooms Taxonomy**

Bloom's taxonomy is considered as the global language for education. Bloom's Taxonomy is frequently used by teachers in writing the course outcomes as it provides a readymade structure and list of action verbs. The stages ascend in complexity and what they demand of students. First students need to simply remember information provided to them — but reciting something doesn't demonstrate having learned it, only memorization. With understanding comes the ability to explain the ideas and concepts to others. The students are then challenged to apply the information and use it in new ways, helping to gain a deeper understanding of previously covered material and demonstrating it moving forward. Questioning information is a vital part of learning, and both analysis and evaluation do just this. Analyzing asks a student to examine the information in a new way, and evaluation demands the student appraise the material in a way that lets them defend or argue against it as they determine. The final step in the revised taxonomy is creating, which entails a developing new product or point of view. How does this learned information impact your world? How can it be used to impact not just your education but the way you interact with your surroundings? By utilizing Bloom's Taxonomy, students are not going to forget the information as soon as the class ends - rather, they retain and apply the information as they continue to grow as a student and in their careers, staying one step ahead of the competition.

### **5.1 Incorporating Critical Thinking Skills into Course Outcome Statements.**

Many faculty members choose to incorporate words that reflect critical or higher-order thinking into their learning outcome statements. Bloom (1956) developed a taxonomy outlining the different types of thinking skills people use in the learning process. Bloom argued that people use different levels of thinking skills to process different types of information and situations. Some of these are basic cognitive skills (such as memorization) while others are complex skills (such as creating new ways to apply information). These skills are often referred to as critical thinking skills or higher-order thinking skills.

Bloom proposed the following taxonomy of thinking skills. All levels of Bloom's taxonomy of thinking skills can be incorporated into expected learning outcome statements. Recently, Anderson and Krathwohl (2001) adapted Bloom's model to include language that is oriented towards the

language used in expected learning outcome statements. A summary of Anderson and Krathwohl's revised version of Bloom's taxonomy of critical thinking is provided in Figure 2.



**FIGURE 2: Revised version of Bloom's taxonomy**

### **5.2 Definitions of the different levels of thinking skills in Bloom's taxonomy:**

1. **Remember** –recalling relevant terminology, specific facts, or different procedures related to information and/or course topics. At this level, a student can remember something, but may not really understand it.
2. **Understand** –the ability to grasp the meaning of information (facts, definitions, concepts, etc.) that has been presented.
3. **Apply** –being able to use previously learned information in different situations or in problem solving.
4. **Analyze** –the ability to break information down into its component parts. Analysis also refers to the process of examining information in order to make conclusions regarding cause and effect, interpreting motives, making inferences, or finding evidence to support statements/arguments.
5. **Evaluate** –being able to judge the value of information and/or sources of information based on personal values or opinions.
6. **Create** –the ability to creatively or uniquely apply prior knowledge and/or skills to produce new and original thoughts, ideas, processes, etc. At this level, students are involved in creating their own thoughts and ideas

### **5.3 List of Action Words Related to Critical Thinking Skills**

Here is a list of action words that can be used when creating the expected student learning outcomes related to critical thinking skills in a course. These terms are organized according to the different levels of higher-order thinking skills contained in Anderson and Krathwohl's (2001) revised version of Bloom's taxonomy.

Here is the revised Bloom's document with action verbs, which we frequently refer to while writing COs for our courses.

**The cognitive process dimensions- categories:**

Lower Order of Thinking (LOT)			Higher Order of Thinking (HOT)		
Remember	Understand	Apply	Analyse	Evaluate	Create
Interpreting Illustrating Classifying Summarizing Inferring (concluding) comparing explaining	Recognizing (identifying) Recalling (retrieving)	Executing Implementing	Differentiating Organizing Attributing	Checking (coordinating, detecting, testing, monitoring) Critiquing (judging)	Planning Generating Producing (constructing)

The Knowledge Dimension			
Concrete Knowledge → Abstract knowledge			
Factual	Conceptual	Procedural	Metacognitive
<ul style="list-style-type: none"> <li>• Knowledge of terminologies</li> <li>• Knowledge of specific details and elements</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of classifications and categories</li> <li>• Knowledge of principles and generalizations</li> <li>• Knowledge of theories, models and structures</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of subject specific skills and algorithms</li> <li>• Knowledge of subject specific techniques and methods</li> <li>• Knowledge of criteria for determining when to use appropriate procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Knowledge</li> <li>• Knowledge about cognitive task, including appropriate contextual and conditional Knowledge</li> <li>• Self- Knowledge</li> </ul>

## Action Verbs for Course Outcomes

Lower Order of Thinking (LOT)				Higher Order of Thinking (HOT)		
Definitions	Remember	Understand	Apply	Analyze	Evaluate	Create
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, 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 alternative solution.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Extend</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> </ul>	<ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> <li>• Importance</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Solve</li> <li>• Choose</li> <li>• Combine</li> <li>• Invent</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> </ul>

## Action Verbs for Course Outcomes

Lower Order of Thinking (LOT)				Higher Order of Thinking (HOT)		
Definitions	Remember	Understand	Apply	Analyse	Evaluate	Create
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> <li>• Select</li> <li>• Show</li> <li>• Spell</li> <li>• Tell</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Which</li> <li>• Who</li> <li>• Why</li> </ul>	<ul style="list-style-type: none"> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> <li>• Experiment with</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> <li>• Experiment with</li> </ul>	<ul style="list-style-type: none"> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> <li>• Identify</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> <li>• Identify</li> </ul>	<ul style="list-style-type: none"> <li>• Divide</li> <li>• Examine</li> <li>• Function</li> <li>• Inference</li> <li>• Inspect</li> <li>• List Motive</li> <li>• Simplify</li> <li>• Survey</li> <li>• Take part in</li> <li>• Test for Theme</li> <li>• Conclusion</li> <li>• Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Defend</li> <li>• Determine</li> <li>• Disprove</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Influence</li> <li>• Interpret</li> <li>• Judge</li> <li>• Justify Mark</li> <li>• Measure</li> <li>• Opinion</li> <li>• Perceive</li> <li>• Prioritize</li> <li>• Prove</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Compare</li> <li>• Conclude</li> </ul>	<ul style="list-style-type: none"> <li>• Create</li> <li>• Design</li> <li>• Develop</li> <li>• Estimate</li> <li>• Formulate</li> <li>• Happen</li> <li>• Imagine</li> <li>• Improve</li> <li>• Make up</li> <li>• Maximize</li> <li>• Minimize</li> <li>• Modify</li> <li>• Original</li> <li>• Originate</li> <li>• Plan</li> <li>• Predict</li> <li>• Propose</li> <li>• Solution</li> </ul>

### 6.0 Guidelines for writing Course Outcome Statements:

Well-written course outcomes involve the following parts:

1. Action verb
2. Subject content
3. Level of achievement as per BTL
4. Modes of performing task (if applicable)

### 6.1 Course Outcomes (COs)

A Course Outcome is a formal statement of what students are expected to learn in a course. When creating Course Outcomes remember that the outcomes should clearly state what students will do or produce to determine and/or demonstrate their learning. Course learning outcome statements refer to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc. that faculty members expect students to develop, learn, or master during a course.

A well-formulated set of Course Outcomes will describe what a faculty member hopes to successfully accomplish in offering their particular course(s) to prospective students, or what specific skills, competencies, and knowledge the faculty member believes that students will have attained once the course is completed. The learning outcomes need to be concise descriptions of what learning is expected to take place by course completion.

## **6.2 Developing Course Outcomes**

When creating course outcomes consider the following guidelines will help to develop either individually or as part of a multi-section group:

- Limit the course outcomes to 6 statements for the entire course [more detailed outcome can be developed for individual units, assignments, chapters, etc. if the instructor(s) wish (es)].
- Focus on overarching knowledge and/or skills rather than small or trivial details
- Focus on knowledge and skills that are central to the course topic and/or discipline.
- Create statements that have a student focus rather than an instructor centric approach (basic e.g., “upon completion of this course students will be able to list the names of the 28 states and 8 union territories” versus “one objective of this course is to teach the names of the 28 states and 8 union territories”).
- Focus on the learning that results from the course rather than describing activities or lessons that are in the course.
- Incorporate and/or reflect the institutional and departmental missions.
- Include various ways for students to show success (outlining, describing, modelling, depicting, etc.) rather than using a single statement such as “at the end of the course, student will know as the stem for each expected outcome statement.

### **When developing learning outcomes, here are the core questions to satisfy:**

- What do we want students in the course to learn?
- What do we want the students to be able to do?
- Are the outcomes observable, measurable and are they able to be performed by the students?

### **Course outcome statements on the course level describe:**

- What faculty members want students to know at the end of the course AND
- What faculty members want students to be able to do at the end of the course?

### **Course outcomes have three major characteristics**

- They specify an action by the students/learners that is observable
- They specify an action by the students/learners that is measurable
- They specify an action that is done by the students/learners rather than the faculty members

Effectively developed expected learning outcome statements should possess all three of these characteristics. When this is done, the expected learning outcomes for a course are designed so that they can be assessed.

When stating expected learning outcomes, it is important to use verbs that describe exactly what the student(s) / learner(s) will be able to do upon completion of the course.

### 6.3 Relationship of Course Outcome to Program Outcome

The Course Outcomes need to link to the Program Outcomes.

#### Learning outcomes formula:

STUDENTS SHOULD BE ABLE TO + BEHAVIOR + RESULTING EVIDENCE

For example, instructor can use the following template to write an appropriate course level learning outcome.

*“Upon completion of this course students will be able to (knowledge, concept, rule or skill you expect them to acquire) by (how will they apply the knowledge or skill/how will the instructor assess the learning).”*

### 6.4 Characteristics of Effective Course Outcomes

#### Well written course outcomes:

- Describe what instructor wants from students to learn in the course.
- Are aligned with program goals and objectives.
- Tell how to know an instructional goal has been achieved.
- Use action words that specify definite, observable behaviours.
- Are assessable through one or more indicators (papers, quizzes, projects, presentations, journals, portfolios, etc.)
- Are realistic and achievable.
- Use simple language

### 6.5 Examples of Effective Course Outcomes

After successful completion of the course, Students will be able to:

- Demonstrate the basic concepts and levels of management to make better organizational decisions.
- Illustrate the significance of pre and final accounts and causes of depreciation on fixed assets to measure its impact on business accounting.
- Discuss various forms of production functions to know its affects in the cost of production.
- Discuss about company and companies acts that helps to initiate enterprises.
- Facilitate a group to achieve agreed-upon goals.
- Determine and apply the appropriate statistical procedures to analyze the results of simple experiments.
- Recognize the significance, limitations, origin and different branches of statistics for better managerial analysis.
- Produce a strategic plan for a small manufacturing business.

