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| M.B.A.  **HUMAN RESOURCE MANAGEMENT** |
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| **SYLLABUS** |
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| **from the academic year**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |

**M.B.A. – HUMAN RESOURCE MANAGEMENT**

**(FULL TIME)**

**Choice Based Credit System**

# Program Educational Outcomes;

# PEO 1 – Employability: To develop students with industry specific knowledge & skills to meet the industry requirements and also join Public sector undertaking through competitive examinations.

# PEO 2 - Entrepreneur: To create effective business service owners, with a growth mindset by enhancing their critical thinking, problem solving and decision-making skills.

# PEO3 – Research and Development: To instill and grow a mindset that focusses efforts towards inculcating and encouraging the students in the field research and development.

# PEO 4 – Contribution to Business World: To produce ethical and innovative business professionals to enhance growth of the business world.

# PEO 5 – Contribution to the Society: To work and contribute towards holistic development of society by producing competent MBA professionals.

# Program Outcomes:

**PO1: Problem Solving Skill:** Application of tools & techniques relevant to management theories and practices in analyzing & solving business problems.

**PO2: Decision Making Skill:** Fostering analytical and critical thinking abilities for data-based decision making.

**PO3: Ethical Value:** Ability to develop value based leadership attributes.

**PO4: Communication Skill:** Ability to understand, analyze and effectively communicate global, economic, legal and ethical aspects of business.

**PO5: Individual and Team Leadership Skill:** Ability to be self-motivated in leading & driving a team towards achievement of organizational goals and contributing effectively to establish industrial harmony.

**PO6: Employability Skill:** Foster and enhance employability skills through relevant industry subject knowledge.

**PO7: Entrepreneurial Skill:** Equipped with skills and competencies to become a global entrepreneur.

**PO8: Contribution to Society:** Strive towards becoming a global influencer and motivating future generation towards building a legacy that contributes to overall growth of humankind.

# PEO – PO MAPPING

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PO 1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| PEO 1 | Y | Y | Y | Y | Y | Y | Y | Y |
| PEO 2 | Y | Y | Y | Y | Y |  | Y | Y |
| PEO3 | Y | Y | Y | Y | Y | Y |  | y |
| PEO 4 | Y | Y | Y | Y | Y | Y | Y | Y |
| PEO 5 | Y | Y | Y | Y | Y | Y | Y | Y |

# Y - Yes

# FIRST SEMESTER

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | Management Principles and Business Ethics | Core | 4 | - | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Quantitative Techniques and Research Methods in Business | Core | 3 | 1 | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Managing Organizational Behaviour | Core | 4 | - | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Accounting for Managers | Core | 3 | 1 | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Managerial Economics | Core | 4 | - | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Legal Systems in Business | Core | 4 | - | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Entrepreneurship Development | Extra Disciplinary | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | Soft Skills I – Executive Communication | Soft Skills | - | - | 2 | - | 2 | 30 | 25 | 75 | 100 |

# SECOND SEMESTER

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | Applied Operations Research | Core | 3 | 1 | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Human Resource Management | Core | 4 | - | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Marketing Management | Core | 4 | - | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Operations Management | Core | 3 | 1 | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Financial Management | Core | 3 | 1 | - | - | 4 | 60 | 25 | 75 | 100 |
|  | Strategic Management | Core | 4 | - | - | - | 4 | 60 | 25 | 75 | 100 |
|  | International Business | Extra Disciplinary | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | Soft Skills II – Business Etiquette | Soft Skills | - | - | 2 | - | 2 | 30 | 25 | 75 | 100 |
|  | Soft Skills III – Computing Skills | Soft Skills | - | - | 2 | - | 2 | 30 | 25 | 75 | 100 |

# THIRD SEMESTER

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | Information Systems for Business | Core | 4 | - | - | - | 4 | 60 | 25 | 75 | 100 |
|  | \*\*Choose any one from the list | Elective | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | \*\*Choose any one from the list | Elective | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | \*\*Choose any one from the list | Elective | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | \*\*Choose any one from the list | Elective | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | \*\*Choose any one from the list | Elective | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | \*\*Choose any one from the list | Elective | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | Employability skills | Extra Disciplinary | 3 | - | - | - | 3 | 45 | 25 | 75 | 100 |
|  | Soft Skills IV – Leadership and Team Building Skills | Soft Skills | - | - | 2 | - | 2 | 30 | 25 | 75 | 100 |
|  | \*\*\*Summer Internship | Internship | - | - | - | 1 | 3 | - | 100 | - | 100 |

**\*\* Students should choose six elective Course from the specialization list in consultation with the Head of the Institution.**

**For the categorization of specialization students can either opt for either single or dual specialization.**

**In case of students opting for single specialization, they should compulsorily choose 6 elective papers from one area specialization from the list given below:**

**In case of students opting for dual specialization. They should choose 3 elective papers from respective area of specialization.**

**\*\*\* Internship will be carried out during the summer vacation after the first year. Viva Voce will be conducted by the college and marks shall be sent to the University and the same will be included in the Third Semester Marks Statement.**

# FOURTH SEMESTER

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | # Project Work & Viva- Voce | Core | - | - | - | Y | 12 | - | 75 | 225 | 300 |

**L-Lecture T-Tutorial P- Practical O-Project**

**# The Project Work will be evaluated jointly by TWO Examiners (i.e. one Internal and the other External) for a Maximum of 225 Marks (9 Credits).**

**# The Viva- Voce will be conducted with Two Examiners (i.e. one Internal and the other External) for a Maximum of 75 Marks (3 Credits).**

**Specialization Courses: Human Resource Management**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| 1 | Human Resources Development | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 2 | Performance Management | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 3 | Organizational Development | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 4 | Industrial and Labour Relations | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 5 | Career Management | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 6 | Emotional Intelligence for Managerial Effectiveness | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 7 | HR Analytics | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 8 | Learning and Development | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 9 | Organizational Change | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 10 | Strategic HRM | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 11 | Talent Management | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 12 | Workplace counselling | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 13 | Human Capital Planning | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 14 | Human Resources Information System | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 15 | Stress Management | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 16 | Competency mapping | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 17 | International HRD | Elective | 3 | - | - | - | 3 | 3 | 25 | 75 | 100 |
| 18 | Compensation and Rewards Management | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |

