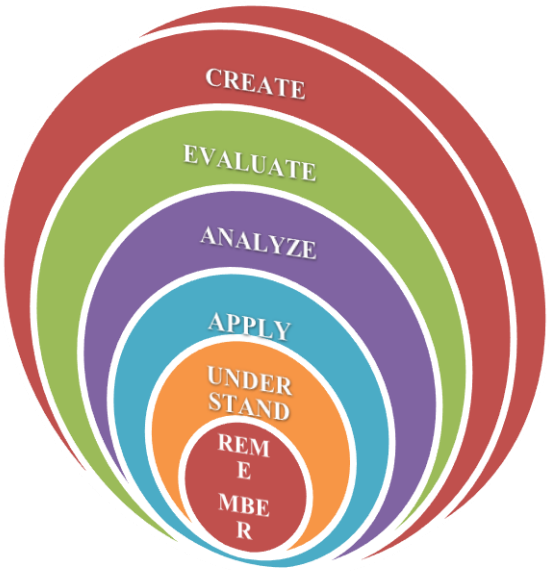
OUTCOME BASED EDUCATION BOOKLET

MASTER OF BUSINESS ADMINISTRATION
Post Graduation

For the batch of students admitted during Academic Year 2016-2017 & 2017-2018



.....Nurturing the Professionals for Future Leaders

INSTITUTE OF AERONAUTICAL ENGINEERING
(AUTONOMOUS)
Approved by AICTE: Affiliated to JNTUH and Accredited by NAAC with 'A' Grade
Dundigal, Hyderabad - 500 043

Vision

The Vision of the department is to excel in management education and research by nurturing the youth to become global management leaders.

Mission

We intend to empower the capabilities of the young managers to face various challenges in the global community by raising their acquired skills and knowledge.

In pursuit of excellence, we provide training and development activities, cultivate research skills, enhance entrepreneurship abilities and offer employability in multi-domain business organizations.

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Program Education Objectives and Outcomes

As Per NBA Norms Post June, 2015

Semester: I-I, I-II, II-I, II-II

Part – I

PROGRAM EDUCATIONAL OBJECTIVES AND OUTCOMES

First version 22 July, 2014

Program Educational Objectives, Program Outcomes and Assessment Criteria (Approved by DAC MBA on 3/9/2014):

Master of Business Administration Department Advisory Council: The Master of Business Administration Department Advisory Council (MBADAC) include a diverse group of experts from academic and industry, as well as alumni representation. The Advisory Board meets annually, or as needed, for a comprehensive review of the Master of Business Administration Department strategic planning and programs. The Advisory Council meets with administration, faculty and students and prepares a report, which is presented to principal. In each visit, the Department of Master of Business Administration responds to the report indicating improvements and amendments to the program.

1. PROGRAM EDUCATIONAL OBJECTIVES, OUTCOMES AND ASSESSMENT CRITERIA

Learning Outcomes, Assessment Criteria

The educational aims of a module are statements of the broad intentions of the teaching team. They indicate the objectives that the teaching team intends to cover and the learning opportunities that are necessary to be available to the student. A learning outcome is a statement that indicates the content that a learner (student) is expected to know, understand and/or be able to do at the end of a period of learning. It is advisable to express learning outcomes with the common prefix:

'On completion of (the period of learning e.g. module), the student is expected to be able to…'

Generally, learning outcomes do not specify curriculum, but more general areas of learning. It is not possible to prescribe precisely how specific a learning outcome statement should be. There is a balance to be struck between the degree of specificity in a learning outcome statement and that achieved by the assessment criteria. If there are too many learning outcomes for a module, then either they are becoming assessment criteria or they are specifying too much curricular detail. The curriculum should be described in the range statement. Too few learning outcomes are unlikely to provide sufficient information on the course. As a guide, there should be between 4 and 8 learning outcomes for a course.

The Program Educational Objectives (PEOs) of the Master of Business Administration department are broad statements or road maps describing career and professional objectives that intend the post-graduates to achieve through this program.

2. P.G – MASTER OF BUSINESS ADMINISTRATION PROGRAM

EDUCATIONAL OBJECTIVES

To focus on each individual career aspirations, IARE MBA is focusing on both Professional and Behavioral fitness of the students. Professional Fitness contains Career fitness and Subject proficiency and Behavioral fitness focuses on Communicational proficiency along with core competencies to fit in any organization. A post graduate of Institute of Aeronautical Engineering in Master of Business Administration discipline should have a successful career in management or a related field, and within two years, should attain the following:

PROGRAM EDUCATIONAL OBJECTIVES:

PEO1. Managerial Skills

To impart adequate knowledge of management theories and concepts to enhance research and learning for continuous growth and development.

PEO2. Professional Effectiveness and Contribution to Society

To provide the learners with exposure to solve business situations using management tools, to analyze and create newer opportunities in industry.

PEO3. Professional Education

To achieve appropriate communication skills and higher levels of proficiency for successful career in Industry, Business and Entrepreneurship.

PEO4. Exercising Leadership

To demonstrate the ability to maintain knowledge of emerging technologies to address the critical needs of the seamless strategic business operations

These objectives are quite broad by intention, as Master of Business Administration post graduates may seek further education or work in diverse areas. To make these objectives meaningful, they may be demonstrated by performance, actions, or achievements.

i. To prepare the students who will be able to attain a solid foundation in Master of Business Administration fundamentals with an attitude to pursue managerial skills.

- Make the students to understand their aptitude to choose the correct path of study which leads to higher qualifications and heights in the chosen field.
- Should be prepared to undergo rigorous training in their fields of working.
- Be capable of utilizing the solid foundation obtained at institute to apply successfully in solving the real time management problems.
- Students need to have creative thinking processes that are acquired through good training to find solutions to business problems.

ii. To prepare the students to function professionally in an increasingly international and rapidly changing world due to the advances in management and concepts and to contribute to the needs of the society.

- Adoptability and accommodative mind set to suit modern world and changing economies.
- By working hard in the chosen field and sharing the professional experience at different forums within and outside the country.
- Desirable to be a member of various professional societies (IMA, AIMA, AIMS and etc.) to keep yourself abreast with the state-of-the-art professionalism.
- Should continue additional education in a broad range of subjects other than management may be needed in order to meet professional challenges efficiently and effectively.
- Continuous interaction with educational and research institutions or industrial research labs.
- Have a sound foundation of knowledge within a chosen field and achieve good depth and experience of practice in it.
- Able to relate knowledge within chosen field to larger problems in society and able to appreciate the interaction between management and society.
- Strong grasp of quantitative reasoning and an ability to manage complexity and ambiguity.
- To conduct research, and design, develop, test and oversee the development of management systems for global upliftment.
- Applying professional knowledge to solve technical problems and develop products and services that benefit the society.
- A management student shall contribute to the society by research, design and development, testing and evaluation, application by strategies, maintenance by service, management and other functions like sales, customer service and etc.

iii. To prepare the students who will be able to excel, in their careers by being a part of success and growth of an organization, with which they are associated.