- Analyse a character’s motivation and portray that character before an audience.
- Differentiate among five major approaches to literary analysis
- List the major ethical issues one must consider when planning a human-subjects study.
- Locate and critically evaluate information on current political issues on the Web.
- List and describe the functions of the major components of the human nervous system.
- Correctly classify rock samples found in...
- Conduct a systems analysis of a group interaction.
- Demonstrate active listening skills when interviewing clients.
- Apply social psychological principles to suggest solutions to contemporary social problems.

A more detailed model for stating learning objectives requires that objectives have three parts: a condition, an observable behavior, and a standard. The table below provides three examples.

S No	Condition	Observable Behavior	Standard
1	Given a list of management decisions	the student will be able to classify each statement as event or case study	with at least 70% accuracy
2	Immediately following a fifteen- minute discussion on a topic.	The student will be able to summarize in writing the major issues being discussed.	Mentioning at least three of the five major topics.
3	Given an algebraic equation with one unknown.	the student will be able to correctly solve a simple linear equation	Within a period of five minutes.

The following examples describe a course outcome that is not measurable as written, an explanation for why the course outcome is not considered measurable, and a suggested edit that improves the course outcome.

Original course outcome	Evaluation of language used in this course outcome	Improved course outcome
Explore in depth the literature on an aspect of teaching strategies.	Exploration is not a measurable activity but the quality of the product of exploration would be measurable with a suitable rubric.	Upon completion of this course the students will be able to: write a paper based on an in- depth exploration of the literature on an aspect of Teaching strategies.

### Examples that is TOO general and VERY HARD to measure. . .

- . . . Will appreciate the benefits of learning a foreign language.
- . . . Will be able to access resources at the Institute library.
- . . . Will develop problem-solving skills.
- . . . Will have more confidence in their knowledge of the subject matter.

Examples that are still general and HARD to measure. . .

- . . . Will value be knowing a second language as a communication tool.
- . . . Will develop and apply effective problem-solving skills that will enable one to adequately navigate through the proper resources within the institute library.
- . . . Will demonstrate the ability to resolve problems that occur in the field.
- . . . Will demonstrate critical thinking skills, such as problem solving as it relates social issues.

### Examples that is SPECIFIC and relatively EASY to measure. . .

- . . . Will be able to read and demonstrate good comprehension of text in areas of the student's interest or professional field.
- . . . Will demonstrate the ability to apply basic research methods in psychology, including research design, data analysis, and interpretation.
- . . . Will be able to identify environmental problems, evaluate problem-solving strategies, and develop science-based solutions.
- . . . Will demonstrate the ability to evaluate, integrate, and apply appropriate information From various sources to create cohesive, persuasive arguments, and to propose design concepts.

### An Introspection - Examine Your Own Course Outcomes

- If you have written statements of broad course goals, take a look at them. If you do not have a written list of course goals, reflect on your course and list the four to six most important student outcomes you want your course to produce.
- Look over your list and check the one most important student outcome. If you could only achieve one outcome, which one would it be?
- Look for your outcome on the list of key competencies or outcomes society is asking us to produce. Is it there? If not, is the reason a compelling one?
- Check each of your other" most important" outcomes against the list of outcomes. How many are on the list of key competencies?
- Take stock. What can you learn from this exercise about what you are trying to accomplish as a teacher? How clear and how important are your statements of outcomes for your use and for your students'? Are they very specifically worded to

avoid misunderstanding? Are they supporting important needs on the part of the students?

### WRITE YOUR COURSE OUTCOMES!

One of the first steps you take in identifying the expected learning outcomes for your course is identifying the purpose of teaching the course. By clarifying and specifying the purpose of the course, you will be able to discover the main topics or themes related to students' learning. Once discovered, these themes will help you to outline the expected learning outcomes for the course.

Ask yourself:

- What role does this course play within the program?
- How is the course unique or different from other courses?
- Why should/do students take this course? What essential knowledge or skills should they gain from this experience?
- What knowledge or skills from this course will students need to have mastered to perform well in future classes or jobs?
- Why is this course important for students to take?

### 6.6 CO-PO Course Articulation Matrix (CAM) Mapping

Course Articulation Matrix shows the educational relationship (Level of Learning achieved) between course outcomes and program outcomes for a course. This matrix strongly indicates whether the students are able to achieve the course learning objectives. The matrix can be used for any course and is a good way to evaluate a course syllabus.

The below table gives information about the action verbs used in the POs and the nature of POs, stating whether the POs are technical or non-technical. Instructor need to understand the intention of each POs and the Bloom's level to which each of these action verbs in the POs correlates to. Once it has understood the POs then can write the COs for a course and see to what extent each of those CO's correlate with the POs.

Type	POs	Action Verb(s) in POs	Bloom's level(s) for POs	Bloom's level(s) for COs
Professional	PO 1	Apply	L3	<ul style="list-style-type: none"> <li>• Bloom's L1 to L4 for Theory Courses.</li> <li>• Bloom's L1 to L5 for Laboratory Courses.</li> </ul>
	PO 2	Identify	L2	
		Formulate	L6	
		Review	L2	
	PO 3	Design	L6	
		Develop	L3, L6	
	PO 4	Analyze	L4	
		Interpret	L2, L3	
		Design	L6	

	PO 5	Create	L6	• Bloom's L1 to L6 for Mini Project and Main Project.
		Select	L1, L2, L6	
		Apply	L3	
	PO 6	Interpret	L2, L3	
		Select	L1, L2, L6	
	PO 7	Create	L6	
<b>Non-Professional</b>	PO 8	<p style="text-align: center;"><b>THUMB RULE</b></p> <ul style="list-style-type: none"> <li>• If Bloom's L1 Action Verbs of a CO: Correlates with any of PO8, then assign 1.</li> <li>• If Bloom's L2 to L3 Action Verbs of a CO: Correlates with any of PO8, then assign 2.</li> <li>• If Bloom's L4 to L6 Action Verbs of a CO: Correlates with any of PO8, then assign 3.</li> </ul>		

At the end, the POs can be calculated using various descriptors that you may define. The mapping of CO towards a PO is evaluated using descriptors such as High, Medium, Low etc.

### OBSERVATIONS:

1. The PO1, PO2 and PO5 are purely of knowledge-based aspects required for effective managerial decisions.
2. The PO3 and PO4 are about the behavioral aspects for sustainable management implications.
3. PO6 and PO7 are relates to the explorative actions for the knowledge gained through the program.
4. The PO8 is about the skills to develop and succeed in the competitive world.
5. The core subjects while writing the Course Outcomes (CO) the Blooms Level 1 to Level4 is suggestible, where as if it is the professional elective, seminar or the laboratory the Blooms Level1 to Level 5 is most preferable.
6. In the case of Project work almost all six levels of Blooms can appropriate based on the need and importance of the work.
7. For a given course, the course in-charge has to involve all the other course coordinators who taught that course and ask for suggestions in the CO-PO mapping. The course in-charge has to take the average value of all of these CO-PO mappings and finalize the values or the course in-charge can go with what the majority of the faculty members prefer for.
8. While mapping the CO with respective PO, the action verbs used in the CO has to correlate with intention of PO based on the thumb rule given in the table and map the values along with justification. (Applies only for mapping COs to non-technical POs).

#### **6.7 Tips for Assigning the values while mapping COs to POs.**

- Select action verbs for a CO from different Bloom's levels based on the importance of the particular CO for the given course.
- Stick on to single action verbs while composing COs but you may go for multiple action verbs if

the need arises.

- You need to justify for marking of the values in CO-PO articulation matrix. Use a combination of words found in the COs, POs and your course syllabus for writing the justification. Restrict yourself to one or two lines.
- Values to CO-PO (technical POs in particular) matrix can be assigned by
  - (a) Judging the importance of the particular CO in relation to the POs. If the CO matches strongly with a particular PO criterion, then assign 3, if it matches moderately then assign 2 or if the match is low then assign 1 else mark with “ - ” symbol.
  - (b) If an action verb used in a CO is repeated at multiple Bloom’s levels, then you need to judge which Bloom’s level is the best fit for that action verb.

### 6.8 Method for Articulation

1. Identify the key competencies of POs to each CO and make a corresponding mapping table with assigning mark at the corresponding cell. One observation to be noted is that the first five POs are purely of professional in nature, while the other POs are nonprofessional.
2. Justify each CO - PO mapping with a justification statement and recognize the number of vital features mentioned in the justification statement that are matching with the given Key Attributes for Assessing Program Outcomes. Use a combination of words found in the COs, POs and your course syllabus for writing the justification
3. Make a table with number of key competencies for CO – PO mapping with reference to the maximum given Key Attributes for Assessing Program Outcomes.
4. Make a table with percentage of key competencies for CO – PO mapping with reference to the maximum given Key Attributes for Assessing Program Outcomes.
5. Finally, Course Articulation Matrix (CO - PO Mapping) is prepared with COs and POs on the scale of 0 to 3, 0 being no correlation (marked with “ - ”), 1 being the low/slight correlation, 2 being medium/moderate correlation and 3 being substantial/high correlation based on the following strategy

- 0–0  $\cong$  C  $\cong$  5% - No correlation.
- 1 – 5 < C  $\cong$  40% - Low / Slight.
- 2 – 40% < C < 60% - Moderate
- 3 – 60%  $\cong$  C < 100% - Substantial / High

### 7.0 Key Competencies for Assessing Program Outcomes:

PO	NBA statement / Vital features	Blooms Taxonomy
PO1	<b>Application of Management Knowledge</b> Apply knowledge of Management theories and practices to solve business problems.	5

