Sinhgad Technical Education Society's

SKN SINHGAD SCHOOL OF BUSINESS MANAGEMENT

Ambegaon (Bk.), Pune - 411041

Outcome-Based Education

- **Outcome-based education** or **outcomes-based education** (**OBE**) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the desired goal. "**A clear focus and organizing everything in the educational system around the essentials for the students to successfully enhance their learning experiences." (W Spady 1994)**

- There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments all should help students achieve the specified outcomes.

- The role of the faculty is more of an instructor, trainer, facilitator, and/or mentor based on the outcomes targeted.

  Process for accomplishing Outcome Based Education at S.K.N.SINHGAD SCHOOLOF BUSINESS MANAGEMENT.

- **Stages at a Glance**

  I Mission and Vision statements are guiding principles for effective accomplishments of outcome based education. In stage I , we critically study Institute's Mission and Vision statements

  II Define Core Values of the Institute

III Study Programme Educational Objectives (PEOs), and Programme Outcomes (POs) as defined by Savitribai Phule Pune University (NAAC accredited A+)

IV Define Programme Specific Outcomes (PSOs) for the Institute

V Setting key Goals for the Institute based on Mission, Vision, Core Values, PEOs, POs, and PSOs.

VI Identify Skills, Abilities; Knowledge, and Personal attributes to help achieve Goals of the institute and PSOs

VII Each department to define problem statement and course outcome (using Bloom's taxonomy) for subjects under its specialization

VIII Based on stages **VI** and **VII,** each department to develop assessment rubrics to attain COs and POs.

IX Develop CO-PO mapping matrix for each component of assessment rubrics

X Aanlyze the attainment of COs and POs through structured attainment level   monitoring and measurement mechanism

XI   a) For the outcomes that have attained the desired level of attainments, continue and   reinforce existing rubrics.

   b) For outcomes that have attainment gap, redevelop the problem statement and rubrics to bridge the gap. Follow Define-Measure-Analyse-Improve-Reinforce (DMAIR) cycle for continuous improvement

Stage I: <u>Study the Mission and Vision statements of Institute</u>

Vision Statement of S.K.N.SINHGAD SCHOOLOF BUSINESS MANAGEMENT:

To be renowned management institute of excellence and responsible leadership, that is Indian in character and global in relevance.

Mission Statement of S.K.N. SINHGAD SCHOOLOF BUSINESS MANAGEMENT:

"Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity and technology transfer. Our mandate is to generate, preserve and share knowledge for developing a vibrant society."

Stage II: <u>Define Core values of the Institute</u>

Core Values of S.K.N. SINHGAD SCHOOLOF BUSINESS MANAGEMENT

Core values are the fundamental beliefs of an organization. They are guiding principles which commands behaviors of people and tell the difference between right and wrong. To achieve Institute's Vision and Mission, we have narrowed down following Core Values.

According to Mission and Vision statement, Core Values of our Institute are:

- Achieving **Excellence** in Education and Learning
- Maintaining **Transparency** on the road towards excellence
- Demonstrating **Commitment** towards stakeholders
- Being **Socially Responsible** for better future

Excellence

"We boost academic excellence in research, counseling, training, and teaching with optimum use of available resources; thereby promote continuous and collaborative learning".To achieve excellence, emphasis is laid on:

- Research:

Research is and should be backbone of every educational institute. S.K.N.SINHGAD SCHOOLOF BUSINESS MANAGEMENT understands the importance of research and encourages its faculty members to write research papers, guide Ph.D. scholars. Wholehearted support is extended to those who wish to pursue doctoral program. Students are encouraged to pursue research based projects and effort are made to inculcate research orientation among them.

- Counseling:

Institute is having Mentor-Mentee scheme since its inception. This has been designed to extend emotional support to students, to look into their behavioral aspects, bringing out their strengths and weaknesses. Support is also provided to the students in choosing specialization based on their personal traits. For this, Institute has developed its own Competency based mapping model.

- Training:

Holistic development is the motto of S.K.N. SINHGAD SCHOOLOF BUSINESS MANAGEMENT. Students are encouraged to participate in co-curricular, extra-curricular and socially responsible activities over and above academics. Training is given through skill based value added courses in order to bridge industry-academia gap throughout the year. These courses are identified after having dialogue with the industry also after assessing the gap in CO-PO mapping.

Transparency

"We believe in transparent work culture that recognizes hard work and success of people which will eventually lead to greater work satisfaction". Transparent decision making process helps everyone involved in understanding the thinking behind a particular decision and also encourages coming forward with their individual opinion.

We are trying to maintain transparent work culture through following Practices:

- Participative Decision making practices are being followed to instill the sense of responsibility, to increase team morale, arrive at creative solutions and for overall development and betterment of the Institute.
- Assessment rubrics are shared with students before the start of every semester. This helps them understand the weightage and the scope of coverage in their learning process.
- Sharing responsibility brings best out of an individual as the person is ready to experiment and be vocal about his/her opinion.
- Students' feedback is shared with faculty members that acts as an input regarding their strengths and areas for improvement

Commitment

"We are committed to meeting the needs of our stakeholders as well as changing needs of contemporary business environment"

We are committed to needs of our students and we fulfill that by:

- Structured efforts for the placement of students (GD, PI, Aptitude test training and multiple guest lectures and workshops to make student industry ready)
- Use of different teaching-learning methods like co-learning, project based learning, field trips to give them practical insights.
- Bridging gap between industry and academia by organizing different industry expert guest lectures, industrial visits and live industry projects.

We are committed to needs of our stakeholders (Teachers, Parents, Alumni and Industry).

Teachers:

- Organize multiple Faculty Development Programme for teachers

- Support Faculty Members who are pursuing Ph.D.
- Encourage them to participate in faculty orientation program, different refresher Courses

Parents:

- We conduct Parents' meet to brief them about institutional activities and resolve their queries.
- We take feedback from parents and according to that take different corrective actions.

Alumni:

- We conduct Alumni meet and according to their suggestions we organizes different activities in our Institute to fulfill requirement of Industries.
- Invite alumni as guest speaker, judge for different competitions.
- We help our alumni in promoting their businesses
- We take feedback from our alumni and according to their suggestions take different corrective actions.

