LEAD COLLEGE OF MANAGEMENT

Outcome Based Education: Manual And Worked Examples

Version: 2020/21: July 2021: Review due in July 2023

Introduction

LEAD College of Management prides itself in delivering an MBA which is driven on a different set of value propositions. The ABCDE of learning is the operational model. Activity-based, Blended, Collaborative, Directed and Experiential forms of learning are given emphasis. LEAD is also perhaps the largest fully residential b-school in South India and in 2022-23 , we will have a student enrolment of 650+ in our campus.

Currently we are affiliated to University of Calicut and are non-autonomous. Therefore , we need to go beyond the remit of the syllabus prescribed by them and constantly evolve our curriculum and teaching -learning methodologies.

This manual was prepared in 2018-20 cycle and has been reviewed in 2021-22. The constantly changing educational environment along with the changing stakeholders needs necessitate a review to ensure skill enhancements which are not at part of the mandated syllabus. For example, data analytics, emotional intelligence, social media marketing and AI-ML skillsets.

This manual is ensure that there is a process in place , outcomes measured and action taken post analysis.

The very nature of this exercise means that the document is a living on and will need constant review cycles. In July 2023, we have planned a review to simplify the process, articulate the PEO-PO matrix better after re-aligning the Mission-Vision-Values.

Best wishes

Dr. Thomas George K

Director

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Overview

Vision of the Institution

To be one of the World-leading Management Institution, developing socially committed leaders and entrepreneurs

Mission of the Institution

- *Contribute to the intellectual development of Individuals, to enhance their competence as Business Leaders and Entrepreneurs.*
- *Provide more scope for student driven initiatives, Peer learning, Experiential learning, Community service and Intellectual contributions.*
- *To enhance the interaction between the Institutes' Learner community and the broader*

Vision, Mission & Program Educational Objectives

Vision and Mission Statements

Vision of LEAD College of Management's MBA Program is
'To be recognized as a leading business school in the country, developing global leaders, and ideas that significantly impact the society.'

Mission of LEAD College of Management's MBA Program
M1. *To provide a transformational learning experience, that enables the students to realize their true potential to be global leaders.*
M2. *To attract the best global talent and enable them to together create and disseminate new knowledge.*
M3. *To foster a teaching-learning environment that forges moral values and ethical behavior.*

Program Educational Objectives statements

The MBA postgraduates of LEAD College of Management, Palakkad are expected to achieve or attain the following Program Educational Objectives within five years of completion of the program.
PEO 1: *Demonstrate updated knowledge and superior skill as management professionals.*
PEO 2: *Possess and promote an aptitude for research, innovativeness and life-long learning*.
PEO3: *Display ability in setting Organizational goals and building/motivating multi-dimensional teams to achieve them.*
PEO 4: *Formulate and implement Corporate Governance policies, practices, decisions, as true global leaders upholding Societal, Environmental and Ethical values*

Dissemination among stakeholders

Vision, Mission and Program Educational Objectives are disseminated among the stakeholders through the following means

- The web-page of the Institution's Website
- Institution Information page in the AICTE webpage.
- During the Orientation program for Parents and Students.
- Through the Institution Prospectus.

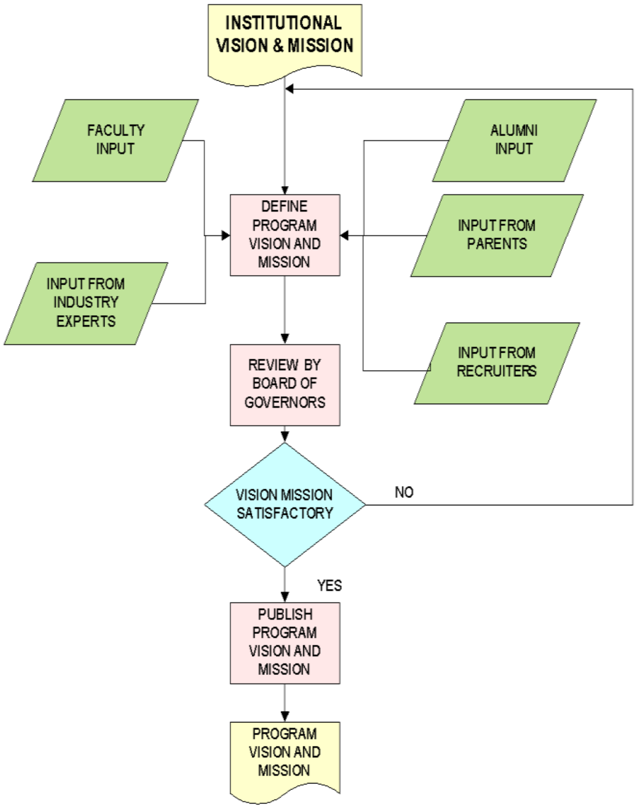
- Placement Brochure of the institution.
- Display in Notice Boards

Formulation Process

The process of formulation and review of the Vision and the Mission statements of the MBA program starts with its definition. Inputs are taken from the faculty, the experts from the industry, parents, alumni and the organizations that have offered employment to our students. The Board of Governors of the LEAD College of Management reviews the draft definition, finalizes it and approves its publication. Once the Vision and the Mission statements are finalized, the formulation of the Program Educational Objectives or the PEOs start. Keeping the Vision and the mission of the MBA program as the base document, input from the faculty, the industry, alumni and the management is taken. This input is analyzed with respect to two aspects

1. The alignment of the PEOs with the MBA program vision and mission statements
2. The achievability of the PEOs considering the internal capabilities or the Strength, Weakness, Opportunities and Threats of the Institution (SWOT).

Based on this analysis the PEO statements are developed that give the best fit with the above two aspects. The process of formulation of the vision, mission and the PEO is depicted in Fig 1.1 and Fig. 1.2 respectively, below.


INSTITUTIONAL VISION & MISSION
FACULTY INPUT
ALUMNI INPUT
DEFINE PROGRAM VISION AND MISSION
INPUT FROM PARENTS
INPUT FROM INDUSTRY EXPERTS
INPUT FROM RECRUITERS
REVIEW BY BOARD OF GOVERNORS
VISION MISSION SATISFACTORY
NO
YES
PUBLISH PROGRAM VISION AND MISSION
PROGRAM VISION AND MISSION

Vision & Mission formulation process flowchart

Consistency of PEOs with mission

<table>
<tr><th>PEO Statements</th><th>M1:
To provide a transformational learning experience that enables the students to realize their true potential to be global leaders</th><th>M2:
To attract the best global talent and enable them to together create and disseminate new knowledge.</th><th>M3:
To foster a teaching-learning environment that forges morals, values and ethical behaviour.</th></tr>
<tr><td>PEO 1:
Demonstrate Updated Knowledge and superior skill as management professionals</td><td>3</td><td>3</td><td>-</td></tr>
<tr><td colspan="4">Justification PEO 1 ☒ M1 High: Experiential learning promotes knowledge and skill development. Knowledge gained with confidence, and with experience, is strongly correlated with the transformation of the ordinary to be management professionals of repute. Hence, PEO 1 and M1are highly correlated.
Justification of PEO ☒ M2 – High: Interaction between talented faculty and students in research and innovation leads to students being exposed to the latest and updated knowledge. Hence justifying the strong correlation between PEO 1 and M2.</td></tr>
<tr><td>PEO 2:
Possess and promote an aptitude for Research, Innovativeness and Life-long learning.</td><td>2</td><td>3</td><td>1</td></tr>
<tr><td colspan="4">Justification of PEO 2 ☒ M1- Moderate: Experiences transform people and mold aptitudes. The learning experiences and the empowerment envisaged in M1 would indirectly lead to love towards learning. This would in turn imbibe a culture life-long learning hence these are moderately correlated.
Justification of PEO 2 ☒ M2 – High: Building an aptitude for research and Innovations among the students is strongly correlated with the kind of mentoring and guidance that the student gets in the campus. Quality discussion and guidance from globally talented faculty and talented peers automatically leads to building the right aptitude towards research and life-long learning.
Justification of PEO 2 – M3 Low: Teaching-learning environment based on values helps the students to build the right approach to research and innovativeness. Innovative ideas and Research build on moral and ethical values are always sustainable. Student attitudes indirectly shaped with values are sustainable hence; the PEO 2 is slightly correlated with M3.</td></tr>
</table>

<table>
<tr><th>PEO Statements</th><th>M1:
To provide a transformational learning experience that enables the students to realize their true potential to be global leaders</th><th>M2:
To attract the best global talent and enable them to together create and disseminate new knowledge.</th><th>M3:
To foster a teaching-learning environment that forges morals, values and ethical behaviour.</th></tr>
<tr><td>**PEO 3:**
Display ability in setting organizational goals and building/motivating multi-dimensional teams to achieve them</td><td>**3**</td><td>**1**</td><td>**2**</td></tr>
<tr><td colspan="4">**Justification of PEO 3 ☒ M1 High:** Setting Simple Measurable, Achievable Realistic and Timely (SMART) goals needs knowledge of high quality combined with practical experience. Experiential learning fosters setting SMART goals and is an offshoot of the transformational learning experience provided for in Mission 1, hence the high correlation.
Justification of PEO 3 ☒ M2 low: Team building and motivational skills develop indirectly when students work in a team towards a common objective along with talented people. Hence, PEO3 has a relatively low relationship M2.
Justification of PEO 3 ☒ M3 High: The ability to set goals which are sustainable and beneficial to the society in the long run have a strong relation with the teaching learning experience in the campus which fosters these values. M3 provides this kind of learning and hence PEO is moderately correlated with M3</td></tr>
<tr><td>**`PEO 4:**
Formulate and implement Corporate Governance policies practices and decision as true global leaders upholding Societal, Environmental and Ethical Values</td><td>**1**</td><td>**-**</td><td>**3**</td></tr>
<tr><td colspan="4">**Justification of PEO 4☒ M1 Low**: M1 provides a learning experience that transforms the students to realize their potential to be global leaders. This indirectly helps students to develop the global outlook and leadership needed for attaining PEO 4.
Justification of PEO 4☒ M3 High: M 3 fosters societal, Environmental and Ethical values that are the cornerstones of good Governance and hence PEO 4 is highly correlated with Mission 3.</td></tr>
</table>

Note:

a. M1, M2, M3 are distinct elements of Mission Statement.
b. 1: Slight(Low) 2: Moderate(Medium) 3: Substantial(High) Correlation
c. "-" Means no Correlation

Program Outcomes & Course Outcomes

Program Outcomes

The Program Outcomes are derived from the Program Educational Objectives of MBA program and the Mission of the institution. The Program Outcomes are categorized on seven key competency/skills a postgraduate of the management program should possess and demonstrate at the end of the two-year MBA program at LEAD College of Management. Palakkad.

They are

- Problem Solving
- Decision Making
- Value Based leadership
- Communication
- Team Work
- Self-Initiative
- Transferable skills

The LEAD College of Management MBA Program Outcomes are

On completion of the MBA program, the students will be able to

PO1. Problem Solving

Apply the knowledge of management theories, concepts and practices in Management to solve business Problems.

PO2. Decision-Making

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

PO3. Value Based Leadership

Ability to develop Value-based Leadership ability

PO4. Communication

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

PO5. Team Work

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

PO6. Self Initiative

Develop and ability to be self –initiated and resourceful.

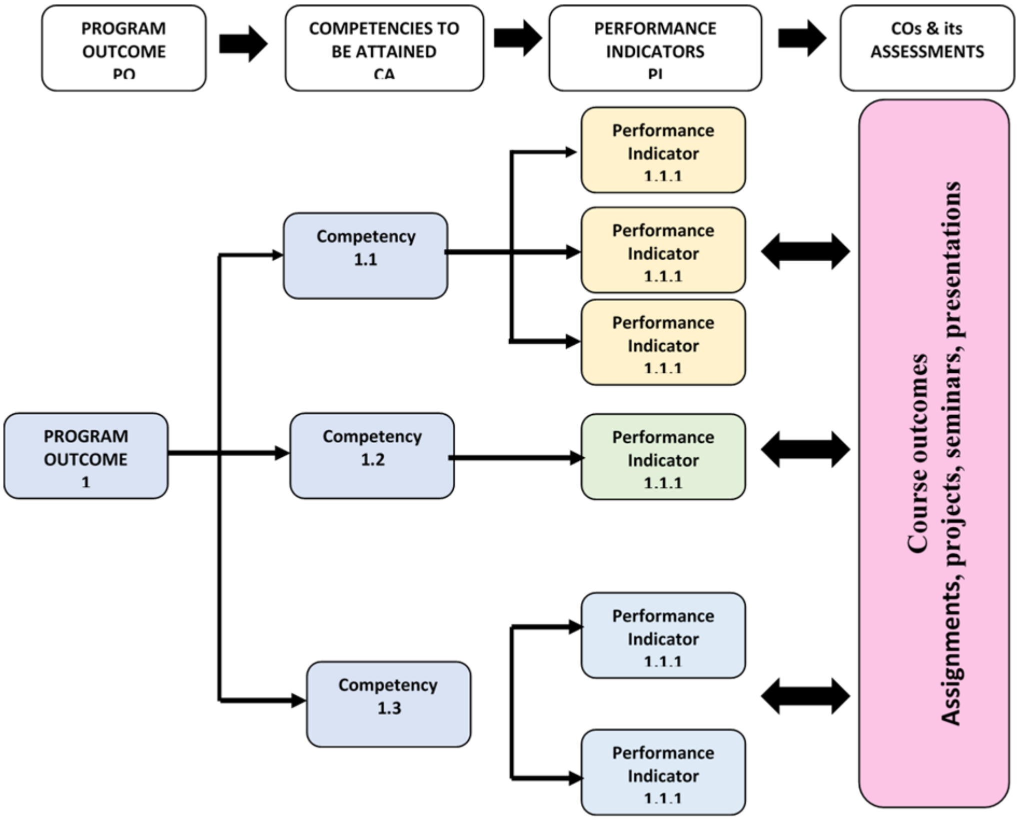
PO7. Transferable Skills

Build competencies in Transferable Management skills, Information Technology skills and Digital communication skills.

Correlation between Courses Outcome and Program Outcomes

In order to determine the relationship between the individual Course outcomes of a course and the MBA program outcomes, a two-step method is adopted at LEAD College of Management. AICTE in its documents ‘Exam Reforms Policy 2018” had recommended a Two-step method process that brings clarity to POs in the Engineering Stream. The same logic and the approach put forward by AICTE was followed for the preparation of the Course Articulation Matrix at LEAD College of Management.

TWO-STEP METHOD OF CO-PO MAPPING


PROGRAM OUTCOME PO
COMPETENCIES TO BE ATTAINED CA
PERFORMANCE INDICATORS PI
COs & its ASSESSMENTS
PROGRAM OUTCOME 1
Competency 1.1
Competency 1.2
Competency 1.3
Performance Indicator 1.1.1
Performance Indicator 1.1.1
Performance Indicator 1.1.1
Performance Indicator 1.1.1
Performance Indicator 1.1.1
Performance Indicator 1.1.1
Course outcomes
Assignments, projects, seminars, presentations

Two-Step method of CO-PO Mapping

Two Step Process for mapping the POs to COs
The following are the steps in "Two-Step Process"

Step I. Take the POs.
Step 2. Identify the **competencies** associated with each PO.
Step 3. Identify a set of **Performance Indicators** associated with each competency in step 2.
Step 4. Map the Performance indicators to the COs and the assessments tools to be used for the CO.
Step 5. Map the CO and the PO using the Performance Indicator linking them both.
Step 6. Mark the Strength of the correlation based on the rigour of the assessment tool to be used to the drive the PO through the course.
Step 7. If relationship is determined to be high, moderate or slight a value of three, two or one respectively is given. The average of all the value across the COs given the overall contribution of the course to the respective PO.

The categorization of the relationship as slight Medium and High is done as follows

Relationship	**Average Score**	**Colour Code**
Low	I - 2	🟧
Medium	2- 3	🟨
High	≥ 3	🟩
No Relationship	-	⬜

Figure gives the list of COs that have High, Moderate and low correlation with the POs.

POs	Correlation	Course	
PO1	High	BUS 1C 04 Organizational Behaviour	BUS 2C 16 Bus. Research. Methods for Mangers
		BUS 1C 05 Environment & Business	BUS 3C 17 Advanced Strategic Management
		BUS 1C 06 Managerial Economics	BUS 3C 18 Strategic Cost Management
		BUS 1C 07 Quantitative Techniques	BUS 3C 19 Entrepreneurship Dev & Proj Mgmt
		BUS 1C 08 Accounting for Managers	BUS 3C 20 Supply Chain Management
		BUS 2C 10 Marketing Management	BUS 3C 21 Investment Management
		BUS 2C 11 Financial Management	BUS 4C 22 Corporate Governance
		BUS 2C 12 Operations Management	BUS 4C 23 International Business
		BUS 2C 13 Human Resources Mgmnt	BUS 4C 24 Mgmnt Control Systems
		BUS 2C 14 Management Science	BUS 4C 25 Major Project
	Moderate	BUS 1C 01 Business Communication	BUS 1C 02 Mgmnt Theory & Buss Ethics
		BUS 1C 03 Business Law	BUS 2C 09 Soft Skill Development
	Low	-	
PO2	High	BUS 1C 04 Organizational Behaviour	BUS 3C 17 Advanced Strategic Management
		BUS 1C 05 Environment & Business	BUS 3C 18 Strategic Cost Management
		BUS 1C 06 Managerial Economics	BUS 3C 19 Ent. Development & Proj Mgmnt.
		BUS 1C 07 Quantitative Techniques	BUS 3C 20 Supply Chain Management
		BUS 2C 11 Financial Management	BUS 3C 21 Investment Management
		BUS 2C 12 Operations Management	BUS 4C 22 Corporate Governance
		BUS 2C 13 Human Res. Management	BUS 4C 23 International Business
		BUS 2C 14 Management Science	BUS 4C 24 Management Control System
		BUS 2C 16 Bus. Research Methods	BUS 4C 25 Major Project

POs	Correlation	Course	
	Moderate	BUS 1C 01 Business Communication	BUS 1C 08 Accounting for Managers
		BUS 1C 02 Mgmnt Theory & Bus. Ethics	BUS 2C10 Marketing Management
		BUS 1C 03 Business Law	BUS 2C 15 Management Info System
	Low	-	
PO3	High	BUS 1C 02 Management Theory & Bus. Ethics	BUS 4C Corporate Governance
	Moderate	BUS 2C 09 Soft Skill Development	BUS 3C 19 Entrpr. Develop. & Proj Mgmnt
		BUS 2C 13 Human Res. Management	BUS 4C 23 International Business
		BUS 2C 16 Business Res. Methods for Mgrs	BUS 4C 25 Major Project
	Low	BUS 1C 03 Business Law	BUS 2C 12 Operations Management
		BUS 1C 04 Organization Behaviour	BUS 3C 20 Supply Chain Management
		BUS 1C 05 Environment & Business	BUS 4C 24 Management Control System
		BUS 2C 11 Financial Management	
PO4	High	BUS 1C 01 Business Communication	BUS 2C 13 Human Res. Management
		BUS 1C 02 Management Thry. & Bus. Ethics	BUS 3C 18 Strategic Cost Management
		BUS 1C 03 Business Law	BUS 4C 22 Corporate Governance
		BUS 1C 06 Managerial Economics	BUS 4C 23 International Business
		BUS 2C 11 Financial Management	
	Moderate	BUS 1C 04 Organizational Behaviour	BUS 2C 16 Bus. Research Methods for Mgrs
		BUS 1C 05 Environment & Business	BUS 3C 19 Entrepreneurship Dev. & Proj Mgt.
		BUS 2C 09 Soft Skill Development	BUS 4C Major Project