	<p><b><u>Key Competencies</u></b></p> <p><b>Knowledge and understanding of</b></p> <ol style="list-style-type: none"> <li>1. Fundamental principles, theories and practices of Management</li> <li>2. Various types, disciplines, and philosophies in management</li> <li>3. Organizational models and their behaviours</li> <li>4. <b>Decision-making techniques</b> for addressing managerial and organizational challenges.</li> <li>5. <b>Strategic application</b> of management concepts in functional areas such as HR, Marketing, Finance, and Operations.</li> </ol>	
PO2	<p><b>Analytical and Critical Thinking</b> Foster Analytical and Critical thinking abilities to get a real-life exposure on data analysis tools used in industry for decision making.</p> <p><b><u>Key Competencies</u></b></p> <ol style="list-style-type: none"> <li>1. Acquire knowledge methods, models, comparison, tools, techniques, analytics</li> <li>2. Understanding the Challenges, Drivers, and their Determinants</li> <li>3. classify the applications, approaches, assumptions and the respective computations,</li> <li>4. Investigate and Interpret the Issues, their causes and effect, crisis</li> <li>5. Develop effectiveness &amp; efficiency analysis</li> <li>6. Awareness and ability to experiment in areas of planning, designing, perception, evaluation, measures, ratios, etc.</li> </ol>	6
PO3	<p><b>Value-Based Leadership</b></p> <p>Develop Value based leadership to understand and analyze business situations and be able to descend discussions to logical conclusion.</p> <p><b><u>Key Competencies</u></b></p> <ol style="list-style-type: none"> <li>1. Show maturity by focusing on achieving goals to drive performance.</li> <li>2. Demonstrate self-direction by taking vaguely defined problems and working systematically toward resolution.</li> <li>3. Collaborate effectively in classroom teams, hands-on labs, and design projects.</li> <li>4. Interact confidently with people at all levels of an organization.</li> <li>5. Build positive relationships and get along well with others.</li> <li>6. Contribute actively and work effectively within a team.</li> </ol>	6
PO4	<p><b>Ethical and Sustainable Business Practices</b></p> <p>Understand, analyze and communicate economic, legal, and ethical aspects of business and be able to apply management knowledge to develop sustainable solutions.</p>	4

	<p><b><u>Key Competencies</u></b></p> <ol style="list-style-type: none"> <li>1. Analyze the Values, Empathy, professional Ethics</li> <li>2. Examine the Social Responsibility Corporate Governance, Transparency</li> <li>3. Categorize the Diversification, Quality</li> <li>4. Inspect the socio, Economic, Political, Ethical and Legal issues.</li> </ol>	
<b>PO5</b>	<p><b>Team Leadership and Collaboration</b></p> <p>Lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.</p> <p><b><u>Key Competencies</u></b></p> <ol style="list-style-type: none"> <li>1. Function effectively as an individual, and as a leader in diverse teams.</li> <li>2. Capacity to build cohesive and high-performing teams</li> <li>3. Maturity – requiring the achievement of goals to drive their performance</li> <li>4. Foster collaboration by encouraging open communication and knowledge sharing within the team.</li> <li>5. Resolve conflicts constructively to maintain a positive and productive team environment.</li> <li>6. Motivate and guide team members toward achieving common organizational goals.</li> </ol>	<b>6</b>
<b>PO6</b>	<p><b>Entrepreneurial and Innovative Skills</b></p> <p>Formulate entrepreneurial and innovative skills to conduct research and implement practical solute</p> <p><b><u>Key Competencies</u></b></p> <ol style="list-style-type: none"> <li>1. Considerate of Management principles to apply in research.</li> <li>2. Classify the performance of systems and modelling.</li> <li>3. apply quantitative methods and research in order to solve Management problems.</li> <li>4. Collaborate with stakeholders to transform research outcomes into real-world applications.</li> </ol>	<b>4</b>
<b>PO7</b>	<p><b>Strategic Project Management</b></p> <p>Manage industry-academia projects in respective and multidisciplinary domains using strategic approaches to sustain in dynamic business scenarios.</p> <ol style="list-style-type: none"> <li>1. Application of project-based knowledge and research methods, analysis and interpretation of data.</li> <li>2. Industry-Academia Experience through project work in the program curriculum.</li> </ol>	<b>5</b>



<b>20MBA010</b>	Human Resource Management	✓	✓	✓	✓	✓	-	-	✓
<b>20MBA011</b>	Quantitative Techniques for Management	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA012</b>	Financial Management	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA013</b>	Management Information System and ERP	✓	✓		✓	-	✓	✓	✓
<b>20MBA014</b>	Marketing Management	✓	✓		✓	✓	✓	✓	✓
<b>20MBA015</b>	Supply Chain Management	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA016A</b>	Contemporary Management Practices	✓	✓	✓	✓	✓	-	-	-
<b>20MBA017</b>	IT for Managers – Lab	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA019</b>	Production & Operations Management	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA020</b>	Data Analytics	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA021M</b>	Digital Marketing	✓	✓	✓	✓	✓	-	-	✓
<b>20MBA021F</b>	Security Analysis and Portfolio Management	✓	✓	✓	✓	✓	✓	-	-
<b>20MBA021H</b>	Performance Management	✓	✓	✓	✓	✓	-	-	✓
<b>20MBA022M</b>	Advertising & Sales Management	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA022F</b>	Financial Institutions, Markets and Services	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA022H</b>	Learning & Development	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA023M</b>	Consumer Behavior	✓	✓	✓	✓	✓	✓	✓	-
<b>20MBA023F</b>	Strategic Management Accounting	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA023H</b>	Employee Relations	✓	✓	✓	✓	✓	✓	-	✓
<b>20MBA025</b>	Strategic Management	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA027M</b>	International Marketing	✓	✓	✓	✓	✓	-	-	✓
<b>20MBA027F</b>	International Financial Management	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA027H</b>	International Human Resource Management	✓	✓	✓	✓	✓	-	-	✓
<b>20MBA028M</b>	Customer Relationship Management	✓	✓	✓	✓	✓	✓	✓	✓

<b>20MBA028F</b>	Strategic Investment and Financial Decisions	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA028H</b>	Leadership and Change Management	✓	✓	✓	✓	✓	✓	-	✓
<b>20MBA029M</b>	Marketing of Services	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA029F</b>	Financial Derivatives and Risk Management	✓	✓	✓	✓	✓	✓	✓	✓
<b>20MBA029H</b>	Talent and Knowledge Management	✓	✓	✓	✓	✓	✓	✓	-

## 9. Methods for measuring Learning Outcomes and Value Addition:

There are many different ways to assess student learning. In this section, we present the different types of assessment approaches available and the different frame works to interpret the results.

- i) Continuous Internal Assessment (CIA)
- ii) Semester end examination (SEE)
- iii) Laboratory and project work
- iv) Course exit survey
- v) Program exit survey
- vi) Alumni survey
- vii) Employer survey
- viii) Course expert committee
- ix) Program Assessment and Quality Improvement Committee (PAQIC)
- x) Department Advisory Board (DAB)
- xi) Faculty meetings
- xii) Professional societies

### THE ABOVE ASSESSMENT INDICATORS ARE DETAILED BELOW

#### 9.1 Continuous Internal Assessment (CIA)

The framework for Continuous Internal Assessment (CIA) for the Postgraduate (PG) courses includes Continuous Internal Examinations (CIEs), assignment. All these are mandatory and designed in a systematic way to assess the understanding of concepts, analytical and problem-solving skills, communication skills, and overall subject competency in accordance with the principles of Outcome-Based Education (OBE).

The assessment performance is formally evaluated to ensure consistency, transparency, and achievement of Course Outcomes (COs) and Program Outcomes (POs). Constructive feedback is given to the students to enable continuous improvement and improve the teaching-learning process, thereby improving overall performance and achievement of outcomes.

## **9.2 Semester End Examination (SEE)**

The semester end examination assessment is conducted for all the courses in the department. Before the Semester end examinations course reviews are conducted, feedback taken from students and remedial measures will be taken up such that the student gets benefited before going for end exams. The positive and negative comments made by the students about the course are recorded and submitted to the departmental academic board (DAB) and to the principal for taking necessary actions to better the course for subsequent semesters.

## **9.4 Laboratory, seminars and Project Works**

The laboratory and seminar works are continuously monitored and assessed to suit the present demands of the industry. Students are advised and guided to do project works giving solutions to research / industrial problems to the extent possible by the capabilities and limitations of the student. The results of the assessment of the individual projects and laboratory work can easily be conflated in order to provide the students with periodic reviews of their overall progress and to produce terminal marks and grading.

## **9.5 Course Exit Surveys**

Students are encouraged to fill-out a brief survey on the fulfillment of course objectives. The data is reviewed by the concerned course faculty and the results are kept open for the entire faculty. Based on this, alterations or changes to the course objectives are undertaken by thorough discussions in faculty and DAB meetings.

## **9.6 Programme Exit Survey**

The programme exit questionnaire form is to be filled by all the students leaving the institution. The questionnaire is designed in such a way to gather information from the students regarding the program educational objectives, solicit about program experiences, carrier choices, as well as any suggestions and comments for the improvement of the program. The opinions expressed in exit interview forms are reviewed by the DAB for implementation purposes.

## **9.7 Alumni Survey**

The survey asks former students of the department about the status of their employment and further education, perceptions of institutional emphasis, estimated gains in knowledge and skills,

involvement a sunder graduate student, and continuing involvement with Marri Laxman Reddy Institute of Technology and Management. This survey is administered every three years. The data obtained will be analyzed and used in continuous improvement.

### **9.8 Employer Survey**

The main purpose of this employer questionnaire is to know employer's views about the skills they require of employees compared to the skills actually possessed by them. The purpose e is also to identify gaps in technical and vocational skills, need for required training practices to fill these gaps and criteria for hiring new employees. These employer surveys are reviewed by the College Academic Council (CAC) to affect the present curriculum to suit the requirement so the employer.

### **9.9 Course Expert Committee**

The course expert team is responsible in exercising the central domain of expertise in developing and renewing the curriculum and assessing its quality and effectiveness to the highest of professional standards. Inform the Academic Committee the 'day-to-day' matters as are relevant to the offered courses. This committee will consider the student and staff feedback on the efficient and effective development of the relevant courses. The committee also review the course full stack content developed by the respective course coordinator.

### **9.10 Programme Assessment Committee (PAC)**

PAC monitors the achievements of Program Outcomes (POs) and PSOs. It will evaluate the program effectiveness and proposes the necessary changes. It also prepares the periodic reports on program activities, progress, status or other special reports for management. It also motivates the faculty and students towards attending workshops, developing projects, working models, paper publications and engaging in research activities.