Industry:

The Institute considers Industry to be one of its most important stakeholders. There is a continuous and well-structured engagement with the Industry for building a strong industry connect and to ensure comprehensive students' development through the same. The resource persons from the Industry are invited to guide students through their sessions in Induction programme, guest lectures, and placement guidance sessions. Industrial visits are organized so as to provide the experience of the working of the Industry to the students and also learn from the Industry practices shared by the Industry representatives with the students during the visit.

Social Responsibility

"We are trying to develop students who are committed for the general growth and for economic growth of the Indian society."

As a part of Corporate Social Responsibility, Institute organizes different activities:

- Tree Plantation

- Blood Donation Camp
- Cleanliness Drive
- E waste collection Drive
- First-Aid Workshop

Stage III: <u>Study MBA Programme Educational Objectives (PEOs), Programme Outcomes (POs) as mentioned in University Curriculum</u>

Programme Educational Objectives (PEOs):

1. PEO1: Graduates of the MBA program will successfully integrate core, cross-functional and inter-disciplinary aspects of management theories, models and frameworks with the real world practices and the sector specific nuances to provide solutions to real world business, policy and social issues in a dynamic and complex world.

2. PEO2: Graduates of the MBA program will possess excellent communication skills, excel in cross-functional, multidisciplinary, multi-cultural teams, and have an appreciation for local, domestic and global contexts so as to manage continuity, change, risk, ambiguity and complexity.

3. PEO3: Graduates of the MBA program will be appreciative of the significance of Indian ethos and values in managerial decision making and exhibit value centered leadership.

4. PEO4: Graduates of the MBA program will be ready to engage in successful career pursuits covering a broad spectrum of areas in corporate, non-profit organizations, public policy, entrepreneurial ventures and engage in lifelong learning.

5. PEO5: Graduates of the MBA program will be recognized in their chosen fields for their managerial competence, creativity & innovation, integrity & sensitivity to local and global issues of social relevance and earn the trust & respect of others as inspiring, effective and ethical leaders, managers, entrepreneurs, intrapreneurs and change agents.

Programme Outcomes (POs): At the end of the MBA programme the learner will possess the

1. <u>Generic and Domain Knowledge</u> - Ability to articulate, illustrate, analyze, synthesize and apply the knowledge of principles and frameworks of management and allied domains to the solutions of real-world complex business issues

2. Problem Solving & Innovation - Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques.

3. Critical Thinking - Ability to conduct investigation of multidimensional business problems using research based knowledge and research methods to arrive at data driven decisions

4. Effective Communication - Ability to effectively communicate in cross-cultural settings, in technology mediated environments, especially in the business context and with society at large

5. Leadership and Team Work - Ability to collaborate in an organizational context and across organizational boundaries and lead themselves and others in the achievement of organizational goals and optimize outcomes for all stakeholders.

6. Global Orientation and Cross-Cultural Appreciation: Ability to approach any relevant business issues from a global perspective and exhibit an appreciation of Cross Cultural aspects of business and management.

7. Entrepreneurship - Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups as well as professionalizing and growing family businesses.

8. Environment and Sustainability - Ability to demonstrate knowledge of and need for sustainable development and assess the impact of managerial decisions and business priorities on the societal, economic and environmental aspects.

9. Social Responsiveness and Ethics - Ability to exhibit a broad appreciation of the ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment and distinguish between ethical and unethical behaviors & act with integrity.

10. Life Long Learning – Ability to operate independently in new environment, acquire new knowledge and skills and assimilate them into the internalized knowledge and skills.

Stage IV: Arrive at Programme Specific Outcomes

Programme Specific Outcomes (PSOs): It is expected that Institutes define the PSOs for each specialization.
At S.K.N.SINHGAD SCHOOLOF BUSINESS MANAGEMENT, we have identified PSOs specialization wise as requirement of each and every specialization tends to change. Students tend to get jobs based on their major specialization.

Following are the learning outcomes or PSOs for the institute.

Marketing Specialization:

At the end of the MBA Programme, the learner with Marketing Management specialization will possess the

PSO1: Ability to contribute towards creating customer value through understanding the marketplace and customer needs, designing marketing strategies for consumers and businesses, developing integrated marketing programs and marketing channels, and building sustainable customer relationships

PSO2: Ability to demonstrate knowledge of and skills for new digital and emerging technologies impacting marketing and exhibit applied research orientation for significant issues concerning customers, marketers and relevant stakeholders

PSO3: Ability to engage in the holistic marketing in global and local context with socially responsible, ethical, and environmentally responsible underpinnings and cross-cultural appreciation

Finance Specialization:

At the end of MBA Programme the learner with finance specialization will possess

PSO1: Ability to prepare financial statements and its analysis with the help of financial techniques & evaluation for development of financial plan, portfolio management for either business or individual.

PSO2: Capacity to adopt rapid changes in technology related to finance, investment, banking, financial services, risk management and its implementation for decision making in context with national and global perspective.

PSO3: Ability to apply knowledge and skills acquired of accounting, finance, investment, financial system, financial laws and taxation with critical thinking & problem solving in multifaceted situations.

Human Resource Specialization:

At the end of the MBA programme, the learner with Marketing Management specialization will possess the skill -

PSO: To understand the basic domain knowledge of HR functions and HR perspectives in legal, ethical and social responsibilities and its application in global competitive environment.

PSO2: To design and implement HR practices and policies, to encourage employee empowerment and employee engagement to cope up with talent management and maintain the positive organizational culture.

PSO3: To adopt rapid changes in technology & environment, to manage diverse workforce with the help of HR strategies and maintain a healthy organizational structure.