- To achieve this, the focus should not be limited to a managerial curriculum and even to the class room.
- Continuing professional education by attending short term in courses design to update managerial skills.
- A lifelong commitment to learning new and specialized information.
- Should accept first person responsibility and should take the initiative in carrying out the work.
- Should be determined for the duty and dedicated to work and have passion for that.
- Be delight at work with a positive attitude.
- Should be a detailed worker so that one can be relied by the organization.

iv. **To prepare the students to acquire and exercise excellent leadership qualities, at various levels appropriate to their experience, to address issues in a responsive, ethical, and innovative manner.**

- Gives ample opportunity to work in diverse fields to acquire leadership roles in professional circles outside the workplace.
- Should keep in mind that the opportunities may change with the times.
- Should be prepared for creative solo and collaborative brainstorming sessions.
- Be able to inspire the team with selfless motivation and attitude to achieve success.
- Ability to think laterally or at-least have a flexibility of thought and make choices based on the requirement for situation.

The department of Master of Business Administration periodically reviews these objectives and as part of this review process, encourages comments from all interested parties including current students, alumni, prospective students, faculty those who hire or admit our post graduates to other programs members of related professional organizations, and colleagues from other educational institutions.

3. P.G - MASTER OF BUSINESS ADMINISTRATION PROGRAM OUTCOMES

A post graduate of the Master of Business Administration Program Outcomes will demonstrate:

PROGRAM OUTCOMES:

PO1. Managerial Skills
Apply knowledge of management theories and practices to solve business problems

PO2. Decision-making Skills
Foster Analytical and critical thinking abilities for data-based decision making

PO3. Ethics
Ability to develop Value based Leadership ability

PO4. Communication Skills
Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business

PO5. Leadership Skills
Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to team environment

PO6. Entrepreneurial Skills
Ability to demonstrate the skills and evaluate issues related to entrepreneurship and to develop as entrepreneurs

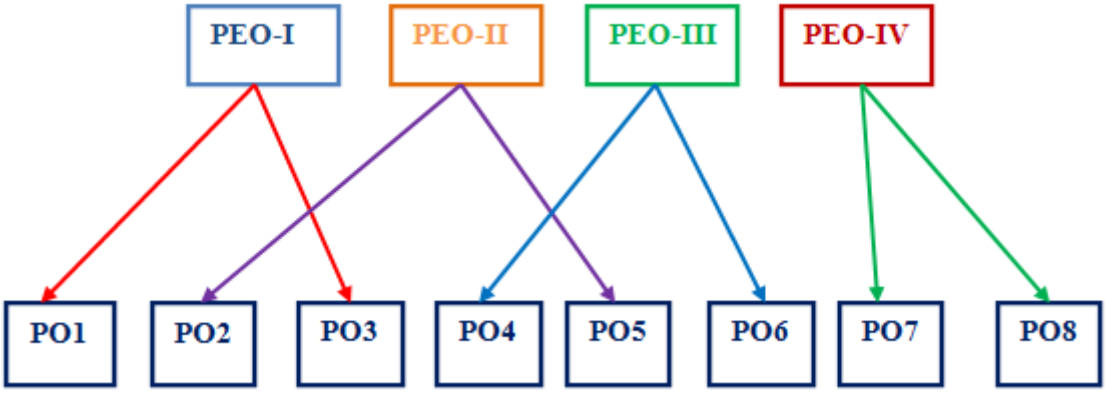
PO7. Strategic analysis
Ability to conduct strategic analysis using theoretical and practical applications

PO8. Technology Skills

Inculcate and develop technical skills to face the competitive world successfully

4. MAPPING OF PROGRAM EDUCATIONAL OBJECTIVES TO PROGRAM OUTCOMES

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



The following Table shows the correlation between the Program Educational Objectives and the Program Outcomes

S No	Program Educational Objectives		Program Outcomes
I	To impart adequate knowledge of management theories and concepts to enhance research and learning for continuous growth and development	**PO1**	**Managerial Skills** Apply knowledge of management theories and practices to solve business problems
		PO3	**Ethics** Ability to develop Value based Leadership ability
II	To provide the learners with exposure to solve business situations using management tools, to analyze and create newer opportunities in industry.	**PO2**	**Decision-making Skills** Foster Analytical and critical thinking abilities for data-based decision making
		PO5	**Leadership Skills** Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to team environment
III	To achieve appropriate communication skills and higher levels of proficiency for successful career in Industry, Business and Entrepreneurship	**PO4**	**Communication Skills** Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business
		PO6	**Entrepreneurial Skills** Ability to demonstrate the skills and evaluate issues related to entrepreneurship and to develop as entrepreneurs
IV	To demonstrate the ability to maintain knowledge of emerging technologies to address the critical needs of the seamless strategic business operations	**PO7**	**Strategic analysis** Ability to conduct strategic analysis using theoretical and practical applications
		PO8	**Technology Skills** Inculcate and develop technical skills to face the competitive world successfully career paths, to be an entrepreneur, and a zest for higher studies.

5. RELATION BETWEEN THE PROGRAM OUTCOMES AND PROGRAM EDUCATIONAL OBJECTIVES

A broad relation between the Program Educational Objectives and the Program Outcomes is given in
the following table:

POs ↓ / PEOs →		(1) Managerial Skills	(2) Professional Effectiveness And Contribution to Society	(3) Professional Education	(4) Exercising Leadership
PO 1	Managerial Skills	3			
PO 2	Decision-making Skills		3		
PO 3	Ethics	2			
PO 4	Communication Skills			3	
PO 5	Leadership Skills		3		
PO 6	Entrepreneurial Skills			3	
PO 7	Strategic analysis				3
PO 8	Technology Skills				3

Relationship between Program Outcomes and Program Educational Objectives
Key: 3 = Highly Related; 2 = Supportive

Note:

- The assessment process can be direct or indirect.
- The direct assessment will be through interim assessment by the faculty or by industry / technology experts.
- The indirect assessment on the other hand could be by students through course outcomes, department associations, exit interviews, employer's survey, alumni survey, infrastructure survey etc.
- Frequency of assessment can be once in a semester and justified by the program coordinator.

6. PROGRAM OUTCOMES OF (P.G) MBA POST-GRADUATES

Postgraduates from accredited programs must achieve the following learning outcomes, defined by broad areas of learning.