### **9.11 Department Advisory Board (DAB)**

Departmental Advisory Board plays an important role in the development of the department. Department level Advisory Board will be established for providing guidance and direction for qualitative growth of the department. The Board interacts and maintains liaison with key stakeholders. DAB will Monitor the progress of the program and develop or recommend the new or revised goals and objectives for the program. Also, the DAB will review and analyze the gaps between curriculum and Industry requirement and gives necessary feedback or advices to be taken to improve the curriculum.

### **9.12 Faculty Meetings**

The DAB meets bi-annually for every academic year to review the strategic planning and modification of PEOs. Faculty meetings are conducted at least once in fortnight for ensuring the implementation of DAB's suggestions and guidelines. All these proceedings are recorded and kept

for the availability of all faculties.

### 9.13 Professional Societies

The importance of professional societies like HMA, ISTD, IMA etc., are explained to the students and they are encouraged to become members of the above to carry out their continuous search for knowledge. Student and faculty chapters of the above societies are constituted for a better technical and entrepreneurial environment. These professional societies promote excellence in instruction, research, public service and practice.

### 10. CO - Assessment processes and tools:

The institute has the following methods for assessing attainment of COs

#### Direct method indirect method

#### 10.1 Direct Assessment:

- Continuous Internal Evaluation (CIE), Semester End Examinations, assignment are used for CO calculation.
- Rubric values are calculated for individual courses and are formulated and summed for assessing the PO's.
- PPT/Poster Presentation is indicative of the student's communication and presentation skills.
- Assignment from their syllabus is allotted to them. The allotted syllabus topic should be related to their discipline but that is not directly related to the classroom work. This provides excellent platform for self-study and create the habit of life long and independent learning.
- The weighted average of the POs for all the courses is calculated.

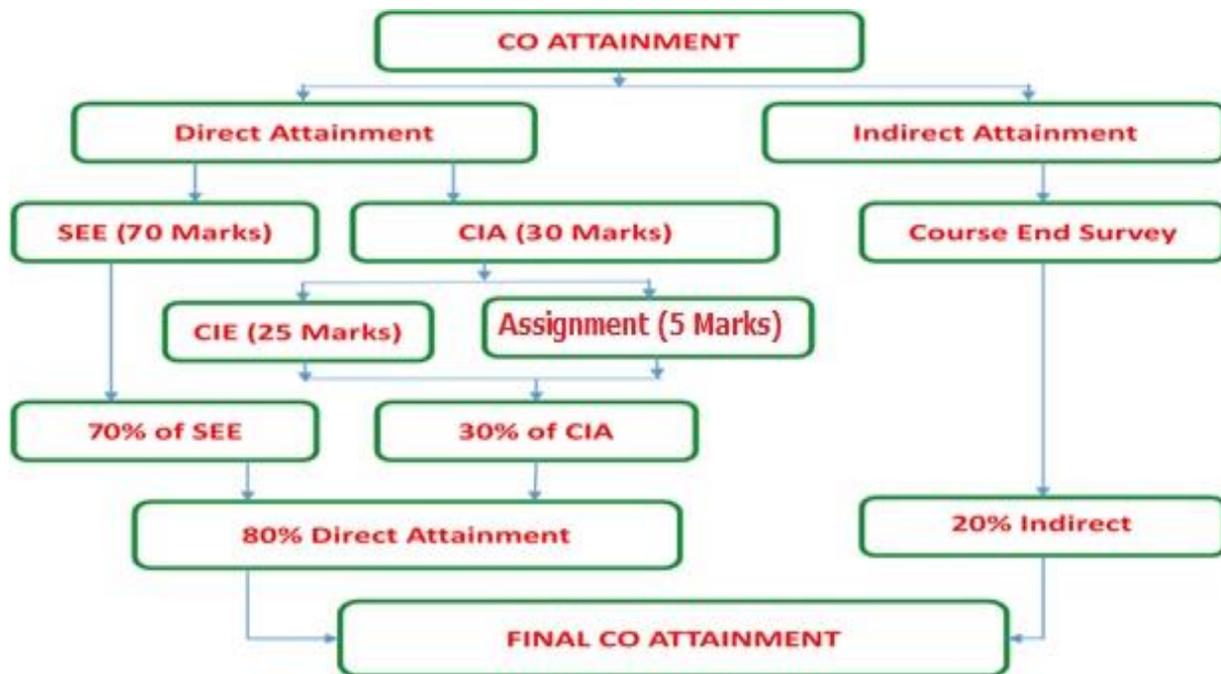
#### Assessment Methods:

A **course-end survey** is conducted at the end of each semester to gather student feedback on the achievement of **Course Outcomes (COs)**.

#### Weightage for CO attainment

Assessment Method	Assessment Tool	Weightage in CO attainment
Direct Assessment	Continues Internal Examinations (CIE)	80 %
	Assignment	
	Semester End Examination (SEE)	

Indirect Assessment	Course End Survey (CES)	20 %
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**Figure: Process of Theory Course Outcome Assessment and attainment**

### Direct Assessment Methods

Direct methods are based on the student's knowledge and performance in the various assessments and examinations. These assessment methods provide evidence that a student has command over a specific course, content or skill or that the students work demonstrates a specific quality such as creativity, analysis or synthesis. The various direct assessment tools used to assess the impact of delivery of course content is listed below. The tools used in direct Assessment are shown in Table.

**Table Tools used in direct assessment**

S. no	Courses	Components	Frequency	Max. Marks	Evidence
1	Core / Elective	CIE	Twice in a semester	25	Answer script
		Assignment	Twice in a semester	05	Assignment script
		Semester End Examination	Once in a semester	70	Answer script

S. no	Courses	Components	Frequency	Max. Marks	Evidence
2	Laboratory	Day to day evaluation	Once in a week	5	Lab record
		Internal Practical exam	Twice in a semester	10	Work sheets
		Laboratory Project (PPT/design/program execution/)	Twice in a semester	10	Answer script
		Viva Voce	Twice in a semester	5	Lab records
		Semester End Examination	Once in a semester	70	Answer script
3	Project	<b>Pre-submission</b>	IV Sem	10	Presentations & Scripts
		1. Project Title and Objectives		15	
		2. Methodology		10	
		3. Chapterization		15	
		4. Theoretical Framework & Review of Literature		-	
		5. Company & Industry Profile		10	
		6. Data Analysis & Interpretation		-	
		7. Findings, Suggestions & Conclusion		15	
		8. Test of Hypothesis		-	
<b>TOTAL</b>	<b>100</b>				
4	Seminar	Seminar	Twice in a Semester	30	Seminar report
		1. Presentation skills		30	
		2. Content & Research		20	
		3. PPT/Design		20	
		4. Q & A		<b>100</b>	
<b>TOTAL</b>					

## 10.2 Indirect Assessment Methods

Course Outcomes and Program Outcomes are also assessed using the indirect assessment method. The tools and processes used in indirect assessment are shown in Table. Indirect assessment is done using course-end survey, Program exit survey, Alumni survey and Employer survey.

In Course-end survey, questionnaires are prepared based on the level of understanding of the course and the questions are mapped to Course Outcomes.

**Table Tools used in indirect assessment**

S No	Tools	Process	Frequency
1	Course end survey	<ul style="list-style-type: none"><li>• Taken for every course at the end of the semester</li><li>• Gives an overall view that helps to assess the extent of coverage/ compliance of COs</li><li>• Helps the faculty to improve upon the various teaching methodologies</li></ul>	Once in a semester
2	Program exit survey	<ul style="list-style-type: none"><li>• Taken at the end of the program</li><li>• It is designed such that the graduating students get an opportunity to provide meaningful feedback on their program</li><li>• Helps to assure and enhance quality of the program</li></ul>	Once in a year
3	Alumni survey	<ul style="list-style-type: none"><li>• Focuses on the alumni preparedness and industry needs</li><li>• Reports are analyzed, and analyzed for improvement of curriculum</li></ul>	Once in a year
4	Employer survey	<ul style="list-style-type: none"><li>• Gives valuable inputs in correlation with the trends and requirements of the employer.</li><li>• Inputs are used in making amendments in the curriculum</li></ul>	Once in a year

## 11. PO - Assessment tools and Processes

**Program Outcome** assessment tools are categorized into direct and indirect methods to assess the program outcomes.

### 1. Direct Assessment Methods:

- ❖ Semester End Examinations
- ❖ Midterm Examinations
- ❖ Assignment
- ❖ Subject Viva-voce/PPT/Poster Presentation/Case study

### 2. Indirect Assessment Methods:

- ❖ Program Exit Feedback Survey
- ❖ Alumni Survey
- ❖ Employer Survey
- ❖ The Program exit survey is a questionnaire prepared by Program Coordinator and answered by every individual student about the program after the completion of program. This is collected from the post graduating students of that year.
- ❖ The employee survey is obtained from the recruiters of the department during placement drives.
- ❖ The process and assessment tools used and its weights to find the Program Outcomes.
- ❖ Like assessing the Course Outcomes, Program Outcome assessment tools are categorized into direct and indirect methods to assess the POs. Various tools considered for the attainment of POs are listed.

In continuation to the process adopted for course attainment, the course outcomes (COs) of each course are mapped to the program outcomes (POs). The attainment levels of course

outcomes help in computing the PO based upon the mapping done. In direct assessment, the POs value is computed with CO-PO strength and program articulation matrix.