Operations & Supply Chain Management (OSCM) Specialization:

At the end of the MBA programme, the learner with Operations and Supply Chain Management Specialization will possess the

PSO1: Ability to effectively integrate various domains of operations and supply chain management with the real-world business issues and demonstrate data driven and research-based decision making

PSO2: Ability to articulate sustainable solutions in the context of design of manufacturing processes and service systems, efficient resource management, effective planning and control of operations, productivity management and total quality management

PSO3: Ability to exhibit the knowledge and skills of emerging operations management technologies and practices including six sigma and e-supply chain management and demonstrate application-oriented approach for process improvement

Business Analytics (BA) Specialization:

- The course educates students in the skills and techniques involved in analytics and focuses on the development of managerial skills in a candidate.
- Students will learn about some data-focused topics like database management, social media analytics, data mining for business analytics, data science in markets, marketing analytics, Regression analysis etc.

Step V: Identify Skills, Abilities; Knowledge, and Personal Attributes to achieve PSOs.

To increase employability as well as to develop entrepreneurship abilities among students following skills, knowledge, abilities and personal attributes required for different specialization have been identified. Skills, Abilities, Knowledge and Personal Attributes have been defined as:

Skills: Capabilities acquired through practice

Abilities: Ability refers to being able to do something

Knowledge: Understanding acquired through learning

Personal Attributes: The traits you naturally have that make you unique and can determine your effectiveness

For **marketing students** to increase their employability, following skills, knowledge, abilities and personal attributes are required:

Skills
- Communication
- Creativity and Problem-Solving
- Attention to Detail
- Interpersonal Skills
- Leadership
- Adaptability

Ability:
- Data Analysis & Analytics
- Know Your Audience
- Commercial Skills and Awareness

Knowledge
- Technical Skills and Awareness
- Know how New Technology will Change the Market

Personal Attributes:
- Critical and Creative thinking
- Know how to Tell a Great Story
- Interpersonal and Communication Skills
- Know how to Listen and Learn

For **Finance students** to increase their employability, following skills, knowledge, abilities and personal attributes are required:

Skill

- Verbal and Nonverbal Communication:
- Mathematical aptitude

Ability:

- Problem Solving & Innovation

Knowledge

- General Knowledge of finance

For **Human Resource Management students** to increase their employability, following skills, knowledge, abilities and personal attributes are required:

Skills

- Communication skills:
- Advising skill
- Problem solving
- Presentation skill

Ability:

- Mental Ability
- Divergent thinking
- Speaking Ability

Knowledge

- Basic Knowledge of HRM
- Psychology

Personal Attributes

- Assertiveness
- High Emotional Intelligence
- High Energy Level

For **OSCM students** to increase their employability, following skills, knowledge, abilities and personal attributes are required:

Skills

- Communication Skill
- Organization skill
- Decision making skill
- Problem solving skill
- Time Management
- Presentation skill

Ability:

- Proactive Approach
- Quick learner
- Adaptable with situation

Knowledge

- Basic Domain Knowledge of OSCM
- Administration and Management
- MS Office – Word, Excel, PowerPoint

Personal Attributes

- Creative
- Analytical
- Self-motivated
- Perseverance

For **BA students** to increase their employability, following skills, knowledge, abilities and personal attributes are required:

Skills

- Communication Skill
- Analytical Thinking and Problem Solving skills
- Decision- making skills
- Tools and Technology

Ability

- Proactive Approach:
- Quick learner
- Adaptable with situation

Knowledge

- Data Analysis & Analytics
- Statistical Analysis
- Business Knowledge
- Business Analysis Planning and Monitoring
- Strategy Analysis
- MS Office – Word, Excel, PowerPoint

Personal Attribute

- Ethics, personal accountability, trustworthiness

To become a successful **Entrepreneur** following skills, knowledge, abilities and personal attributes are required:

Skills:

- Problem solving and Innovation
- Communication
- Resilience
- Leadership
- Networking
- Delegation
- Fund raising

Abilities

- Strategic thinking

Personality traits:

- Self-awareness

- Self-Motivated
- Assertiveness
- After this we identified some of the common Competencies required for MBA students as well as some specialization wise competencies required for MBA students to increase their employability

General Competencies identified for Common Subjects are as under: (On the basis of PSOs)

1. Communication (Verbal and Non-verbal Communication, Speaking Ability)
2. Creativity and Problem-Solving (Problem Solving & Innovation)
3. Leadership
4. Adaptability
5. High Emotional Intelligence
6. Time Management
7. Data Analysis & Analytics
8. Strategic Thinking

Specialization wise competencies:

9. Marketing: • Know how New Technology will Change the Market
10. Finance: • Mathematical aptitude • General Knowledge of finance
11. HRM: • Basic Knowledge of HRM
12. OSCM • Basic Domain Knowledge of OSCM
13. BA • Statistical Analysis • Business Analysis Planning, Monitoring and Strategy Analysis
14. To develop Entrepreneurship: Resilience, Risk Taking, Strategic thinking, Networking, Delegation, Fund raising.

Stage VI: <u>Define Goals of Institute</u>

Based on the vision, mission and core values of our institute as well as PEOs, POs &PSOs of MBA Program, main Goal of our institute is stated as:

"**To develop holistic thinking among our students to make them more employable as well as develop entrepreneurship abilities among them**"

We define employability in terms of "the skills, knowledge, abilities and personal attributes required to enable students to be employed"

Step VII: <u>Each department identifies problem statement and course outcome (using Bloom's taxonomy) for subjects under their specialization (Annexure –I)</u>

Problem statement is what the subject teacher/s collectively expect from the students at the end of the course. The problem statement gets reflected in the CO-PO mapping and accordingly the weightages are assigned. It also helps the teacher to decide the rubrics and sub-rubrics for their subjects.

Step VIII: <u>Above two steps will help each department to arrive at evaluation rubrics to achieve COs, POs, PSOs. (Annexure-II)</u>

Step IX: <u>Map CO-PO Matrix (Annexure – III)</u>

CO-PO matrix is framed by counting number of sub-rubrics for each CO-PO. Higher the number of sub-rubric, higher is the correlation. It has been decided that if the count of sub-rubric is equal to or more than 4, it is considered as high correlation, if it is 2 or 3, it is moderate and if it is equal to or less than 1, it is low correlation. If there is no weightage assigned, that PO is not correlated with the CO and the chosen problem statement and hence there is no correlation.