**(An exclusive HRM lab with simulation, AI facilities as a common facility region wise is suggested)**

**#Choose any 6 elective courses from the above list in consultation with the HOD or Head.**

**SYLLABUS**

**SEMESTER I**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Management Principles and Business Ethics** | Core | 4 | - | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To familiarize the students to the basic concepts of management in order to aid in understanding how an organization functions. | | | | | | | | | | | | |
| C2 | To provide insights on Planning & Decision Making | | | | | | | | | | | | |
| C3 | To throw light on Organizing, Managing Change and Innovation | | | | | | | | | | | | |
| C4 | To elucidate on Leadership, Communication and Controlling. | | | | | | | | | | | | |
| C5 | To create awareness and importance of Business Ethics and Social Responsibility. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **Introduction:** Nature of Management – Concepts and Foundations of Management- Managerial Functions- Management Skills- The Evolution of Management Thought – Tasks of a Professional Manager –Organizational Culture - Environment– Systems Approach to Management – Levels in Management – Disaster Management | | | | | | | 12 | | | C1 | | |
| II | **Planning & Decision Making:** Steps in Planning Process – Scope and Limitations – Short Term and Long Term Planning – Flexibility in Planning – Characteristics of a Sound Plan – Management By Objectives (MBO). Strategic Management ProcessDecision Making Process and Techniques. Business Models | | | | | | | 12 | | | C2 | | |
| III | **Nature of Organizing:** Organization Structure and Design - Authority Relationships – Delegation of Authority and Decentralization – Interdepartmental Coordinator – emerging Trends in corporate Structure, Strategy and Culture – Impact of Technology on Organizational design – Mechanistic vs. Adoptive Structures – Formal and Informal Organization. Span of control – Pros and Cons of Narrow and Wide Spans of Control – Optimum Span - Managing Change and Innovation. | | | | | | | 12 | | | C3 | | |
| IV | **Leadership and Control:** Leadership: Approaches to Leadership and Communication.  Control: Concept of Control – Application of the Process of Control at Different Levels of Management (top, middle and first line). Performance Standards – Measurements of Performance – Remedial Action - An Integrated Control system in an Organization – Management by Exception (MBE) – | | | | | | | 12 | | | C4 | | |
| V | **Business Ethics:** Importance of Business Ethics – Ethical Issues and Dilemmas in Business - Ethical Decision Making and Ethical Leadership – Ethics Audit - Business Ethics and - CSR Models. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Possess the knowledge on the basic concepts of management and understand how an organization functions. | | | | | | | PO4, PO6, PO8 | | | | | |
| **CO2** | Possess knowledge on planning & decision making. | | | | | | | PO1, PO2 | | | | | |
| **CO3** | Have insights on organizing, managing change and Innovation | | | | | | | PO5, PO6, PO7 | | | | | |
| **CO4** | Learn leadership, communication and controlling skills. | | | | | | | PO4, PO5 | | | | | |
| **CO5** | Have better understanding on business ethics and social responsibility. | | | | | | | PO3, PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | https://deb.ugc.ac. In | | | | | | | | | | | | |
| 2. | http://wwww.managementconcepts. Com | | | | | | | | | | | | |
| 3. | International journal of Management Concepts and Philosophy | | | | | | | | | | | | |
| 4. | Journal of Management, Sage Publications | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Mukherjee, K., Principles of Management, 2nd Edition, Tata McGraw Hill Education Pvt. Ltd., 2009 | | | | | | | | | | | | |
| 2. | S. K. Mandal., Management Principles and practice, 3rd Edition, Jaico Publishing House, Jan.2011. | | | | | | | | | | | | |
| 3. | Griffin, R. W., Management, 11th Edition, South-Western College Publication, January 2018. | | | | | | | | | | | | |
| 4. | Koontz, H. and Weihrich, H., Essentials of Management: An International Perspective, 11th Edition, Tata McGraw Hill Education Private Ltd., July 2020 | | | | | | | | | | | | |
| 5. | Certo, S C. and Certo, T, Modern Management, 13th Edition, Prentice Hall, January 2014. | | | | | | | | | | | | |
| 6. | Robbins, S and Coulter, M, 11th Edition, Management, Prentice Hall, 11th edition, January 2012 | | | | | | | | | | | | |
| 7. | Shaikh Ubaid, Disaster Management, Technical publications, 1st edition, 2020 | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 2 |  | 2 |  | 2 |
| **CO 2** | 2 | 3 |  |  |  |  |  |  |
| **CO 3** |  |  |  |  | 2 | 2 | 2 |  |
| **CO 4** |  |  |  | 3 | 3 |  |  |  |
| **CO 5** |  |  | 3 |  |  |  |  | 3 |