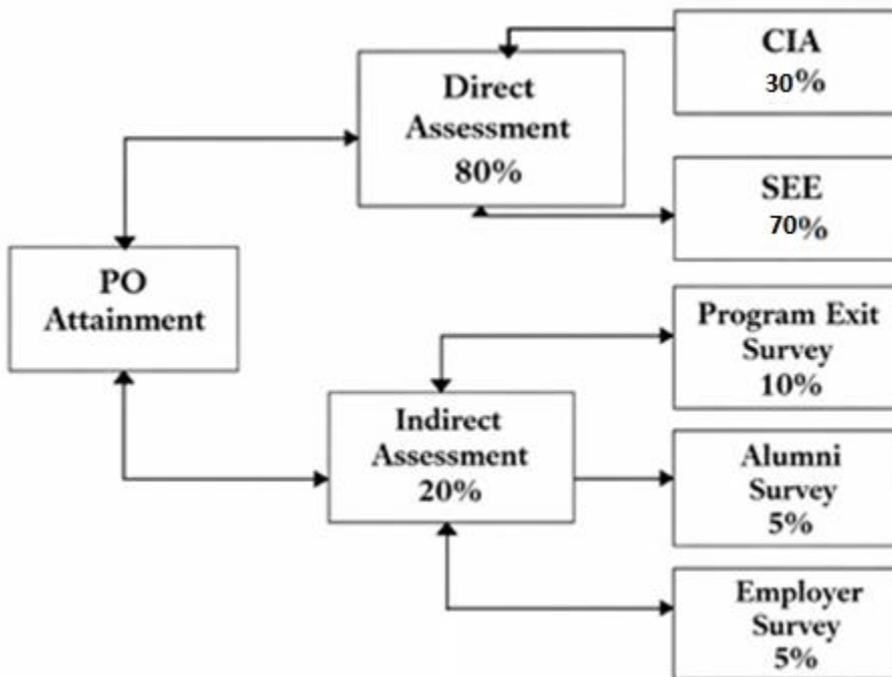
**Table Attainment of PO**

PO Attainment	Assessment	Tools	Weight
		Direct Assessment	CO attainment of courses
	Indirect Assessment	Student Exit Survey	20%
		Alumni Survey	
		Employer survey	

The CO values of both theory and laboratory courses with appropriate weightage as per CO-PO mapping, as per Program Articulation Matrix are considered for calculation of direct attainment of PO's.

**PO Direct Attainment is calculated using the following rubric:**

$$\text{PO Direct Attainment} = (\text{Strength of CO-PO}) * \text{CO attainment} / \text{Sum of CO-PO strength.}$$



**Figure represents the evaluation process of PO attainment through course outcome attainment**

**Table Tools used for attainment of Po's**

Direct Assessment tools		Description of assessment	Evaluation of COs
Continuous Internal Assessment (CIA)	Theory	Average of two internal assessment tests are considered as the final marks.	Each question in mid theory paper is mapped against COs for every question. All two mid questions are framed in such a way to cover all COs. Every question of mid is mapped with COs. The marks allocated for each question are taken for measuring the CO Attainment.
	Assignment	Each subject has two Assignment modules per semester.	Assignment are mapped against COs and marks are taken for measuring the CO attainment.
	Laboratory	<b>Continuous Evaluation:</b> Day-to-day evaluation of practical work is carried out throughout the semester, following the completion of each experiment.  <b>Other Activities:</b> Viva voce, tutorials, case studies, applications, or poster presentations/PPT related to laboratory are considered for evaluation.  <b>Laboratory Examinations:</b> Two laboratory examinations are conducted during the semester, and the evaluation is done accordingly.	The evaluation of laboratory work is closely linked to Course Outcomes (COs). Each experiment is mapped to specific COs, and student performance is assessed through day-to-day records, observations, and viva, which reflect their understanding and application of concepts.
Semester End Examination (SEE)	Theory / Practical	Conduction of both theory and practical examinations are as per the academic calendar.	Each question in SEE paper is mapped against COs of respective courses. The allocated marks are taken for assessing the CO attainment.
	Project	Project evaluation is done during IV semester to test the student's independent understanding, analysis and design skills. Phase wise project review or evaluation are conducted. The tool evaluates the students in relation to their technical, oratory and presentation skills.	The project guide and coordinator follow the rubrics which is set by Project Review Committee. Appropriate rubrics are used for assessing attainment of PO's. This assessment tool plays a vital role in meticulously evaluating student's attainment level of all the program outcomes defined towards the completion of program.
<b>Indirect Assessment</b>		<b>Description</b>	<b>Evaluation Process</b>

Tools		
Program Exit survey	This survey provides the information about program satisfaction and asks graduates to indicate the level of preparation provided by their graduate program. The questionnaires are on curriculum data, examination questions, assignments, PPT and project presentation, and therefore to assess the achievement of each PO. Information about their overall experience of the institute, department, and facilities and student activities. The aim of the survey to remove the gaps and to further strengthen different types of supporting activities for students. Depending on the inputs received, the teaching learning process, curriculum, and assessment process will be reviewed. The survey highlights the areas in which the institution should invest resources to enhance a student's learning and development experience.	This survey is conducted for the students who have passed out of the program for that year. The questionnaire consists of question which is relevant for assessing POs. Each question is having 5 options namely Excellent, good, fair, and poor which is given the marks of 5, 4, 3,2 and 1 respectively.
Alumni survey	This survey is conducted to seek input from alumni on the importance of the curriculum in contributing to their progress or otherwise in their jobs or higher studies and their feedback would be of great help in the revision of the curriculum. This survey provides the information to identify where the academic program that needs to be strengthened or expanded.	Collect the information from alumni after two years of graduation. The questionnaire consists of question which is relevant for assessing POs. Each question is having 5 options namely Excellent. Good, Fair, and poor which is given the marks of 5, 4, 3, 2, 1 respectively.
Employer survey	This survey helps to determine graduate skills, capabilities and opportunities. The placement and training center of the organization collects feedback from the industry / employer during recruitment drive in the campus. This feedback helps the institution to assess the quality of its students and infrastructure, thereby helping the institution to understand the attainment of POs.	Collect the information from employers who had given jobs to our graduates. The questionnaire consists of question which is relevant for assessing POs. Each question is having 5 options namely Excellent. Very Good, Good, Fair, and poor which is given the marks of 5, 4, 3,2, 1, respectively.

**The steps involved in PO Assessment process are as follows:**

1. Course outcomes are assessed through Continuous Internal Examination and Semester End Examination. The analysis is done to find the level of attainments of COs.
2. The attainment of POs is being calculated based on the COs attainment.
3. Attainment of POs of a course is calculated as Sum of product of CO attainment and CO - PO mapping by sum of weight contributed to CO - PO mapping.
4. Attainment of POs through all the courses is calculated by taking the Average across all Courses addressing that POs
5. For indirect assessments, survey questionnaire is circulated to students, alumni and employer.

The surveys are assessed and evaluated to determine the strength of attainment level of POs.

Attainment of PO's based on survey (Indirect Assessment) =  $[(5 \times \text{No of Excellent responses}) + (4 \times \text{No of Very good responses}) + (3 \times \text{No of Good responses}) + (2 \times \text{No of Fair responses}) + (1 \times \text{No of Poor responses})] / (\text{Total number of responses} \times 5)$

6. Overall attainments of POs are calculated by taking 80% of direct attainment and 20% of indirect attainment.

7. PO attainment = (Direct attainment \* 0.8) + (Indirect attainment \* 0.2)

### **Assessment Tools and Processes used for measuring the attainment of each PO**

#### **PO Attainment:**

**Final attainment of PO = 80% of direct assessment of CO + 10% of Program Exit Survey + 5% of Alumni Survey + 5% of Employer Survey**

If the PO attainment value is below the target, an essential remedial action has been taken.

## **12. Course Description:**

The “Course Description” provides general information regarding the topics and content addressed in the course. A sample course description is given in Annexure – A for the reference.

*The “Course Description” contains the following contents:*

- Course Overview
- Prerequisite(s)
- Marks Distribution
- Content delivery / Instructional methodologies
- Evaluation Methodology
- Course Objectives
- Course Outcomes
- Program Outcomes
- How Program Outcomes are assessed
- Mapping of each CO with PO(s)
- Justification for CO – PO mapping- direct
- Total count of key competencies for CO – PO mapping
- Percentage of key competencies for CO – PO
- Course articulation matrix (PO mapping)
- Assessment methodology-direct
- Assessment methodology-indirect
- Syllabus
- List of Text Books / References / Websites
- Course Plan



# **MARRI LAXMAN REDDY INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

## MASTER OF BUSINESS ADMINISTRATION

### COURSE DESCRIPTOR

<b>Course Title</b>	<b>PRINCIPLES OF MANAGEMENT</b>				
<b>Course Code</b>	<b>20MBA001</b>				
<b>Program</b>	MBA				
<b>Year/ Semester</b>	I/I				
<b>Course Type</b>	<b>CORE</b>				
<b>Regulation</b>	MLRS-R20				
<b>Course Structure</b>	<b>Theory</b>			<b>Practical</b>	
	<b>Lectures</b>	<b>Tutorials</b>	<b>Credits</b>	<b>Laboratory</b>	<b>Credits</b>
	4	-	4	-	-
<b>Course Coordinator</b>	RONDA SRINIVASA REDDY				
<b>Date Approved by BOS</b>	04-12-2019				

<b>Course Webpage</b>	<a href="http://www.mlritm.ac.in/">www.mlritm.ac.in/</a>
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**I. COURSE OVERVIEW:**

The course focuses on the organization study of management principles and practices with the study of human behaviour within organizations and focus will be upon translation of management and organizational behaviour theory to practices that result in organizational effectiveness, efficiency, and human resource development. This course will provide a good foundation to study how to create effective workgroups to be successful in life.

**I. COURSE PRE-REQUISITES:**

Level	Course Code	Semester	Prerequisites
UG	-	-	Basic concepts of management

**II. Employability Skills:**

Managerial Skills/ Entrepreneurial Skills/ Leadership Skills/ Financial and Data Analytical Skills/ Marketing and Customer Insight Skills/ Human Resource Management Skills/ Research and Innovation Skills/ Project and Operations Management/ Problem Solving and Decision Making Skills
Management and Organizational Behaviour develops essential employability skills that prepare individuals for diverse workplace challenges. It builds strong communication abilities, including verbal, non-verbal, and written skills, along with effective presentation techniques. Students enhance leadership and teamwork capabilities, learning to motivate teams, resolve conflicts, and collaborate across cultures. The course sharpens problem-solving and decision-making through analytical, critical, and creative thinking, while fostering adaptability to change and emotional intelligence for managing relationships. Time management, ethical conduct, and professional behaviour are emphasized, alongside negotiation, persuasion, and cultural competence. Additionally, digital literacy in management tools equips learners to operate efficiently in modern

organizational environments.