The outcomes are distributed within and among the courses within our curriculum, and our students are assessed for the achievement of these outcomes, through testing, surveys, and other faculty assessment instruments. Information obtained in these assessments is used in a short-term feedback and improvement loop.

Each Master of Business Administration student will demonstrate the following attributes by the time they post graduate:

PO1. Managerial Skills

Apply knowledge of management theories and practices to solve business problems

Performance Criteria Definitions

- Identify the concepts and/or equations
- Execute the solution using a logic and structured approach
- Evaluate the solution of the problem

PO2. Decision-making Skills

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

Performance Criteria Definitions

- Identify a management problem
- Formulate appropriate theoretical basis for the analysis of a given problem
- Analyze a managerial problem
- Evaluate the appropriate solution to a management problem

PO3. Ethics

Ability to develop Value based Leadership ability

Performance Criteria Definitions

- Demonstrate knowledge of professional code of ethics
- Understanding of ethical and professional issues
- Acknowledge the work of other in a consistent manner
- Exhibit honest behavior

PO4. Communication Skills

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

Performance Criteria Definitions

- Use appropriate format and grammatical structure
- Create a well organized document
- Present the results appropriately
- Demonstrate effective oral communication

PO5. Leadership Skills

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

Performance Criteria Definitions

- Use modern management tools for the system design, simulation and analysis
- Use activity based applications effectively to write technical reports and oral presentations
- Use modern techniques and industrial related design processes, analysis and troubleshooting

PO6. Entrepreneurial Skills

Ability to demonstrate the skills and evaluate issues related to entrepreneurship and to develop as entrepreneurs

Performance Criteria Definitions

- Informal meetings on current issues
- Participation in public service extracurricular activities
- Research and gather information
- Share responsibilities and duties
- Fulfill team role's duties

PO7. Strategic analysis

Ability to conduct strategic analysis using theoretical and practical applications

Performance Criteria Definitions

- Develop a methodology to accomplish the design
- Select a solution from the potential solutions
- Implement the solution

PO8. Technology Skills

Inculcate and develop technical skills to face the competitive world successfully

Performance Criteria Definitions

- Awareness of global effects of the product / practice /event
- Understanding of technological factors
- Awareness of implications to society at large

Courses offered in Master of Business Administration Curriculum (IARE-R18) –Vs- Program Outcomes Attained through course modules for I-I, I-II Semesters

Code	Subject	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CMB001	Management and Organizational Behavior	3	--	3	--	3	2	2	--
CMB002	Financial Accounting and Analysis	2	2	--	2	--	--	2	--
CMB003	Managerial Economics	2	2	1	2	2	--	--	--
CMB004	Business Law and Ethics	--	3	3	3	--	--	--	2
CMB005	Statistics for Management	2	-	--	2	--	3	--	--
CMB006	Human Resource Management	3	3	3	3	3	--	2	2
CMB007	Production and Operations Management	1	2	--	--	--	--	1	2
CMB008	Financial Management	2	3	--	3	--	--	-	1
CMB009	Management Information Systems and ERP	-	2	--	--	2	1	2	--
CMB010	Marketing Management	3	3	--	--	3	2	1	2

7. PROCEDURES FOR OUTCOME DELIVERY AND ASSESSMENT WITH RESPECT TO PROGRAM OUTCOMES

The categorization of outcomes of the above Computer science and Engineering courses is grouped as follows:
The Courses covered by Individual Program Outcomes and Program Specific Outcomes

PO1: Managerial Skills **Apply knowledge of management theories and practices to solve business problems**			
CMB001	Management and Organizational Behavior	CMB006	Human Resource Management
CMB002	Financial Accounting and Analysis	CMB007	Production and Operations Management
CMB003	Managerial Economics	CMB008	Financial Management
CMB005	Statistics for Management	CMB010	Marketing Management
PO2: Decision-making Skills **Foster Analytical and critical thinking abilities for data-based decision making**			
CMB002	Financial Accounting and Analysis	CMB007	Production and Operations Management
CMB003	Managerial Economics	CMB008	Financial Management
CMB004	Business Law and Ethics	CMB009	Management Information Systems and ERP
CMB006	Human Resource Management	CMB010	Marketing Management
PO3: Ethics **Ability to develop Value based Leadership ability**			
CMB001	Management and Organizational Behavior	CMB004	Business Law and Ethics
CMB003	Managerial Economics	CMB006	Human Resource Management
PO4: Communication Skills **Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business**			
CMB002	Financial Accounting and Analysis	CMB005	Statistics for Management
CMB003	Managerial Economics	CMBB06	Human Resource management
CMB004	Business Law and Ethics	CMB008	Financial Management
PO5: Leadership Skills **Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to team environment**			
CMB001	Management and Organizational Behavior	CMB009	Management Information Systems and ERP
CMB003	Managerial Economics	CMB010	Marketing Management
CMB006	Human Resource Management		
PO6: Entrepreneurial Skills **Ability to demonstrate the skills and evaluate issues related to entrepreneurship and to develop as entrepreneurs**			
CMB001	Management and Organizational Behavior	CMB009	Management Information Systems and ERP
CMB005	Statistics for Management	CMB010	Marketing Management
PO7: Strategic analysis **Ability to conduct strategic analysis using theoretical and practical applications**			

CMB001	Management and Organizational Behavior	CMB007	Production and Operations Management
CMB002	Financial Accounting and Analysis	CMB009	Management Information Systems and ERP
CMB006	Human Resource Management	CMB010	Marketing Management
PO8: Technology Skills **Inculcate and develop technical skills to face the competitive world successfully**			
CMB004	Business Law and Ethics	CMB008	Financial Management
CMB006	Human Resource Management	CMB010	Marketing Management
CMB007	Production and Operations Management		

8. METHODS OF MEASURING LEARNING OUTCOMES AND VALUE ADDITION

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

i. Mid Semester Course Evaluation
ii. End-of Semester Course Evaluation
iii. Continuous Evaluation of Classroom Performance
iv. Course Objective Surveys
v. Course Instructor's Evaluations
vi. Graduating Senior's survey
vii. Alumni Survey
viii. Employer Survey
ix. Department Academic Committee and Faculty Meetings
x. Professional Societies

The above assessment indicators are detailed below.

i. Mid Semester Course Evaluation

Mid semester course reviews are conducted for all courses by the department. All students are encouraged to actively participate in this evaluation process. These evaluations are critically reviewed by HOD and senior faculty and the essence is communicated to the faculty concerned to analyze, improve and practice so as to improve the performance of the student.

ii. End-of Semester Course Evaluation

The end-of semester course reviews are conducted, feedback taken from students and remedial measures will be taken up such that the student gets benefited before going for the university end exams. The positive and negative comments made by the students about the course are recorded and submitted to the departmental academic council (DAC) and to the Principal for taking necessary actions to better the course for subsequent semesters.