**3-Strong 2-Medium 1-Low**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Quantitative Techniques and Research Methods in Business** | Core | 3 | 1 | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To provide the students with an introduction to probability theory and discuss how probability calculations may facilitate their decision making. | | | | | | | | | | | | |
| C2 | To construct a coherent research proposal that includes an abstract, literature review, research questions, ethical considerations and methodology. | | | | | | | | | | | | |
| C3 | To understand the basic statistical tools for analysis & interpretation of qualitative and quantitative data. | | | | | | | | | | | | |
| C4 | To recognize the principles and characteristics of the multivariate data analysis techniques. | | | | | | | | | | | | |
| C5 | To become familiar with the process of drafting a report that poses a significant problem | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **Introduction:** Probability - Rules of probability- Probability distribution; Binomial, Poisson and Normal Distributions, their applications in Business and Industrial Problem- Baye’s Theorem and its applications - Decision Making under risk and uncertainty; Maximax, Maximin, Regret Hurwitz and Laplace Criteria in Business and Decision Making - Decision tree. | | | | | | | 17 | | | C1 | | |
| II | **Research Methods:** Research - Definition - Research Process - Research Design – Definition- Types Of Research Design - Role of Theory in Research - Variables in Research – Objectives - Hypothesis -Types of Data; Preliminary Vs Secondary- Methods of Primary Data Collection; Survey, Observation, Experiments - Construction Of Questionnaire - Questionnaire Schedule- Validity and Reliability of Instruments - Types of Scales; Nominal, Ordinal, Interval - Types of Attitude Measurement Scales – Sampling Techniques; Probability And Non probability Techniques- Optimal Sample Size determination. | | | | | | | 10 | | | C2 | | |
| III | **Data Preparation and Analysis:** Data Preparation - Editing –Coding- Data Entry- Data Analysis- Testing Of Hypothesis Univariate and Bivariate Analysis -Parametric And Nonparametric Tests and Interpretation of Test Results- Chi-Square Test- Correlation; Karl Pearson’s Vs Correlation Coefficient and Spearman's Rank Correlation- Regression Analysis - One Way and Two Way Analysis of Variance. | | | | | | | 15 | | | C3 | | |
| IV | **Multivariate Statistical Analysis:** Exploratory and Confirmatory Factor Analysis -Discriminant Analysis- Cluster Analysis -Conjoint Analysis -Multiple Regression- Multidimensional Scaling- Their Application In Marketing Problems -Application of Statistical Software For Data Analysis- SEM Analysis | | | | | | | 09 | | | C4 | | |
| V | **Report Writing and Ethics in Business Research:** Research Reports- Different Types -Report Writing Format- Content of Report- Need For Executive Summary- Chapterization -Framing the Title of the Report- Different Styles Of Referencing -Academic Vs Business Research Reports - Ethics In Research. | | | | | | | 09 | | | C5 | | |
|  | **Total** | | | | | | | 60 | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Be able to develop problem-solving techniques needed to accurately calculate probabilities. | | | | | | | PO1, PO2, PO6, PO7 | | | | | |
| **CO2** | Be able to devise research methods, techniques and strategies in the appropriate manner for managerial decision making and conduct research for the industry. | | | | | | | PO4, PO6 | | | | | |
| **CO3** | Be able to apply and interpret the different types of quantitative and qualitative methods of data analysis. | | | | | | | PO4, PO6 | | | | | |
| **CO4** | Be able to use multivariate techniques appropriately, undertake multivariate hypothesis tests, and draw appropriate conclusions. | | | | | | | PO4, PO6 | | | | | |
| **CO5** | Be able to present orally their research or a summary of another’s research in an organized, coherent, and compelling fashion. | | | | | | | PO4, PO6 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | <https://www.dartmouth.edu/~chance/teaching_aids/books_articles/probability_book/amsbook.mac.pdf> | | | | | | | | | | | | |
| 2. | <https://study.com/academy/topic/probability.html> | | | | | | | | | | | | |
| 3. | <https://onlinecourses.nptel.ac.in/noc18_ma07/preview> | | | | | | | | | | | | |
| 4. | <https://hbr.org/1964/07/decision-trees-for-decision-making> | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Kumar, R., Research Methodology: A Step-by-Step guide for Beginners, Sage, South Asia, 4th Edition, 2014. | | | | | | | | | | | | |
| 2. | Srivastava, T.N. and Rego, S., Statistics for Management, 2nd Edition, Tata McGraw Hill, 3rd Edition, 2016. | | | | | | | | | | | | |
| 3. | Cooper, D.R., Schindler, P. And Business Research Methods, Tata- McGrew Hill,12th Edition, 2012. | | | | | | | | | | | | |
| 4. | Cooper, D.R., Schindler, P. and Sharma, J.K., Business Research Methods,11th Edition, Tata-McGraw Hill, 12 th Edition, 2018. | | | | | | | | | | | | |
| 5. | Johnson, R.A., and Wichern, D.W., Applied Multivariate Statistical Analysis, PHI Learning Pvt. Ltd., 6 th Edition, 2012. | | | | | | | | | | | | |
| 6. | Anderson, Sweeny, Williams, Camm and Cochran, Statistics for business and Economics, Cengage Learning, New Delhi, 13th Edition, 2017 | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | 3 | 3 |  |  |  | 3 | 3 |  |
| **CO 2** |  |  |  | 3 |  | 3 |  |  |
| **CO 3** |  |  |  | 2 |  | 2 |  |  |
| **CO 4** |  |  |  | 2 |  | 2 |  |  |
| **CO 5** |  |  |  | 2 |  | 3 |  |  |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Managing Organizational Behaviour** | Core | 4 | - | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To familiarize the students to the basic concepts of managing Organizational Behaviour in order to aid in understanding how an men behave in an organization. | | | | | | | | | | | | |
| C2 | To provide insights on Individual Differences, perception, learning, Attitudes values and motivation | | | | | | | | | | | | |
| C3 | To throw light on Group Dynamics and Interpersonal Communication | | | | | | | | | | | | |
| C4 | To elucidate on Leadership, Politics, Conflicts and Negotiation. | | | | | | | | | | | | |
| C5 | To create awareness and importance of work stress and Emotional Intelligence and its influence on employees in an organization. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **Introduction to Organizational Behaviour:** Historical background of OB - Concept Relevance of OB – Contributing disciplines - to the field of OB, challenges and opportunities for OB, foundations of Individual Behaviour. Theory – social theory- Organizational Citizenship Behaviour | | | | | | | 12 | | | C1 | | |