POs	Correlation	Course	
	Low	-	
PO5	High	BUS 1C 03 Business Law	BUS 2C 13 Human Res. Management
		BUS 1C 04 Organizational Behaviour	BUS 3C 17Advanced Strategic Management
		BUS 1C 05 Environment & Business	BUS 3C 18 Strategic Cost Management
		BUS 1C 06 Managerial Economics	BUS 4C 22 Corporate Governance
		BUS 1C 08 Accounting for Managers	BUS 4C 23 International Business
		BUS 2C 10 Marketing Management	BUS 4C 24 Management Control System
		BUS 2C 11 Financial Management	BUS 4C 25 Major Project
	Moderate	BUS 1C 02 Mgmnt Theory & Bus. Ethics	BUS 2C 15 Management Info System
		BUS 1C 07 Quantitative Techniques	BUS 2C 16 Bus. Res. Methods for Mgrs
		BUS 2C 09 Soft Skill Development	BUS 3C 19 Ent. Dev. & Project Mgmnt.
		BUS 2C 12 Operations Management	BUS 3C 20 Supply Chain Mgmnt.
		BUS 2C 14 Management Science	BUS 3C 21 Investment Management
	Low	-	
PO6	High	BUS 3C 29 Entrepreneurship Development and Project Management	
	Moderate	BUS 2C 11 Financial Management	BUS 4C 22 Corporate Governance
		BUS 3C 17 Advanced Strategic Mgmnt.	
	Low	BUS 1C 02 Management thry. & Bus. Ethics	BUS 2C 14 Management Science
		BUS 1C 03 Business Law	BUS 2C 16 Bus. Res. Methods for Mgrs.
		BUS 1C 05 Environment & Business	BUS 3C 18 Strategic Cost Management
		BUS 1C 06 Managerial Economics	BUS 4C 25 Major Project
		BUS 2C 13 Human Res. Management	
PO7	High	BUS 13 Human Resources Management	

POs	Correlation	Course	
	Moderate	BUS IC 01 Business Communication	BUS 3C 18 Strategic Cost Management
		BUS IC 05 Environment & Business	BUS 3C 19 Ent. Dev & Project Mgmnt
		BUS IC 06 Managerial Economics	BUS 4C 24 Mgmt Control System
		BUS 2C 16 Bus. Res. Methods for Mgrs	BUS 4C 25 Major Project
		BUS 3C 17 Advanced Strategic Mgmnt.	
	Low	BUS IC 02 Mgmnt, Theory & Bus Ethics	BUS 2C 11 Financial Management
		BUS IC 03 Business Law	BUS 2C 12 Operations Management
		BUS IC 04 Organizational Behaviour	BUS 2C 14 Management Science
		BUS IC 04 Quantitative Techniques	BUS 3C 21 Investment Management
		BUS IC 08 Accounting for Managers	BUS 4C 27 Corporate Governance
		BUS 2C 09 Soft Skill Development	BUS 4C 23 International Business
		BUS2C 10 Marketing Management	

Figure 3.2

PO- CO correlation Matrix

PROGRAM ARTICULATION MATRIX

Program Articulation Matrix gives a summary of the strength of relationship of a course to the Program Outcomes. This is used to fix the target attainments for Courses and in determining the Program gaps between the University Curriculum and the Program outcome.

Course outcome – Program Outcome Articulation Matrix

PROGRAM ARTICULATION MATRIX

SEMESTER 1 – CORE COURSES

POs☒ Course code	PO1	PO2	PO3	PO4	PO5	PO6	PO7
BUS 1C 01	**2**	**1.5**	**1**	**3**	**1**	**-**	**1.5**
BUS 1C 02	**2**	**2**	**2**	**2.5**	**1.5**	**1**	**1**
BUS 1C 03	**2**	**1.75**	**1**	**2.67**	**2.5**	**1**	**1**
BUS 1C 04	**2**	**3**	**1**	**2**	**3**	**-**	**1**
BUS 1C 05	**2**	**3**	**1**	**2**	**3**	**1**	**2**
BUS 1C 06	**2**	**2**	**1**	**2.25**		**1**	**2**
BUS 1C 07	**3**	**3**	**-**	**-**	**2**	**1**	**1**
BUS 1C 08	**2**	**1.75**	**-**	**-**	**2.5**	**-**	**1**

BUS 1C 01 Business Communication	BUS 1C 05 Environment and Business
BUS 1C 02 Mgmt Theory & Business Ethics	BUS 1C 06 Managerial Economics
BUS 1C 03 Business Laws	BUS 1C 07 Quantitative Techniques
BUS 1C 04 Organizational Behaviour	BUS 1C 08 Accounting for managers

PROGRAM ARTICULATION MATRIX

SEMESTER 2 – CORE COURSES

POs☒ Course code	PO1	PO2	PO3	PO4	PO5	PO6	PO7
BUS 2C 09	**2**	**-**	**2**	**2**	**2**	**-**	**1**
BUS 2C 10	**3**	**2**	**-**	**-**	**3**	**-**	**1**
BUS 2C 11	**3**	**3**	**1**	**3**	**2.5**	**2**	**1**
BUS 2C 12	**3**	**3**	**1**	**-**	**2**	**-**	**1**

BUS 2C 13	3	2.5	2	3	3	1	2
BUS 2C 14	2.6	3	-	-	2	1	1.5
BUS 2C 15	2.2	1.75	-	-	2	1	-
BUS 2C 16	3	3	2	2	2	1	2

BUS 2C 09 Soft Skill Development	BUS 2C 13 Human Resources Management
BUS 2C 10 Marketing Management	BUS 2C 14 Management Science
BUS 2C 11 Financial Management	BUS 2C 15 Managament Information Systems
BUS 2C 12 Operations Management	BUS 2C 16 Business Research Methods for management

PROGRAM ARTICULATION MATRIX

SEMESTER 3 – CORE COURSES

POs☒ **Course code**	PO1	PO2	PO3	PO4	PO5	PO6	PO7
BUS 3C 17	3	3	-	-	3	2	1
BUS 3C 18	3	3	-	3	3	1	2
BUS 3C 19	3	3	2	2	2	3	2
BUS 3C 20	3	3	1	-	2	-	-
BUS 3C 21	3	3	-	3	2	1	1

BUS 3C 17 Advanced Strategic Management	BUS 3C 20 Supply Chain Management
BUS 3C 18 Strategic Cost Management	BUS 3C 21 Investment Management
BUS 3C 18 Entrepreneurship Development and Project Management	

PROGRAM ARTICULATION MATRIX

SEMESTER 4 – CORE COURSES

POs☒	PO1	PO2	PO3	PO4	PO5	PO6	PO7

Course code							
BUS 4C 22	**3**	**3**	**3**	**3**	**2.5**	**2**	**I**
BUS 4C 23	**3**	**3**	**2**	**3**	**3**	**-**	**I**
BUS 3C 24	**3**	**3**	**I**	**-**	**3**	**-**	**2**
BUS 4C 25	**3**	**3**	**2**	**2**	**2**	**I**	**2**

BUS 4C 22 Corporate Governance	BUS 4C 25 Major Project
BUS 3C 23 International Business	
BUS 3C 24 Management Control System	

PROGRAM ARTICULATION MATRIX							
SEMESTER 3 - ELECTIVE COURSES							
POs☒	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Course code							
BUS 3EM 01	**3**	**2.5**	--	-	2.5	2	1.5
BUS 3EM 03	-	-	-				
BUS 3EM 04	**3**	**2.5**	-	-	2.5	2	1.67
BUS 3EF 01	**3**	2	-	-	2.5	2	**2**
BUS 3EF 04	**2.5**	**2**	**2**	-	**2**	**I**	**2**
BUS 3EH 02	**2.5**	**2**	**I**	**2**	-	**I**	**2**
BUS 3EH 03							
BUS 3ES 01	**3**	**3**	-	-	-	**2**	**2**
BUS 3ET 02	**2.5**	**3**	**2**	-	**3**	**I**	**I**

BUS 3EM 01 Consumer Behaviour & Marketing Research	BUS 3EH 02 Performance Management
BUS 3M 03 Marketing Communication Management	BUS 3EH 03 HR Development & Planning
BUS 3EM 04 Brand Management	BUS 3ES 01 Systems Analysis & Design
BUS 3EF 01 International Finance	BUS 3ET 02 Tourism Marketing

BUS 3EF 04 Indian Financial System	

PROGRAM ARTICULATION MATRIX							
SEMESTER 4 – ELECTIVE COURSES							
POs☒ **Course code**	PO1	PO2	PO3	PO4	PO5	PO6	PO7
BUS 4EM 06	**2.5**	3	-	-	2.5	2	2
BUS 4EF 05	**2.5**	2.5	-	-	2.5	-	2
BUS 4EH 05	**3**	3	1	-	3	2	2
BUS 4ES 04	**3**	3	-	-	-	1.5	2
BUS 4ET 05	**2.5**	3	-	-	-	2.5	-

BUS 4EM 06 Retail Management	BUS 4ES 04 Enterprise Resource Planning
BUS 4EF 05 Forex Management	BUS 4ET 05 Travel Agency & Tour Operations Management
BUS 4EH 05 Management of Training & Development	

Course Articulation Matrix

Course Outcome and Course Outcome Articulation Matrix

COURSE ARTICULATION MATRIX - CORE COURSES- SEMESTER I							
COURSE OUTCOME	PROGRAM OUTCOME						
Business Communication BUS IC 01, Credit - 2	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Students on completion of the course would be able to							
BUS IC 01.1. Explain the key terms, concepts, theories and principles of effective business communication in an organization.	2	-	-	-	-	-	-
BUS IC 01.2. Demonstrate essential data interpretation, writing, intrapersonal and presentation skills for effective functioning of an organization.	2	1	-	3	-	-	1
BUS IC 01.3. Plan meetings within an organization professionally following general conventions, practices and etiquettes.	-	2	1	-	1	-	2
Course Correlation score	**2**	**1.5**	**1**	**3**	**1**	**-**	**1.5**
Management Theory & Business Ethic BUS IC 02, Credit - 4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Students on completion of the course would be able to							
BUS IC 02.1. Define the major concepts, terms, terminology, principles, approaches, theories in management and business ethics	2	-	-	-	1	-	-
BUS IC 02.2. Describe the major theories, function, structures, and approaches in management practice and business ethics.	2	-	1	-	1	-	-
BUS IC 02.3. Explain term, theories, terms, various motivation methods and leadership in organizational setup.	-	2	-	-	-	1	-
BUS IC 02.4. Evaluate the organizational culture, ethics and values system in a given business context using tools and techniques introduced in the course.	2	2	3	3	2	1	1
BUS IC 02.5. Write a report on the ethical issues in a given organizational environment after examining it, using appropriate tools and techniques	2	2	2	2	2	1	1
Course Correlation score	**2**	**2**	**2**	**2.5**	**1.5**	**1**	**1**

COURSE ARTICULATION MATRIX - CORE COURSES- SEMESTER I							
COURSE OUTCOME	PROGRAM OUTCOME						
Business Laws BUS IC 03, Credit - 4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Students on completion of the course would be able to							
BUS IC 03.1. Define key terms, concepts, types and terminologies, Acts and Laws pertaining to Business Law.	2	-	-	-	-	-	-
BUS IC 03.2. Describe the various significant policies, procedures & practices that guide the Formation of a company, its Operations and the decision taken by its Management.	2	1	-	-	-	-	-
BUS IC 03.3. Identify with logic, the major business laws applicable to a given company, if the necessary information is provided.	2	2	-	2	2	-	-
BUS IC 03.4. Analyse business situation, changes in the legal, rules & regulations and to identify its impact on business.	2	2	1	3	3	1	1
BUS IC 03.5. Evaluate business situations, consequences of changes in business law and its impact on business.	2	2	1	3	-	1	1
Course Correlation score	**2**	**1.75**	**1**	**2.67**	**2.5**	**1**	**1**
Organizational Behaviour BUS IC 04, Credit - 4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Students on completion of the course would be able to							
BUS IC 04.1. Define different concepts, theories, principles, practices, terminologies of organizational Behaviour associated with the study of this course.	1	-	-	-	-	-	-
BUS IC 04.2. Explain different management theories, concepts, structures, terms, terminologies in getting good behaviour of employees in an organization.	1	-	1	-	-	-	1
BUS IC 04.3. Apply the knowledge of theory, technics and tools, procedures used in the study of organizational behaviour under a given business situation.	-	-	-	-	-	-	-
BUS IC 04.4. Make an effective analysis about existing or real-time business situation and draw valid conclusion.	3	3	1	2	3	-	1
BUS IC 04.5. Evaluate and suggest remedial actions based on the existing or real-life business situation.	3	3	1	2	3	-	-

COURSE ARTICULATION MATRIX - CORE COURSES- SEMESTER I

COURSE OUTCOME	PROGRAM OUTCOME						
Course Correlation score	**2**	**3**	**1**	**2**	**3**	**-**	**1**
Environment and Business BUS IC 05, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS IC 05 1. Define the basic concepts, terms, terminologies related to environments and business.	1	-	-	-	-	-	-
BUS IC 05 2. Describe relevant environmental factors, policies, issues, practices that influence business and business operations	1	-	-	-	-	-	-
BUS IC 05 3. Examine the global issues and changes affecting the business situations and business decisions.	-	3	1	2	-	-	2
BUS IC 05 4. Analyse the global issues, actions, decisions related to sustainable development, energy conservation and environment with the available guidelines by the regulatory bodies.	3	3	1	2	-	-	-
BUS IC 05 5. Evaluate the prevailing national and international policies, policy changes, events and to predict its consequences on business operation.	3	3	-	-	3	1	
Course Correlation score	**2**	**3**	**1**	**2**	**3**	**1**	**2**
Managerial Economics BUS IC 06, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS IC 06 1. Define the key terms, terminologies, laws, concepts and theories pertaining to the study of managerial economics.	1	-	-	1	-	-	-
BUS IC 06 2. Explain the major economic concepts, theories and competitive environments generally adopted by business organizations.	1	1	-	-	-	-	-
BUS IC 06 3. Apply economic principles, concepts, methods, techniques, models and measurements used in taking business decision and solving business problems.	2	2	-	2	-	-	-

COURSE ARTICULATION MATRIX - CORE COURSES- SEMESTER I

COURSE OUTCOME	PROGRAM OUTCOME						
BUS IC 06 4. Analyze various economic situations, business cycles, economic models, using established tools and techniques of managerial economics.	3	3	-	3	-	-	2
BUS IC 06 5. Construct a survey, market study and inquiry of economics based on micro and macroeconomics concepts for coming to a valid conclusion.	3		1	3	-	-	-
Course Correlation score	**2**	**2**	**1**	**2.25**	**-**	**1**	**2**
Quantitative Techniques BUS IC 07, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS IC 07.1. Define the basic laws, rules, mathematical and statistical techniques used in quantitative analysis.	-	-	-	-	-	1	1
BUS IC 07.2. Describe the concepts, laws, approaches and tests used in analyzing and interpreting quantitative data.	-	-	-	-	2	-	1
BUS IC 07.3. Solve problems using various mathematical and statistical techniques.	3	3	-	-	-	-	-
BUS IC 07.4. Analyze and interpret data using software packages.	3	3	-	-	-	-	1
BUS IC 07.5. Validate the findings using statistical techniques from real life scenario.	3	-	-	-	2	-	1
Course Correlation score	**3**	**3**	**-**	**-**	**2**	**1**	**1**
Accounting for Managers BUS IC 08, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS IC 08.1. Define the key Accounting concepts, terms, convention, principles and standards used in Business Organizations, accurately.	1	-	-	-	-	-	-
BUS IC 08.2. Explain with clarity, the important accounting statements, their differences, accounting terms, concepts, conventions and Financial reports generally prepared and practiced in Business organization	1	1					
BUS IC 08.3. Apply appropriate tools, techniques, established conventions principles etc. to calculate relevant financial parameters used in the analysis of the financial positions of Indian Companies.	3	2					

COURSE ARTICULATION MATRIX - CORE COURSES- SEMESTER I							
COURSE OUTCOME	PROGRAM OUTCOME						
BUS 1C 08.4. Analyze the financial performance of the organization, using the knowledge of the popular techniques and conventions.	3	2			3		1
BUS 1C 08.5. Report the Inferences about the financial performance of a given company based on the evaluation of its financial data.	3	2			2		1
Course Correlation score	**2.2**	**1.75**	**-**	**-**	**2.5**		**1**

COURSE ARTICULATION MATRIX- CORE COURSES – SEMESTER II							
COURSE OUTCOME	PROGRAM OUTCOME						
Soft Skill Development BUS 2C 09, Credit - 2	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 2C 09.1. Describe different set of soft skills and its significance, classifications, etiquette, values and personality in an organizational context.	2	-	-	-	-	-	-
BUS 2C 09.2. Explain the concepts and theories associated with the team working and peer support strategies in an organizational working environment.	2	-	2	-	-	-	-
BUS 2C 09.3. Demonstrate skills and qualities required in participation in group discussion / conferences / interviews and prepare & deliver presentations.	2	-	2	-	-	-	2
Course Correlation score	**2**		**2**	**-**	**-**	**-**	**2**

COURSE ARTICULATION MATRIX- CORE COURSES – SEMESTER II							
COURSE OUTCOME	**PROGRAM OUTCOME**						
Marketing Management BUS 2C 10, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 2C 10.1. Define the key terms, concepts, terminologies pertaining to the marketing management	1	-	-	-	-	-	-
BUS 2C 10.2. Explain the trends and forces that affect the marketing landscape	1	2	-	-	-	-	-
BUS 2C 10.3. Apply key concepts, theories, product/service branding and marketing strategies in a business entity	3	2	-	2	1	-	-
BUS 2C 10.4. Analyze the various approaches/strategies that companies use to enter and penetrate foreign markets	3	1	-	-	3	-	1
BUS 2C 10.5. Evaluate decisions that firms make on individual products and services, and product mixes (including pricing strategies, promotional campaigns, distribution channels and creating customer value)	3	3	-	-	3	-	1
Course Correlation score	**2.2**	**2**	**-**	**2**	**2.33**	**-**	**1**