iii. Continuous Evaluation of Classroom Performance

Students are encouraged and motivated to participate actively in the classroom proceedings by way of interactive teaching by the instructor. Surprise class tests comprising of short answer questions, quiz based discussions, and management activities are conducted to strengthen the management-learning process. Apart from teacher control and covering content, the teacher also acts as a felicitator and students discover things for themselves, enabling them to be more independent and becoming life-long learners exploring student-centric educational philosophy.

iv. Course Objective Surveys

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

v. Course Instructor's Evaluations

The course coordinator will collect the course portfolios from the respective instructors of each course offered in a given semester at the beginning of the semester as well as at the end of the semester. They remain on file for verification and study by the entire faculty. This helps the course coordinator and faculty to understand how effectively we can teach the given course. Betterment can be achieved from time to time and continuous improvement can be shown in handling courses in the subsequent semesters.

vi. Graduating Senior's Survey

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

vii. Alumni Survey

The survey asks former students of the department about the status of their employment and further education, perceptions of institutional emphasis, estimated gains in knowledge and skills, involvement as undergraduate students, and continuing involvement with Institute of Aeronautical Engineering. This survey is administered every three years. The data obtained will be analyzed and used in continuous improvement.

viii. Employer Survey

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

ix. Department Academic Committee and Faculty Meetings

The DAC meets bi-annually for every academic year to review the strategic planning and modification of PEOs. Faculty meetings are conducted at least once in fort night for ensuring the implementation of DAC's suggestions and guidelines. All these proceeding are recorded and kept for the availability of all faculties.

x. Professional Societies

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

Part - II

METHODOLOGY FOR PREPARATION AND ASSESSMENT OF COURSE LEVEL STUDENT LEARNING OUTCOMES

Although the term "Expected Learning Outcome" may be new, the process of identifying the key concepts or skills that students are expected to learn during specific courses is not. Many people are more familiar with the terms "course objective" or "course competency". Expected learning outcomes are really very similar to both of these concepts, so if you already have course objectives or competencies, you are close to having expected learning outcomes for class.

This will provide information on exactly what expected learning outcomes are and what methods can be used to assess them. This is designed to assist faculty with the process of developing expected learning outcomes and methods for assessing those outcomes in their courses. This provides basic information related to (1) course purpose; (2) expected learning outcomes; (3) methods for assessing expected learning outcomes; (4) criteria for grade determination; and (5) course outline.

Expected Learning Outcomes:

After reading and completing this, individuals will be able to:

- Prepare a description of the course as well as a written statement regarding the course's purpose;
- Construct/develop expected learning outcomes for the course;
- Create an assessment plan that outlines the specific methods that will be used to assess the expected student learning outcomes for a course;
- Describe how grades will be determined in a process that is separate and distinct from assessing the expected learning outcomes;
- Identify the common components of a course outline
- Revise their course syllabi to incorporate a course purpose, expected learning outcomes, methods to assess those outcomes, the criteria for grade determination, and a course outline.
- This process uses some terminology related to expect learning outcomes and assessment. A brief glossary of terms has been provided below for reference purposes.

Assessment of expected learning outcomes:
The process of investigating (1) what students are learning and (2) how well they are learning it in relation to the stated expected learning outcomes for the course.

Assessment plan:
The proposed methods and timeline for assessment-related activities in a given course (e.g., when are you going to check what/how well the students are learning and how are you going to do that?).

Classroom Assessment Technique (CAT):
Angelo and Cross (1993) developed a variety of techniques/activities than can be used to assess students' learning. These CATs are often done anonymously and are not graded. These activities check on the class' learning while students are still engaged in the learning process. An example of a CAT is a non-graded quiz given a few weeks before the first exam.

Course description:
A formal description of the material to be covered in the course.

Course purpose:
The course purpose describes the intent of the course and how it contributes to the programme. The course purpose goes beyond the course description.

Expected learning outcome:
A formal statement of what students are expected to learn in a course (synonyms for "expected learning outcome" include learning outcome, learning outcome statement, and student learning outcome).

Evaluation:
Making a judgment about the quality of student's learning/work and assigning marks based on that judgment. Evaluation activities (such as exams, papers, etc.) are often seen as formal ways to assess the expected learning outcomes for a course.

Methods for assessing student learning outcomes:
This term refers to any technique or activity that is used to identify what students are learning or how well they are learning. Formal methods for evaluating student learning outcomes include Continuous Assessment Tests, Mid Semester Test, Tutorials, and End Semester Examination etc. The assessment methods are used to identify how the well students have acquired the learning outcomes for the course.

1. COURSE PURPOSE

One of the first steps in identifying the expected learning outcomes for a course is identifying the purpose of teaching in the course. By clarifying the purpose of the course, faculty can help discover the main topics or themes related to students' learning. These themes help to outline the expected learning outcomes for the course.

The course purpose involves the following:

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

The "Course Description" provides general information regarding the topics and content addressed in the course, the "Course Purpose" goes beyond that to describe how this course fits in to the students' educational experience in the programme.

2. EXPECTED LEARNING OUTCOMES

Expected Learning Outcome (definition)
An expected learning outcome is a formal statement of what students are expected to learn in a course. Expected learning outcome statements refer to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc. that faculty members expect students to develop, learn, or master during a course (Suskie, 2004). Expected learning outcomes are also often referred to as "learning outcomes", "student learning outcomes", or "learning outcome statements".

Simply stated, expected learning outcome statements describe:

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

Learning outcomes have three major characteristics

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

Effectively developed expected learning outcome statements should possess all three of these characteristics. When this is done, the expected learning outcomes for a course are designed so that they can be assessed (Suskie, 2004).

3. TO DEFINE EFFECTIVE LEARNING OUTCOME STATEMENTS

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

Examples of good action words to include in expected learning outcome statements:
Compile, identify, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, compute, discuss, explain, predict, assess, compare, rate, critique, outline, or evaluate

There are some verbs that are unclear in the context of an expected learning outcome statement (e.g., know, be aware of, appreciate, learn, understand, comprehend, and become familiar with). These words are often vague, have multiple interpretations, or are simply difficult to observe or measure (American Association of Law Libraries, 2005). As such, it is best to avoid using these terms when creating expected learning outcome statements.

For example, please look at the following learning outcomes statements:

- The students will understand basic Data Mining techniques.
- The students will appreciate knowledge discovery from Data Mining techniques.

Both of these learning outcomes are stated in a manner that will make them difficult to assess. Consider the following:

- How do you observe someone “understanding” a theory or “appreciating” Data Mining techniques?
- How easy will it be to measure “understanding” or “appreciation”?