A master chart of CO-PO Matrix is prepared and its alignment with the vision, mission and goals is studied. This study helps the Institute to identify POs not getting assessed and thereby target them through planning value added courses, workshops and guest lectures.

Stage X: <u>Study the attainment of COs and POs (Annexure – IV)</u>

This analysis will help to find gaps (if any) and also help the subject teachers to know the effectiveness of their deliverables. Attainment is monitored and measured using direct assessment and indirect assessment. Direct assessment will be in the form of pre-decided rubrics and University examination. Equal weightage will be given to both and their weighted average will be considered as direct assessment.

Indirect assessment on other hand will be in the form of survey of the students. It is conducted after the end of end-term examination/final examination. Final attainment is measured by giving weightage of 90% to direct assessment and 10% to indirect assessment.

Stage XI: <u>Find the Gap</u>

After measuring the attainment level, for the outcomes that have attained the desired level of attainment, existing rubrics are continued and reinforced. Regarding the outcomes for which attainment gap has been identified; the concerned problem statement and rubrics are redeveloped and implemented to bridge the attainment level gap.

For continuous improvement, Define-Measure-Analyze-Improve-Reinforce (DMAIR) cycle is followed for effective accomplishment of Outcome Based Education in S.K.N. SINHGAD SCHOOLOF BUSINESS MANAGEMENT.

Annexure I

Problem Statement, Course Objectives and Course Outcomes

Course Title - Organizational Behavior

Course Code-102

Course type -Compulsory Generic Core Course (50 marks internal Evaluation and 50 marks External Examination)

Problem Statement:

Human aspects are critical in each functional aspect of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. This course will help to acquire knowledge and develop skills to take rational decisions in the process of Organisational Behavior. The course also focuses on understanding the behavior of the employees working in the organization.

Course objectives: (Note: While stating objectives check that these have been measured in rubrics and sub rubrics and they are achievable through them)

1. To help the students to understand the importance of human behavior at work.

2. To enable students for understand how people behave in various situations and why people behave as they do.

3. To enable student to communicate effectively in group / team as a manager, leader and entrepreneur

 3. To provide the students for analyzing specific strategic human resource demands for future action.

4. To enable students how to synthesize related information and evaluate options for getting the most logical and optimal solution such that they would be able to predict and control human behavior and improve results.

Course Outcomes:

Course Outcomes: On successful completion of the course the learner will be able to

CO1: REMEMBERING: DESCRIBE the major theories, concepts, terms, models, frameworks and research findings in the field of organizational behavior.

CO2: UNDERSTANDING: EXPLAIN the implications of organizational behavior from the perspectives of employees, managers, leaders and the organization.

CO3: APPLYING: MAKE USE OF the Theories, Models, Principles and Frameworks of organizational behavior in specific organizational settings.

CO4: ANALYSING: DECONSTRUCT the role of individual, groups, managers and leaders in influencing how people behave and in influencing organizational culture at large.

CO5: EVALUATING FORMULATE approaches to reorient individual, team, managerial and leadership behavior in order to achieve organizational goals.

CO6: CREATING: ELABORATE UPON the challenges in shaping organizational behavior, organizational culture and organizational change.

Annexure- II- Evaluation Rubrics to achieve COs, POs –Sample Rubric- Subject –Organizational Behavior

Group	CCE	Course Outcomes CO	Program Outcomes PO	Description of assessment (Brief Concept Note)	Criteria of the assessment (Expected learning outcomes)	Description of what is expected for each assessment component (Expectation from the studenrt)	(Assesment Criteria)	Team Composition (if applicable)	Format and mode of submission , submission timeliness	Any other Relevant Details
Group A	Written Home Assignment	CO 1 : Remebering CO2: Understanding	PO 1 Generic & Domain Knowledge PO4 Effective communication	Questions based on remembering and understanding	The Concept Understanding and remebering of concept	Write the Answers in their own Words,Questions will be drafted to understand the concepts	Any Ten Q 15*1=15M	Individual	Hardcopy should be submitted within 7 days from the date of assignment given	Definitions and writing of the concepts in understood manner by students
Group B	Caselet	CO2: Understanding CO 3 : Applying CO4: Analysing CO5: Evaluating CO6 : Creating	PO 1 Generic & Domain Knowledge PO2 Problem solving & Innovation PO3 Critical Thinking PO4 Effective communication	Different caselet on different concepts and situations were given on the basis of that apply alternate solutions and analyse the situation accordingly	The concept applying and analysing of concept	Applying : Apply the concept according to the situation Analysing: Find out good solution according to that Concept	3 Caselets =20 M	Individual	Write up on caselet and questions should be solved within 7 days and submit hard copy individually	3 caselets will be distributed to students before submitting writeup and also discussed in class

Group C Div	Role Play Rolling (Roll no)	CO2 : Understanding CO3: Applying CO4: Analysing CO6 : Creating	PO 1 Generic & Domain Knowledge PO2 Problem solving & Innovation PO 3 : Critical Thinking PO 4 : Effective Communication PO5 :Leadership & Team work / Name of the Student	Different concepts given toTeams on which they have to prepare Roleplay and present themselves for understanding the concepts / PO 1 Generic & Domain Knowledge (08)	Better understanding , analysing & evaluating the situation	Understanding the concept and application of knowledge by performing the roleplay	20 PO4 Effective communication (5) Team	Develop Script, Presentation and submit hard copy alongwith photographs in scripts Submission (2) (Given Time-2, late Submission-1)	Topics : Motivation,Leadership ,Perception,Attitude,Type of Leadership,Conflict Management,Stress Management / Marks (out of 15)
				Subject Knowledge (4) CO 1 Remembering	Conceptual Clarity (4) CO 2 Understanding		Writing Skill (5) CO 2 Understanding		
				2	3		4	1	10
									0
									0
									0
									0
									0
									0

Written Assignment (15 Marks)

Case Study (20 Marks)