### III. MARKS DISTRIBUTION:

Subject	SEE Examination	CIA Examination	Total Marks
PRINCIPLES OF MANAGEMENT	70 Marks	30 Marks	100

### IV. DELIVERY / INSTRUCTIONAL METHODOLOGIES:

✓	Chalk & Talk	✗	PPT	✓	Assignments	✗	ALP	✗	MOOCs
✓	Presentation	✓	Seminars	✗	Management Talk	✓	Group Discussion	✓	Concept Videos

### V. EVALUATION METHODOLOGY:

The performance of a student in a course will be evaluated for 100 marks each, with 30 marks allotted for CIA (Continuous Internal Assessment) and 70 marks for SEE (Semester End-Examination). In CIE, for theory subjects, during a semester, there shall be two mid-term examinations consisting of 25 marks each and two Assignments comprising of 5 marks each. Each Mid-Term examination consists of two parts i) Part – A for 10 marks, ii) Part – B for 15 marks with a total duration of 2 hours as follows:

#### Mid Term Examination for 25 marks:

- Part-A: Objective/quiz/short answer type paper for 10 marks.
- Part-B: Descriptive paper for 15 marks.

The average of two midterm examinations shall be taken as the final marks for midterm examinations and assignments as well.

The semester end examinations (SEE), will be conducted for 70 marks consisting of two parts viz. i) Part-A for 20 marks, ii) Part-B for 50marks.

- Part-A is a compulsory question which consists of ten sub-questions from all units carrying equal marks.
- Part-B consists of five questions (numbered from 2 to 6) carrying 10 marks each. Each of these questions is from each unit and may contain sub-questions. For each question there will be an “either” “or” choice, which means that there will be two questions from each unit and the student should answer either of the two questions.

c. The duration of Semester End Examination is 3 hours.

**Continuous Internal Assessment (CIA):**

In a semester there will be CIA-1 & CIA-2 which are conducted for a total of 30 marks each (Table 2). There shall be an Assignment for 5 marks before CIE – 1 and CIE – 2.

Table 1: Outline for CIA Continues Internal Assessment and SEE

Activities	CIA-I	CIA-II	Average of CIA	SEE	Total Marks
Continues Internal Evaluation (CIE)	25 Marks	25 Marks			Average of CIE + SEE
Assignment	5 Marks	5 Marks			
<b>Total Marks</b>	<b>30 Marks</b>	<b>30 Marks</b>	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>

**VI. COURSE OBJECTIVES:**

<b>The students will try to learn:</b>	
I	The critical management theories, principles and philosophies and how to apply them in business landscape.
II	Utilization of human resources for different positions in the organization and also to monitor the resources.
III	The leadership traits and theorist anticipates the consequences of each leadership style.
IV	Individual and group behavior, and understand the implications of organizational behavior on the process of management.
V	Group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations.

**VII. COURSE OUTCOMES:**

<b>After successful completion of the course, students should be able to:</b>	
MB111.1	Explain the fundamental concepts of management, its evolution and classical - contemporary management theories.

MB111.2	Analyze the processes of planning and decision-making in organizations using suitable models and frameworks.
MB111.3	Design organizational structures and control mechanisms that align with business goals and adapt for dynamic environments.
MB111.4	Interpret individual and group behaviour in organizational settings by fostering effective teamwork and diversity management.
MB111.5	Evaluate leadership and motivation theories by choosing suitable styles, techniques for performance influence

### VIII. COURSE LEARNING OUTCOME (CLOs):

Sno	Topic Name	CLO No	Course Learning Outcome	Course Outcome	Blooms Level
1	The Management Process, Functions, Roles & Skills	CLO 1	Understand the fundamental concepts of management, its functions, roles, and required skills.	CO1	Understand
2	Evolution & Theories of Management	CLO 2	Analyze the evolution of management, various classical, scientific, administrative, and behavioural theories.	CO1	Analyze
3	Management Science Theories	CLO 3	Apply systems and contingency theory to organizational management practices.	CO1	Apply
4	Planning & Goal Setting	CLO 4	Explain the significance of planning, goal setting, and the types of plans.	CO2	Understand
5	Planning Process & Approaches	CLO 5	Apply planning process steps and approaches in dynamic environments.	CO2	Apply
6	Decision-Making	CLO 6	Analyze decision-making processes, styles, and Vroom's model of participative	CO2	Analyze, Evaluate

			decision-making.		
7	Organizational Structure & Design	CLO 7	Understand the principles of organizing, authority, power, and influence.	CO3	Understand
8	Mechanistic & Organic Structures	CLO 8	Differentiate between mechanistic and organic structures and contemporary organizational designs.	CO3	Analyze
9	Controlling Process & Techniques	CLO 9	Apply control processes, performance measures, balanced scorecards, and benchmarking.	CO3	Apply
10	Organizational Behaviour (OB) Nature & Challenges	CLO 10	Understand the nature, levels, and challenges of organizational behaviour.	CO4	Understand
11	Personality & Ability	CLO 11	Examine the role of personality traits, Big Five model, and various abilities in organizations.	CO4	Analyze
12	Group Dynamics & Teams	CLO 12	Evaluate group development, types, and characteristics for effective teamwork.	CO4	Evaluate
13	Power & Politics	CLO 13	Understand the sources and uses of power and politics in organizations.	CO5	Understand
14	Organizational Conflict	CLO 14	Analyze the sources and models of organizational conflict.	CO5	Analyze
15	Negotiation & Conflict Resolution	CLO 15	Apply negotiation skills to resolve conflicts at individual and group levels.	CO5	Apply

## IX. HOW PROGRAM OUTCOMES ARE ASSESSED:

Program Outcomes		Strength	Proficiency Assessed by
PO1	Apply knowledge of Management theories and practices to solve business problems.	3	CIE/ Quiz/ SEE/ Assignments/ Mngt Talk/ Viva-Voce/ Internship Report
PO2	Foster Analytical and Critical thinking abilities to get a real-life exposure on data analysis tools used in industry for decision making.	2	CIE/ Quiz/ SEE/ Assignments/ Mngt Talk/ Viva-Voce/ Internship Report
PO3	Develop Value based leadership to understand and analyze business situations and be able to descend discussions to logical conclusion.	2	CIE/ Quiz/ SEE/ Assignments/ Mngt Talk/ Viva-Voce/ Internship Report
PO4	Understand, analyze and communicate economic, legal, and ethical aspects of business and be able to apply management knowledge to develop sustainable solutions.	3	CIE/ Quiz/ SEE/ Assignments/ Mngt Talk/ Viva-Voce/ Internship Report
PO5	Lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.	1	CIE/ Quiz/ SEE/ Assignments/ Mngt Talk/ Viva-Voce/ Internship Report
PO6	Formulate entrepreneurial and innovative skills to conduct research and implement practical solute	1	CIE/ Quiz/ SEE/ Assignments/ Mngt Talk/ Viva-Voce/ Internship Report
PO7	Manage industry-academia projects in respective and multidisciplinary domains using strategic approaches to sustain in dynamic business scenarios.	2	CIE/ Quiz/ SEE/ Assignments/ Mngt Talk/ Viva-Voce/ Internship Report
PO8	<b>Demonstrate</b> the ability for self-directed, lifelong learning with enthusiasm and commitment, enhancing knowledge and technical competencies Globally.	1	CIE/ Quiz/ SEE/ Assignments/ Mngt Talk/ Viva-Voce/ Internship Report

**3 = High; 2 = Medium; 1 = Low**

## X. MAPPING OF EACH CO WITH PO(s):

Course Outcomes	Program Outcomes							
	1	2	3	4	5	6	7	8
CO 1	√	√	√	-	√	-	-	-
CO 2	√	√	-	√	-	-	-	-
CO 3	√	√	-	-	-	√	√	√
CO 4	√	-	√	√	√	√	-	√

CO 5	√	-	√	√	√	√	-	-
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**XI. JUSTIFICATIONS FOR CO – PO MAPPING –DIRECT**

Course Outcomes	POs		No. of key competencies
CO 1	PO 1	<ol style="list-style-type: none"> <li>1. Fundamental principles, theories and practices of Management.</li> <li>2. Various types, disciplines, and philosophies in management,</li> <li>3. Organizational models and their behaviours</li> <li>4. <b>Strategic application</b> of management concepts in functional areas such as HR, Marketing, Finance, and Operations.</li> </ol>	4
	PO 2	<ol style="list-style-type: none"> <li>1. Acquire knowledge methods, models, comparison, tools, techniques, analytics</li> <li>2. Understanding the Challenges, Drivers, and their Determinants</li> <li>3. Develop effectiveness &amp; efficiency analysis</li> <li>4. Awareness and ability to experiment in areas of planning, designing, perception, evaluation, measures, ratios, etc.</li> </ol>	4
	PO 3	<ol style="list-style-type: none"> <li>1. Show maturity by focusing on achieving goals to drive performance.</li> <li>2. Demonstrate self-direction by taking vaguely defined problems and working systematically toward resolution.</li> <li>3. Interact confidently with people at all levels of an organization.</li> <li>4. Build positive relationships and get along well with others.</li> <li>5. Contribute actively and work effectively within a team.</li> </ol>	5

	<b>PO 5</b>	<ol style="list-style-type: none"> <li>1. Function effectively as an individual, and as a leader in diverse teams.</li> <li>2. Maturity – requiring the achievement of goals to drive their performance</li> <li>3. Foster collaboration by encouraging open communication and knowledge sharing within the team.</li> <li>4. Resolve conflicts constructively to maintain a positive and productive team environment.</li> <li>5. Motivate and guide team members toward achieving common organizational goals.</li> </ol>	5
<b>CO 2</b>	<b>PO 1</b>	<ol style="list-style-type: none"> <li>1. Fundamental principles, theories and practices of Management</li> <li>2. Organizational models and their behaviors</li> <li>3. <b>Decision-making techniques</b> for addressing managerial and organizational challenges.</li> </ol>	3
	<b>PO 2</b>	<ol style="list-style-type: none"> <li>1. Acquire knowledge methods, models, comparison, tools, techniques, analytics</li> <li>2. Investigate and Interpret the Issues, their causes and effect, crisis</li> <li>3. Develop effectiveness &amp; efficiency analysis</li> <li>4. Awareness and ability to experiment in areas of planning, designing, perception, evaluation, measures, ratios, etc.</li> </ol>	4
	<b>PO 4</b>	<ol style="list-style-type: none"> <li>1. Analyze the Values, Empathy, professional Ethics</li> <li>2. Examine the Social Responsibility Corporate Governance, Transparency.</li> <li>3. Inspect the socio, Economic, Political, Ethical and Legal issues.</li> </ol>	3
<b>CO 3</b>	<b>PO 1</b>	<ol style="list-style-type: none"> <li>1. Organizational models and their behaviors</li> <li>2. <b>Strategic application</b> of management concepts in functional areas such as HR, Marketing, Finance, and Operations.</li> </ol>	2
	<b>PO 2</b>	<ol style="list-style-type: none"> <li>1. Acquire knowledge methods, models, comparison,</li> </ol>	3