These expected learning outcomes are more effectively stated the following way:

- The students will be able to identify and describe what techniques are used to extract knowledge from Database Repositories.
- The students will be able to identify the characteristics of Classification techniques from other Data Mining techniques.

Incorporating Critical Thinking Skills into Expected Learning Outcomes Statements

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

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

Definitions of the different levels of thinking skills in Bloom's taxonomy

1. **Remember** – recalling relevant terminology, specific facts, or different procedures related to information and/or course topics. At this level, a student can remember something, but may not really understand it.

2. **Understand** – the ability to grasp the meaning of information (facts, definitions, concepts, etc.) that has been presented.

3. **Apply** – being able to use previously learned information in different situations or in problem solving.

4. **Analyze** – the ability to break information down into its component parts. Analysis also refers to the process of examining information in order to make conclusions regarding cause and effect, interpreting motives, making inferences, or finding evidence to support statements/arguments.

5. **Evaluate** – being able to judge the value of information and/or sources of information based on personal values or opinions.

6. **Create** – the ability to creatively or uniquely apply prior knowledge and/or skills to produce new and original thoughts, ideas, processes, etc. At this level, students are involved in creating their own thoughts and ideas.

List of Action Words Related to Critical Thinking Skills

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

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Choose	Classify	Apply	Analyze	Agree	Adapt
Define	Compare	Build	Assume	Appraise	Build
Find	Contrast	Choose	Categorize	Assess	Change
How	Demonstrate	Construct	Classify	Award	Choose
Label	Explain	Develop	Compare	Choose	Combine
List	Extend	Experiment with	Conclusion	Compare	Compile
Match	Illustrate	Identify	Contrast	Conclude	Compose
Name	Infer	Interview	Discover	Criteria	Construct
Omit	Interpret	Make use of	Dissect	Criticize	Create
Recall	Outline	Model	Distinguish	Decide	Delete
Relate	Relate	Organize	Divide	Deduct	Design
Select	Rephrase	Plan	Examine	Defend	Develop
Show	Show	Select	Function	Determine	Discuss
Spell	Summarize	Solve	Inference	Disprove	Elaborate
Tell	Translate	Utilize	Inspect	Estimate	Estimate
What			List	Evaluate	Formulate
When			Motive	Explain	Happen
Where			Relationships	Importance	Imagine

Which Who Why			Simplify Survey Take part in Test for Theme	Influence Interpret Judge Justify Mark Measure Opinion Perceive Prioritize Prove Rate Recommend Rule on Select Support Value	Improve Invent Make up Maximize Minimize Modify Original Originate Plan Predict Propose Solution Solve Suppose Test Theory

4. TIPS FOR DEVELOPING COURSE LEVEL EXPECTED LEARNING OUTCOMES STATEMENTS

- Limit the course-level expected learning outcomes to 5 - 10 statements for the entire course (more detailed outcomes can be developed for individual units, assignments, chapters, etc.).
- Focus on overarching or general knowledge and/or skills (rather than small or trivial details).
- Focus on knowledge and skills that are central to the course topic and/or discipline.
- Create statements that are student-centered rather than faculty-centered (e.g., "upon completion of this course students will be able to list the name of all Communication techniques" versus "one objective of this course is to teach the names of all Communication techniques").
- Focus on the learning that results from the course rather than describing activities or lessons in the course.
- Incorporate or reflect the institutional and departmental missions.

Incorporate various ways for students to show success (outlining, describing, modeling, depicting, etc.) rather than using a single statement such as "at the end of the course, students will know _____" as the stem for each expected outcome statement.

5. SAMPLE EXPECTED LEARNING OUTCOMES STATEMENTS

The following depict some sample expected learning outcome statements from selected courses.

Financial Management:

After completing this course the student must demonstrate the knowledge and ability to:

1. Describe the meaning, definitions, nature and scope of financial management
2. Identify the goals, evolution and functions of financial management
3. Examine the new role of finance function in contemporary scenario
4. Illustrate the differences between profit maximization and wealth maximization
5. Demonstrate the concepts of risk return trade off, time value, future value and present value of money
6. Discuss the meaning, definitions, characteristics and importance of investment decisions

7. Apply the methods and principles of capital budgeting
8. Predict the investment decision process and significance of capital budgeting
9. Explain the term capital budgeting decision under risk and uncertainty and methods of capital budgeting techniques
10. Determine the concept and measurement of cost of capital
11. Examine the meaning, definitions, importance and theories of cost of capital and capital structure and dividend theories
12. Summarize the importance of working capital management, current assets management, cash management and inventory management.

Human Resource Management:

After completing this course the student must demonstrate the knowledge and ability to:

13. Understand and gain knowledge in nature and scope of international human resource management, cultural and reality shock. Understanding of different tools used in forecasting and planning human resource needs
14. Analyze the international human resource management models, concept, pool's adaptation of harvard model, the brewster and bournois model and comparative employment policy.
15. Recognize the significance of convergence theory, marxist theory, the cultural approach power distance (PDI), uncertainty avoidance (UAI), individuality (INV) and masculinity.
16. Use and explore the social environment and human resource practices, staffing: international recruitment, selection, training and hiring policies, employee recruitment, selection, and retention plans and processes
17. Demonstrate the appropriate use of job descriptions, application forms and related staffing tools such as internet recruiting
18. Identify the advantages and disadvantages of induction processes for new incumbents in a role
19. Develop the current legal and ethical requirements of the recruitment and selection process and impacts on the selection process.
20. Evaluate the development of global managers, concept, essential qualities of global literate leader , communication and interpersonal Relations
21. Analyze the key issues related to administering the human elements such as motivation, compensation, appraisal, career planning, diversity, ethics, succession planning and managerial stimulation's
22. Demonstrate appropriate implementation, monitoring and assessment procedures of training.

Marketing Management:

After completing this course the student must demonstrate the knowledge and ability to:

1. Addresses the management challenge of designing and implementing the best combination of marketing actions to carry out a firm's strategy in its target markets
2. Applying the analytic perspectives, decision tools, and concepts of marketing to decisions involving segmentation, targeting and positioning, product offering.
3. Identify and demonstrate the dynamic nature of the environment in which marketing decisions are taken and appreciate the implications for marketing strategy determination and implementation.
4. Analyze the relevance of marketing concepts and theories in evaluating the impacts of environmental changes on marketing planning, strategies and practices.

6. AN OVERVIEW OF ASSESSMENT

What is assessment?

According to Palomba and Banta (1999) assessment involves the systematic collection, review, and use of evidence or information related to student learning. Assessment helps faculty understand how well their students understand course topics/lessons. Assessment exercises are often anonymous. This anonymity allows students to respond freely, rather than trying to get the "right" answer or look good. Assessment exercises attempt to gauge students' understanding in order to see what areas need to be re-addressed in order to increase the students' learning.