Div	Roll mo	Name of the Student	PO1:Generic & Domain Knowledege (5)		PO 2 :Problem Solving and Innovation (5)		PO3 Critical Thinking (5)	PO 4 Effective ommunication (5)		Marks Out of 20
			Applying the subject concepts and frameworks to the case (2) CO3 Applying	Analyzing the case information(3) CO4 :Analysisng	Identification of Problem (2) CO2 Understanding	Creating appropriate solutions (3) CO6: Creating	Evaluating alternative solutions and recommending most preferred alternative (5) CO5 Evaluating	Speaking Skill (2) CO 2 Understanding	Writing Skill (3) CO 2 Understanding	
										0
										0
										0
										0

Role Play (20 Marks)

Div	Roll no	Name of the Student	PO 1 : Generic and Domain Knowledge (5)		PO2 : Problem Solving and Innovation (5)		PO3 Critical Thinking (3)	PO 4 Effective Communication (4)		PO 5 : Leadership and Team Work (3)	Marks Out of 20
			Subject Knowledge (2) CO 2 Understanding	Conceptual Clarity (3) CO 2 Understanding	Multi dimensional thinking Ability (Out of the box thinking) (2) CO4 : Analyzing	Creating appropriate solutions (3) CO 6 Creating	Script Writing (3) CO6 :Creating	Writing Skill (2) CO6 : Creating	Speaking Skill (2) CO 3 Applying	Emotiopnal Intelligence (Team work, Leadeship, Participative) (3) CO 2 Understanding	
											0
											0
											0
											0

| | | | | | | | | | | 0 |
| | | | | | | | | | | 0 |

CO-PO Matrix

Sample CO-PO Matrix of Course: Organisational Behavior

Course code: 102

Cos	POs									
	PO1	PO2	P03	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	-	-	-	-	-	-	-	-	-
CO2	3	2	-	2	1	-	-	-	-	-
CO3	2	2	-	2	-	-	-	-	-	-
CO4	2	2	2	-	-	-	-	-	-	-
CO5	-	1	1	-	-	-	-	-	-	-
CO6	-	2	1	2	-	-	-	-	-	-
AVERAGE	**2.25**	**1.8**	**1.3**	**2**	**1**	**0**	**0**	**0**	**0**	**0**

-    : None (if Not Applicable)   1 : Low (if No of sub rubrics >=1)   2: Medium (if No of sub rubrics 2-3   3: High (if No of sub rubrics >=4)

Justification:

CO2 (Understanding) is highly correlated with PO1 (Generic and Domain Knowledge) because main objective of this course is to enable students to ur people behave under different conditions and understand why people behave as they do therefore to achieve this objective student should understand theories models, frameworks and research findings in the field of organizational behavior.

In above CO-PO matrix it is observed that weighted average of PO1 (Generic and Domain Knowledge) , PO2 (Problem solving and Innovation) & PO4 (E Communication) having high value which are mapping with objective of course it means evaluation criteria used for student evaluation of this subject is fulf of outcome based learning.

Attainment of COs

Attainment is monitored and measured using direct assessment and indirect assessment. Direct assessment will be in the form of pre-decided rubrics and Univ examination. Equal weightage will be given to both and their weighted average will be considered as direct assessment. Indirect assessment on other hand wil survey of the students. It is conducted after the end of end-term examination/final examination. Final attainment is measured by giving weightage of 90% to d and 10% to indirect assessment.

CO ATTAINMENT

Direct assessment (90%)

Internal Evaluation (50%)

University Exam (50%)

Indirect assessment (10%)

Course Exit Student Survey
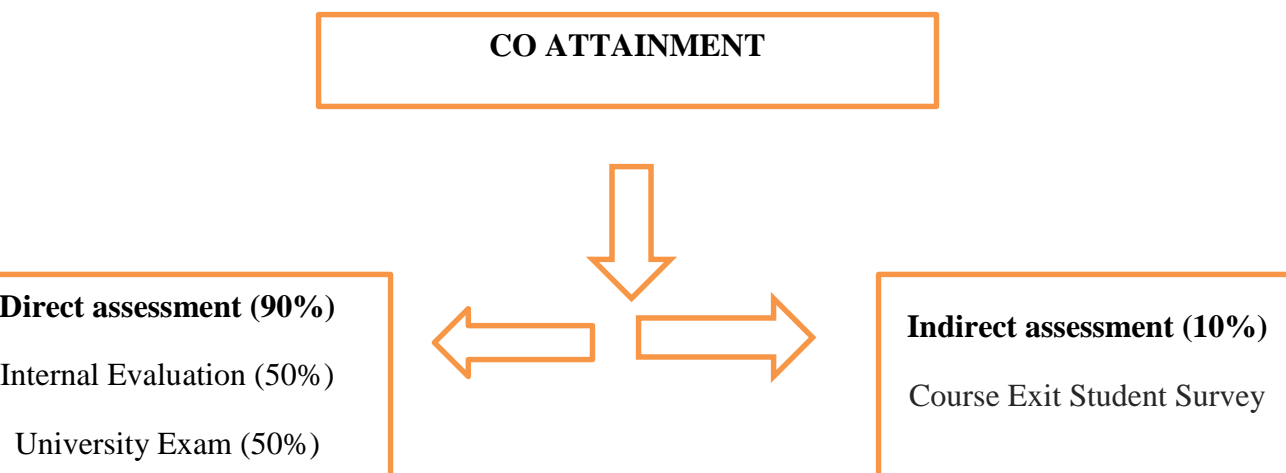
CO Direct Assessment Attainment Level:

Course outcomes of all courses are assessed with the help of above mentioned assessment tools and attainment level is evaluated based on set attainment rubri set) attainment level should be fixed by the Course coordinator based on the previous year results and quality of current batch of students.

If 80% and more students scored above set attainment level then the Course attainment level is 3.

If 60 to 79 % of students scored above set attainment level, then the Course attainment level is 2.

If less than 60 % of students scored above set attainment level, then the Course attainment level is 1.