| II | **Individual Difference -** Personality – concept and determinants of personality – theories of personality – type of theories – trait theory – psycho analytic theory - social learning theory – Erikson’s stages of Personality Development Chris Argyris Immaturity to Maturity Continuum. Personality – Job fit.  **Perception:** Meaning Process – Factors influencing perception – Attribution theory  **Learning:** Classical, Operant and Social Cognitive Approaches – Managerial implications**.**  **Attitudes and Values**:– Components, Attitude – Behaviour relationship, formation, values.  **Motivation**: Early Theories of Motivation – Hierarchy of needs theory, Theory X and Theory Y, Two factor theory, McClelland’s theory of needs and Contemporary theories of motivation – Self – Determination theory, Job Engagement, Goal Setting theory, Self– efficacy theory, Re – inforcement theory, Equity theory, Expectancy theory. | | | | | | | 12 | | | C2 | | |
| III | **Group Dynamics –** Foundations of Group Behaviour – Group and Team - Stages of Group Development–Factors affecting Group and Team Performance - Group Decision making  **Interpersonal Communication –** Communication Process – Barriers to Communication– Guidelines for Effective Communication | | | | | | | 12 | | | C3 | | |
| IV | **Leadership –** Trait, Behavioural and Contingency theories, Leaders vs Managers Power and  **Politics:** Sources of Power – Political Behaviour in Organizations – Managing Politics.  **Conflict and Negotiation:** Sources and Types of Conflict –Negotiation Strategies– Negotiation Process. | | | | | | | 12 | | | C4 | | |
| V | **Work Stress:** Stressors in the Workplace – Individual Differences on Experiencing Stress - Managing Workplace Stress. Organizational Culture and Climate: Concept and Importance – Creating and Sustaining Culture.  **Emotional Intelligence,** Work Life Integration Practices.  Knowledge based enterprise- systems and Processes; Networked and virtual organizations. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Possess the knowledge on the basic concepts of managing Organizational Behaviour in order to aid in understanding how an men behave in an organization | | | | | | | PO4 | | | | | |
| **CO2** | Possess knowledge on Individual Differences, perception, learning, Attitudes values and motivation | | | | | | | PO3, PO6 | | | | | |
| **CO3** | Have insights on Group Dynamics and Interpersonal Communication | | | | | | | PO2, PO4, PO5 | | | | | |
| **CO4** | Learn Leadership, Politics, Conflicts and Negotiation. | | | | | | | PO5 | | | | | |
| **CO5** | Have better understanding on work stress and Emotional Intelligence and its influence on employees in an organization. | | | | | | | PO6, PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | [www.himpub.com](http://www.himpub.com) | | | | | | | | | | | | |
| 2. | <https://iedunote.com.organisational-behaviour> | | | | | | | | | | | | |
| 3. | [www.yourarticlelibrary.com/organisation/](http://www.yourarticlelibrary.com/organisation/) | | | | | | | | | | | | |
| 4. | Journal of Organizational Behaviour – wiley Online Library | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Prasad .L.M., Organisational Behaviour ,Sultan Chand and Sons, 2019 | | | | | | | | | | | | |
| 2. | C.B.Guptha, A Textbook Of Organisational Behaviours ,S.Chand & Company,2019 | | | | | | | | | | | | |
| 3. | K. Aswattappa, Organisational Behaviour, Himalaya Publishing House, 12th Edition, 2016. | | | | | | | | | | | | |
| 4. | Luthans, F. Organizational Behaviour, 12th Edition, Tata McGraw Hill Education, 2017. | | | | | | | | | | | | |
| 5. | McShane, S.L., Von Glinow, M.A., and Sharma, R.R., Organizational Behaviour, 5th Edition, Tata McGraw-Hill Education Pvt. Ltd., 2011. | | | | | | | | | | | | |
| 6. | Stephen P. Robins, Timothy A. Judge and Neharika Vohra, Essentials of Organisational Behaviour, 18th Edition, Pearson Education, 2019. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 2 |  |  |  |  |
| **CO 2** |  |  | 3 |  |  | 3 |  |  |
| **CO 3** |  | 3 |  | 3 | 3 |  |  |  |
| **CO 4** |  |  |  |  | 3 |  |  |  |
| **CO 5** |  |  |  |  |  | 3 |  | 2 |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Accounting For Managers** | Core | 3 | 1 | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To acquaint the students with the fundamentals of principles of financial, cost and management accounting | | | | | | | | | | | | |
| C2 | To enable the students to prepare, analyses and interpret financial statements | | | | | | | | | | | | |
| C3 | To acquaint the students with the tools and techniques of financial analysis | | | | | | | | | | | | |
| C4 | To enable the students to take decisions using management accounting tools. | | | | | | | | | | | | |
| C5 | To enable the students to prepare the reports with the accounting tools and facilitate managerial decision making. | | | | | | | | | | | | |
|  | **SYLLABUS** | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Financial Accounting – Meaning - Objectives - functions. Branches of Accounting: Financial, Cost and Management Accounting - Accounting Concepts and conventions. Journal – Ledger – Trial Balance – Preparation of Final Accounts: Trading, Profit and Loss Account and Balance Sheet (problems); International Accounting Standards - IFRS | | | | | | | 12 | | | C1 | | |
| II | Financial Statement Analysis - Objectives - Techniques of Financial Statement Analysis: Common Size and Comparative Financial Statements, Trend analysis, Ratio Analysis.  Fund Flow Statement - Statement of Changes in Working Capital - Preparation of Fund Flow Statement - Cash Flow Statement Analysis- Distinction between Fund Flow and Cash Flow Statement – problem. | | | | | | | 12 | | | C2 | | |
| III | Marginal Costing - Definition - distinction between marginal costing and absorption costing - Break even point Analysis - Contribution, p/v Ratio, margin of safety - Decision making under marginal costing system-key factor analysis, make or buy decisions, export decision, sales mix decision- Problems. | | | | | | | 12 | | | C3 | | |
| IV | Budget, Budgeting, and Budgeting Control - Types of Budgets - Preparation of Flexible and fixed Budgets, master budget and Cash Budget - Problems - Zero Base Budgeting. | | | | | | | 12 | | | C4 | | |
| V | Cost Accounting : meaning – Objectives - Elements of Cost – Cost Sheet(Problems) – classification of cost – Cost Unit and Cost Centre – Methods of Costing – Techniques of Costing. Standard costing and variance analysis Reporting to Management – Uses of Accounting information in Managerial decision-making. Reporting-Accounting Standards and Accounting Disclosure practices in India; Exposure to Practical Knowledge of using Accounting software- Open Source. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Be able to understand the fundamentals of principles of financial, cost and management accounting | | | | | | | PO6 | | | | | |
| **CO2** | Be able to prepare, analyze and interpret financial statements | | | | | | | PO1, PO2, PO4, PO6, PO7 | | | | | |
| **CO3** | Be able to use the tools and techniques of financial analysis. | | | | | | | PO1, PO2, PO3, PO6, PO7 | | | | | |
| **CO4** | Be able to take decisions using management accounting tools. | | | | | | | PO1, PO2, PO6, PO7 | | | | | |
| **CO5** | Be able to prepare the reports with the accounting tools and facilitate and take managerial decisions. | | | | | | | PO2, PO3, PO4, PO6, PO7, PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | [http://files.rajeshindukuristudyplace.webnode.com/200000014-9621c971b8/ accounting%20 for%20 managers.pdf](http://files.rajeshindukuristudyplace.webnode.com/200000014-9621c971b8/%20accounting%20%20for%20%20managers.pdf) | | | | | | | | | | | | |