Financial Management BUS 2C 11, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 2C 11.1. Define the key terms, concepts, terminologies, approaches used in the study of Financial Management	1	-	-	-	-	-	-
BUS 2C 11.2. Describe the various models, techniques, methods and theories associated with the practice of financial management.	2	-	-	-	-	-	-
BUS 2C 11.3. Able to solve the business problems related to capital budgeting, capital structure and dividend decision in financial management.	3	3	-	-	-	-	-
BUS 2C 11.4. Analyse the practices in working capital management and sources of finance	3	3	1	-	3	-	-
BUS 2C 11.5. Prepare a professional article on a given topic based on the comprehensive study and make an effective presentation	3	3	1	3	3	3	1
Course Correlation score	**2.4**	**3**	**1**	**3**	**2.5**	**2**	**1**

Operations Management BUS 2C 12, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 2C 12.1. Define the key terms, concepts, standards and theories prevalent in practice of Operations Management.	1	-	-	-	-	-	-
BUS 2C 12.2. Explain the fundamental concepts, process, methodologies, principles & practices in operations management function.	1	-	-	-	2	-	-

BUS 2C 12.3. Prepare network diagrams, basic operations Layouts, Charts, Plans using relevant tools and techniques learned in the operations management course.	3	-	-	-	-	-	1
BUS 2C 12.4. 4. Analyse the various scenario in business operations using the tools and techniques of Operations Management.	3	3	1	2	2	-	1
BUS 2C 12.5. Able to recommend corrective actions to rectify simple operational bottlenecks, issues and constrains of a given situation by evaluating available alternatives.	3	3	1	-	-	-	-
Course Correlation score	**2**	**3**	**1**	**2**	**2**	**-**	**1**

Human Resources Management BUS 2C 13 Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 2C 13.1. Describe and differentiate various concepts, major terminologies, methods, principles and procedures in HRM under a given business context.	1	-	-	1	-	-	1
BUS 2C 13.2. Clearly explain the key Terms, concepts, and important HRM processes like planning, training, selection, induction and placement.	1	-	-	1	-	-	1
BUS 2C 13.3. Apply HR strategies, performance appraisal methods, redressal mechanism, state regulations, philosophies, etc., in implementing HR policies and practices	3	-	-	-	-	-	-
BUS 2C 13.4. Analyse the required job, training, career development, compensation and grievance in achieving both organizational and employee goals.	3	2	2	3	-	-	3

BUS 2C 13.5. 5. Design a role, performance appraisal system, redressal mechanism and succession plans at his/her given capacity to suggest a suitable HR solution.	3	3	2	-	3	1	-
Course Correlation score	**2.2**	**2.5**	**2**	**1.67**	**3**	**1**	**1.67**
Management Science BUS 2C 14, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 2C 14.1. Define the basic concepts, mathematical and statistical techniques used in operation research.	2	-	-	-	-	1	-
BUS 2C 14.2. Describe the concepts, laws, techniques and decision models in analyzing and interpreting quantitative data.	2	-	-	-	-	-	2
BUS 2C 14.3. Apply mathematical and statistical techniques for complex management problems.	3	-	-	-	-	1	-
BUS 2C 14.4. 4. Evaluate several alternative courses of action for achieving optimal solution to a given business problem.	3	3	-	-	2		1
BUS 2C 14.5. Design mathematical models and make valid prediction based on the OR techniques.	3	3	-	-	2	1	-
Course Correlation score	**2.6**	**3**	**-**	**-**	**2**	**1**	**1.5**

Management Information Systems BUS 2C 15, Credit - 4	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Students on completion of the course would be able to							
BUS 2C 15.1. Define the basic concepts and terminologies used in the field of management information systems.	1	-	-	-	-	1	-
BUS 2C 15.2. Describe the key concepts, terms, information generation and communication processes, IT application development and its use, in the information systems of organizations.	1	1	-	-	-	-	-
BUS 2C 15.3. Explain the evolution, structure and security risks associated with information systems and information resources with suitable examples.	3	2	-	-	-	-	-
BUS 2C 15.4. Evaluate information systems development and implementation processes in information system building.	3	3	-	-	2	-	-
BUS 2C 15.5. Design basic structure of management information system based on organizational requirements.	3	1	-	-	2	-	-
Course Correlation score	**2.2**	**1.75**	**-**	**-**	**2**	**1**	**-**

Business Research Methods for Management BUS 2C 16, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 2C 16.1. Briefly describe the process research in business and other social sciences and different terminologies, concepts and methods used in different stages of research	1	-	-	-	-	-	-
BUS 2C 16.2. Elaborate the advantages, disadvantages, limitations and assumptions of different research methods	2	2	-	-	-	-	-
BUS 2C 16.3. Use appropriate methods for data collection, tools and techniques for data analysis, derivation and its interpretation.	1	1	2	-	-	2	2
BUS 2C 16.4. Analyze the data using standard analytical tools and standard statistical software packages	3	3	2	2	2	1	2
BUS 2C 16.5. Design a meaningful report of the output derived from data analysis.	3	3	2	-	-	1	2
Course Correlation score	**2**	**2.25**	**2**	**2**	**2**	**1.33**	**2**

COURSE ARTICULATION MATRIX- CORE COURSES – SEMESTER III							
COURSE OUTCOME	**PROGRAM OUTCOME**						
Advanced Strategic Management BUS 3C 17, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3C 17.1. Define the key terms, concepts, principles & theories in field of strategic management	2	-	-	-	-	-	-
BUS 3C 17.2. Explain the components of the strategic management process, the principles, the tools and models used in the formulation, implementation and control of strategies in domestic & global environment	-	1	-	-	-	2	-
BUS 3C 17.3. Apply the appropriate theoretical knowledge, principles, tools & techniques used in the practice of strategic management for analyzing a given situation or for solving problems	3	3	-	-	-	2	-
BUS 3C 17.4. Analyze resources, position, capability, advantage and environment in strategic management issues	3	3	-	-	3	-	2
BUS 3C 17.5. Evaluate an organization's strategy from various stake holders' perspectives	3	3	-	-	3	-	-
Course Correlation score	**2.75**	**2.5**	**-**	**-**	**3**	**2**	**2**
Strategic Cost Management BUS 3C 18, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							

COURSE ARTICULATION MATRIX- CORE COURSES – SEMESTER III							
COURSE OUTCOME	PROGRAM OUTCOME						
BUS 3C 18.1. Define the key terms, concepts, terminologies, approaches used in the study of Strategic Cost management	1	-	-	2	-	-	-
BUS 3C 18.2. Explain the various models, techniques, methods and theories associated with the practice of Strategic cost management	2	2	-	-	-	-	-
BUS 3C 18.3. Able to solve the business problems related marginal costing, service costing and activity based costing in strategic cost management	3	3	-	-	-	-	-
BUS 3C 18.4. Analyze the different techniques concerned with strategic cost management and to choose the best fit for the business situation.	3	3	-	-	-	-	-
BUS 3C 18.5. Able to prepare a professional report based on given topic and make an effective presentation.	3	3	-	3	3	1	2
Course Correlation score	**2.4**	**2.75**	**-**	**2.5**	**3**	**1**	**2**
Entrepreneurship Development & Project Management BUS 3C 19, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3C 19.1. Describe in brief, the key terms, concepts, functions, characteristics, terminologies associated with entrepreneurship and project management.	1	1	-	-	1	-	-

COURSE ARTICULATION MATRIX- CORE COURSES – SEMESTER III							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 3C 19.2. Discuss the concepts, regulatory framework, analytical tools and techniques used in entrepreneurship development and project management.	2	2	-	-	-	-	-
BUS 3C 19.3. Apply the knowledge of tools and techniques used in the analysis planning and implementations of projects.	2	1	-	-	2	-	-
BUS 3C 19.4. Analyse the requirements for starting a new business and for the formulation, implementation of projects by using standard tools and techniques.	3	3		2	3	3	2
BUS 3C 19.5. Evaluate a given project scenario, highlighting the constrains, issues and recommend suggestions to improve them.	3	3	2	-	1	3	2
Course Correlation score	**2.2**	**2**	**2**	**2**	**1.75**	**3**	**2**
SUPPLY CHAIN MANAGEMENT	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3C 20.1. Define the key terms, concepts, functions, characteristics, terminologies associated with supply chain management and logistics.	1	1	-	-	-	-	1
BUS 3C 20.2. Explain the concept, measures, terms used in the study of logistics and supply chain management.	2	-	-	2	-	-	-

COURSE ARTICULATION MATRIX- CORE COURSES – SEMESTER III							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 3C 20.3. Analyse the current developments, innovations and best practices in the field of logistics and supply chain management.	3	3	1	-	2	-	-
Course Correlation score	**2**	**2**	**1**	**2**	**2**		**1**
Investment Management BUS 3C 21 Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3C 21.1. Describe the various Investment management concepts, terms & Internationally accepted terminologies	1	-	-	1	1	-	1
BUS 3C 21.2. Explain the various types of investments, functions investment theories & models associated with Investment management.	1	1	-	-	-	-	-
BUS 3C 21.3. Apply the various tools, techniques, approaches to solve investment problems in a given business context.	3	3	-	-	-	-	-
BUS 3C 21.4. Analyse the fundamental & technical indicators of the securities for selecting the best alternatives available in the securities market	3	3	-	-	2	1	3
BUS 3C 21.5. Construct an optimum investment portfolio consisting of equity and debt marketable securities for a given risk-return factor of an investor.	3	3	-	3	-	1	3

COURSE ARTICULATION MATRIX- CORE COURSES – SEMESTER III							
COURSE OUTCOME	PROGRAM OUTCOME						
Course Correlation score	**2.2**	**2.5**	**-**	**2**	**1.5**	**1**	**2.33**

COURSE ARTICULATION MATRIX- CORE COURSES - SEMESTER IV							
COURSE OUTCOME	PROGRAM OUTCOME						
Corporate Governance BUS 4C 22, Credit - 2	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 4C 22.1. Describe the various corporate governance concepts, principles, terminologies, that are constituted globally	1	-	-	1	1	-	1
BUS 4C 22.2. Discuss about various functions of corporate Governance committees constituted in global wise & principles for resolving the problems in the corporates	2	2	-	-	-	-	-
BUS 4C 22.3. Examine the Landmark corporate governance frauds happened globally in recent years.	3	3	2	-	1	2	-
BUS 4C 22.4. Analyze the corporate governance framework, current scenarios in various countries, models & Indian laws pertaining to the corporates' good conduct	3	3	-	3	3	2	1
BUS 4C 22.5. Construct a basic corporate governance framework in the current scenario for developing the ethical corporate culture	3	3	3	3	2	-	1

COURSE ARTICULATION MATRIX- CORE COURSES - SEMESTER IV							
COURSE OUTCOME	**PROGRAM OUTCOME**						
Course Correlation score	**2.4**	**2.75**	**2.5**	**2.33**	**1.75**	**2**	**1**
International Business BUS 4C 23, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 4C 23.1. Define the Major concepts, terms, terminology associated with internationalization of Business.	2	-	-	-	-	-	-
BUS 4C 23.2. Describe major international trade terms and theories connected with international trade.	2	1	-	-	-	-	-
BUS 4C 23.3. Explains international Business opportunity, threats and Various sources of finance in given Business context	3	-	2	-	-	-	1
BUS 4C 23.4. Using analytical tools, techniques, and approaches and develop a suitable strategy for internationalization of business	3	3	2	3	3	-	1
BUS 4C 23.5. Evaluate the organizational structure and control system in the given International Business Scenario.	3	3	-	3	3	-	-
Course Correlation score	**2.6**	**2.3**	**2**	**3**	**3**	**-**	**1**
Management Control System BUS 4C 24, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							

COURSE ARTICULATION MATRIX- CORE COURSES – SEMESTER IV							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 4C 24.1. Define the key terms, concepts, theories and principles in the study of Management Control Systems							
BUS 4C 24.2. Explain the Techniques, theories, approaches and principles associated with the practice of Management control system in a Corporate environment							
BUS 4C 24.3. Apply the knowledge of the concepts, techniques in management control to given situations			1				
BUS 4C 24.4. Analyze the Financial performance reports, behavioral aspects of management control for a given business situation	3	3					2
BUS 4C 24.5. Evaluate the strategic decisions and control approaches like pricing, profitability, Benchmarking, Balance scorecard etc. for a given business situation	3	3			3		
Course Correlation score	**3**	**3**	**1**		**3**		**2**
Major Project BUS 4C 25, Credit – 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 4C 25.1. Demonstrate knowledge of problem formulation in their chosen field of research.	1	2	2	-	-	-	-
BUS 4C 25.2. Prepare a comprehensive review of literature and research methodology based on the conceptual background.	-	-	2	-	-	-	-

COURSE ARTICULATION MATRIX- CORE COURSES - SEMESTER IV							
COURSE OUTCOME	PROGRAM OUTCOME						
BUS 4C 25.3. Analyze the data by using Statistical methods	-	-	-	2	3	-	-
BUS 4C 25.4. Summarize the clarity of findings identified from the study.	3	3	2	-	3	-	2
BUS 4C 25.5. Able to prepare a professional report and communicate to a knowledgeable audience.	3	3	2	2	3	1	2
Course Correlation score	**2.33**	**2.67**	**2**	**2**	**3**	**1**	**2**

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER III							
COURSE OUTCOME	PROGRAM OUTCOME						
MARKETING SPECIALIZATION							
Consumer Behaviour & Marketing Research BUS 3EM 01, Credit - 2	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3EM 01.1. Define the major concepts an terminologies on consumer behaviour and marketing research	2	-	-	-	-	-	-

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER III							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 3EM 01.2. Explain theories, principles and models of consumer behaviour	1	-	-	-	-	-	-
BUS 3EM 01.3. Use the basic data acquisition methods / Analytical tools and techniques in market research.	3	2	-	-	-	2	-
BUS 3EM 01.4. Analyze the factors and roles played that influence the buying behaviour in a given business situation or in the real life context.	3	3	-	-	2	3	2
BUS 3EM 01.5. Criticize/Defend marketing decisions based on relevant concepts and theories in Consumer behaviour.	3	3	-	-	2	1	1
Course Correlation score	**2.4**	**2.5**	-	-	**2**	**2**	**1.5**
Brand Management BUS 3EM 04, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3EM 04.1. Define the major concepts, terms, methods of branding and branding strategies.	1	-	-	-	-	-	-
BUS 3EM 04.2. Describe different branding strategies in different contexts.	1	-	-	-	-	-	-
BUS 3EM 04.3. Compare and differentiate between different concepts, approaches and strategies of brand building in real time situations.	3	3	-	-	-	2	1
BUS 3EM 04.4. Evaluate brand building strategies and brand equity models in real time situations or a given business scenario.	3	3	-	-	2	2	1

COURSE ARTICULATION MATRIX- ELECTIVE COURSES – SEMESTER III							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 3EM 04.5. Evaluate brand building strategies, identify deficiencies and recommend suggestions for improvement and protection of brand assets	3	2	-	-	3	2	2
Course Correlation score	**2.2**	**2.67**	**-**	**-**	**2.5**	**2**	**1.33**
FINANCE SPECIALIZATION							
International Finance BUS 3EF 01, Credit – 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3EF 01.1. Define the key terms, concepts, functions, products, mechanism, markets and organizations in International Finance.	1	-	-	-	-	-	-
BUS 3EF 01.2. Explain the fundamental concepts and framework associated with regulating and operating International Finance.	1	2	-	-	-	-	-
BUS 3EF 01.3. Illustrate the mechanism of Forex, Financial Derivatives, Exchange Rate Risk and Exposure in International Financial context	3	2	-	-	-	-	-
BUS 3EF 01.4. Analyse a given Global Financial event using their knowledge in International Finance	3	2	-	-	3	2	2
BUS 3EF 01.5. Critically Examine a Financial Situation identify the major issues and recommend reasonably good solutions.	3	2	-	-	2	-	-

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER III							
COURSE OUTCOME	**PROGRAM OUTCOME**						
Course Correlation score	**2.2**	**2**	**-**	**-**	**2.5**	**2**	**2**
Indian Financial System BUS 3EF 04 Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3EF 04.1. Define the key terms, concepts, functions, markets and Regulatory framework in Indian Financial System	1	-	-	-	-	-	-
BUS 3EF 04.2. Discuss the fundamental concepts, Markets, Insurances associated with the functioning and the operations in the Indian Financial System	1	2	-	-	-	-	-
BUS 3EF 04.3. Do a financial evaluation of a given situation, Applying the knowledge of the policies, procedures, the legislative framework, legal and tax implications in the Indian financial system...	3	2	2	-	-	1	-
BUS 3EF 04.4. Analyse the roles and functions of existing institutions, Regulatory bodies, Market components in Indian Financial System	2	2	2	-	2	1	2
BUS 3EF 04.5. Critically examine the different events happening the real world that affect the in Indian Financial system both favorably and adversely	3	2	2	-	-	-	2
Course Correlation score	**2**	**2**	**2**	**-**	**2**	**1**	**2**

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER III							
COURSE OUTCOME	PROGRAM OUTCOME						
HUMAN RESOURCES SPECIALIZATION							
Performance Management BUS 3EH 02, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3EH 02.1. Define the key terms, concepts, theories and principles of individual performance and organizational performance with clarity.	1	-	-	-	-	-	-
BUS 3EH 02.2. Explain the theories, conventions and principles used in the practice of performance management studies in business organization.	1	-	-	-	-	-	-
BUS 3EH 02.3. Illustrate various Indicators and evaluation criteria of performance for different levels of management with suitable practical examples	-	2	-	-	-	-	-
BUS 3EH 02.4. Analyse various performance appraisal instruments for performance evaluation of employees in a given organization.	3	3	-	2	-	-	-
BUS 3EH 02.5. Design a reasonably good and comprehensive study to develop an effective performance management system.	3	3	1	-	3	-	-
Course Correlation score	**2**	**2.67**	**1**	**2**	**3**	**-**	**-**
Human Resource Planning & Development BUS 3EH 03, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER III

COURSE OUTCOME	PROGRAM OUTCOME						
BUS 3EH 03.1. Define the terms terminology, concepts approaches in the study of Human Resource Planning and Development.	2	-	-	-	-	-	-
BUS 3EH 03.2. Explain major, concept, methods, approaches, analytical tools, procedures in practice in Human Resource Planning and Development in Business organizations.	-	2	-	-	-	-	-
BUS 3EH 03.3. Illustrate with suitable example the procedures, methods and techniques commonly used in planning and developing Human Resources in an Organization.	-	-	2	-	-	-	-
BUS 3EH 03.4. Analyse a given situation from Human resource development perspective and communicate the findings effectively.	3	3	-	2	-	-	-
BUS 3EH 03.5. Study a given organization from an HR perspective, identify the deficiencies, and communicate the findings with recommendations for improvement.	3	3	-	2	3	-	-
Course Correlation score	**2.67**	**2.67**	**2**	**2**	**3**	**-**	**-**
SYSTEMS SPECIALIZATION							
System Analysis & Design BUS 3ES 01, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3ES 01.1. Explain the concept, terminologies of Project Selection and Systems Development under various situations.	2	-	-	-	-	2	-