In other words, assessment is the process of investigating (1) what students are learning and (2) how well they are learning it in relation to the stated expected learning outcomes for the course. This process also involves providing feedback to the students about their learning and providing new learning opportunities/strategies to increase student learning.

For example, Dr. JVR initiates a class discussion on material from Chapter One and determines that most students are confused about Topic X. This class discussion served as a method for assessing student learning and helped determine the fact that student learning related to Topic X is somewhat lacking. Dr. JVR now has the opportunity to (1) inform the students that there is some confusion and (2) make adjustments to address this confusion (e.g., ask student to re-read Chapter One, re-lecture over Topic X, etc.). This assessment process helps increase students' learning.

What is the difference between "evaluation" and "assessment"?

Evaluation focuses on making a judgment about student work to be used in assigning marks that express the level of student performance. Evaluation is usually used in the process of determining marks. Evaluation typically occurs after student learning is assumed to have taken place (e.g., a final exam). Evaluation is part of the assessment process. Course assignments that are evaluated/graded (e.g., exams, papers, tutorials, etc.) are often seen as formal assessment techniques.

While evaluation is an important component of most classrooms, it does have some limitations. For example, if the class average on an exam is a 45%, is seems pretty clear that something went wrong along the way. When one has only evaluated the final learning product, it can be challenging to go back and discover what happened. It can also be difficult to address the situation or provide opportunities for students to learn from their mistakes. Yes, a curve on an exam can help address a low class average, but does it help the students learn? Engaging in informal assessment activities throughout the course can help avoid this situation.

What is involved in the assessment process?

1. Establishing expected learning outcomes for the course;
2. Systematically gathering, analyzing, and interpreting evidence (through formal assessment activities such as exams or papers and informal assessment activities such as in-class discussions exercises) to determine how well the students' learning matches:
    - Faculty expectations for what students will learn and
    - The stated expected learning outcomes for the course
3. Faculty members should use this evidence/assessment of student learning to:
    - Provide questionery to students about their learning (or lack thereof) and
    - Adjust their teaching methods and/or students' learning behaviors to ensure greater student learning (Maki, 2004).

The Best Practice in a Classroom Assessment and is an example of a method that can be used to assess learning outcomes. At the end of a class period or major topic, faculty ask students to anonymously write down what point(s) were the most unclear to them. After class, faculty members review these responses and then re-teach or re-address any confusing topics, thus increasing student learning (Angelo & Cross, 1993).

7. DESCRIPTION OF A COURSE PURPOSE

When planning a course and determining the Learning Outcomes for that course, it is important to examine the course's purpose within the context of the college, and/or the department/program. This process will assist faculty in determining the intent of the course as well as how the course fits into the curriculum. This will help identify the essential knowledge, skills, etc. that should be incorporated into the course and the stated expected learning outcomes for the course. The course purpose section should clarify the level of the course within the programme (e.g., is the course required as a core or an elective and whether it requires any pre-requisites etc.). It should also describe the course's role in the departmental/programmatic curriculum by addressing the intent (importance, main contribution etc.) of the course.

STEP ONE: Determine if the course is part of the AIMS / IIMS / IBM Model Curriculum
The earliest curriculum was published in 1968 for Management Studies (MS) by the Association for Management Studies (AMS), and in 1977 the Association of Management Studies provided its first curriculum recommendations. In the late 1980's the MS and the AIMS together formed a task force to create curricula for Management Studies. The core curriculum covers classes in management studies curriculum, and subsequently separate curricula reports were issued for management systems.

STEP TWO: Determine how the course fits into the departmental curriculum
Here are some questions to ask to help determine how a course fits in the departmental curriculum:
What role does the course play in the departmental/programmatic curriculum?

- Is this course required?
- Is this course an elective?
- Is this course required for some students and an elective for others?
- Does this class have a pre-requisite?
- Is this class a pre-requisite for another class in the department?
- Is this course part of AIMS / AICTE Model Curriculum?

How advanced is this course?

- Is this course an postgraduate or undergraduate course?
- Where does this course fall in students' degree plan - as an introductory course or an advanced course?
- Can I expect the students taking this course to know anything about the course topic?
- Are other faculty members counting on students who have taken this course to have mastered certain knowledge or skills?

When students leave this course, what do they need to know or be able to do?

- Is there specific knowledge that the students will need to know in the future?
- Are there certain practical or professional skills that students will need to apply in the future?
- Five years from now, what do you hope students will remember from this course?

What is it about this course that makes it unique or special?

- Why does the program or department offer this course?
- Why can't this course be "covered" as a sub-section of another course?
- What unique contributions to students' learning experience does this course make?
- What is the value of taking this course? How exactly does it enrich the program or department?

8. PROCEDURE FOR DEVELOPMENT OF EXPECTED LEARNING OUTCOMES FOR A COURSE

The following pages should be of assistance in developing several broad, effectively stated expected learning outcomes for a course. When beginning to construct expected learning outcome statements, it is always good to think about the learners.
Please take a moment to think about the student learners in the course. Please consider the following questions:

- What are the most essential things the students need to know or be able to do at the end of this course?
- What knowledge and skills will they bring with them?
- What knowledge and skills should they learn from the course?

When you begin thinking about the expected learning outcomes for a course, it is a good idea to think broadly. Course-level expected learning outcomes do not need to focus on small details; rather, they address entire classes of theories, skill sets, topics, etc.

The "Course Description" contains the following contents:

- Course Overview
- Prerequisite(s)
- Marks Distribution
- Evaluation Scheme
- Course Objectives
- Course Outcomes
- How Course Outcomes are assessed
- Syllabus
- List of Text Books / References / Websites / Journals / Others
- Course Plan
- Mapping course objectives leading to the achievement of the program outcomes
- Mapping course outcomes leading to the achievement of the program outcomes

9. REFERENCES

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ANNEXURE - A: SAMPLE COURSE DESCRIPTION (As Per NBA Norms post June, 2015)

INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad -500 043

MASTER OF BUSINESS ADMINISTRATION

COURSE DESCRIPTOR

Course Title	**FINANCIAL MANAGEMENT**			
Course Code	**CMB008**			
Programme	MBA			
Semester	II			
Course Type	**CORE**			
Regulation	IARE - R16			
Course Structure	**Lectures**	**Tutorials**	**Practical Work**	**Credits**
	3	-	-	3
Chief Coordinator	Mr.M.Ramesh, Assistant Professor, MBA			
Course Faculty	Mr.M.Ramesh, Assistant Professor, MBA			

I. COURSE OVERVIEW:

The course focuses on the nature, scope, evolution of finance function; goals of finance function enable students to understand maximizing profit, wealth, welfare and earnings per share of business concern. Financial management is also very useful to the business concerns to take investment decisions, capital structure decisions and dividend decisions from time to time for the growth and development of business. This course includes management of cash, receivables, inventory and current assets in working capital planning. This course uses the analytical techniques and arriving at conclusions from financial information for the purpose of decision making.