| 2. | <http://shodhganga.inflibnet.ac.in/bitstream/10603/70588/9/09_chapter%201.pdf> | | | | | | | | | | | | |
| 3. | <http://educ.jmu.edu/~drakepp/principles/module6/capbudtech.pdf> | | | | | | | | | | | | |
| 4. | [https://www.researchgate.net/publication/313477460\_concept\_of\_working\_capital\_management](https://www.researchgate.net/publication/313477460_CONCEPT_OF_WORKING_CAPITAL_MANAGEMENT) | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Gupta, A., Financial Accounting for Management: An Analytical Perspective, 5th Edition, Pearson, 2016. | | | | | | | | | | | | |
| 2. | Khan, M.Y. and Jain, P.K., Management Accounting: Text, Problems and Cases, 8thEdition, Tata McGraw Hill Education Pvt. Ltd., 2021. | | | | | | | | | | | | |
| 3. | Nalayiram Subramanian, Contemporary Financial Accounting and reporting for Management – a holistic perspective- Edn. 1, 2014 published by S. N. Corporate Management Consultants Private Limited | | | | | | | | | | | | |
| 4. | Horngren, C.T.,Sundem, G.L., Stratton, W.O., Burgstahler, D. and Schatzberg, J., 16th Edition, Pearson, 2013 | | | | | | | | | | | | |
| 5. | Noreen, E., Brewer, P. and Garrison, R., Managerial Accounting for Managers, 13th Edition, Tata McGraw-Hill Education Pvt. Ltd., 2009. | | | | | | | | | | | | |
| 6. | Rustagi,R. P., Management Accounting, 2nd Edition, Taxmann Allied Services Pvt. Ltd, 2011 | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  |  |  | 2 |  | 2 |
| **CO 2** | 3 | 3 |  | 3 |  | 3 | 2 |  |
| **CO 3** | 3 | 3 | 3 |  |  | 3 | 2 |  |
| **CO 4** | 3 | 3 |  |  |  | 3 | 3 |  |
| **CO 5** |  | 3 | 3 | 3 |  | 3 | 2 | 2 |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Managerial Economics** | Core | 4 | - | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To familiarize the students about managerial economics and to know the fundamental concepts affecting business decisions. | | | | | | | | | | | | |
| C2 | To understand the concept of utility and demand analysis and demand forecasting | | | | | | | | | | | | |
| C3 | To know about production function and market structure | | | | | | | | | | | | |
| C4 | To have an idea and understanding about Macroeconomics like National Income, savings and investment, Indian economic policy and Planning. | | | | | | | | | | | | |
| C5 | To Provide insights on Money Market, Inflation and Deflation, Monetary and Fiscal policies, FDI and cashless economy. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Introduction: Definition of Managerial Economics. Decision Making and the Fundamental Concepts Affecting Business Decisions – the Incremental Concept, Marginalism, Equi-marginal Concept, the Time Perspective, Discounting Principle, Opportunity Cost Principle- Micro and Macro Economics. | | | | | | | 12 | | | C1 | | |
| II | Utility Analysis and the Demand Curve: Elasticity of Demand - Demand Analysis: Basic Concepts, and tools of analysis for demand forecasting. Use of Business Indicators: Demand forecasting for consumer, Consumer Durable and Capital Goods. Input-Output Analysis – Consumer Behavior-Consumer Equilibrium | | | | | | | 12 | | | C2 | | |
| III | The Production Function: Production with One Variable Input – Law of Variable Proportions – Production with Two Variable Inputs – Production Isoquants – Isocost Lines Estimating Production Functions- Returns to Scale– Economies Vs Diseconomies of Scale – Cost Concepts – Analysis of cost – Short and long run costs.  Market Structure: Perfect and Imperfect Competition – Monopoly, Duopoly, Monopolistic Competition – Pricing Methods. | | | | | | | 12 | | | C3 | | |
| IV | Macro Economic Variables – National Income- Concepts – Gross Domestic Product, Gross National Product, Net National Product – Measurement of National Income, Savings, Investment - Business Cycles and Contracyclical Policies – Role of Economic Policy – Indian Economic Planning | | | | | | | 12 | | | C4 | | |
| V | Commodity and Money Market: Demand and Supply of Money – Money Market Equilibrium – Monetary Policy – Inflation – Deflation – Stagflation-Role of Fiscal Policies- Indian Fiscal Policies - Government Policy towards Foreign Capital and Foreign Collaborations – Globalization and its Impact. Cashless economy and digitalized cash transfers; Economic models and its steps; FEMA-GST-Industrial Policy in India and its effects on growth. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Be able to understand the basic concepts of managerial economics that helps the firm in decision making process. | | | | | | | PO2, PO4 | | | | | |
| **CO2** | Be familiar about the Basic concepts of Demand, Supply and Equilibrium and their determinants | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO3** | Have better idea and understanding about production function and market structure | | | | | | | PO6, PO7 | | | | | |
| **CO4** | Have better insights about macroeconomics concepts like National income, Savings and Investment, Indian Economic Policy and planning | | | | | | | PO8 | | | | | |
| **CO5** | Possess better knowledge about Money market, Monetary and Fiscal policy, inflation and deflation, FDI and globalization and Cashless economy and digitalized cash transfers. | | | | | | | PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | <http://pearsoned.co.in/prc/book/paul-g-keat-managerial-economics-economic-tools-todays-decision-makers6e-6/9788131733530> | | | | | | | | | | | | |
| 2. | [http://www.onlinevideolecture.com/mba-programs/kmpetrov/managerial economics/?courseid=4207](http://www.onlinevideolecture.com/mba-programs/kmpetrov/managerial%20economics/?course_id=4207) | | | | | | | | | | | | |
| 3. | <https://www.slideshare.net/dvy92010/nature-and-scope-of-managerial-economics-76225857> | | | | | | | | | | | | |
| 4. | The Indian Economic Journal - SAGE Journals | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | 1. Damodaran, S., Managerial Economics, 2nd Edition, Oxford University Press, 2011. | | | | | | | | | | | | |
| 2. | Dwivedi, D.N., Managerial Economics, Vikas Publishing House, 2011. | | | | | | | | | | | | |
| 3. | R. L. Varshney , K.L. Maheshwari., Managerial Economics, Sultan Chand & Sons, 2014. | | | | | | | | | | | | |
| 4. | William F. Samuelson, Stephen G. Marks, Jay L., Zagorsky., Managerial Economics, Wiley Publishers, 9th Edition (2021) | | | | | | | | | | | | |
| 5. | H. L. Ahuja., Managerial Economics., Atlantic Publishers and distributors(P) Ltd., 2017. | | | | | | | | | | | | |
| 6. | Dominick Salvatore, Managerial Economics: Principles and worldwide applications, 9E Adaptation, Oxford university press, 9th Edition, 2020. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  | 2 |  | 3 |  |  |  |  |
| **CO 2** |  |  |  | 3 |  | 2 | 2 |  |
| **CO 3** |  |  |  |  |  | 3 | 3 |  |
| **CO 4** |  |  |  |  |  |  |  | 2 |
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**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Legal Systems in Business** | Core | 4 | - | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To create knowledge and understanding on law of contracts | | | | | | | | | | | | |
| C2 | To describe about sale of goods and Negotiable instrument act | | | | | | | | | | | | |