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER III							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 3ES 01.2. Differentiate the different approaches to systems analysis and design for getting desirable outcome.	1	2	-	-	-	-	-
BUS 3ES 01.3. Determine the software and hardware requirement that effectively meet various business requirements.	3	-	-	-	-	-	2
BUS 3ES 01.4. Analyse and submit a report on the effectiveness and efficiency of a system when a situation given with parameters.	-	3	-	-	-	2	-
BUS 3ES 01.5. Design a reasonably good system incorporating the constraints and requirements of the organization.	3	-	-	-	-	2	-
Course Correlation score	**2.25**	**2.5**	-	-	-	**2**	**2**
TOURISM & HOSPITALITY MANAGEMENT ELECTIVE							
Tourism Marketing BUS 3ET 02, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 4ET 05.1. Define the basic concepts, terms and terminologies related to tourism marketing.	1	-	-	-	-	-	-
BUS 4ET 05.2. Describe the major concepts, approaches, methods, and strategies prevalent in the practices of tourism marketing.	1	2	-	-	-	-	-

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER III							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 4ET 05.3. Apply the knowledge of concepts, methods, and practices in tourism marketing.	3	3	-	-	-	-	-
BUS 4ET 05.4. Analyse the business situations and to recommend business solutions and strategies.	-	-	2	-	3	-	-
BUS 4ET 05.5. Develop, reasonably good marketing strategies for a given tourism marketing product in the tourism sector	3	3	-	-	-	1	1
Course Correlation score	**2**	**2.67**	**2**	**-**	**3**	**1**	**1**

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER IV								
COURSE OUTCOME		**PROGRAM OUTCOME**						
MARKETING SPECIALIZATION								
Retail Management	BUS 4EM 06, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to								
BUS 4EM 06.1. Define the key terms. Concepts, functions, terminologies and theories in the field of retail management.		2	-	-	-	1	-	1
BUS 4EM 06.2. Describe the concept of strategic planning within the retail management decision process.		2	2	-	-	-	-	-

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER IV							
COURSE OUTCOME	PROGRAM OUTCOME						
BUS 4EM 06.3. Apply the knowledge of techniques and tools used in problem solving and decision making in retail management	2	-	-	-	-	-	-
BUS 4EM 06.4. Apply the ideas related to merchandise forecasting, buying, handling, pricing, labelling and packaging for day-to-day operations in a giving business situation.	2	3	-	-	2	2	2
BUS 4EM 06.5. Analyze the existing scenario and identify appropriate strategies for promoting and controlling retail operations.	3	3	-	-	3	2	2
Course Correlation score	**2.2**	**2.67**	**-**	**-**	**2**	**2**	**1.67**
FINANCE SPECIALIZATION							
Forex Management BUS 4EF 05, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 4EF 05.1. Define the major terms, terminology and concepts used in management of foreign exchange.	1	-	-	-	-	-	-
BUS 4EF 05.2. Discuss the types, functions, procedures, in forex procedure for opening accounts, functions and discuss the mechanism in highlighting the various regulatory body.	1	-	-	-	-	-	-
BUS 4EF 05.3. Explain key concepts, regulatory mechanism and roles, etc. of financial institution and statutory bodies relevant to foreign exchange management.	3	-	-	-	-	-	-

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER IV							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 4EF 05.4. Analyze the financial market using fundamental and technical analysis of forex market.	3	3	-	3	3	-	2
BUS 4EF 05.5. Estimate the movement of currency based on the analysis of forex market.	2	2	-	3	2	-	1
Course Correlation score	**2**	**2.5**		**3**	**2.5**	**-**	**1.5**
HR Specialization							
Management of Training & Development BUS 4EH 05, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 3EM 04.1. Define the important terms, terminologies and theories functions of the Training and development in an organization in the current scenario associated with the Management of Training & Development in a Business Organization	1	-	-	-	-	-	-
BUS 3EM 04.2. Explain the various, concepts, theories, learning styles and learning theories and their evolution over a period of time	-	-	-	-	1	2	-
BUS 3EM 04.3. Identify the pre requisites to conduct management development executive programmes and FDPs based on preset criteria.	-	-	-	-	-	2	2
BUS 3EM 04.4. Evaluate the effectiveness of various training methods using the standard T&D models practiced in the Management of Training and Development.	3	3	-	-	3	2	2

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER IV							
COURSE OUTCOME	**PROGRAM OUTCOME**						
BUS 3EM 04.5. Develop and implement a training programme practically using a training course plan prepared on a particular subject matter with precision.	3	3	1	-	3	-	-
Course Correlation score	**2.33**	**3**	**1**	**-**	**2.33**	**2**	**2**
System Specialization							
Enterprise Resource Planning BUS 4ES 04, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 4ES 04.1. Define the key terms and concepts in designing and implementing an ERP system in business environment	1	-	-	-	-	-	-
BUS 4ES 04.2. Explain the challenges in implementing ERP and their impact on organization	-	1	-	1	-	-	-
BUS 4ES 04.3. Describe the planning, selection and acquisition of enterprise system	-	-	-	2	-	1	-
BUS 4ES 04.4. Analyse various packages, ERP configuration using gap analysis	3	3	-	-	-	2	2
BUS 4ES 04.5. Evaluate an organization's readiness for enterprise system implementation with a professional approach	3	3	-	-	-	-	2

COURSE ARTICULATION MATRIX- ELECTIVE COURSES - SEMESTER IV

COURSE OUTCOME	PROGRAM OUTCOME						
Course Correlation score	**2.33**	**2.33**	**-**	**1.5**	**-**	**1.5**	**2**
TOURISM & HOSPITALITY MANAGEMENT ELECTIVE							
Travel Agency & Tour Operations BUS 4ET 05, Credit - 4	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Students on completion of the course would be able to							
BUS 4ET 05.1. Define the various intermediaries and history of Tourism Industry	2	-	-	1	-	-	-
BUS 4ET 05.2. Explain the various organizational structures and government incentives for effective management of Travel Agency.	1	-	-	2	-	-	-
BUS 4ET 05.3. Apply the knowledge to setting up efficient and effective Travel Agency by following Government rules and regulations	2	-	-	-	2	-	-
BUS 4ET 05.4. Model different types of itinerates to determine the tour costing	2	3	-	-	2	-	-
BUS 4ET 05.5. Evaluate the knowledge for prepare relevant travel agency documentation like Passport & Visa	3	3	-	-	3	-	-
Course Correlation score	**2**	**3**	**-**	**1.5**	**2.33**	**-**	

Attainment of Program Outcomes.

Description of the assessment tools and process used

Program outcomes are assessed through Academic and Non-Academic Activities. Direct and Indirect methods are used in the assessment of the Program Outcome Attainments.

The figure given below illustrates the array of Assessment tools, their interrelationships and the weightages used in the Assessment of the Program Outcomes of LEAD College of Management.

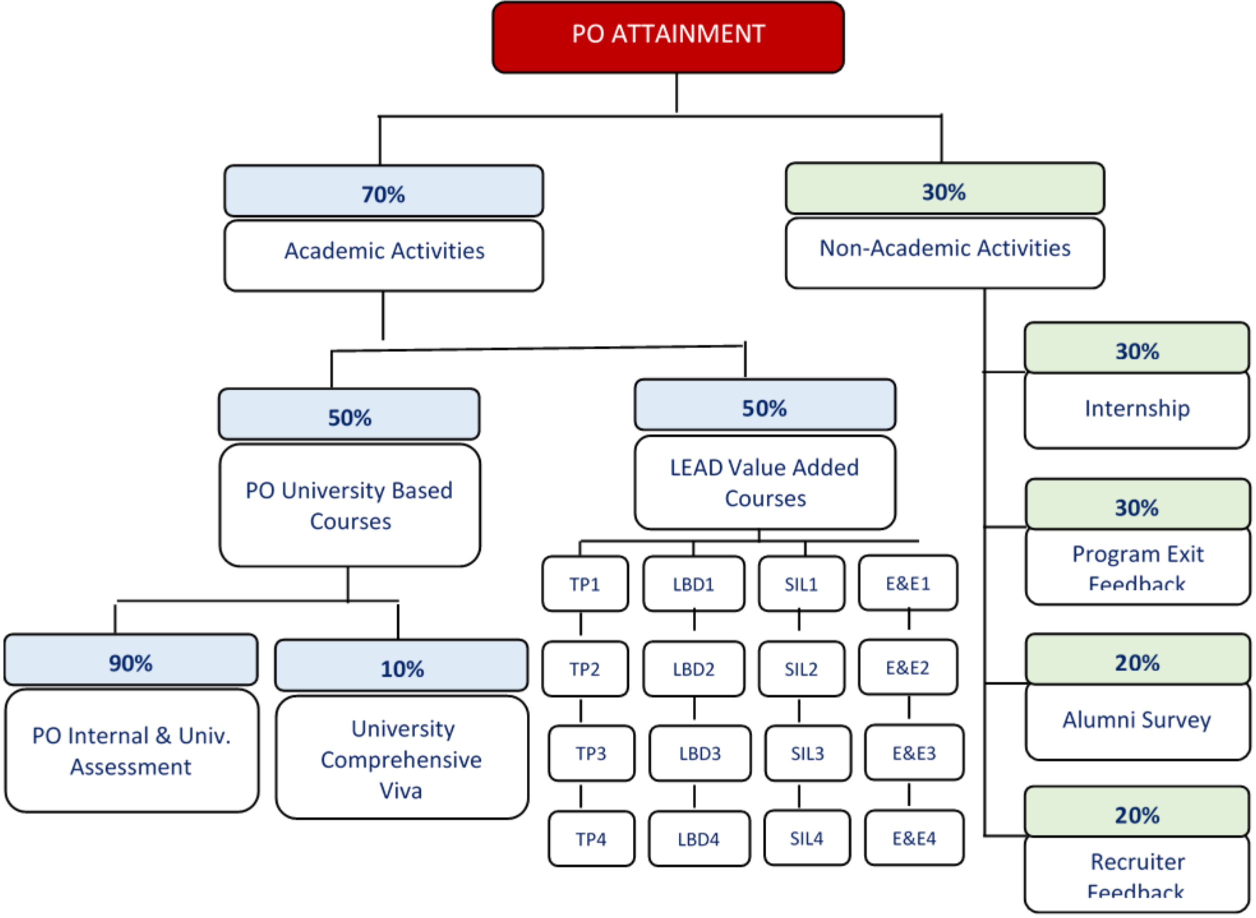

PO ATTAINMENT
70%
Academic Activities
30%
Non-Academic Activities
50%
PO University Based Courses
50%
LEAD Value Added Courses
90%
PO Internal & Univ. Assessment
10%
University Comprehensive Viva
TP1
TP2
TP3
TP4
LBD1
LBD2
LBD3
LBD4
SIL1
SIL2
SIL3
SIL4
E&E1
E&E2
E&E3
E&E4
30%
Internship
30%
Program Exit Feedback
20%
Alumni Survey
20%
Recruiter Feedback

Fig. 3.2

Program outcome Assessment configuration

Note: TP – Turning Point , LBD – Learning By Doing, SIL – Self Initiated Learning, E&E – Experience & Explore

The assessment tool, method of data collection and the frequency of assessment is given below.

Activities	Tool / Weightage	Frequency of Assessment	Responsible person	Process & Method of Data collection
Academic 70%	CO attainment University Based Courses (90% internal + Univ. 10% Univ Viva) **50%**	Every Semester (Comp. university Viva once in an year)	Course Coord / Faculty	Data collection for CO attainment is done at course level through the Internal Exams, University Exams, Assignments, Seminars, Presentations, Mini projects etc. Weighted average method is used to determine the PO Attainment (Internal + University Assessment) 90% Comprehensive Viva 10%
	CO Attainment LEAD Value added Courses **50%**	Yearly	LEAD Activity Coordinators	Data collection is done at the batch level for each activity using evaluation rubrics as predefined in course plan for each activity and using a student survey at the end of each activity.
Non-Academic **30%**	Internship **30%**	Yearly	TPO*	Training and Placement officer (TPO) collects feedback from the student interns and the organization where internship was carried out. The feedback is mapped to the POs and PO Attainment(Non-Academic) is determined using the weighted average method
	Program Exit Survey **30%**	Yearly	PCC**	Program exit surveys given to the students on successful completion of the MBA program. The survey questionnaire is designed to elicit the students' perception on the attainment of the stated program outcomes. Weighted average method is used for the assessment of PO (Non-Academic Activities)
	Alumni Survey **20%**	Yearly	Alumni Committee	Alumni surveys are designed and conducted by the Alumni committee during the yearly alumni meet. These surveys assess the perception of the students who are successfully pursing their careers post completion of their MBA program. Weighted average method is used for the assessment of PO (Non-Academic Activities).
	Recruiter Feedback **20%**	Yearly	TPO*	Training and Placement officer collects feedback from the recruiter on completion of their selection process. The feedback captures the perception of the degree of attainment of

Activities	Tool / Weightage	Frequency of Assessment	Responsible person	Process & Method of Data collection
				the program outcomes by the students completing the MBA program. Weighted average method is used for the assessment of PO (Non-Academic Activities).

Fig. 3.3
PO Assessment tools, frequency and Responsibility Matrix

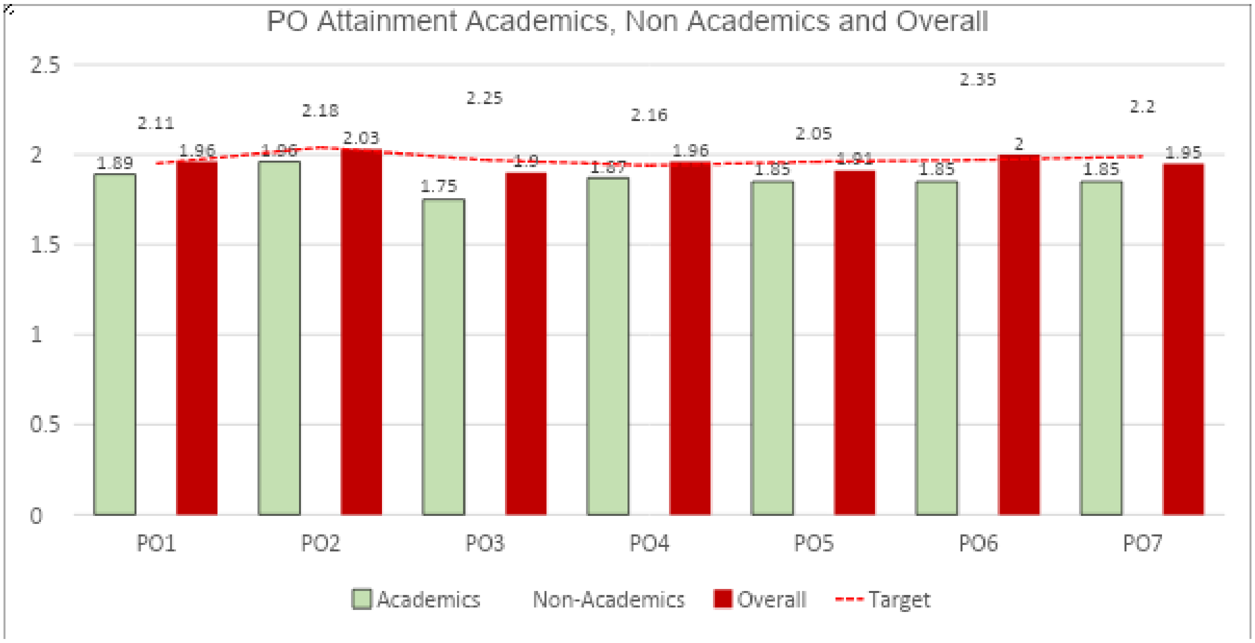
*TPO – Training & Placement Officer
**PCC – Program Core Committee

Program Attainment levels (Batch 2020-22):INDICATIVE AND SUBJECT TO AUDIT

PROGRAM ATTAINMENT LEVELS							
Course	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
BUS 1C 01	1.93	1.23	0.77	2.78	0.77		1.23
BUS 1C 02	1.85	1.75	1.75	2.13	1.38	0.87	0.88
BUS 1C 03	1.66	1.37	0.81	2.04	1.63	0.81	0.81
BUS 1C 04	1.67	2.39	0.84	1.59	2.39		0.83
BUS 1C 05	1.70	2.52	0.80	1.60	2.75	0.92	1.77
BUS 1C 06	1.72	1.65	0.93	1.90			1.65
BUS 1C 07	2.50	2.25			1.60	1.00	0.90
BUS 1C 08	1.74	1.25			1.89		0.77
BUS 2C 09	1.55		1.25				1.45
BUS 2C 10	1.57	1.43		1.22	1.65		0.73
BUS 2C 11	1.96	2.42	0.86	2.91			0.97
BUS 2C 12	1.94	2.69	0.90	1.79			0.87
BUS 2C 13	1.97	2.62	1.76	1.51	2.62		1.51
BUS 2C 14	2.16	2.67			1.78	0.93	1.36
BUS 2C 15	1.90	1.22			1.55	1.00	
BUS 2C 16	1.52	1.70	1.55	1.52	1.52	1.03	1.53

PROGRAM ATTAINMENT LEVELS							
Course	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
BUS 3C 17	2.11	1.68			2.02	1.48	1.35
BUS 3C 18	2.14	2.44		2.46	3.00	1.00	
BUS 3C 19	1.80	1.64			1.67		1.40
BUS 3C 20	1.73	1.70	0.80	1.80	1.60		1.00
BUS 3C 21	1.89	2.11		1.72	1.30	0.81	1.94
BUS 4C 22	2.06	2.36	2.29	2.07	0.83	1.58	0.88
BUS 4C 23	1.65	0.83	1.43	1.79	0.90		0.93
BUS 4C 24	1.93	1.81	0.83		1.86		1.66
BUS 4C 25	2.27	2.60	1.96	1.97	2.60		1.95
Electives							
BUS 3EM 01	1.86	1.68			1.57		
BUS 3EM 04	1.74	2.17			1.99	154	0.72
BUS 3EF 01	2.09	1.91	1.76		1.64	0.90	1.68
BUS 3EF 04	1.82	1.88	1.76		1.64		
BUS 3EH 02	1.64	2.08	0.89	1.46	2.67		
BUS 3EH 03	1.78	1.62	1.21	1.24	1.98		
BUS 3ES 01	1.94	1.69				1.56	1.49
BUS 3ET 02	1.72	2.30	1.47		2.21	1.00	1.00
BUS 4EM 06	1.85	1.93			1.62	1.51	1.34
BUS 4EF 05	1.65	1.84		2.25	1.84		1.09
BUS 4EH 05	1.80	2.20	0.77	1.51	1.71	1.45	1.45
BUS 4ES 04	1.91	1.89		1.25		1.36	1.80
BUS 4ET 05	1.66	1.09		1.35			

PROGRAM ATTAINMENT LEVELS							
Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PO Attainment Internal and University Assessment.	**1.85**	**1.91**	**1.22**	**1.82**	**1.80**	**1.19**	**1.27**
PO Attainment University Comprehensive viva	2.20	2.36	1.48	2.17	2.21	1.47	1.54
PO Attainment Univ. Based Courses	1.89	1.96	1.25	1.86	1.84	1.22	1.30
PO Attainment Lead Value Added Courses			2.25			2.50	2.40
PO Attainment Academics	**1.89**	**1.95**	**1.75**	**1.87**	**1.85**	**1.86**	**1.85**
PO Attainment Internship	2.00	2.10	2.20	2.10	2.00	2.25	2.00
PO Attainment Program Exit Survey	2.30	2.40	2.25	2.10	2.00	2.50	2.25
PO Attainment Alumni	2.10	2.25	2.30	2.10	2.00	2.40	2.50
PO Attainment Recruiters	2.00	1.90	2.25	2.40	2.25	2.20	2.10
PO Attainment Non Academics	**2.11**	**2.18**	**2.25**	**2.16**	**2.05**	**2.35**	**2.20**
Overall PO Attainment Batch 2018	**1.96**	**2.03**	**1.90**	**1.96**	**1.91**	**2.00**	**1.95**
Max Attainment Value	**2.44**	**2.55**	**2.47**	**2.42**	**2.45**	**2.46**	**2.49**
Target Attainment (80% of Max attainable value)	**1.95**	**2.04**	**1.97**	**1.94**	**1.96**	**1.97**	**1.99**



PO Attainment – Academics, Non-Academics & Overall

3.1.2.1 Sample Calculation of Program Outcome Attainment level.

Calculation of Program outcome is done at seven levels

Level 1 – Calculation of PO attainment of Internal and University Examination.