II. COURSE PRE-REQUISITES:

Level	Course Code	Semester	Prerequisites
PG	CMBB02	I	Accounting for management

III. MARKS DISTRIBUTION:

Subject	SEE Examination	CIA Examination	Total Marks
Financial Management	70 Marks	30 Marks	100

IV. DELIVERY / INSTRUCTIONAL METHODOLOGIES:

✔	Chalk & Talk	✘	Quiz	✔	Assignments	✔	MOOCs
✔	LCD / PPT	✔	Seminars	✘	Mini Project	✔	Videos
✘	Open Ended Experiments						

V. EVALUATION METHODOLOGY:

The course will be evaluated for a total of 100 marks, with 30 marks for Continuous Internal Assessment (CIA) and 70 marks for Semester End Examination (SEE). Out of 30 marks allotted for CIA during the semester, marks are awarded by taking average of two CIA examinations or the marks scored in the make-up examination.

Semester End Examination (SEE): The SEE is conducted for 70 marks of 3 hours duration. The syllabus for the theory courses is divided into five units and each unit carries equal weightage in terms of marks distribution. The question paper pattern is as follows. Two full questions with "either" or "choice" will be drawn from each unit. Each question carries 14 marks. There could be a maximum of two sub divisions in a question.

The emphasis on the questions is broadly based on the following criteria:

50 %	To test the objectiveness of the concept.
50 %	To test the analytical skill of the concept OR to test the application skill of the concept.

Continuous Internal Assessment (CIA):
CIA is conducted for a total of 30 marks (Table 1), with 25 marks for Continuous Internal Examination (CIE), 05 marks for Alternative Assessment Tool (AAT).

Table 1: Assessment pattern for CIA

Component	**Theory**		**Total Marks**
Type of Assessment	CIE Exam	AAT	
CIA Marks	25	05	30

Continuous Internal Examination (CIE):

Two CIE exams shall be conducted at the end of the 8th and 16th week of the semester respectively. The CIE exam is conducted for 25 marks of 2 hours duration consisting of two parts. Part–A shall have five compulsory questions of one mark each. In part–B, four out of five questions have to be answered where, each question carries 5 marks. Marks are awarded by taking average of marks scored in two CIE exams.

Alternative Assessment Tool (AAT):

Marks shall be awarded considering the average of two AAT for every course. The AAT may include seminars, assignments, term paper, open ended experiments, five minutes video and MOOCs.

VI. HOW PROGRAM OUTCOMES ARE ASSESSED:

Program Outcomes (POs)		Strength	Proficiency assessed by
PO1	**Managerial Skills**: Apply knowledge of management theories and practices to solve business problems.	2	Assignments
PO2	**Decision making Skills**: Foster analytical and critical thinking abilities for data-based decision making.	3	Seminars
PO4	**Ethics**: An ability to understand professional and ethical responsibility**.**	3	Assignments
PO7	**Strategic analysis**: Ability to conduct strategic analysis using theoretical and practical applications.	2	Seminars
PO8	**Technology Skills:** Inculcate and develop technical skills to face the competitive world successfully.	1	Seminars

3 = High; 2 = Medium; 1 = Low

VII. COURSE OBJECTIVES :

The course should enable the students to:	
I.	Provide support for decision making and to monitor their decisions for any potential financial implications.
II.	Learn and implement the financial management strategies for effective utilization of financial resources in optimum manner.
III.	Ensure the availability of relevant and reliable financial and non-financial information for the purpose of wealth and profit maximization.
IV.	Focus on wealth maximization rather than profit maximization to achieve the objectives of finance function
V.	Develop the skills to analyze the impact of various financing alternatives on the wealth maximization / valuation of the firm

VIII. COURSE OUTCOMES (COs):

CO Code	CO's	At the end of the course, the student will have the ability to:	PO's Mapped	Strength of Mapping
CMB008.01	CO1	Describe the meaning, definitions, nature and scope of financial management.	PO1	2
CMB008.02	CO2	Identify the goals, evolution and functions of financial management.	PO1	2
CMB008.03	CO3	Examine the new role of finance function in contemporary scenario.	PO1	2
CMB008.04	CO4	Illustrate the differences between profit maximization and wealth maximization.	PO2	3
CMB008.05	CO5	Demonstrate the concepts of risk return trade off, time value, future value and present value of money.	PO2	3
CMB008.06	CO6	Discuss the meaning, definitions, characteristics and importance of investment decisions.	PO4	3
CMB008.07	CO7	Apply the methods and principles of capital budgeting.	PO4	3
CMB008.08	CO8	Predict the investment decision process and significance of capital budgeting.	PO7	2

CMB008.09	CO9	Explain the term capital budgeting decision under risk and uncertainty and methods of capital budgeting	PO7	2
CMB008.10	CO10	Determine the concept and measurement of cost of capital.	PO8	1
CMB008.11	CO11	Examine the meaning, definitions, importance and theories of cost of capital and capital structure and	PO8	1
CMB008.12	CO12	Summarize the importance of working capital management, current assets management, cash	PO8	1

3 = High; 2 = Medium; 1 = Low

IX. MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES:

Course Outcomes	Program Outcomes (POs)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	2							
CO 2	2							
CO 3	2							
CO 4		3						
CO 5		3						
CO 6				3				
CO 7				3				
CO 8							2	
CO 9							2	
CO 10								1
CO 11								1
CO 12								1

3 = High; 2 = Medium; 1 = Low

X. ASSESSMENT METHODOLOGIES – DIRECT

CIE Exams	PO1,PO2, PO4,PO7, PO8.	SEE Exams	PO1,PO2, PO4,PO7, PO8.	Assignments	PO1,PO4	Seminars	PO2, PO7, PO8.
Laboratory Practices	-	Guest Lecture	-	Mini Project	-	Certification	-
Term Paper							

XI. ASSESSMENT METHODOLOGIES - INDIRECT

√	ASSESSMENT OF COURSE OUTCOMES (BY FEEDBACK, ONCE)	√	STUDENT FEEDBACK ON FACULTY (TWICE)
X	ASSESSMENT OF MINI PROJECTS BY EXPERTS		