| C3 | To have an overall understanding about partnership act and company law. | | | | | | | | | | | | |
| C4 | To familiarize various labor laws for effective administration of Human Resource of an organization. | | | | | | | | | | | | |
| C5 | To provide insights and awareness about consumer protection act, Cyber-crimes, Intellectual property Rights. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **The Law of Contracts:** Definition of Contact Offer and Acceptance – Essential Elements of a Valid Contract: Free Consent – Competency of Parties – Lawful Consideration – Legality of Object. Void, Voidable, Unenforceable and Illegal Contracts – Performance of Contracts – Privity of Contracts – Assignment of Contracts – By Whom Contract must be Performed – Time and Place of Performance – Performance of Reciprocal Promises – Contracts which need not be performed, Discharge of Contracts : By Performance, By Agreement, By Impossibility, By Lapse of Time, By Operation of Law and By Breach of Contracts – Remedies for Breach of Contracts. | | | | | | | 12 | | | C1 | | |
| II | **Sale of Goods Act:** Definition of a Sale and a Contract of Sale – Difference between (1) Sale and an Agreement to Sell (2) Sale and a Contract Form (3) Sale and Bailment (4) Sale and Mortgage of Goods (5) Sale and Time Purchase Conditions and Warranties – Passing of Property of Goods – Rights of an Unpaid Seller.  **Negotiable Instruments Act:** Negotiable Instruments in General: Cheques, Bills of Exchange and Promissory Notes – Definition and Characteristics | | | | | | | 12 | | | C2 | | |
| III | **Partnership Act:** Evolution – Definition of Partnership – Difference between Partnership and Joint Family Business – Kinds of Partnerships – Registration – Rights and Liabilities of Partners – Dissolution.  **Company Law:** Evolution of Company Form of Organisation – Companies Separate Legal Entity – Comparison of Company with Partnership and Joint Hindu Family Business – Kinds of Companies – Comparison of Private and Public Companies – Formation of Companies – General Idea About Memorandum and Articles of Association, Prospectus, Statement in lieu of Prospectus – Management of Companies – General Idea of Management of Companies – Officers, Meetings – Resolutions – Account and Audit – Winding up of Companies – General Idea of the Different Modes of Winding Up. | | | | | | | 12 | | | C3 | | |
| IV | **Labour Law:** Factories Act, Minimum Wages Act, Industrial Disputes Act, Employees Compensation Act, Payment of Bonus Act 1965. Payment of Gratuity Act 1972. ESI Act, Employees Provident Fund and Miscellaneous Provisions Act 1952, Maternity Benefits Act, Child labour Abolition & Regulation Act,1986- Inter-state Migrant Workmen (Regulation of Employment & Conditions of services) Act 1979- Bonded Labour system (Abolition)Act 1976- Sexual Harassment of women at Workplace (Prevention, Prohibition & Redressal) Act 2013- Contract Labour (Regulation and Abolition) Act- Four Labour Codes and Rules-RTI Act 2005. | | | | | | | 12 | | | C4 | | |
| V | Consumer Protection Act, Competition Act 2002, Cyber Crimes, IT Act 2008 – Intellectual Property Rights: Types of Intellectual Property – Trademarks Act 1999 – The Copyright Act 1957 – International Copyright Order, 1999 – Design Act, 2000; UNICITRAL – United Nations Commission on International Trade Law. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Have knowledge on understandings on law of contract. | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO2** | Know the sale of Goods & Negotiable instrument act. | | | | | | | PO6 | | | | | |
| **CO3** | Have understandings on partnership and company law | | | | | | | PO6, PO7 | | | | | |
| **CO4** | Have familiarize with various labour laws. | | | | | | | PO5, PO6, PO7 | | | | | |
| **CO5** | Possess insights & awareness about consumer protection Act Cyber Crimes, Intellectual Property Rights. | | | | | | | PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | <http://www.legalserviceindia.com/article/> | | | | | | | | | | | | |
| 2. | [http://www.freebookcentre.net/Law/Law-Books.html 2](http://www.freebookcentre.net/Law/Law-Books.html%202) | | | | | | | | | | | | |
| 3. | <https://www.mooc-list.com/course/business-law-wma> | | | | | | | | | | | | |
| 4. | <https://ilj.law.indiana.edu/> | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Kapoor ND., Legal Systems in Business, Edition 2 (2021), Sultan Chand & Sons. | | | | | | | | | | | | |
| 2. | Rao, P.M., Mercantile Law, PHI Learning, 2011. | | | | | | | | | | | | |
| 3. | Majumdar, A. K. and Kapoor, G.K., Company Law, 15th Edition, Taxmann Publications Pvt. Ltd., 2012. | | | | | | | | | | | | |
| 4. | Majumdar, A. K. and Kapoor, G.K., Company Law and Practice, 17th Edition, Taxmann Publications Pvt. Ltd., 2012. | | | | | | | | | | | | |
| 5. | Intellectual Property Laws, Universal Law Publishing, 2012. | | | | | | | | | | | | |
| 6. | Daniel Albuquerque , Legal systems in Business, Oxford University Press India, 2nd Edition, 2015. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 2 |  | 2 | 2 |  |
| **CO 2** |  |  |  |  |  | 2 |  |  |
| **CO 3** |  |  |  |  |  | 2 | 2 |  |
| **CO 4** |  |  |  |  | 2 | 2 | 2 |  |
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**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Entrepreneurship Development** | Extra Disciplinary | 3 | - | - | - | 3 | | 45 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To introduce students to entrepreneurship and its growth in India. | | | | | | | | | | | | |
| C2 | To impart knowledge on innovation, its types, role of technology in innovation, patents and licensing. | | | | | | | | | | | | |
| C3 | To orient the students on new venture creation | | | | | | | | | | | | |
| C4 | To enable students to prepare a feasible business plan | | | | | | | | | | | | |
| C5 | To give inputs on various types of financing available for new ventures. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Introduction: The Entrepreneur – Definition – Characteristics of Successful entrepreneur. Entrepreneurial scene in India; MSME; Analysis of entrepreneurial growth in different communities – Case histories of successful entrepreneurs. Similarities and Distinguish between Entrepreneur and Intrapreneur. | | | | | | | 9 | | | C1 | | |
| II | Innovation in Business: Types of Innovation – Creating and Identifying Opportunities for Innovation – Design Thinking- The Technological Innovation Process – Creating New Technological Innovation and Intrapreneurship – Licensing – Patent Rights – Innovation in Indian Firms | | | | | | | 9 | | | C2 | | |
| III | New Venture Creation: Identifying Opportunities for New Venture Creation: Environment Scanning – Generation of New Ideas for Products and Services. Creating, Shaping, Recognition, Seizing and Screening of Opportunities. Feasibility Analysis: Technical Feasibility of Products and Services – Marketing Feasibility: Marketing Methods – Pricing Policy and Distribution Channels | | | | | | | 9 | | | C3 | | |
| IV | Business Plan Preparation: Benefits of a Business Plan – Elements of the Business Plan – Developing a Business Plan – Guidelines for preparing a Business Plan – Format and Presentation; Start-ups and e-commerce Start-ups. Business Model Canvas | | | | | | | 9 | | | C4 | | |