Course Title: Organisational Behavior

ATTAINMENT LEVEL:

Sr. No	Assessment Tool & CO	Maximum marks	Threshold Level (%)	Attainment level Criteria	Attainment Level
1	CO1 Home Written Assignment	4 Marks	60%	If 80% and more students scored 60% of marks (2 and more than 2 marks)	3
				If 60 to 79 % of students scored 60% of marks (2 and more	2

				than 2 marks)	
				If less than 60 % of students scored 60% of marks (2 and more than 2 marks)	1
2	CO2 Home Written Assignment, Case Study, Role Play	24 marks	60%	If 80% and more students scored 60% of marks (14 and more than 14 marks)	3
				If 60 to 79 % of students scored 60 % of marks (14 and more than 14 marks)	2
				If less than 60 % of students scored 60% of marks (14	1

				and more than 14 marks)	
3	CO3 Case Study, Role Play	4 Marks	60%	If 80% and more students scored 60% of marks (2 and more than 2 marks)	3
				If 60 to 79 % of students scored 60% of marks (2 and more than 2 marks)	2
				If less than 60 % of students scored 60% of marks (2 and more than 2 marks)	1
4	CO4 Case Study, Role Play	5 Marks	60%	If 80% and more students scored 60%	3

				of marks (3 and more than 3 marks)	
				If 60 to 79 % of students scored 60% of marks (3 and more than 3 marks)	**2**
				If less than 60 % of students scored 60% of marks (3 and more than 3 marks)	1
5	CO5 Case Study	5 Marks	60%	If 80% and more students scored 60% of marks (3 and more than 3 marks)	**3**
				If 60 to 79 % of students scored	**2**

				60% of marks (3 and more than 3 marks)	
				If less than 60 % of students scored 60% of marks (3 and more than 3 marks)	1
6	CO6 11 Marks Case Study, Role Play	11 Marks	60%	If 80% and more students scored 60% of marks (7 and more than 7 marks)	**3**
				If 60 to 79 % of students scored 60% of marks (7 and more than 7 marks)	**2**
				If less than 60 % of students	1

7	External Exam	50 Marks	50%	scored 60% of marks (7 and more than 7 marks)	
				If 80% and more students scored 50% of marks (25 Marks and more)	**3**
				If 60 to 79 % of students scored 50% of marks (25 Marks and more)	**2**
				If less than 60 % of students scored 50% of marks (25 Marks and more)	1

Data required for CO Attainment:

Co wise internal Marks+ External Marks

FORMULAS:

Overall Attainment:

90% of Direct CO Attainment + 10% of Indirect CO Attainment

Direct CO Attainment:

50% Internal Assessment Attainment + 50% University Exam Attainment

Course Outcome	Course Outcome attainment level from Internal Assessment	Course Outcome Attainment Level From University Exam	CO Direct Attainment	Indirect Attainment	Overall Attainment
CO	a1	b1	c1=(0.50 (a1)+0.50 (b1))	d1=((1*X)+(2*Y)+(3*Z)/(X+Y+Z) X: No of student opted for Low option(1) Y: No of student opted Medium Option (2) Z: No of student opted for High options (3)	0.9(c1)+.0.1(d1)

CALCULATION OF CO ATTAINMENT INTERNAL & UNIVERSITY EXAM ASSESSMENT: (SAMPLE)

Sr. No	Name of the Student	CO1 4 Marks Home Written Assignment	CO2 24 marks Home Written Assignment, Case Study, Role Play	CO3 4 Marks Case Study, Role Play	CO4 5 Marks Case Study, Role Play	CO5 5 Marks Case Study	CO6 11 Marks Case Study, Role Play
1		3	18	3	3	3	7
2		2	17	2	2	2	6
3		3	18	3	3	3	7
4		1	18	1	1	1	5
5		3	18	3	3	3	8
6		3	19	3	3	3	9
7			20	1	1	1	6
8		3	21	3	3	3	8
9		2	18	2	2	2	6
10		1	11	3	3	3	9
11		3	20	3	3	3	9
12		3	19	3	3	3	9
13		3	20	3	3	3	9
14		2	19	2	2	2	7
15		1	19	1	1	1	5
16		1	18	1	3	3	9
17		3	20	3	3	3	9
18		3	18	3	3	3	10
No of student Attempted		17	18	18	18	18	18

No of Student secured> Threshold Marks	13	17	14	12	12	13
% of student secured >Threshold Marks	76.47	94.44	77.77	66.66	66.66	72.22
Attainment Level	2	3	2	2	2	2
CO Average Attainment	2	3	2	2	2	2

COMPUTATION OF CO DIRECT ATTAINMENT

Sr No	Assessment Tool & CO	Internal Assessment Attainment Level	University Exam Attainment Level	Direct CO Attainment ((0.5*IA Attainment)+(0.5*UE Attainment level)
1	CO1 Home Written Assignment	2	2	2
2	CO2 Home Written Assignment, Case Study, Role Play	3	2	2.5
3		2	2	2

	CO3 Case Study, Role Play			
4	CO4 Case Study, Role Play	2	2	2
5	CO5 Case Study	2	2	2
6	CO6 11 Marks Case Study, Role Play	2	2	2

COMPUTATION OF INDIRECT ATTAINMENT IN THE COURSE:

Attainment of CO in a course = ((Level 1 * No. of student Attempted) + (Level 2 *No. of student Attempted) + (Level 3 * No. of students Attempted)) / Total No of Students

Computation of CO Indirect Attainment in the Course						
Cos	**CO1**	**CO2**	**CO3**	**CO4**	**CO5**	**CO6**
Students Answered Level-1	2	2	1	2	1	1
Students Answered Level-2	5	1	5	6	6	5
Students Answered Level- 3	11	15	12	10	11	12
Total Students Participated	18	18	18	18	18	18
CO Indirect Attainment Level	2.5	2.7	2.6	2.4	2.5	2.6

COMPUTATION OF CO OVERALL ATTAINMENT

CO	Direct CO Attainment Level (DA)	Indirect CO Attainment Level (IDA)	Overall CO Attainment Level ((0.9*DA) + (0.1*IDA))
CO1	2	2.5	2.05
CO2	2.5	2.7	2.52
CO3	2	2.6	2.06
CO4	2	2.4	2.04
CO5	2	2.5	2.05
CO6	2	2.6	2.06
Average CO Attainment			**2.13**

If it is smaller than 3 then decide action Plan to bridge gap co wise

CO	Attainment Level	Action Plan
CO1	2.05	
CO2	2.52	
CO3	2.06	
CO4	2.04	
CO5	2.05	
CO6	2.06	

INDIRECT ASSESSMENT:

STUDENT SURVEY QUESTIONNAIRE:

COURSE EXIT SURVEY

(FOR COURSE OUTCOME ASSESSMENT)

Semester I

102 - Organizational Behaviour

3 Credits

Compulsory Generic Core Course

Course objectives:

1. To help the students to understand the importance of human behavior at work.

2. To enable students for understand how people behave in various situations and why people behave as they do.

3. To enable student to communicate effectively in group / team as a manager, leader and entrepreneur

3. To provide the students for analyzing specific strategic human resource demands for future action.

4. To enable students how to synthesize related information and evaluate options for getting the most logical and optimal solution such that they would be abl
control human behavior and improve results.