Level 2 – Calculation of PO attainment of University Comprehensive Viva (Program end)

Level 3 – Calculation of PO Attainment of University Based courses.

Level 4 – Calculation of PO attainment of LEAD Value Added Courses.

Level 5 –.Determination of PO Attainment value of Academic Activities

Level 6 - Calculation of PO Attainment of Non-Academic Activities from Internship Feedback, Program Exit Survey, and Alumni Survey and Recruiter feedback

Level 7 – Determination of Overall PO Attainment values.

Let us take the CO attainment value of 2018 batch for the course BUS IC 03 – Business Law as an example and calculate the PO attainment values

Level 1 Calculation – Calculation of PO attainment value of Internal and University Course Assessments

The attainment values of the COs of the university-based courses and Correlation value of the course to the PO are used to determine the PO attainment values of the course.

Let us take the example of the course Business Law – BUS IC 03
The following table gives the Attainment values, CO-PO mappings and the PO attainment values of BUS IC 03 – Business Law.

PO Attainment Level Sample Calculation - 1

Course Code	COs	CO Attainment value	CO PO Mapping							PO Attainment						
			PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
BUS IC 03	CO1	2.72	2	-	-	-	-	-	-	1.81						
	CO2	2.93	2	1	-	-	-	-	-	1.95	0.98					
	CO3	1.92	2	2	-	2	2	-	-	1.28	1.28		1.28	1.28		
	CO4	1.98	2	2	1	3	3	1	1	1.32	1.32	0.66	1.98	1.98	0.66	0.66
	CO5	2.87	2	2	1	3	-	1	1	1.91	1.91	0.96	2.87		0.96	0.96
Course PO Attainment										1.66	1.37	0.81	2.04	1.63	0.81	0.81

The contribution of CO1 to PO1 is calculated using the formula given below

$$PO1\ Attainment\ value\ from\ CO1 = \frac{CO1\ attainment\ value\ \ X\ \ CO1{:}\ PO1\ mapping\ strength}{3}$$

$PO1\ Attainment\ value\ from\ CO1 = \frac{2.72\ X\ 2}{3}$ = 1.8133

Likewise the PO1 attainment value of CO2 of Business Law

$PO1\ Attainment\ value\ from\ CO2 = \frac{CO2\ attainment\ value\ \ X\ \ CO2{:}PO1\ mapping\ strength}{3}$

$PO1\ Attainment\ value\ from\ CO2 = \frac{2.93\ X\ 2}{3}$ = 1.9533

Similarly, PO1 attainment values from CO 3, CO4 and CO5 are determined as 1.28, 1.32 and 1.9133 respectively

The PO1 Attainment of the course is the simple average of all the PO1 values derived from CO1, CO2, CO3, CO4 and CO5 i.e. 1.8133+1.9533 + 1.28+1.32+1.91 divided by 5 = **1.66**

Similarly the attainments values for PO2, PO3, PO4,PO5,PO6 and PO7 are determined which is the PO attainment values of the Course BUS IC 03 – Business Law as shown in Table 3.4 a above

Hence the PO attainment values of the University Course - Business Law Course are

BUS IC 03	PO1	PO2	PO3	PO4	PO5	PO6	PO7
	1.66	**1.37**	**0.81**	**2.04**	**1.63**	**0.81**	**0.81**

Similarly, the PO attainment values of all the University courses are determined following the method described above and the simple average of all the PO1, PO2, PO3, PO4, PO5, PO6, PO7 gives the PO attainment value of the entire internal and university course Assessments.

PO Attainment Internal & University Course Assessment	PO1	PO2	PO3	PO4	PO5	PO6	PO7
	1.85	**1.91**	**1.22**	**1.82**	**1.80**	**1.19**	**1.27**

Level 2 Calculation – PO attainment Calculation of University Comprehensive Viva.

At the end of the program, the University of Calicut conducts a comprehensive viva covering the entire program externally. Being an external viva conducted by the University the attainment values based on the marks scored by the students in the viva and is assumed to be uniformly distributed to all the Program Outcomes. Here the Average of the CO-PO relationship of all the core courses taken together is used to determine the PO attainment values.

PO attainment value of University Comprehensive Viva							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Percentage of students who scored above the University threshold marks of 50% in Comprehensive Viva							**>80%**
Attainment Score of 2018 batch in Comprehensive Viva							**3**
Overall strength of Correlation	**2.20**	**2.36**	**1.48**	**2.17**	**2.21**	**1.47**	**1.54**
PO Attainment value	**2.20** (3* 2.20/3)	**2.36**	**1.48**	**2.17**	**2.21**	**1.47**	**1.54**

Level 3 Calculation – PO Attainment University based courses

Weighted average of PO attainment Internal + University Assessment, 90% weightage and University Comprehensive viva (10%) gives the PO attainment value of University based courses.

PO Attainment	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Internal + University Course Assessments (a)	**1.85**	**1.91**	**1.22**	**1.82**	**1.80**	**1.19**	**1.27**
University Comprehensive Viva (b)	**2.22**	**2.36**	**1.48**	**2.17**	**2.21**	**1.47**	**1.54**
University Based Courses (0.9*a+0.1b)	**1.89**	**1.96**	**1.25**	**1.86**	**1.84**	**1.22**	**1.30**

Level 4 Calculation – PO attainment calculation of LEAD Value added Courses.

Based on the detailed curriculum gap analysis it was noted was program gaps exist in PO3, PO6 and PO7. Hence, four values added courses were introduced in the program to address the gaps these 4 Values added courses are

Sl. No	Value added Course Code	Value Added Course Name	Name of Faculty-in-Charge
1	LEAD V01	Turning Point	Mr. Arjun Govind
2	LEAD V02	Kinesthetic – Learning by doing	Dr. Balamourougane
3	LEAD V03	Self Initiated Learning	Mr. Frackson C. Viyano
4	LEAD V04	Explore & Experience	Mr. Sijin

The Value added courses are directly mapped to Program outcome. The simple average of all the PO attainment values obtained by the evaluation of Value added courses give the PO Attainment values of Value added Course

Value added Course code	PO1	PO2	PO3	PO4	PO5	PO6	PO7
LEAD V 01	-	-	2.10	-	-	2.60	2.35
LEAD V 02	-	-	2.30	-	-	2.30	2.50
LEAD V 03	-	-	2.30	-	-	2.50	2.25
LEAD V 04	-	-	2.30	-	-	-2.60	2.50
PO Attainment Value added Course			**2.25**			**2.50**	**2.40**

Level 5 Calculation – PO attainment calculation Academic Activities

Simple average of PO attainment of University based Courses, calculated in Level 2 and PO attainment LEAD Value added courses calculated in Level 3 above.

Name of Assessment	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PO Attainment Univ Based Courses	1.89	1.95	1.25	1.86	1.84	1.22	1.29
LEAD Value added Courses	-	-	2.25	-	-	2.50	2.40
PO attainment Academic Activities	**1.89**	**1.95**	**1.75**	**1.86**	**1.84**	**1.86**	**1.85**

Level 6- PO Attainment of Non Academic activities

Non-academic activities include the following activities. The weightage used for calculating the PO attainment is included within brackets after the activity name

1. Internship. (30% weightage)
2. Program Exit Survey (30%)
3. Alumni Feedback (20%)
4. Recruiter Feedback (20%)

The weighted average of the above PO assessment tool give the PO attainment of Non-Academic Activities

Name of Assessment	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
Internship	2.00	2.10	2.20	2.10	2.00	2.25	2.00
Program Exit Survey	2.30	2.40	2.25	2.10	2.00	2.50	2.25
Alumni Feedback	2.10	2.25	2.30	2.10	2.00	2.40	2.50
Recruiter feedback	2.00	1.90	2.25	2.40	2.25	2.20	2.10
Non Academic Activities	**2.11****	**2.18**	**2.25**	**2.16**	**2.05**	**2.35**	**2.20**

Sample calculation ** (0.3 x 2.00) + (0.3 x 2.3) + (0.2 x 2.10) + (0.2 x 2.0) = 2.11

Level 7- Overall PO attainment value of the Batch

Weighted average of PO Attainment Academic Activities, calculated in Level 5 with 70% weightage, and PO attainment Non-Academic Activities, calculated in Level 6 with 30% weightage gives the Overall PO Attainment value of the batch.

Name of Assessment	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Academic Activities	1.89	1.95	1.75	1.86	1.84	1.86	1.85
Non Academic Activities	2.11	2.18	2.25	2.16	2.05	2.35	2.20
Batch PO Attainment value.	**1.96 ***	**2.02**	**1.90**	**1.96**	**1.91**	**2.00**	**1.95**

Overall PO attainment level is the weighted average of PO attainment level of Academics (70%) and Non Academic Activities (30%).

Sample Calculation for PO1: 1.89 x 0.70 + 2.11 x0.3 = 1.956 ~ 1.96

So the overall PO Attainment level of 2018-20 Batch is

Name of Assessment	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Batch PO Attainment value.	**1.96**	**2.02**	**1.90**	**1.96**	**1.91**	**2.00**	**1.95**

Calculation of Maximum Attainable value and fixing target achievements

	MAXIMUM POSSIBLE VALUE						
Particular of Assessment	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Internal Assessment + University + Comprehensive Viva based on Strength of correlation of all courses to PO.	2.20	2.36	1.48	2.17	2.21	1.47	1.54

LEAD value Added Courses			3.00			3.00	3.00
PO attainment Academics	**2.20**	**2.36**	**2.24**	**2.17**	**2.21**	**2.24**	**2.27**
PO attainment Non Academics	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Overall PO Attainment (Academics x 0.70+Non academics x0.30)	2.44	2.55	2.47	2.42	2.45	2.46	2.49
TARGET FOR 2018 (80% of maximum attainable)	1.95	2.04	1.97	1.94	1.96	1.97	1.99
Actual PO Attainment 2018	**1.96**	**2.02**	**1.90**	**1.96**	**1.91**	**2.00**	**1.95**
Target Acheivement*	🟩	🟥	🟥	🟩	🟥	🟩	🟥

*(Green- achieved, Red- Not achieved)

Course Outcomes

Course outcomes are narrower statements that describe what students are expected to know, and be able to do at the end of each course. These relate to the skills, knowledge, and behaviour that students acquire in their matriculation through the course.

Faculty facilitating the course sets the Course outcomes and documents it in the course plan. The faculty then presents the proposed course plan along with the course outcomes and assessment tools, targets for achievement of course outcomes, rubrics for evaluation etc. during the Curriculum workshop scheduled before the start of every term. The faculty members, representatives from the management, Industry experts and subject experts attending the curriculum workshop review course presentations of the faculty members. Based on the comments and feedback the faculty revises the course plan and presents it for approval to the Dean's Office. The course plan approved by the Dean is then adopted for the course during the Semester.

Description of the Assessment tool and the processes used to gather the data upon which the evaluation of Course outcome is based

Based on the nature of data collection, the CO assessment process adopted at LEAD College are classified into two

1. CO Assessment Direct method - CO_{Dir}
   Assessment of CO based on direct demonstration of the students, through marks scored in Examinations, Assignments, Projects, and Presentations designed to evaluate the COs
2. CO Assessment Indirect method – CO_{Ind}
   Assessment of CO is based on the perception of the students on their ability to demonstrate the requirement COs. Usually determined through Student surveys.

Course Outcome assessment- Direct Method- CO_{Dir}

There are two components of Course Outcome Assessment under the direct method. They are

1. Continuous Internal Assessment (CIA) – CO_{DirCIA} &
2. External Assessment / University Exam (Univ)- $CO_{DirUniv}$

CO Assessment Continuous Internal Assessment – CO_{DirCIA}

The following methods are used for the Continuous Internal Assessment of the COs

1. Five Internal Examinations, one each after every module in the course syllabus.
2. Two Assignments – Including article reviews, Event analysis, Situation analysis, Literature reviews, News Analysis, MCQs, and Quizzes etc. -
3. Two Mini Projects / Presentations – Including Seminars, Case developments, Study reports, Role plays, Group Presentations etc.
4. Attendance – The presence and participation of the students in the classroom sessions, activities and Discussion.

The institution at the start of the semester for the courses fixes a target performance level percentage also called the threshold of competency. The assessment examinations are designed to evaluate a set of Course Outcomes and each question or task is mapped on to a CO or a group of COs.

The threshold marks for a CO in the assessment = Target % x Max marks for the CO in the Assessment.

The attainment level of the CO is classified as Low, Moderate and high based on the percentage of students above the threshold marks for the CO using the scale shown below.

Category	Description
Not Attained	If less than 60% students score more than the threshold of competency

Low	If 60% or more students score more than threshold of competency
Moderate	70% or more students score more than the threshold of competency
High	80% of the students score more than the threshold of competency

The actual attainment values are determined using a Slabbed weighted average method, using the formula given below

Slab	% of students above Threshold of competency	Attainment value calculation
Not Attained	< 60	$\frac{\text{Actual \% of students above threshold}}{60}$
One	60 – 70	$1 + \frac{\text{Actual \% of students above threshold} - 60\%}{70 - 60}$
Two	70 -80	$2 + \frac{\text{Actual \% of students above threshold} - 70\%}{80 - 70}$
Three	>80	3

Using the above method, the CO attainment values are determined for all the assessment tools.

Further, a weighted average method is used to consolidate the CO attainment values determined through the above four assessment methods. The weightage being

IE – 50%, Assignments – 20%, Presentations – 20% and Attendance – 10%

$CO_{DirCIA} = 0.5 \times CO_{DirCIAIE} + 0.2 \times CO_{DirCIAAssgn} + 0.2\ CO_{DirCIAPres} + 0.1 \times CO_{DirCIAAttnd}$

CO Assessment External Examination/University Examination - $CO_{DirUniv}$

The assessment of the COs is based on the performance of the students in the semester end examinations conducted by the University of Calicut.

Weighted average method is used to consolidate the attainment values determined through Continuous internal assessment and University examination giving 50% weightages to each of them

$CO_{Dir} = 0.50 \times CO_{DirCIA} + 0.50 \times CO_{DirUniv}$

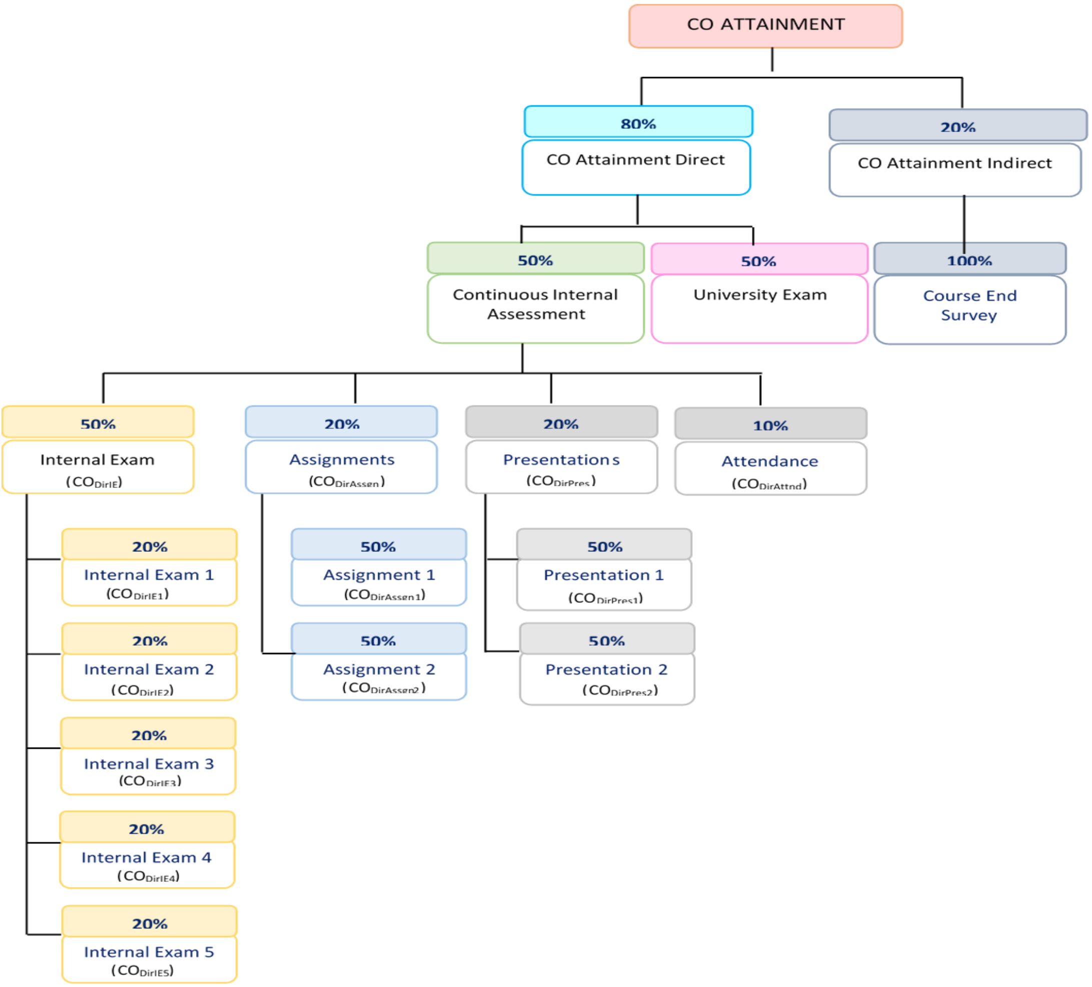
Course Outcome Assessment- Indirect method - CO_{Ind}

Course End Survey and Assessment of Course level Activities by the faculty in charge of the course, are the two method used in the assessment of Course outcome in the indirect method. Equal weightage is given for these two methods while calculating the CO Attainment – Indirect method.