| V | Financing the New Venture: Capital structure and working capital Management: Financial appraisal of new project, Role of Banks – Credit appraisal by banks. Institutional Finance to Small Industries – Incentives – Institutional Arrangement and Encouragement of Entrepreneurship. | | | | | | | 9 | | | C5 | | |
|  | **Total** | | | | | | | **45** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Be able to know about growth of entrepreneurship in India | | | | | | | PO4, PO7 | | | | | |
| **CO2** | Gain knowledge on innovation, its types, role of technology in innovation, patents and licensing | | | | | | | PO7, PO8 | | | | | |
| **CO3** | Obtain knowledge on new venture creation | | | | | | | PO6, PO7 | | | | | |
| **CO4** | Be able to prepare a business plan | | | | | | | PO7, PO8 | | | | | |
| **CO5** | Gian knowledge on various types of financing available for new ventures. | | | | | | | PO7, PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | <http://www.jimssouthdelhi.com/sm/BBA6/ED.pdf> | | | | | | | | | | | | |
| 2. | https://[www.cengage.com/highered](http://www.cengage.com/highered) | | | | | | | | | | | | |
| 3. | <https://roadmapresearch.com/entrepreneurship-beyond-curriculum> | | | | | | | | | | | | |
| 4. | The International Journal of Entrepreneurship and Innovation | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Reddy, N., Entrepreneurship: Text and Cases, Cengage Learning, 2010. | | | | | | | | | | | | |
| 2. | Roy, R., Entrepreneurship, 2nd Edition, Oxford University Press, 2011. | | | | | | | | | | | | |
| 3. | Barringer, B., Entrepreneurship: Successfully Launching New Ventures,  3rd Edition, Pearson, 2011. | | | | | | | | | | | | |
| 4. | Bessant, J., and Tidd, J., Innovation and Entrepreneurship, 2nd Edition, John  Wiley &amp; Sons, 2011. | | | | | | | | | | | | |
| 5. | Desai, V., Small Scale Industries and Entrepreneurship, Himalaya Publishing  House, 2011. | | | | | | | | | | | | |
| 6. | Entrepreneurship: Successfully Launching New Ventures, Global Edition, 6th  Edition Bruce R. Barringer, Texas A & amp; M University, R. Duane Ireland,  ©2018 |Pearson | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 3 |  |  | 3 |  |
| **CO 2** |  |  |  |  |  |  | 3 | 2 |
| **CO 3** |  |  |  |  |  | 2 | 3 |  |
| **CO 4** |  |  |  |  |  |  | 3 | 2 |
| **CO 5** |  |  |  |  |  |  | 3 | 3 |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Soft Skills I – Executive Communication** | Soft Skills | - | - | 2 | - | 2 | | 30 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To acquire communication awareness they are going to get for the industry. | | | | | | | | | | | | |
| C2 | To make the customer realize that you can provide them with information and other essential things | | | | | | | | | | | | |
| C3 | To explore the skill of writing business proposals | | | | | | | | | | | | |
| C4 | To **develop a** plan for the meetings and interviews | | | | | | | | | | | | |
| C5 | To analyze the skills required for non-verbal communication | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **UNIT 1- Communication:** Meaning and Significance of Communication for Management- Types of Communication Factors Affecting Effectiveness of Communication- Barriers to Communication- Principles of Effective Communication Dyadic Communication- Face-to-face Communication. Other Modes of Communication. | | | | | | | 6 | | | C1 | | |
| II | **UNIT 11- Business Correspondence:** Planning Business Messages: Analyzing the Task, Anticipating the Audience. Adapting the Message Organizing and Writing Business Messages: Patterns of organization, Use of Tools such as Mind Maps, Composing the Message- Norms for Business Letters Letters for Different Kinds of Situation: Personalized Standard Letters, Enquiries, Inviting Quotations, Sending Quotations, Placing Orders, Inviting tenders, Claim letters, Customers Complaints, Collection Letters, Sales Promotion Letters- Revising Business Messages: Revising for Clarity. Conciseness and Readability, Proof reading and Evaluating- Letters of application and resume. | | | | | | | 6 | | | C2 | | |
| III | **UNIT III- Business Reports and Proposals:** Structure of Reports- Long and Short Reports: Formal and Informal Reports- Writing Research Reports- Technical Reports- Norms for Including Exhibits and Appendices- Writing Business Proposals. | | | | | | | 6 | | | C3 | | |
| IV | **UNIT IV- Conducting Meetings and Interviews:** Procedure for Conducting Meetings- Preparing Agenda, Minutes and Resolutions- Conducting Seminars and Conferences- Procedure of Regulating Speech- Evaluating Oral Presentations Drafting Speech- Participating in Debates and Group Discussions- Presentation Skills- Fluency Development Strategies- Attending and Conducting Interviews- Listening. | | | | | | | 6 | | | C4 | | |
| V | **UNIT V- Non-verbal Communication:** Personal Appearance- Posture- Body Language- Reading Nonverbal Messages- Use of Charts. Diagrams and Tables- Visual and Audio-visual Aids for Communication. | | | | | | | 6 | | | C5 | | |
|  | **Total** | | | | | | | **30** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Understanding of theories and concepts, types and various modes of communication in organizations | | | | | | | PO4, PO6 | | | | | |
| **CO2** | Development of skills on developing Business Correspondence | | | | | | | PO4, PO6 | | | | | |
| **CO3** | Development of skills onpreparing Business Reports and Proposals | | | | | | | PO4, PO6 | | | | | |
| **CO4** | To draft effective business correspondence with brevity, and clarity in designing and developing clean and lucid organizing skills. | | | | | | | PO4, PO6 | | | | | |
| **CO5** | To demonstrate his/her verbal and non-verbal communication ability through presentations. | | | | | | | PO4, PO6 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | <https://www.skillsyouneed.com/ips/communication-skills.html> | | | | | | | | | | | | |
| 2. | <https://mtbt.fpg.unc.edu/more-baby-talk/10-ways-promote-language-and-communication-skills-infants-and-toddlers> | | | | | | | | | | | | |
| 3. | <http://skillopedia.com> | | | | | | | | | | | | |
| 4. | <https://www.habitsforwellbeing.com/9-effective-communication-skills> | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Chaney, L. and Martin, J., Intercultural Business Communication. Person, 4 ed., 2008. | | | | | | | | | | | | |
| 2. | Chaturvedi, Business Communication, Person, 2 edition, 2011 | | | | | | | | | | | | |
| 3. | Bovec L. Courtland and John V. Thill, Business Communication Today, 10 ed., Pearson Education, New Delhi, 2011. | | | | | | | | | | | | |
| 4. | American Management Association, The AMA Handbook of Business Writing: The Ultimate Guide to Style, Usage, Punctuation, Construction and Formatting, 2010. | | | | | | | | | | | | |
| 5. | Gerson, Sharan J., and Steven M Gerson, Technical Writing: Process and Product, Person Education, New Delhi, 2008 | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 3 |  | 3 |  |  |
| **CO 2** |  |  |  | 3 |  | 3 |  |  |
| **CO 3** |  |  |  | 3 |  | 3 |  |  |
| **CO 4** |  |  |  | 3 |  | 3 |  |  |
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**3-Strong 2-Medium 1-Low**