PLEASE EVALUATE ON THE FOLLOWING SCALE

EXCELENT(E)	GOOD(G)	AVERAGE(A)
3	2	1

Course Outcomes:

Course Outcomes: On successful completion of the course the learner will be able to

CO1: REMEMBERING: DESCRIBE the major theories, concepts, terms, models, frameworks and research findings in the field of organizational behavior.

CO2: UNDERSTANDING: EXPLAIN the implications of organizational behavior from the perspectives of employees, managers, leaders and the organizatio

CO3: APPLYING: MAKE USE OF the Theories, Models, Principles and Frameworks of organizational behavior in specific organizational settings.

CO4: ANALYSING: DECONSTRUCT the role of individual, groups, managers and leaders in influencing how people behave and in influencing organizatio

CO5: EVALUATING FORMULATE approaches to reorient individual, team, managerial and leadership behavior in order to achieve organizational goals.

CO6: CREATING: ELABORATE UPON the challenges in shaping organizational behavior, organizational culture and organizational change.

S.NO	QUESTIONAIRE	E 3	G 2	A 1
Course objectives				
1	Has the course achieved its stated objectives?			
2	Have you gained the stated skills?			
3	Whether the syllabus is adequate to achieve the objectives?			
4	Whether the faculty has helped in acquiring the stated skills?			
5	Whether the teacher has given real life application of the course?			
Course Outcomes:				

6	Are you able to describe major theories, concepts, terms, models, frameworks and research findings in the field of organizational behavior?			
7	Are you able to explain implications of organizational behavior from the perspectives of employees, managers, leaders and the organization			
8	Can you apply the theories, models, principles and frameworks of organizational behavior in specific organizational settings			
9	Can you analyze role of individual, groups, managers and leaders in influencing how people behave and in influencing organizational culture at large			
10	Can you formulate approaches to reorient individual, team, managerial and leadership behavior in order to achieve organizational goals?			
11	Can you identify challenges in shaping organizational behavior, organizational culture and organizational change by applying knowledge you acquired?			
SATISFICATION LEVEL				
12	Are you satisfied with the outcomes achieved through this course?	Yes	No	
13	Is your answer is No, please indicate your preference :			
	a) More inputs. additional contents, real life examples	Yes	No	
	b) More experienced ,capable faculty	Yes	No	

PO/PSO Attainment

First Study CO-PO Matrix prepared Annexure – III

Cos	POs								
	PO 1	P O 2	P 0 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9
CO1	2	-	-	-	-	-	-	-	-
CO2	3	2	-	2	1	-	-	-	-
CO3	2	2	-	2	-	-	-	-	-
CO4	2	2	2	-	-	-	-	-	-
CO5	-	1	1	-	-	-	-	-	-
CO6	-	2	1	2	-	-	-	-	-
AVERAGE	2.25	1.8	1.3	2	1	-	-	-	-

C o ur se s	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 1 0
1 0 2	2 .	1 . 8	1 . 3	2	1	-	-	-	-	-

Organizational Behavior	25									
103										
104										
105										

Program level Course- Po Matrix

CO-PSO Matrix

As per NBA guidelines PSO mapping first year level

Cos	PSOs		
	PSO1	PSO2	PSO3
CO1			
CO2			
CO3			
CO4			
CO5			
CO6			

AVERAGE			

PO/PSO Assessment Process

Assessment Tools	Assessment Frequency	Assessment by	Reviewed by
Direct Assessment Tools			
Home written Assignment	Once in Semester	Course Faculty	Course Faculty
Case study	Twice in Semester	Course faculty	Course faculty
Role Play	Once in Semester	Course faculty	Course faculty
Indirect Assessment Tools			
Course End Survey	Once in Semester	Course Coordinator, PAC	PAC,DAC
Program Exit Survey	At the end of 4th semester 2nd year	Coordinator, PAC	PAC,DAC
Alumni Survey	Yearly Once after Graduation	Coordinator, PAC	PAC,DAC

PAC-Program Assessment Committee-

It is Department level committees composed of in-house faculty i.e. department faculty in which we can include subject handling senior faculty.

DAC- Department Advisory Committee –

This Committee Composed of alumni student, Current studying one student, Industry person, Subject expert from affiliated college or university.

Evaluation of Attainment of POs

= Weighted Average Value of PO * Average CO attainment Value/3

Evaluation of Attainment of PSOs

= Weighted Average value of PSO* Average CO attainment Value/3

Evaluation of Attainment of POs

PO Attainment Result – Course level

POs	Attainment level	
PO1	2.25*2.13/3	1.59
PO2	1.8*2.13/3	1.2
PO3	1.3*2.13/3	0.92
PO4	2*2.13/3	1.4

Po5	1*2.13/3	0.71
PO6	-	-
PO7	-	-
PO8	-	-
PO9	-	-
PO10	-	-

Result of PO Attainment:

102 Organizational Behavior	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
Aver	2.	1.8	1.3	2	1	-	-	-	-	-

a g e	2 5										
A tt ai n m e nt L e v el	1 . 5 9	1 . 2	0 . 9 2	1 . 4	0 . 7 1	-	-	-	-	-	

If attainment level not attaining ave[...] have to take corrective measure to a[...] average Value PO wise.