The overall CO attainment value and level for each course is determined using the weighted average of CO Direct Attainment and CO Indirect Attainment. Weightage assigned to direct and Indirect methods are 80% for Direct Method and 20% for indirect method.

$CO_{Attain\ Course} = 0.8 \times CO_{Dir} + 0.2 \times CO_{Ind.}$

A detailed CO assessment configuration, with all the assessment tools and the weights each carries is illustrated in Figure 3.5 in the following page.


CO ATTAINMENT
80%
CO Attainment Direct
20%
CO Attainment Indirect
50%
Continuous Internal Assessment
50%
University Exam
100%
Course End Survey
50%
Internal Exam
(CO_{DirIE})
20%
Assignments
($CO_{DirAssgn}$)
20%
Presentations
($CO_{DirPres}$)
10%
Attendance
($CO_{DirAttnd}$)
20%
Internal Exam 1
(CO_{DirIE1})
20%
Internal Exam 2
(CO_{DirIE2})
20%
Internal Exam 3
(CO_{DirIE3})
20%
Internal Exam 4
(CO_{DirIE4})
20%
Internal Exam 5
(CO_{DirIE5})
50%
Assignment 1
($CO_{DirAssgn1}$)
50%
Assignment 2
($CO_{DirAssgn2}$)
50%
Presentation 1
($CO_{DirPres1}$)
50%
Presentation 2
($CO_{DirPres2}$)

Course Outcome Assessment Configuration

Sample Calculation for the determination of CO Attainment value and level

I. Method of calculation of Attainment value – Slabbed weighted average method

Slabs defined for the calculation of attainment values are

Slab	Attainment Descriptor	S_{min}	P_{min} (%)	P_{max}(%)	Attainment value calculation formula
3	High	3	80	100	*Attainment Value =$S_{min} + \frac{Pa-Pmin}{Pmax-Pmin}$
2	Moderate	2	70	80	
3	Low	1	60	70	
4	Not attained	0	0	60	

S_{min} = Minimum value of the slab

P_a = Actual percentage of the No. of students who scored above the threshold of competency (target) of the CO.

P_{min} = Minimum percentage of the slab
P_{max} = Maximum percentage of the slab
(E.g. if P_a = 72%, the Attainment value = 2+ 72-70 / 10 = 2 + 2/10 = 2.2

2. Sample calculation of Course attainment
Name of course –**Business Laws** Course code- **BUS IC 03**
Semester - I
Batch - 2018
Internal Exam I – Question paper – Max Marks 18
Mapping of Questions to COs

Question no.	CO1	CO2	CO3	CO4	CO5
Part A – Question 1 &2 Each question carries 2 marks	100%				
Part B - Question 3 ,4, 5, Each question 3 marks Ans any 2		100%			
Part C – Question 6, 7 , Each question 4 marks, Ans any 12		40%	60%		
Part D – Question 8, carries 6 Marks			50%	50%	

Based on the above mapping, relevant marks for COs

CO1 – 2	CO3 – 5.4	
CO2 - 7.6	CO4 – 3	CO5 – Not Evaluated

Sample calculation of CO Attainment Level – Business Laws, 2020 Batch Sem I.

Course	Business Law
Assessment	Internal Exam I
Total Marks	18
No. Students Attended	162

COs	**Threshold of**	**CO Distribution**	**Threshold marks for CO**	**No of students**	**% students above**	**Slabbed Attainment Value**	**Attainment level**

	competency (Target)	of total marks		above Threshold	Threshold Marks		
CO1	60%	2.0	1.20	111	68.5%	1.85	Not attained
CO2	60%	7.6	4.56	136	84.0%	2.00	Moderate
CO3	60%	5.4	3.24	42	25.9%	0.43	Not Attained
CO4	60%	3.0	1.80	22	13.6%	0.23	Not Attained
CO5	60%	Not Evaluated					-

Course Outcome Attainment Calculation					
2018 SEM 1: BUS IC 03 Business Laws					
Assessments Tools	**CO1**	**CO2**	**CO3**	**CO4**	**CO5**
Internal Examination 1, IE 1	1.85	3.00	0.43	0.23	-
Internal Examination 2, IE 2	1.91	2.00	0.47	0.27	-
Internal Examination 3, IE 3	3.00	3.00	0.58	0.33	-
Internal Examination 4, IE 4	0.98	3.00	0.56	0.27	-
Internal Examination 5, IE 5	3.00	3.00	0.73	0.39	-
CO Attainment IE (a)	**2.15**	**3.00**	**0.55**	**0.30**	**-**
Assignment 1	-	-	-	-	3.00
Assignment 2	-	-	-	-	3.00
CO Attainment Assgn. (b)	**-**	**-**	**-**	**-**	**3.00**
Presentation 1	-	-	-	-	3.00
Presentation 2	-	-	-	-	3.00
CO Attainment Presnt(c)	**-**	**-**	**-**	**-**	**3.00**
Attendance (d)	**3.00**	**3.00**	**3.00**	**3.00**	**3.00**
CO Attainment Internal Assessment (x) (Weighted average of a, b, c, d with 50%, 20%, 20%, & 10% respectively.)	**2.29**	**3.00**	**0.96**	**0.75**	**3.00**

Course Outcome Attainment Calculation					
CO Attainment University Examination (y)	**3.00**	**3.00**	**3.00**	**3.00**	**3.00**
CO Attainment Direct (m) (Weighted average of x and y with 50% weightage each)	**2.65**	**3.00**	**1.98**	**1.87**	**3.00**
CO attainment indirect (n)	**3.00**	**2.65**	**1.67**	**2.41**	**2.35**
Overall CO attainment of course (0.8 x m + 0.2 x n)	**2.72**	**2.93**	**1.92**	**1.98**	**2.87**

3.2.2 Record of Course Outcome attainment for the year 2018 -20 with respect to set attainment levels

SL No.	Course code	Course Name	CO1	CO2	CO3	CO4	CO5
SEMESTER I							
1	BUS IC 01	Business Communication	3.00	2.78	2.3	-	-
2	BUS IC 02	Management Theory & Business Ethics	3.00	3.00	2.61	2.26	3.00
3	BUS IC 03	Business Laws (*sample calculation shown above)*	2.72	2.93	1.92	1.98	2.87
4	BUS IC 04	Organizational Behaviour	**2.90**	**2.79**	**2.37**	**2.18**	**2.60**
5	BUS IC 05	Environment & Business	2.76	2.93	2.66	2.15	2.75
6	BUS IC 06	Managerial Economics	2.49	2.92	2.25	2.49	2.81

SL No.	Course code	Course Name	CO1	CO2	CO3	CO4	CO5
7	BUS 1C 07	Quantitative Techniques	3	2.63	2.34	2.16	3
8	BUS 1C 08	Accounting for Managers	3	2.80	2.16	2.07	2.55
SEMESTER II							
9	BUS 2C 09	Soft Skill Development	2.80	1.87	2.45		
10	BUS 2C 10	Marketing Management	3	1.98	1.82	1.77	2.59
11	BUS 2C 11	Financial Management	2.57	2.52	2.09	2.26	2.91
12	BUS 2C 12	Operations Management	3.00	2.15	2.55	2.69	2.73
13	BUS 2C 13	Human Resources Management	2.66	2.88	2.71	2.67	2.62
14	BUS 2C 14	Management Science	3.00	2.92	2.35	2.35	3.00
15	BUS 2C 15	Management Information Systems	3.00	3.00	2.17	2.32	3.00
16	BUS 2C 16	Business Research Methods for Management	2.40	2.01	2.29	2.28	2.40
	SEMESTER III						
17	BUS 3C 17	Advanced Strategic Management	2.96	2.10	2.33	2.02	2.78
18	BUS 3C 18	Strategic Cost Management	2.88	2.88	2.49	2.36	3.00

SL No.	Course code	Course Name	CO1	CO2	CO3	CO4	CO5
19	BUS 3C 19	Entrepreneurship Development & Project Management	3.00	2.83	2.32	2.46	2.10
20	BUS 3C 20	Supply Chain Management	3.00	2.70	2.40		
21	BUS 3C 21	Investment Management	3.00	2.88	2.66	2.40	2.43
	SEMESTER IV						
22	BUS 4C 22	Corporate Governance	2.58	2.52	2.38	2.36	3.00
23	BUS 4C 23	International Business	3.00	2.50	2.78	2.38	3.00
24	BUS 4C 24	Management control Systems	2.83	2.79	2.50	2.78	2.78
25	BUS 4C 25	Major Project	3.00	2.97	2.96	2.92	2.88
ELECTIVES – SEMESTER III							
1	BUS 3EM 01	Consumer Behaviour & Marketing Research	2.83	2.08	2.02	2.02	2.69
2	BUS 3EM 04	Brand Management	3.00	2.26	2.26	2.08	2.59
3	BUS 3EF 01	International Finance	3.00	3.00	2.99	2.72	2.72
4	BUS 3EF 04	Indian Financial System	3.00	3.00	2.96	2.46	2.52
5	BUS EH 02	Performance Management	2.71	2.33	2.09	2.19	2.67

SL No.	Course code	Course Name	CO1	CO2	CO3	CO4	CO5
6	BUS 3EH 03	Human Resource Planning & Development	2.44	1.75	1.82	1.73	1.98
7	BUS 3ES 01	Systems Analysis & Design(Minor)	2.97	2.88	2.23	1.46	2.59
8	BUS 3ET 02	Tourism Marketing (Minor)	2.82	2.93	1.955	2.21	3.00
	ELECTIVES - SEMESTER IV						
9	BUS 4EM 06	Retail Marketing	3.00	2.85	2.18	1.94	2.58
10	BUS 4EF 05	Forex Management	3.00	2.87	2.61	2.01	2.49
11	BUS 4EH 05	Management of Training & Development	3.00	2.18	2.23	2.11	2.30
12	BUS 4ES 04	Enterprise Resource Planning (Minor)	3.00	2.73	2.39	2.04	2.70
13	BUS 4ET 05	Travel Agency & Tour operations Management (Minor)	2.85	2.77	2.34	2.10	2.52

Curriculum And Learning Outcomes

Curriculum

LEAD College of Management is an AICTE approved Institution affiliated to the University of Calicut, offering MBA post-graduate degree program with the following functional specializations.

- Marketing Management
- Financial Management
- Human Resources Management
- International Business and
- Systems

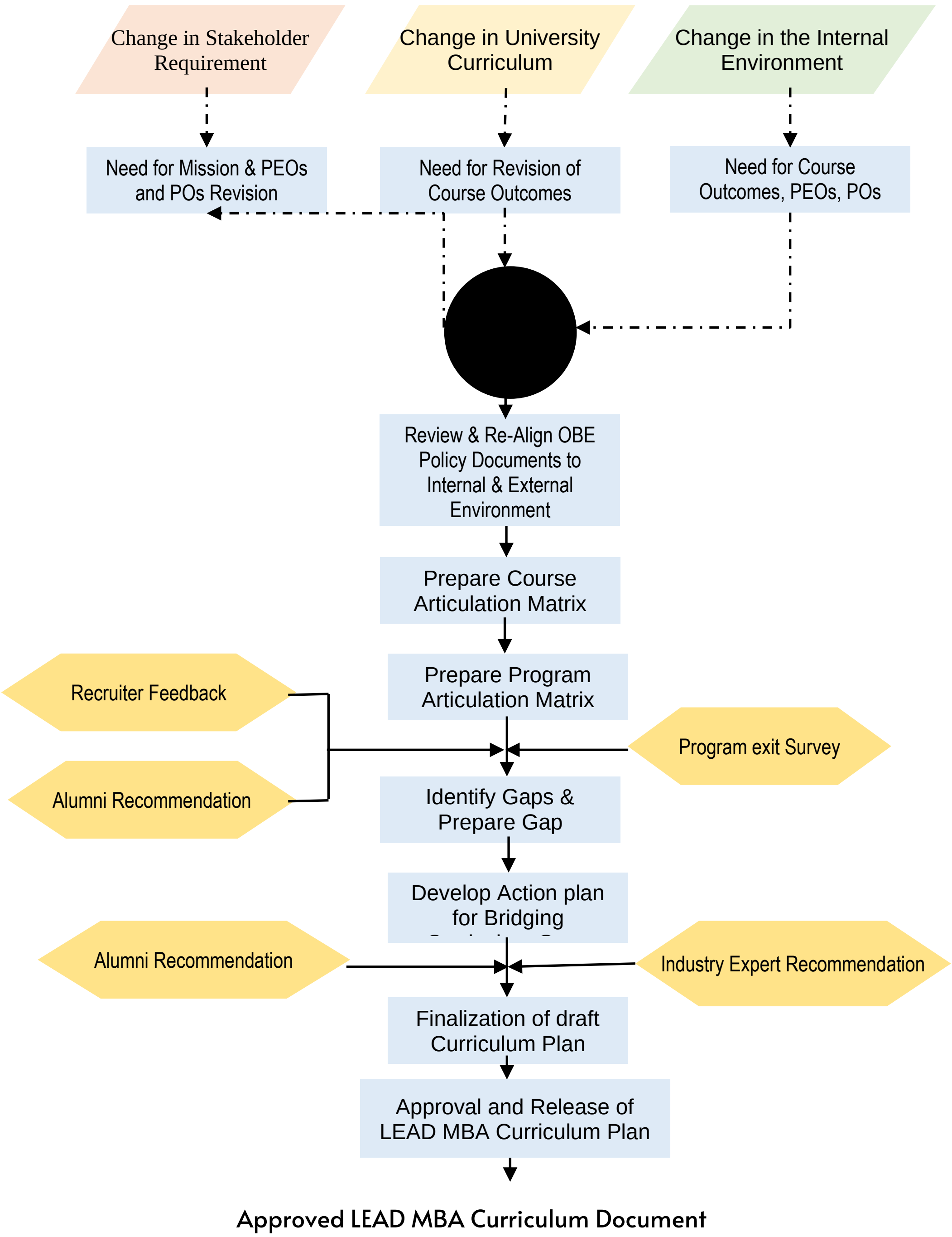
The institution offers two categories of specialization, namely full specialization and dual specialization.

Full Specialization – Under the full specialization, students choose all the five electives from one elective area.

Dual Specialization – In dual specialization students opts for three from one elective area and two from another elective area.

Description of the process used to identify the compliance of University Curriculum for attaining Program outcomes.

The Vision and the Mission of LEAD College of Management binds it to constantly pursue excellence while meeting and exceeding the expectations of all its Stakeholders. Being an affiliated institution, LEAD College of Management is required to strictly adhere to and comply with the MBA regulations scheme and syllabi approved by the Board of Studies in Management (PG) of the University of Calicut. In order to satisfactorily meet the twin objectives of meeting/exceeding all the Stakeholders expectations and compliance to the University regulations, LEAD has established and implemented a Curriculum Alignment Review and Enhancement process (C.A.R.E). The CARE process is used to review the stakeholder requirements, University Curriculum and the events happening in the external environment that could have an impact on the teaching learning process and align, revise and enhance the Curriculum in order to ensure that the University curriculum, Value added courses, Bridge courses contribute to the attainment of the Program outcomes. The process flow chart of C.A.R.E is shown below


Change in Stakeholder Requirement
Change in University Curriculum
Change in the Internal Environment
Need for Mission & PEOs and POs Revision
Need for Revision of Course Outcomes
Need for Course Outcomes, PEOs, POs
Review & Re-Align OBE Policy Documents to Internal & External Environment
Prepare Course Articulation Matrix
Prepare Program Articulation Matrix
Recruiter Feedback
Alumni Recommendation
Program exit Survey
Identify Gaps & Prepare Gap
Develop Action plan for Bridging
Alumni Recommendation
Industry Expert Recommendation
Finalization of draft Curriculum Plan
Approval and Release of LEAD MBA Curriculum Plan
Approved LEAD MBA Curriculum Document

CURRICULUM ALIGNMENT REVIEW & ENHANCEMENT (C.A.R.E) PROCESS

Curriculum Alignment Revision and Enhancement Process (C.A.R.E) – The Program Advisory committee (PAC) is the Process Owner of this process. The institution has identified the events in the external and internal environment of the institution that would affect the alignment of the curriculum and program delivery with its stated objectives. These events are categorized into

1. Change in the Stakeholder requirements.
2. Change in University MBA regulation and Curriculum
3. Change in the internal environment of the Institution

PAC is responsible for surveillance of the internal and external environment. Any of the above listed events would trigger the initiation of the CARE Process by the PAC.

Change in the requirement of the Stakeholder – Any change in the requirements of the major stakeholders like the students, their parents, the employers or the Top management, would significantly alter the alignment of the teaching learning process with the goals of the institution. The Alumni committee, Training and Placement Officer, the Program Advisory Committee (PAC) and the Administrative department of the Institution are responsible for alerting the PAC of any change in the requirement of the Students, the employers, the top management and University regulations respectively. PAC reviews the events and if found significant initiate the CARE process.

CARE process starts with the review of all the basic OBE documents on which the Teaching Learning process of LEAD College of Management is designed. Based on the change that triggered the process the Mission Statement, PEOs, POs, Course Outcomes are reviewed and the relevant documents are revised to realign them. The Dean Academics Office is informed of the document changes by PAC. Dean office organizes a workshop of the Faculty members to prepare a fresh Course Articulation matrix and Program articulation matrix. Using these matrixes PAC then identifies deficiencies in curriculum and teaching learning process that hamper the attainment of the Program outcomes. Three categories of Gaps are identified at Course level and a Program level.

They are

1. **Curriculum Gap** – This is a gap identified at the course level. This is considered to exist when important topic/ topics, from PO and PEO attainment point of view, are not included in the University syllabus of the course.
2. **Course Gap** – This is a gap identified at the course level. This is considered to exist when an important topic, from PO or PEO attainment point of view, is included in the syllabus but adequate depth of coverage or evaluation rigour is not emphasized in the University syllabus.
3. **Program Gap**- When none of the courses prescribed by the University together adequately drive the attainment of the identified POs or PEOs then Program gap is considered to exist.

The faculty coordinating the course is responsible for the preparation of Curriculum and course gaps, in consultation with the experts from the industry and the subject matter experts. He also prepared the action plan for bridging the identified gaps in his Course plan. These gaps and the action plans are presented in the curriculum workshop and once approved by the Program advisory committee; the faculty implements it in his course for the semester.