		<p>tools, techniques, analytics</p> <p>2. classify the applications, approaches, assumptions and the respective computations,</p> <p>3. Develop effectiveness &amp; efficiency analysis</p>	
	<b>PO 6</b>	<p>1. Considerate of Management principles to apply in research.</p> <p>2. Classify the performance of systems and modelling.</p> <p>3. Management problems.</p>	3
	<b>PO 7</b>	<p>1. <b>Integrate</b> contemporary tools, technologies, and management practices to optimize project outcomes.</p> <p>2. Sustainability orientation, and professional values in project decision-making.</p>	2
	<b>PO 8</b>	<p>1. Begin and work towards advanced programs to further deepen knowledge in Management and related areas.</p> <p>2. Stay updated on industry trends and emerging technologies to remain relevant in the field.</p> <p>3. Engage in ongoing self-improvement efforts to enhance both personal and professional growth.</p> <p>4. Be adaptable to technological changes by actively pursuing new learning opportunities and challenges.</p>	4
<b>CO 4</b>	<b>PO 1</b>	<p>1. Fundamental principles, theories and practices of Management</p> <p>2. Various types, disciplines, and philosophies in management</p> <p>3. Organizational models and their behaviors</p> <p>4. <b>Decision-making techniques</b> for addressing managerial and organizational challenges.</p> <p>5. <b>Strategic application</b> of management concepts in functional areas such as HR, Marketing, Finance, and Operations.</p>	5
	<b>PO 3</b>	<p>1. Show maturity by focusing on achieving goals to drive performance.</p> <p>2. Demonstrate self-direction by taking vaguely defined</p>	6

		<p>problems and working systematically toward resolution.</p> <ol style="list-style-type: none"> <li>3. Collaborate effectively in classroom teams, hands-on labs, and design projects.</li> <li>4. Interact confidently with people at all levels of an organization.</li> <li>5. Build positive relationships and get along well with others.</li> <li>6. Contribute actively and work effectively within a team.</li> </ol>	
	<b>PO 4</b>	<ol style="list-style-type: none"> <li>5. Analyze the Values, Empathy, professional Ethics</li> <li>6. Examine the Social Responsibility Corporate Governance, Transparency</li> <li>7. Categorize the Diversification, Quality</li> </ol>	3
	<b>PO5</b>	<ol style="list-style-type: none"> <li>1. Function effectively as an individual, and as a leader in diverse teams.</li> <li>2. Capacity to build cohesive and high-performing teams</li> <li>3. Maturity – requiring the achievement of goals to drive their performance</li> <li>4. Foster collaboration by encouraging open communication and knowledge sharing within the team.</li> <li>5. Resolve conflicts constructively to maintain a positive and productive team environment.</li> <li>6. Motivate and guide team members toward achieving common organizational goals.</li> </ol>	6
	<b>PO6</b>	<ol style="list-style-type: none"> <li>1. Management problems.</li> <li>2. Collaborate with stakeholders to transform research outcomes into real-world applications.</li> </ol>	2
	<b>PO8</b>	<ol style="list-style-type: none"> <li>1. Pursue professional, Academic, Global certifications.</li> <li>2. Begin and work towards advanced programs to further deepen knowledge in Management and related areas.</li> <li>3. Stay updated on industry trends and emerging technologies to remain relevant in the field.</li> <li>4. Learn at least 1–2 new significant skills annually to ensure continuous growth and development.</li> </ol>	6

		<ol style="list-style-type: none"> <li>5. Engage in ongoing self-improvement efforts to enhance both personal and professional growth.</li> <li>6. Be adaptable to technological changes by actively pursuing new</li> </ol>	
<b>CO5</b>	<b>PO1</b>	<ol style="list-style-type: none"> <li>1. Fundamental principles, theories and practices of Management</li> <li>2. Organizational models and their behaviors</li> <li>3. <b>Strategic application</b> of management concepts in functional areas such as HR, Marketing, Finance, and Operations.</li> </ol>	3
	<b>PO3</b>	<ol style="list-style-type: none"> <li>1. Show maturity by focusing on achieving goals to drive performance.</li> <li>2. Demonstrate self-direction by taking vaguely defined problems and working systematically toward resolution.</li> <li>3. Collaborate effectively in classroom teams, hands-on labs, and design projects.</li> <li>4. Interact confidently with people at all levels of an organization.</li> <li>5. Build positive relationships and get along well with others.</li> <li>6. 6. Contribute actively and work effectively within a team.</li> </ol>	6
	<b>PO4</b>	<ol style="list-style-type: none"> <li>1. Analyze the Values, Empathy, professional Ethics</li> <li>2. Examine the Social Responsibility Corporate Governance, Transparency</li> <li>3. Categorize the Diversification, Quality</li> </ol>	3
	<b>PO5</b>	<ol style="list-style-type: none"> <li>1. Function effectively as an individual, and as a leader in diverse teams.</li> <li>2. Capacity to build cohesive and high-performing teams</li> <li>3. Maturity – requiring the achievement of goals to drive their performance</li> <li>4. Foster collaboration by encouraging open communication and knowledge sharing within the team.</li> <li>5. Resolve conflicts constructively to maintain a positive and productive team environment.</li> </ol>	6

		6. Motivate and guide team members toward achieving common organizational goals.	
	<b>PO6</b>	1. Considerate of Management principles to apply in research. 2. Classify the performance of systems and modelling. 3. apply quantitative methods and research in order to solve 4. Management problems. 5. Collaborate with stakeholders to transform research outcomes into real-world applications.	5

## XII. TOTAL COUNT OF KEY COMPETENCIES FOR CO – PO MAPPING

Course Outcomes	Program Outcomes / No. of Key Competencies Matched							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
	5	6	6	4	6	5	5	6
CO 1	4	4	5	-	5	-	-	-
CO 2	3	4	-	3	-	-	-	-
CO 3	2	3	-	-	-	3	2	4
CO 4	5	-	6	3	6	2	-	6
CO 5	1	-	6	3	6	5	-	-

## XIII. PERCENTAGE OF KEY COMPETENCIES FOR CO – PO:

Course Outcomes	Program Outcomes / No. of key competencies							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
	5	6	6	4	6	5	5	6
CO 1	80	67	84	-	84	-	-	-
CO 2	60	67	-	75	-	-	-	-
CO 3	40	50	-	-	-	60	40	67
CO 4	100	-	100	75	100	40	-	100
CO 5	20	-	100	75	100	100	-	-

#### XIV. COURSE ARTICULATION MATRIX (PO MAPPING)

COs and POs and COs and PSOs on the scale of 0 to 3, **0** being **no correlation**, **1** being the **low correlation**, **2** being **medium correlation** and **3** being **high correlation**.

**0** –  $0 \leq C \leq 5\%$  –No correlation;

**2** –  $40\% < C < 60\%$  –Moderate.

**1** –  $5 < C \leq 40\%$ – Low/ Slight;

**3** –  $60\% \leq C < 100\%$  – Substantial /High

Course Outcomes	Program Outcomes							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	-	3	-	-	-
CO 2	3	3	-	3	-	-	-	-
CO 3	2	2	-	-	-	3	2	3
CO 4	3	-	3	3	3	2	-	3
CO 5	1	-	3	3	3	3	-	-
<b>TOTAL</b>	12	8	9	9	9	8	2	6
<b>AVERAGE</b>	<b>2.4</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>2</b>	<b>3</b>

#### XV. ASSESSMENT METHODOLOGY – DIRECT

CIE Exams	✓	SEE	✓	Assignments	✓
Quiz	✓	Project/ Viva-Voce	✓	Case study	-
Mngt Talk	-	Certification	-	Laboratory Practices	-

#### XVI. ASSESSMENT METHODOLOGY – INDIRECT

✓	Course End Survey (CES)
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## XVII. SYLLABUS

<b>MODULE – I</b>	<b>HISTORY OF MANAGEMENT (16)</b>
The Management Process, Management Functions, kinds of managers, Managerial roles and skills. Evolution of Management Theories of Management Classical, Scientific, Administrative, Behavioural, Management Sciences Theories; Systems and Contingency theory.	
<b>MODULE – II</b>	<b>PLANNING ,DECISION MAKING AND GOAL SETTING (12)</b>
Organizational planning, Vision, Mission and goals, Types of plans, steps in planning process, Approaches to planning, Planning in Dynamic Environment. Decision making process, types of decisions, decision making styles, Vroom’s Participative decision making model.	
<b>MODULE -III</b>	<b>ORGANIZING AND CONTROLLING (12)</b>
Organizational Structure, Principles of Organizing, Authority, Power and Influence, designing organizational structure. Mechanistic and organic structures, contemporary organizational design and its challenges.  Controlling: The control process, controlling for organizational performance, types of control, financial controls, Balanced Scorecard, Bench Marking, Contemporary issues in controlling.	
<b>MODULE - IV</b>	<b>INDIVIDUAL AND GROUP BEHAVIOR (11)</b>
Importance of Organizational Behaviour, Culture and diversity, personality theories, perception, formation of group behaviour, classification of groups, group properties, group cohesiveness.	
<b>MODULE - V</b>	<b>LEADERSHIP, MOTIVATION AND ORGANIZATIONAL STRUCTURE (13)</b>
Leadership traits, Leadership styles, Leadership theories, Power and Politics. <b>Motivation:</b> Approaches to Motivation, Maslow’s needs hierarchy theory, two factor theories of motivation, McGregor’s theory, ERG theory, McClelland’s needs theory, Valance Theory. Latest Amendments in Principles of Management.	

### Text books

- K. Aswathappa, Organisational Behaviour, Himalaya Publications, 8e, 2021.
- Harold Koontz, Heinz Weihrich, Mark V Cannice, Essentials of Management, Tata McGraw Hill Education, 11e, 2020.
- Stephen P. Robbins, Timothy A. Judge, Neharika Vohra, Organizational Behaviour, Pearson Education, 18e, 2018.
- Ricky W Griffin, Management Principles and Practices, Cengage Learning, 11e, 2017.
- Richard L. Daft, New Era of Management, Cengage Learning, 11e, 2017.