Corrective Measures:

PO	Expected attainment Level (Average)	Actual Attainment Level	Action Plan
PO1	2.25	1.59	Students are encouraged to enroll NPTEL Online certification Course and to appear for certification Exam
PO2	1.8	1.2	More case study we will conduct
PO3	1.3	0.92	More case studies
PO4	2	1.4	Focus more on different participative teaching learning methods which will enhance communication of student
PO5	1	0.71	Different activities we will conduct in class which will help to build leadership skill among students

Evaluation of Attainment of PSOs

= Weighted Average value of PSO* Average CO attainment Value/3

PSO Attainment Result – Course level

PSOs	Attainment level	
PSO1	--- *2.13/3	
PSO2	---*2.13/3	
PSO3	----*2.13/3	

Result of PSO Attainment:

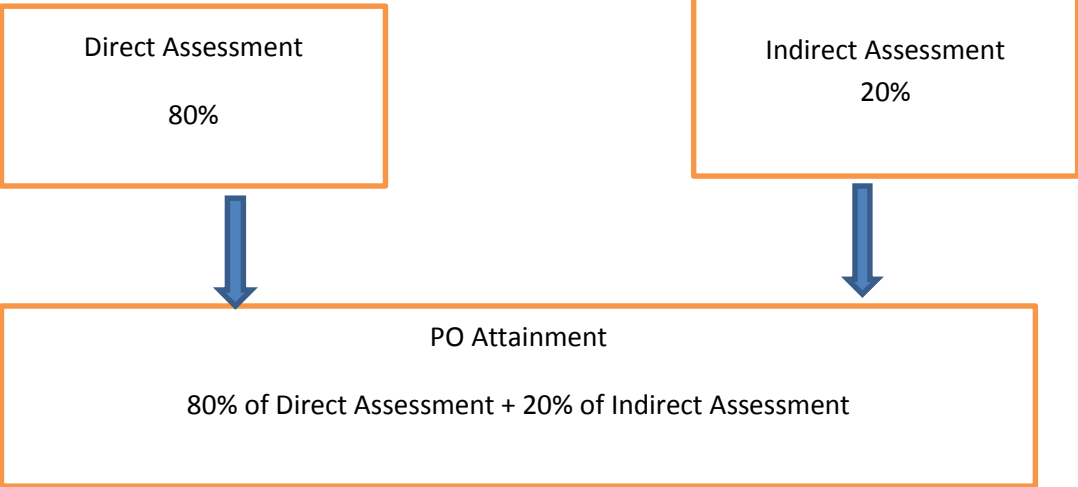| Course Name	PSO1	PO2	PO3
Average			
Attainment Level			

If attainment level not attaining average value then we have to take corrective measure to attain weighted average Value PSO wise.

Corrective Measures:

PO	Expected attainment Level (Average)	Actual Attainment Level	Action Plan
PSO1			

PSO2			
PSO3			

Program Level-PO/PSO Attainment

Direct Assessment	Indirect Assessment
80%	20%

PO Attainment

80% of Direct Assessment + 20% of Indirect Assessment

Formula:

Evaluation of attainment of POs:

0.8 * Direct attainment + 0.2 *Indirect Attainment

Evaluation of attainment of PSOs:

0.8 * Direct attainment + 0.2 *Indirect Attainment

Indirect Assessment Tools

Course Exit Survey:

At end of 2 years after Post- graduation, a questionnaire is given to graduates to obtain feedback on Program Outcomes (POs) / Program Specific outcomes (PSOs).

Alumni Survey

After completion of Post-graduation, a questionnaire is given to graduates to obtain feedback on program outcomes (POs)/ Program Specific outcomes (PSOs)

Computation of PO/ PSO Indirect Attainment:

Course Exit Survey:

Computation of PO Indirect Attainment:

((Level-1* No of student attempted)+ (Level-2* No of student attempted)+(Level-3 * No of student of attempted))/ Total No of student

Alumni Survey:

((Level-1* No of student attempted)+ (Level-2* No of student attempted)+(Level-3 * No of student of attempted))/ Total No of student

While Computation of Overall PO / PSO Attainment take average of two Course exit survey and Alumni survey

PO/PSO Indirect Attainment (Corse Exit Survey)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1
Student answered Level-1											
Student answered Level-2											
Student answered Level-3											
Total stu											

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	
dent participated											
PO-PSO attainment Level											

PO/PSO Indirect Attainment (Alumni Survey)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1
Student answered Level-1											
Student ans											

wered Level-2											
Student answered Level-3											
Total student participated											
PO-PSO attainment Level											

PO-PSO Indirect Attainment – Overall

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1
Course Exit Survey											
Alumni Survey											

A v e r a g e											

PO Attainment Overall

Course Code	Course name	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	
101										
102										
103										
104										
105										
Sum										
Average Direct attainment (A1)(Sum/ Total course having value For that PO)										

Indirect Attainment Value (B1)									
PO Attainment =(0.8*A1) +(0.2* B1)									

PSO Attainment Overall

Course Code	Course name	PSO1	PSO2	PSO3	PSO4
301					
302					
303					
304					
305					
Sum					
Average Direct attainment (A1)(Sum/ Total course having value For that PSO)					
Indirect Attainment Value (B1)					

PSO Attainment =(0.8*A1)+(0.2* B1)				

Based on Result of each PO/ PSO define Action taken for that first fix target level for each PO and PSO on the basis of average result of three years   and compare level wit attainment level

For Core Pos Fix higher target level and General POs fix lower target level

Action taken Based on Result of Evaluation of Each of The POs

PO	Target Level	Attainment Level	Observations
PO1 : Generic and Domain Knowledge - Ability to articulate, illustrate, analyze, synthesize and apply the knowledge of principles and frameworks of management and allied domains to the solutions of real-world complex business issues			
PO1			Mention course which not achieved target level
Action Plan for PO1:			
PO2: Problem Solving & Innovation - Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques.			
Action Plan For PO 2:			

Similarly Prepare for all POs

Action taken Based on Result of Evaluation of Each of The PSOs

PSO	Target Level	Attainment Level	Observations
PSO1 :			
PSO1			Mention course which not achieved target level
Action Plan for PSO1:			
PSO2:			
Action Plan For PSO 2:			