XII. SYLLABUS

UNIT– I	THE FINANCE FUNCTION
Nature and scope, evolution of finance function , new role in the contemporary scenario , goals of finance function, maximizing vs. satisfying, profit vs. wealth vs. welfare, the agency relationship and costs, risk-return trade off, concept of time value of money ,future value and present value.	
UNIT–II	**THE INVESTMENT DECISION**
Investment decision process, developing cash flow, data for new projects, capital budgeting techniques : traditional and discounted cash flow methods, the net present value vs. internal rate return debate; approaches for reconciliation, capital budgeting decision under conditions of risk and uncertainty; cost of capital: concept and measurement of cost of capital, debt vs. equity, cost of equity, preference shares, equity capital and retained earnings, weighted average cost of capital and marginal cost of capital. Importance of cost of capital in capital budgeting decisions.	
UNIT-III	**CAPITAL STRUCTURE DECISIONS**
Capital structure vs. financial structure: capitalization, financial leverage, operating leverage and composite leverage, earnings before interest and tax, Earning Per Share Analysis. Indifference Point/Break even analysis of financial leverage, capital structure theories: the Modigliani miller Theory, NI, NOI theory and traditional Theory: a critical appraisal.	
UNIT– IV	**DIVIDEND DECISIONS**
Dividends and value of the firm .Relevance of dividends, the MM hypothesis, Factors determining dividend policy, dividends and valuation of the firm, the basic models. Declaration and payment of dividends, bonus shares, Rights issue, share-splits, major forms of dividends: cash and bonus shares, The theoretical backdrop: dividends and valuation, Major theories cantered on the works of GORDON, WALTER and LITNER. A brief discussion on dividend policies of Indian companies, working capital management: components of working capital, gross vs. net working capital, determinants of working capital needs, the operating cycle approach.	
UNIT – V	**MANAGEMENT OF CURRENT ASSETS**
Management of cash, basic strategies for cash management, cash budget, cash management techniques/processes; management of receivables and management of inventory, the importance of current assets management in working capital planning, planning of working capital, financing of working capital through bank finance and trade credit, recommendations of Tandon and Daheja committee on working capital, cases.	
Text books	
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XIII. COURSE PLAN:

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

Lecture No	Topics to be covered	Course Outcomes (COs)	Reference
1	Definition, nature, scope and evolution of finance function.	CO1	T-1, R-2
2	New role of finance function in the contemporary scenario.	CO1	T-2, R-2
3	Goals of finance function.	CO1	T-1, R-2

Lecture No	Topics to be covered	Course Outcomes (COs)	Reference
4	Maximizing profit Vs wealth Vs welfare maximization.	CO1	T-1, R-2
5	The agency relationship and costs	CO1	T-2, R-2
6	Basic finance function concept i.e., risk return trade-off.	CO1	T-1, R-1
7	Concept of time value of money.	CO2	T-2, R-2
8	Concept of future value and present value.	CO2	T-1, R-2
9	Investment decision process.	CO2	T-2, R-2
10	Developing cash flow, data for new projects.	CO2	T-1, R-2
11	Capital budgeting techniques- traditional and discounted cash flow methods	CO3	T-1, R-2
12	Net present value Vs Internal rate of return debate.	CO3	T-2, R-2
13	Approaches for reconciliation.	CO4	T-1, R-2
14	Capital budgeting decision under conditions of risk and uncertainty.	CO4	T-2, R-2
15	Concept and measurement of cost of capital. Debt Vs Equity.	CO5	T-1, R-1
16	Cost of equity.	CO5	T-2, R-2
17	Cost of preference shares.	CO5	T-1, R-2
18	Cost of retained earnings.	CO6	T-2, R-2
19	Weighted average cost of capital and marginal cost of capital.	CO6	T-2, R-1
20	Importance of cost of capital in capital budgeting decisions.	CO6	T-2, R-2
21	Capital structure Vs financial structure.	CO7	T-1, R-1
22	Over and under capitalizations.	CO7	T-2, R-2
23	Financial leverage.	CO7	T-1, R-2
24	Operating leverage and composite leverage.	CO7	T-1, R-1
25	Earnings before interest and tax.	CO8	T-1, R-1
26	Earnings per share analysis	CO8	T-2, R-1
27	Break even analysis of financial leverage.	CO8	T-1, R-1
28	The Modigliani miller theory.	CO9	T-1, R-2
29-30	NI, Traditional theory and NOI theory.	CO9	T-1, R-1
31	Dividends and value of the firm.	CO10	T-1, R-1
32	Relevance of dividends, the MM hypothesis.	CO10	T-1, R-1
33	Factors determining dividend policy.	CO10	T-2, R-1
34	Dividends and valuation of the firm, the basic models.	CO11	T-1, R-1
35	Declaration and payment of dividends, bonus shares, Rights issue, share splits	CO11	T-1, R-1
36	Major forms of dividends: cash and bonus shares.	CO11	T-1, R-1
37	Major theories cantered on the works of GORDON, WALTER and LITNER	CO12	T-1, R-2
38	A brief discussion on dividend policies of Indian companies.	CO12	T-1, R-1
39	Components of working capital, gross vs. net working capital.	CO12	T-1, R-1
40	Determinants of working capital needs.	CO12	T-1, R-1
41	The operating cycle approach.	CO12	T-1, R-1

Lecture No	Topics to be covered	Course Outcomes (COs)	Reference
42	Management of cash, basic strategies for cash management..	CO12	T-1, R-2
43-44	Problems on the cash budget.	CO12	T-1, R-1
45-46	Management of receivables and management of inventory.	CO12	T-2, R-1
47	The importance of current assets management in working capital planning	CO12	T-1, R-1
48	Planning of working capital.	CO12	T-1, R-1
49	financing of working capital through bank finance and trade credit	CO12	T-2, R-1
50	Recommendations of Tandon committee on working capital	CO12	T-2, R-1

XIII. GAPS IN THE SYLLABUS - TO MEET INDUSTRY / PROFESSION REQUIREMENTS:

S. NO	DESCRIPTION	PROPOSED ACTIONS	RELEVANCE WITH POs
1	Definition, nature, scope and evolution of finance function, New role of finance function in the contemporary scenario, Goals of finance function and maximizing profit Vs wealth Vs welfare	Seminars / Guest Lectures.	PO 3, PO 5, PO 11
2	Capital budgeting techniques- traditional and discounted cash flow methods and Capital budgeting decision under conditions of risk and uncertainty.	Seminars / Guest Lectures.	PO 3, PO 5, PO 11, PO 9
3	Importance of cost of capital in capital budgeting decisions, Major theories cantered on the works of GORDON, WALTER and LITNER.	Seminars / Guest Lectures.	PO 2, PO 3, PO 5, PO 9
4	Importance of current assets management in working capital planning.	Seminars / Guest Lectures.	PO 2, PO 3, PO 5, PO 9

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