Program Gaps are identified from the Program articulation matrix of the Core Courses. The average of all the CO-PO correlation values for each PO is taken as the overall course contribution to the Program outcome. This overall contribution value forms the basis for determining whether there is a gap or not in the program level between the course and the attainment of the program outcomes. If the average overall course contribution to any Program outcome is below **1.8,** then a gap is considered to exist in the attainment of that Program outcome and necessary corrective action in the form of additional courses or activities or initiatives are taken up by the institution to bridge the gap. These additional courses/ activities becomes a part of LEAD MBA curriculum document to be followed by the institution.

Program level and Course level Gaps Identified and Action Taken.

The table lists the program level and course level gaps in the University curriculum in meeting the Program outcomes of the Institution and the action taken to bridge these gaps.

Abbreviation- Curr. means Curriculum Gap and Crse is Course Gap

GAP Identified	Type	Action Taken
BUS IC 01 – Business Communication		
1. Emphasis on writing professional emails missing in the course content 2. Skill development in organizing and attending meetings professionally not adequately emphasized 3. Depth of coverage not adequate on Resume building. 4. Developing skill in professional networking not emphasized	**Course**	1. Included a practical session on Email writing and included it in the course evaluation with predefined rubrics. 2. Included Practical demonstration session on organizing meeting in Toastmaster International platform. Also to ensure learning this aspect included in the course evaluation too using the criteria specified in the Toastmasters platform 3. Introduced the practical workshop on resume building in the course module. An evaluation of this skill included as a course evaluation. 4. Developing Professional-networking skill included as a topic in Course module and included it in the course evaluation.
BUS IC 02 Management Theory & Business Ethics		
Office file Management not included as a topic in Module I	Curr.	Included the topic as an Add-on to ModuleI
BUS IC 03 Business Law		
Cyber Law topic missing in Module 4		Included an expert session on Cyber law as an add-on topic in Module 4
BUS IC 04 Organizational Behaviour		
Topics related to personality test not included in Module 2	Curr.	Included practical session on the basic personality tests (Big Five personality test, MBTI and 16PF)
Course coverage does not adequately emphasis awareness on the New challenges and Opportunities of Organizations in connection with changes and development	Course	Recommended specific inclusion of these topics in the Value added courses offered by the institution.
BUS IC 05 Environment & Business		

GAP Identified	Type	Action Taken
Adequate coverage and emphasis not given in the course on the legal aspects of Sustainable development in India	Course	Included an expert session on the Legal aspects of Sustainable development as an add-on topic to the module.
Recent trends on the legal aspects of Environment not included in Module	Curr.	Included as an Add-on topic in the module.
BUS IC 06 Managerial Economics		
Supply Topics not included in Module 2	Curr.	Included Supply topics in module 2
Course does not emphasize the practical aspects of Demand and Supply	Course	Emphasis established by introducing a market study activity and an individual assignment in Module 2.
BUS IC 07 Quantitative techniques		
Developing competency in using SPSS software not emphasized in the module	Course	Included Lab session on giving hands on training in SPSS in the course.
BUS IC 08 Accounting for Managers		
Earnings ratio not included in module 4	Curr	Included as an add-on topic in the module
IFRS updated version not covered in the course	Course	Included a one-hour session on the latest IFRS version in the course module.
BUS 2C 09 Soft Skill Development		
Topic on the basic etiquettes in corporate life not included in Module 2	Curr.	Included the basic etiquette in corporate life as an add-on topic in Module 2
Personality determination through test not emphasized adequately in the course.	Course	Included a separate session to create awareness on the personality test its creation and interpretation as a course activity.
BUS 2C 10 Marketing Management		
Digital marketing topic not included in Module 4	Curr	Introduced a two-hour expert session by external faculty at the end of the course.
BUS 2C 11 Financial Management		

GAP Identified	Type	Action Taken
Topics on Business Analytics, Project appraisal and Project Financing not included Module 2	Curr.	Included as an add-on topic in Module 2
Private Equity and Venture Capital not included in Module 3	Curr.	Included as an add-on topic in Module 3
Financial Analytics not included in Module 4	Curr.	Included as an add-on topic in Module 4
Financial Technology and latest developments in this field not adequately emphasized in the course	Course	Knowledge in Financial technology and its latest developments ensured by making compulsory participation in at least one international seminar on the topic as a compulsory activity in the course period.
BUS 2C 12 Operations Management		
Vendor Analysis, Lean and Six Sigma topics not included in Module 2	Curr.	Included Vendor Analysis and Lean Management as Add-on topic to module 2
Technology adoption and Challenges in Operation management not included in Module 5	Curr.	Included Technological innovations in Operation management its adoption and challenges as an Add-on to module 5.
BUS 2C 13 Human Resources Management		
Manpower analysis calculation not given adequate importance in Module 2	Course	Included as a specific topic in Module 2 and included in the course evaluation to emphasize its importance.
BUS 2C 14 Management Science		
Network analysis using software not emphasized in the Course module	Course	Included an introductory lab session on using project management software, MS Projects in Module 4 as an add-on
BUS 2C 15 Management Information System		
Topics on Data Mining, Cloud computing not included in Module 4	Curr.	Included as an add-on topic in the module
BUS 2C 16 Business Research Methods		
Topic on Ethics in Research not included in Module I	Curr.	Included as an add-on to Module I

GAP Identified	Type	Action Taken
Practical usage of specific Statistical package for social science research not emphasized in the course	Course	Included lab session on advanced training in SPSS software in module 4.
BUS 3C 17 Advanced Strategic Management		
Adequate importance not given in the course on New developments in the field of Business Environment and Strategic thinking not given	Course	Introduced a group activity as part of the course delivery in module 2 to explore this area discuss and do collaborative learning.
BUS 3C 18 Strategic Cost Management		
Cost estimation model not included in Module I	Curr.	Included as an add-on in module I.
Topics in Pricing Decisions like Theory of Price, Pricing Policies Pricing Methods, Pricing of new products etc. not given adequate emphasis in the course	Course	A three-hour workshop on the pricing decisions included as an activity during the course period.
BUS 3C 19 Entrepreneurship Development and Project Management		
Funding of new projects not included in the module	Curr.	Included a 2-hour introductory session on Funding of new project to be taken by the District Industries Center officials.
Knowledge on the Mandatory documents and its preparation for starting a new business not given adequate emphasis in the course	Course	Recommended for inclusion in the Value added course in the program where business plan preparation and awareness on the mandatory documents is to be given.
Emphasis on Innovation and developing Innovative ideas not adequate in the course	Course	Included an expert session on developing Innovative ideas included as a part of the course delivery in the course plan.
BUS 3C 20 Supply chain Management		
Current topics like Green supply chain, Virtual supply chain, Lean supply chain, Cradle to Cradle supply chain and Omni Supply chain not included in the module 3	Course	Included the introduction to the current topics in Supply chain as an add-on to module 5

BUS 3C 21 Investment Management		
Global Investment patterns in various countries not included in Module I	Curr.	Included as a two-hour expert session on this important topic in the course plan in Module I.
BUS 3EM 01 Consumer Behaviour and Marketing Research		
Online buying behavior not included in Module I	Curr.	Included Online buying behavior as an Add-on topic in Module I
Big data Analytics and Data visualization not given adequate emphasis in mod	Course	Included as an Add-on topic in Module 5.
Competency in using Software packages in Market research not emphasized adequately in the course	Course	Recommended the inclusion of training in basics of SPSS in BUS 2C 16 Business Research Methods course.
BUS 3EM 04 Brand Management		
Brand Management as topic not included in Module I	Curr.	Included the topic Brand Management as an Add-on Topic in Module I
Digital Branding Strategies not included in Module 2	Curr.	Included Digital Branding Strategies as an Add-on topic in Module 2
BUS 3EH 02 Performance Management		
Competency Mapping not included in Module 2	Curr.	Included Competency Mapping as an Add-on topic in Module 2
No enough emphasis in the course on the contemporary thoughts on Performance Management	Course	Included Book review of popular and highly acclaimed books on the subject as a course activity with evaluation.
Skill in using Performance appraisal tools not adequately emphasized in the module on the topic	Course	Included practical session on actual development of performance appraisal tools for employees of different level included as an activity in the course with evaluation.
BUS 3EH 03 Human Resource Planning and Development		
Topics related to the impact of cross cultural mergers and acquisitions on HR functions not adequately emphasized in the course	Course.	Included specific activities on the impact of cross cultural merger and acquisitions on HR functions in Course plan.
HRM in global Information technology Industry not included in Module 5	Curr.	Included as an Add-on topic in Module 5

BUS 3EF 01 International Finance		
LIBOR not included in Module 4	Curr.	Included LIBOR as an Add-on topic in Module 4
Topics related to the International Stock Market not included in Module 4	Course	Included International stock market as an Add-on topic in Module 4.
Adequate depth of coverage not emphasized on the developing skill on tracking/ interpreting the FOREX market.	Course	Included hands-on training activity on tracking the real time Foreign exchange movement and reporting the findings as a part of the course activity and evaluation.
BUS 3EF 04 Indian Financial System		
Adequate importance not give to the topic Broking Industry and its rising importance not	Course	Included as an Add On topic in Module III.
BUS 3ES 01 System Analysis and Design		
System Deployment topic not included in Module 5	Curr.	Included System Deployment as an Add-on to module 5
Environmental Safety and Health not included in Module 5	Course	Included Environmental Safety and Health as an Add-on topic to Module 5
BUS 3ET 01 Tourism Marketing		
Topics related to Digital marketing and Social media marketing not given adequate emphasis in the University syllabus	Curr.	Included an expert session on the topic as an add-on to the module.
BUS 4C 22 Corporate Governance		
Online frauds & Scams not included in Module 5.	Curr.	Included different kinds of frauds and Scam as an add-on topic in Module 5
Evolution and history of Corporate governance in India not specifically covered in Module I	Course	Included an add-on topic on Evolution and history of corporate governance in India in Module I
BUS 4C 23 International Business		
Topics related to Export import documentation not included in Module 4	Curr	Included Export Import Documentation as an Add-on topic in Module 4
Contemporary perspective to International trade not adequately emphasized in the course	Course	To increase the depth of coverage in two classical case studies that highlight the contemporary perspectives in

		International trade included as a part of the course delivery in the course plan.
BUS 4EM 06 Retail Management		
Personalized retail experience topic not included in Module I.	Curr.	Included as an Add-on topic in module I.
Store Operations not included in Module 2	Course	Included a 2 hour expert session as an Add-on topic in module 2
BUS 4EF 05 Forex Management		
Application of the law of demand and supply on exchange not included in module I	Curr.	Included as an add-on topic in module I.
Analysis of Exchange rate fluctuations not included in module 4.	Course	Included Exchange rate analysis as an Add-on topic in module 4.
BUS 4EH 05 Management of Training and Development		
Future Trends in training not included in module I	Curr.	Included as an add-on topic in module I.
Lesson plan preparation not included in Module 3	Course	Included as an Add-on topic in module 3
Categorization of Trainings not included in Module 4	Course	Included as an Add-on topic in Module 4.
Emphasis on preparing lesson plan and structuring a training program not adequate in the University syllabus	Course	Depth of coverage on this aspect ensured by included it as an activity in the module and including it in the course evaluation using rubrics.
BUS 4ES 04 Enterprise Resource Planning		
There is no emphasis on developing skill on specific ERP package in the course	Curr.	Included an Introductory session on SAP package to be delivered by SAP consultant as an add-on at the end of the course.
BUS 4ET 05 Tourism Agency and Tour Operations Management		
Adequate emphasis on Air ticketing not given in University syllabus	Course.	Included specific Training session by expert on Air ticketing as an add-on topic in the module.

Program Level Gap Identification and Action Taken.

Table 4.1
Program Articulation Matrix of Core Courses

Sl. No	Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7
	BUS 1C 01	2.00	1.50	1.00	3.00	1.00	-	1.50
	BUS 1C 02	2.00	2.00	2.00	2.50	1.50	1.00	1.00
	BUS 1C 03	2.00	1.75	1.00	2.67	2.50	1.00	1.00
	BUS 1C 04	2.00	3.00	1.00	2.00	3.00	-	1.00
	BUS 1C 05	2.00	3.00	1.00	2.00	3.00	1.00	2.00
	BUS 1C 06	2.00	2.00	1.00	2.25	-	1.00	2.00
	BUS 1C 07	3.00	3.00	-	-	2.00	1.00	1.00
	BUS 1C 08	2.20	1.75	-	-	2.50	-	1.00
	BUS 2C 09	2.00	-	2.00	-	-	-	2.00
	BUS 2C 10	2.20	2.00	-	2.00	2.33	-	1.00
	BUS 2C 11	2.40	3.00	1.00	3.00	2.50	2.00	1.00
	BUS 2C 12	2.20	3.00	1.00	2.00	2.00	-	1.00
	BUS 2C 13	2.20	2.50	2.00	1.67	3.00	1.00	1.67
	BUS 2C 14	2.60	3.00	-	-	2.00	1.00	1.50
	BUS 2C 15	2.20	1.75	-	-	2.00	1.00	-
	BUS 2C 16	2.00	2.25	2.00	2.00	2.00	1.33	2.00
	BUS 3C 17	2.75	2.50	-	-	3.00	2.00	2.00
	BUS 3C 18	2.40	2.75	-	2.50	3.00	1.00	2.00
	BUS 3C 19	2.20	2.00	2.00	2.00	1.75	3.00	2.00
	BUS 3C 20	2.00	2.00	1.00	2.00	2.00	-	1.00
	BUS 3C 21	2.20	2.50	-	2.00	1.50	1.00	2.33
	BUS 4C 22	2.40	2.75	2.50	2.33	1.75	2.00	1.00
	BUS 4C 23	2.60	2.33	2.00	3.00	3.00	-	1.00

Sl. No	Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7
	BUS 4C 24	2.20	2.00	1.00		2.00	-	2.00
	BUS 4C 25	2.33	2.67	2.00	2.00	3.00	1.00	2.00
	Average	2.24	2.38	1.50	2.27	2.26	1.33	1.50

From the table 4.1 above it can be seen that the overall correlation value of the program outcomes PO3, PO6 and PO7 are 1.50, 1.33 and 1.50, which are less than the prescribed minimum of 1.8. This means that the core courses offered by the University, even after bridging the curriculum gap and the course gaps, are not able to drive the POs of the Institution to a satisfactory level. Hence, LEAD College of management has introduced the following actions to bridge the gap in the attainment of PO and the Core courses offered by the University.

Introduced four specific activities/ Courses designed to contribute towards Value Based Leadership, Self Initiatives and Transferable skill. They are collectively called the LEAD Value Added Courses.

LEAD Value Added Courses Introduced with relationship with POs

SL No.	Name of the Value Added Course	Course Code	Strength of Correlation						
			PO1	PO2	PO3	PO4	PO5	PO6	PO7
1	Turning Point*	LEAD V01	-	-	3.00	-	-	3.00	3.00
2	Kinesthetic - Learning By Doing*	LEAD V02	-	-	3.00	-	-	3.00	3.00
3	Self-Initiated Learning*	LEAD V03	-	-	3.00	-	-	3.00	3.00
4	Explore & Experience*	LEAD V04	-	-	3.00	-	-	3.00	3.00

The overview of these courses are as follows

1. **Turning Point** –The duration of the course divided into 4 sessions of 7 days duriation each. It is conducted once at the beginning of each semester with a total duration of 140 Hours. It is an activity cum training session and the modules of the course are specifically aligned to the attainment of PO3 – Value based Leadership, PO6- Ability to be Self-Initiated and Resourceful, PO7- Develop Transferable skills. At the end of the course the attainment of the POs are evaluated through questionnaire and evaluations done during the Course

2. **Kinesthetic – Learning by Doing –** This course is entirely an Activity based course. Students groups are required to conceive an idea, convert the idea into a product, prepare a business plan, and source the raw material, funds, the run a successful business. The groups have to compete with other groups and win. The entire activity is grouped into four major functional areas

1. MacWar – Marketing
2. FEDCL – Financial Enlightenment Dissemination Club of LEAD- Finance Management
3. L-HAC – LEAD Human Asset Club.- Human Resource Management

This event is conducted once in an year and the duration of the course is 140 Hours.

The focus of the course would be on developing Value based leadership, Self-Initiation and Transferable skills. As part of this Value added course students would also have a organize a Management Festival for the Graduates in and around the locality and provide mentorship support to the students in the public. The course would be evaluated on a continuous basis from the PO attainment point of view.

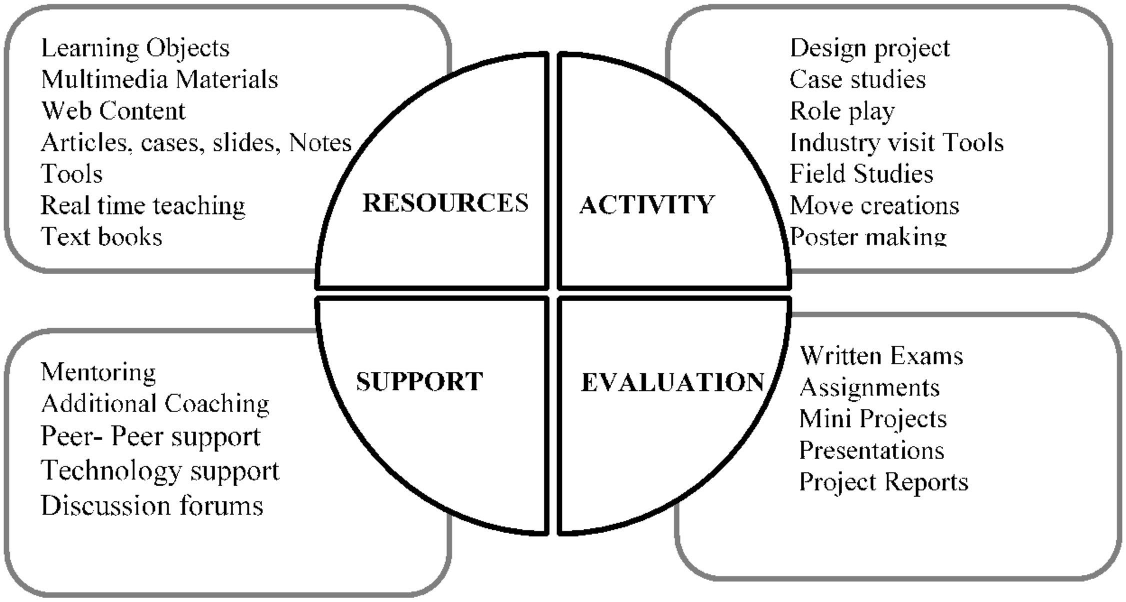
3. **Self-Initiated Learning –** This value added course is self-driven. All the students will have to choose at least two online courses per year and secure its certification. The choice of the course should be such that they are either on developing Value based leadership, Self-motivation or cross-functional management skills. One of the major areas of evaluation is the marks scored in the online course. This course is for a duration of 140 hours.