- Chandrani Singh, Aditi Ktri, Principles and Practices of Management and Organizational Behaviour, Sage Publications, 1e,2016.
- Afsaneh Nahavandi, Robert B. Denhardt, Janet V. Denhardt, Maris P. Aristigueta, Organizational Behaviour, Sage Publications, 1e, 2015.

### References

1. Jennifer George and Gareth Jones “Understanding and Managing Organizational Behavior”, Published by Pearson Education Inc.
2. Jon L Pierce and Donald G. Gardner, “Management and Organizational behavior”, Cengage Learning India (P) Limited.
3. Richard Pettinger, “Organizational Behaviour”, 2010Routledge.
4. Dipak Kumar Bhattacharya, “Organizational Behavior, Concepts and Applications”, Oxford

### Web References:

1. [https://play.google.com/store/books/details/Knowledge\\_Flow\\_Principles\\_of\\_Management?id=PUTIDAAAQBAJ](https://play.google.com/store/books/details/Knowledge_Flow_Principles_of_Management?id=PUTIDAAAQBAJ)
2. [https://play.google.com/store/books/details/M\\_GOVINDARAJAN\\_Principles\\_of\\_Management?id=novpISVa5agC](https://play.google.com/store/books/details/M_GOVINDARAJAN_Principles_of_Management?id=novpISVa5agC)
3. [https://play.google.com/store/books/details/J\\_S\\_Chandan\\_Principles\\_of\\_Management\\_WBU\\_T\\_2nd\\_Edit?id=ZmZDDAAAQBAJ](https://play.google.com/store/books/details/J_S_Chandan_Principles_of_Management_WBU_T_2nd_Edit?id=ZmZDDAAAQBAJ)
4. [https://play.google.com/store/books/details/GUPTA\\_MEENAKSHI\\_Principles\\_of\\_MANAGEMENT?id=jHmY2oclfucC](https://play.google.com/store/books/details/GUPTA_MEENAKSHI_Principles_of_MANAGEMENT?id=jHmY2oclfucC)
5. [https://www.youtube.com/watch?v=T\\_XkY\\_RHxdU](https://www.youtube.com/watch?v=T_XkY_RHxdU) (MLRITM Link)

### E-Text Books:

1. <https://www.amazon.in/Management-Theory-Practice-G-Cole/dp/1844800881>
2. <https://www.worldcat.org/title/autopoiesis-in-organization-theory-and-practice/oclc/794708761?referer=di&ht=edition>
3. [https://www.worldcat.org/title/work-postmodernism-and-organization-a-critical-introduction/oclc/1058003392&referer=brief\\_results](https://www.worldcat.org/title/work-postmodernism-and-organization-a-critical-introduction/oclc/1058003392&referer=brief_results)
4. [https://www.researchgate.net/publication/349006226\\_MANAGEMENT\\_THEORY\\_AND\\_PRACTICE](https://www.researchgate.net/publication/349006226_MANAGEMENT_THEORY_AND_PRACTICE)
5. <https://www.worldcat.org/title/management-theory-and-practice-text-cases/oclc/896139825?referer=di&ht=edition>.

**XVIII.COURSE PLAN:**

The course plan is meant as a guideline. Probably there may be changes.

Lecture No	Topics to be covered	Course Outcomes	Reference
<b>OBE DISCUSSION</b>			
1	Discussion on Course Outcomes and how these Cos are mapped with POs.	-	-
<b>CONTENT DELIVERY (THEORY)</b>			
1	Management-Introduction	CO1	R2 :1.1
2	Management- Definition, Nature, Purpose	CO1	R2 :3.1-3.2
3	Evolution of Management Thought- Scientific Management	CO1	T1:2.10
4	Administrative Theory, Human Relations Approach	CO1	T1:2.10
5	Hawthorne experiments, Behavioral Approach	CO1	T1:2.9
6	Systems Theory	CO1	R2 :2.4
7	Managerial Roles	CO1	R2 :1.2
8	Managerial Levels, Managerial Skills	CO1	T1:3.2-3.3
9	Functions of Management	CO1	T1:3.4
10	Administration vs. Management	CO1	R2 :5.1-5.2
11	Contemporary Management Issues and Challenges.	CO1	T1:2.8
12	Planning and Goal Setting	CO1	T1:2.8
13	Organizational Planning	CO1	T1:2.8
14	Vision, Mission and Goals	CO1	R2 :5.4
15	Types of Plans	CO1	R2 :5.4
16	Steps in Planning Process	CO1	T1:6.6
17	Approaches to Planning	CO2	R2 :5.5
18	Planning in Dynamic Environment	CO2	T1:4.4,4.6
19	Decision-making Process	CO2	T1:4.5
20	Types of Decisions	CO2	T1:5.1-5.2
21	Decision Making Styles	CO2	T1:5.4
22	Vroom's Participative Decision-making Model.	CO2	R2 :6.3-6.5
23	Organizational Structure-Introduction	CO2	T1:5.5
24	Principles of Organizing	CO2	T1:7.2
25	Authority, Power and Influence	CO2	T1 :7.3-7.4
26	Designing Organizational Structure	CO2	R2 :7.3

27	Mechanistic and Organic Structures	CO2	R2 :5.6
28	Contemporary Organizational Design and its Challenges	CO2	T1:9.1
29	Controlling – Introduction	CO3	T1:9.2
30	The Control Process	CO3	T1:9.3
31	Controlling for Organizational Performance	CO3	T1:8.5
32	Types of Control	CO3	T1:8.6
33	Financial Controls	CO3	T2:10.13
34	Balanced Scorecard	CO3	T1:8.8
35	Bench Marking	CO3	T2:10.13
36	Contemporary issues in Controlling	CO3	T1:8.2
37	Organization Behavior-Introduction	CO3	T1:8.3
38	Organization Behavior – Nature	CO3	T1:8.7
39	Organization Behavior-Levels	CO3	T1:10.4
40	Organization Behavior- Challenges	CO3	T1:10.3
41	Individuals in Organizations	CO4	T1:10.5
42	Personality and Ability	CO4	T1:10.3
43	Big Five Model of Personality	CO4	T1:10.5
44	Personality Traits	CO4	T1:12.1
45	Ability - Cognitive Ability	CO4	T1:12.3
46	Ability - Physical Ability	CO4	T1:12.5
47	Emotional Intelligence	CO4	R1:12.4
48	Group Dynamics and Teams	CO4	T1:12.6
49	Types of Work Groups	CO4	T1:12.7
50	Group Development	CO4	T1:10.5
51	Characteristics of Work Groups	CO4	T1:10.3
52	Effective Work Groups and Teams	CO5	T1:10.5
53	Leadership- Introduction	CO5	T1:12.1
54	Leadership Traits, Leadership Styles	CO5	T1:12.3
55	Leadership Theories, Power and Politics	CO5	T1:10.5
56	Approaches to Motivation, Maslow’s Needs Hierarchy Theory	CO5	T1:10.3
57	Two-factor Theory of Motivation	CO5	T1:10.5
58	McGregor’s Theory, ERG theory	CO5	T1:12.1

59	McClelland's Needs Theory	CO5	T1:12.5
60	Valance Theory	CO5	T1:10.2
61	ERG Theory	CO 5	T1:12.3
62	Vrooms Theory	CO 5	T1:10.5
63	Theory X, Theory Y	CO 5	T1:10.3
64	Factorial Motivation	CO 5	T1:12.3

### XIX. RELEVANCE TO SUSTAINABILITY GOALS:

Management and Organizational Behaviour (MOB) can be mapped to several SDGs because the subject develops leadership, ethical decision-making, teamwork, and strategic thinking, all of which influence sustainable business practices.

x	1		
x	2		
✓	3		The study of organizational behavior, personality, abilities, and emotional intelligence helps create healthier workplaces by reducing stress and conflict while improving communication and collaboration. Team dynamics and effective leadership also foster psychological safety and supportive environments, thereby promoting employee well-being and organizational health.
✓	4		The course introduces management processes, functions, managerial roles, and classical to modern management theories, thereby equipping students with lifelong learning and professional skills. By developing knowledge of planning, organizing, leadership, and control, the syllabus supports quality education and prepares learners to be effective managers and leaders in society.

✓	5		Topics such as group dynamics, participative decision-making, negotiation, and organizational politics emphasize inclusiveness and fair power distribution in the workplace. By encouraging equitable teamwork and reducing gender bias in leadership and decision-making, the syllabus contributes to building organizations where men and women have equal opportunities to grow and succeed.
X	6		
X	7		
✓	8		Planning, organizational design, control systems, and conflict resolution contribute directly to building productive, efficient, and sustainable organizations. By focusing on strategic decision-making, team effectiveness, and managerial skills, the syllabus ensures that learners can contribute to sustainable economic growth while creating workplaces that provide decent and fair opportunities.
✓	9		The application of management science theories such as systems and contingency approaches, along with tools like benchmarking and balanced scorecards, encourages innovation and resilience in organizations. By teaching learners how to design adaptive and modern organizational structures, the syllabus supports the development of innovative industries and sustainable infrastructure.
✓	10		Through its focus on sources of power, organizational politics, teamwork, and conflict resolution, the syllabus highlights fairness, inclusiveness, and equal opportunity. It trains learners to identify and address inequalities within organizations, ensuring that all individuals, regardless of background or identity, can participate equally and grow professionally.
✓	11		Planning in dynamic environments, long-term goal setting, and decision-making strategies prepare managers to adapt to complex social and economic challenges. These topics promote resilient organizational practices that can be extended to support the growth of sustainable cities and communities that are adaptive, inclusive, and well-

			managed.
✓	12		Topics like control processes, financial management, performance evaluation, benchmarking, and balanced scorecards emphasize accountability and efficiency. By promoting resource optimization and sustainable organizational practices, the syllabus aligns with responsible consumption and production, ensuring that organizations balance profitability with sustainability.
X	13		
X	14		
X	15		
✓	16		The syllabus emphasizes ethical leadership, transparency in decision-making, conflict resolution, and participative management, which together build stronger organizational institutions. By teaching negotiation, authority, and the fair use of power, the course prepares learners to promote justice, peace, and integrity in organizational and institutional contexts.
X	17		

Signature of Course Coordinator

HOD

**Name & Designation**