4. Explore and Experience - This is an outbound training course to be undergone by the students. Through competitive task and group events, the POs i.e. Value based leadership, Self-Initiation /Resourcefulness, and developing transferable skills are expected to be attained. Trainers with expertise in Out Bound training programs evaluate the performance of student in this course progressively. This course / Actiity is for a duration of 140 Hours.

Learning Processes

Process followed at LEAD College of Management to improve quality of Teaching & Learning

The learning process at LEAD College of Management is designed on the R.A.S.E pedagogic learning student-centered learning model, put forward by Daniel Churchill, Mark King & Bob Fox of Macquarie University, Sydney, Australia on 2013.
R.A.S.E stands for
R – Resources, **A** – Activities **S**-Support **E** – Evaluation. The figure below gives the visual summary of the RASE pedagogical model


Learning Objects
Multimedia Materials
Web Content
Articles, cases, slides, Notes
Tools
Real time teaching
Text books
RESOURCES
ACTIVITY
Design project
Case studies
Role play
Industry visit Tools
Field Studies
Move creations
Poster making
Mentoring
Additional Coaching
Peer- Peer support
Technology support
Discussion forums
SUPPORT
EVALUATION
Written Exams
Assignments
Mini Projects
Presentations
Project Reports

Visual Summary of RASE Pedagogical Model.

Resources – Resources include the Lectures, Textbooks, Audio visual aids, multimedia content, Journal Articles, tools like the Statistical Analysis software, Spreadsheets, Word processors, Project Management software, Data Visualization software. Multimedia Studios etc. Students are lead to learning with these resources.

Activities - An activity is a critical component for the full achievement of the Course Outcome. An activity provides the student with an experience where the learning occurs in the context of the emerging understanding, testing new ideas, generalizing and applying knowledge. While designing the course-learning faculty is encouraged to ensure the following two key characteristic of an activity

1. Activity must be Student-Centered
   - It focuses on what students will do to learn, rather than on what students will remember
   - Resources are tools in students' hands
   - Teachers are facilitators who participate in the process
   - Students produce artifacts that demonstrate their learning progress
   - Students learn about the process
   - Students develop new literacies
2. The activity must be authentic
   - It contains real-life scenarios and often ill-defined problems
   - It reassembles professional practice
   - It uses tools specific to professional practice
   - It results in artifacts that demonstrate professional competence, not only knowledge

Outcomes of an activity can be a conceptual artifact (e.g., an idea or a concept presented in a written report), a hard artifact (e.g., a model), and a soft artifact (e.g., a computer-based creation). Artifacts produced by students undergo reviews and revisions before final submission and might involve presentations in class or online. These artifacts are evaluated in various ways so that students can receive timely feedback to reflect upon and take further actions towards more coherent achievement of learning outcomes. Feedback can be given by teachers, peers, and/or invited experts from the community/professions.

Support

Support' provides students with a scaffold while enabling them to develop learning skills and independence. Support can be pedagogical, administrative and technical. Support might be in the form of student difficulties, such as understanding an activity, using a tool or working in groups. Teachers can track and record ongoing difficulties and issues that need to be addressed during learning, and share these with students. Three modes of support are possible: teacher-student, student-student, and student-artifact (additional resources). Support can take place in a classroom and in online environments such as through forums, Wikis, Blogs and social networking spaces. There is a mechanism in place to identify weak students and offer specific support in the areas where they need help.

Evaluation

Evaluation of student learning during the semester is an essential part of effective student-centered learning experiences. The evaluation needs to be formative in order to enable students to constantly improve their learning. An activity should require students to work on tasks, and develop and produce artifacts that evidence their learning. This evidence of student learning enables the teacher to monitor student progress and provide further formative guides to help improve students' learning achievement. Students need to record their progress in completing the tasks set, so they too can monitor their learning and the improvements they make. Rubrics can be provided to enable students to conduct self-evaluation. Peers before beginning, teachers need to, can also conduct evaluation:

Learning Process Planning & Implementation

To ensure the effectiveness of the learning process of every course, LEAD follows a detailed planning process prior to implementation in every semester. The process steps leading to its approval are-

1. Assignment of faculty to Courses

The Dean Academics is responsible for the assignment of faculty to the courses. While allocating the course the following factors are considered

The willingness of the faculty.

The competency and the past performance of the faculty in handling the course.

2. Course Outline Document preparation

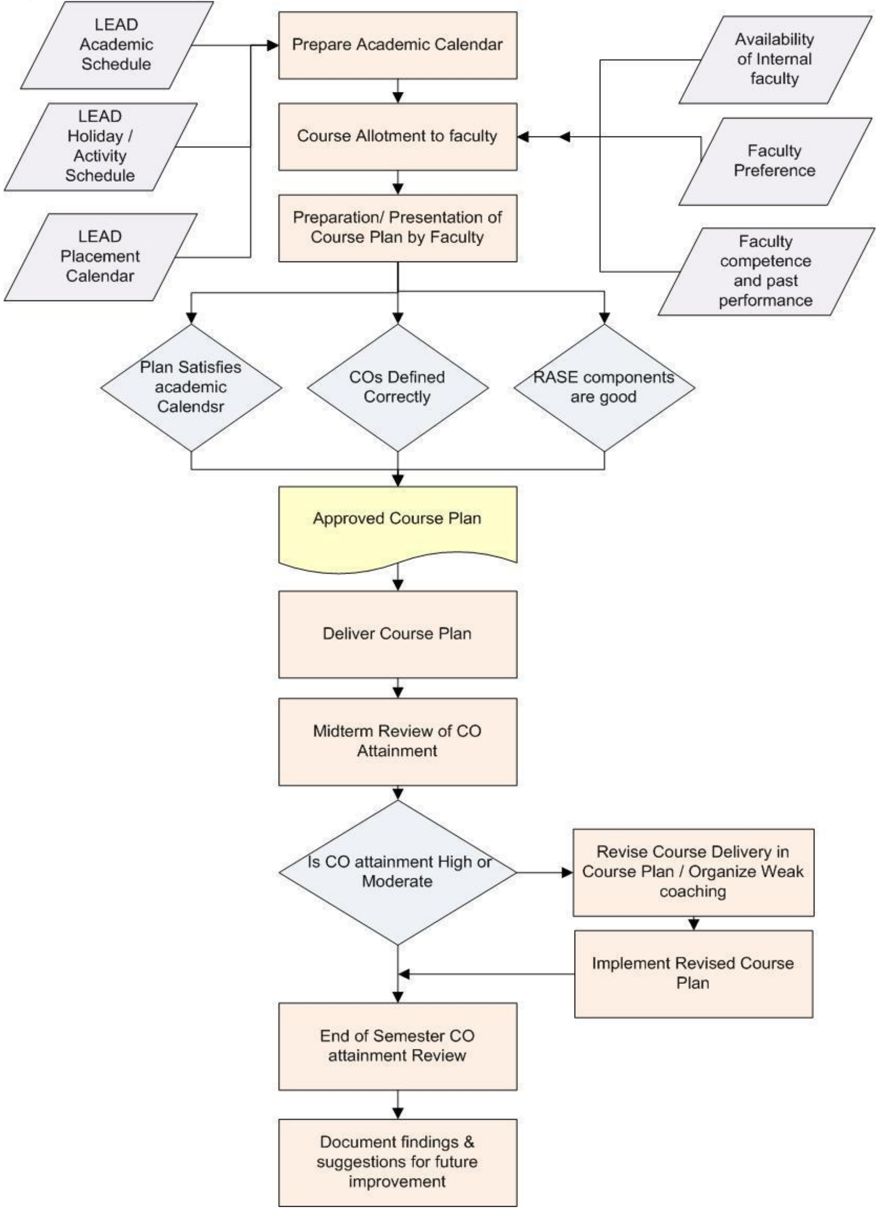
Once the course is allocated, the faculty is requested to plan the delivery of the course and prepare a draft Course Outline Document. The Course Outline document details the entire teaching-learning process of the course. The details of the course like the course description, Course objectives and Outcomes, the modes of course delivery, the session wise plan, the RASE elements the resources, activities, and the evaluation details their linkage with the course outcome etc. is documented. The faculty while preparing the course outline ensures the following:-

Specific course learning outcomes are aligned with overall program learning outcomes

Align assessment, the course delivery and learning outcomes

3. Course Outline Document presentation & approval

Dean Academics organizes a Course Presentation workshop where all the faculty members present their course plan. The participants in the workshop include the Training and Placement Officer (TPO), the members of the Alumni committee and members of the Top Management. External course experts and representatives from the industry are also invited to attend the workshop to receive their valuable inputs. The members attending the workshop check the efficacy of the course design and its ability of to attain the Program outcomes relevant to the course. The faculty carries out the necessary alterations and recommendation made during the workshop. The Dean approves the final Course Outline Document to be communicated to the students and for implementation by the faculty. The process flowchart of the Teaching Learning Process design is shown below.


LEAD Academic Schedule
LEAD Holiday / Activity Schedule
LEAD Placement Calendar
Prepare Academic Calendar
Course Allotment to faculty
Preparation/ Presentation of Course Plan by Faculty
Availability of Internal faculty
Faculty Preference
Faculty competence and past performance
Plan Satisfies academic Calendsr
COs Defined Correctly
RASE components are good
Approved Course Plan
Deliver Course Plan
Midterm Review of CO Attainment
Is CO attainment High or Moderate
Revise Course Delivery in Course Plan / Organize Weak coaching
Implement Revised Course Plan
End of Semester CO attainment Review
Document findings & suggestions for future improvement

Description of the processes followed to improve quality of Teaching & Learning

A continuous cyclic process is followed for the review and improvement of the quality of Teaching and learning at LEAD COLLEGE OF MANAGEMENT – Palakkad. The process starts with the assessment of the needs of the stakeholders, availability of resources, and assignment of the responsibility to appropriate resources. Once the responsibility to deliver the course content is assigned, the faculty designs the course delivery methodology to meet the course outcomes of the course, and the methodology to evaluate the attainment of course outcomes. Half way through the course the course delivery and attainments, of Course, outcomes are monitored and necessary corrective actions are taken by way of revision of the course delivery plan and delivery as per it.

The continuous process of improvement followed at LEAD College of Management is shown below.

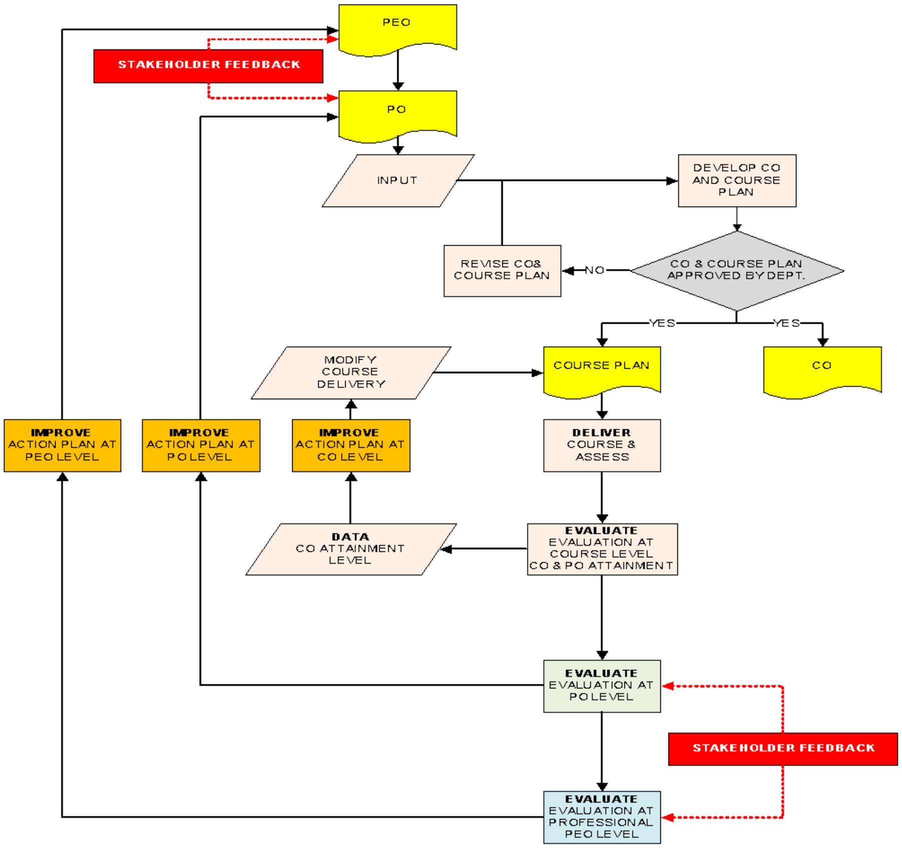
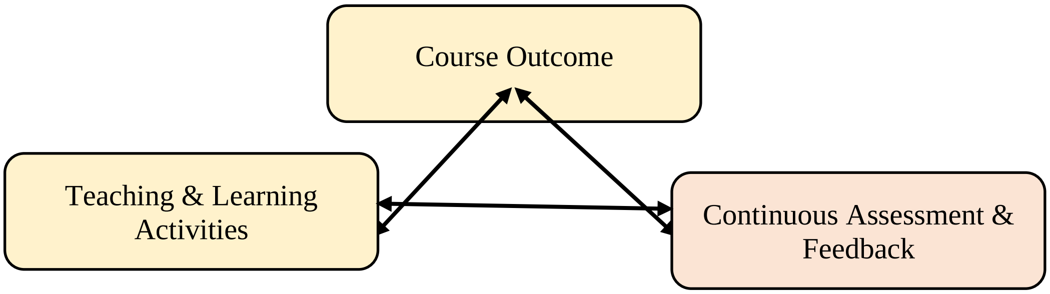

PEO
STAKEHOLDER FEEDBACK
PO
INPUT
DEVELOP CO AND COURSE PLAN
REVISE COs COURSE PLAN
NO
CO & COURSE PLAN APPROVED BY DEPT.
YES
YES
MODIFY COURSE DELIVERY
COURSE PLAN
CO
IMPROVE ACTION PLAN AT PEO LEVEL
IMPROVE ACTION PLAN AT PO LEVEL
IMPROVE ACTION PLAN AT CO LEVEL
DELIVER COURSE & ASSESS
DATA CO ATTAINMENT LEVEL
EVALUATE EVALUATION AT COURSE LEVEL CO & PO ATTAINMENT
EVALUATE EVALUATION AT PO LEVEL
STAKEHOLDER FEEDBACK
EVALUATE EVALUATION AT PROFESSIONAL PEO LEVEL

Fig 10.1
Process Cycle (PEO, PO, CO development, Assessment and Improvement)

Quality of Continuous Assessment and Evaluation Process

LEAD College of Management follows an unique course design model that integrates the Course Outcomes, Teaching-Learning activities and the Course Assessment/ Feedback.


Course Outcome
Teaching & Learning Activities
Continuous Assessment & Feedback

The Internal Quality Assurance Committee ensures the quality of the Continuous Assessment and Evaluation. The quality parameters, Quality aspects and the frequency of Quality checks are summarized in the table shown below

Continuous Assessment & Evaluation Qaulity Assurance

Assessment tool used in the course	Quality Document	Quality parameters checked	Frequency of Quality check	Quality check by
Assignments	Course Plan	1. Mapping to Course outcome. 2. Quality of the tool to evaluate the mapped Course outcome 3. Evaluation Criteria, weightages and marks distribution	Once in 6 months at the start of the course	Program Core Committee in the Curriculum workshop
Presentations / Mini Projects	Course Plan	Mapping to Course outcome Quality of the tool to evaluate the mapped Course Outcome. Evaluation rubrics, criteria, weightages and distribution of marks.	Once in 6 months at the start of the course	Program Core Committee in the Curriculum workshop
Internal Exam	Question Paper	Adherence to the QP pattern. Quality of Questions with respect to the Course outcomes it intends to evaluate. Distribution of the Bloom's taconomy levels	Every time before the start of the Internal exam.	Internal Quality Assurance committee (IQAC)
Internal Exam	Sample Answer sheet in Course file	Evaluation of the evaluation of answer sheet grades as the best, average and below average	Periodic academic audit at the end of the course	Internal Quality Assurance Committee (IQAC)

Quality of Student Reports / Dissertations.

Quality of the Student projects are measured in terms of

1. Clear and Concise objectives
2. Citation of substantial current and good quality Literature
3. Clarity in Research Methodology
4. Benchmark used / Assumptions made.
5. Interpretation of results, Justification of results thereof and validity of results presented
6. Overall presentation of the report.

Methodology for Allocation of projects

Dean Academics assigns Faculty to the students once they get their offer from the companies to do their Major Project. Faculty members are assigned based on the core nature of the research project or the specialization area in which the research project is based. The expertize of the faculty and his competence in guiding the student in the project is also considered while the allocation is done.

Process for ensuring quality of project, reports/Dissertation

The internal faculty guide and the Project guide assigned by the organization together ensure the Quality of project. Quality is ensured in three phases of the project. They are

1. Phase I – Pre project stage

1. Phase 2 – Project stage
2. Phase 3 – Report and presentation

Pre- Project stage- Students are required to prepare a synopsis of the project they intend to do in the organization, well before the commencement of their project work. The internal faculty guide has to approve the synopsis before the student is permitted to start his project work. The internal faculty ensures that

- Adequate and good quality literature review is done.
- Problem statements are relevant and contribute to the existing body of knowledge
- The objectives of the research project are clear and concise
- Research methodology is adopted is appropriate to the nature of the research project proposed to be undertaken.
- Research design is robust and considers the limitations of time and the capabilities of a student project.

Project Stage

In order to ensure professional execution of the project, the students are required to submit the following documents during the course of the project

- Joining report – Signed by the company project guide
- Project synopsis approved by the company project guide.
- Project execution plan document with milestones and timeline for achieving the milestones
- Weekly report in the prescribed format signed by the company project guide.
- Mid project review and evaluation by the Internal faculty guide.

At the end of the project a confidential feedback is taken from the company project guide. Feedback on whether the student was punctual, seriousness with which the student conducted the study , overall conduct and behavior of the student and the usefulness of the project to the organization is taken and included in the project evaluation.

Project Report / Presentation

LEAD College of Management has prescribed manual for preparation of project report. All projects are to prepared complying to the format prescribed by APA style only. Strict quality control measure are taken by the internal faculty guide to ensure the quality of the project in terms of data collection, analytical tools employed, quality and validity of results, interpretations of result and conclusions.

Students finally have to make a presentation of the study to an evaluation panel which includes external evaluators. The following are the criteria and the corresponding weightage used in the evaluation of the projects.

Out of a total weight of 72 the distribution of weights are as follows

- Problem formulation – 12
- Methodology Adopted – 12
- Analysis of Data – 24
- Clarity of findings - 12
- Report writing - 12

Total - 72