**SEMESTER II**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Applied Operations Research** | Core | 3 | 1 | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To provide the students with introduction on OR and its models to aid in understanding its applicability in the various functional areas of management. | | | | | | | | | | | | |
| C2 | To understand the concept of linear programming models in determining profit maximization and cost minimization | | | | | | | | | | | | |
| C3 | To learn about various methods adopted in transportation and Assignments models. | | | | | | | | | | | | |
| C4 | To determine about inventory models, replacement models, job sequencing, networking model and Queuing model | | | | | | | | | | | | |
| C5 | To throw light on dynamic model and game models and the application of pure and mixed strategies in competitive environment. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Introduction: Overview of operations research – Origin – Nature, scope & characteristics of OR – Models in OR – Application of operations research in functional areas of management | | | | | | | 08 | | | C1 | | |
| II | Linear Programming Problem: Linear programming problem model – Formulation – Maximization & Minimization problem – Graphical method – Simplex method – Artificial variable –- Primal & Dual. | | | | | | | 12 | | | C2 | | |
| III | Transportation problem: Basic Solution – North / West corner Solution, LCM, VAM, Matrices method – Optimal Solution – Stepping stone method – Vogel’s approximation method – Modi method – Degeneracy – Imbalance matrix. Assignment model: Hungarian method – Traveling salesmen problem. | | | | | | | 12 | | | C3 | | |
| IV | Project Scheduling and Resource Management: Deterministic Inventory models – Purchasing & Manufacturing models – Probabilistic inventory models – Replacement model – Sequencing – Brief Introduction to Queuing models. Networking – Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM) for Project Scheduling- Crashing – Resource allocation and Resource Scheduling. | | | | | | | 18 | | | C4 | | |
| V | Game Theory and Strategies: Games theory – two player zero sum game theory – Saddle Point –Mixed Strategies for games without saddle points – Dominance method – Graphical and L.P Solutions- Goal Programming; Simulation; Integer programming and Dynamic programming. | | | | | | | 10 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Obtain insight on the origin and nature of OR and also the application of various models of OR. | | | | | | | PO4, PO6 | | | | | |
| **CO2** | Learn about the graphical, Simplex, Big M and dual methods of Linear programming problem. | | | | | | | PO1, PO2, PO6, PO7 | | | | | |
| **CO3** | Be well versed with the concept of transportation and Assignments models | | | | | | | PO1, PO2, PO6, PO7 | | | | | |
| **CO4** | Have better understanding on inventory models, replacement models, job sequencing, networking model and Queuing model | | | | | | | PO1, PO2, PO6, PO7 | | | | | |
| **CO5** | Be imparted knowledge on the various methods of game model | | | | | | | PO2, PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | [www.cbom.atozmath.com](http://www.cbom.atozmath.com) | | | | | | | | | | | | |
| 2. | <http://www.pondiuni.edu.in/storage/dde/downloads/mbaii_qt.pdf> | | | | | | | | | | | | |
| 3. | [http://164.100.133.129;81/econtent/Uploads/Operations\_Research.pdf](http://164.100.133.129:81/econtent/Uploads/Operations_Research.pdf) | | | | | | | | | | | | |
| 4. | <https://www.journals.elsevier.com/operations-research-perspectives> | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Anderson, D.R., Sweeney, D.J., Williams, T.A. and Martin, K., An Introduction to Management Science: Quantitative Approach to Decision Making, 14th Edition Paperback – 1, Cengage Learning India Pvt. Ltd., 2019 | | | | | | | | | | | | |
| 2. | Gupta, P.K., and Comboj, Introduction to Operations Research, S. Chand, 2014 | | | | | | | | | | | | |
| 3. | Hiller, F., Liebermann, Nag and Basu, Introduction to Operations Research, 11th Edition Paperback, Tata McGraw-Hill Publishing Co. Ltd., 2021 | | | | | | | | | | | | |
| 4. | Khanna, R.B., Quantitative Techniques for Managerial Decision Making, 3rd Edition – Paperback, New Age International Publishers, 2018 | | | | | | | | | | | | |
| 5. | Taha, H.A., Operations Research: An Introduction, 10th Edition, Pearson, 2019 | | | | | | | | | | | | |
| 6. | Vohra,N.D., Quantitative Techniques in Management, 5th Edition, Tata McGraw Hill Education Pvt. Ltd., 2017. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 2 |  | 2 |  |  |
| **CO 2** | 3 | 2 |  |  |  | 2 | 2 |  |
| **CO 3** | 3 | 3 |  |  |  | 3 | 2 |  |
| **CO 4** | 3 | 3 |  |  |  | 2 | 2 |  |
| **CO 5** |  | 3 |  |  |  |  | 2 |  |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Human Resource Management** | Core | 4 | - | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To embark importance of HRM role, functions and need | | | | | | | | | | | | |
| C2 | To assimilate theoretical and practical implications of HRP | | | | | | | | | | | | |
| C3 | To critically use appropriate training tools | | | | | | | | | | | | |
| C4 | To analyze and implement an effective performance management | | | | | | | | | | | | |
| C5 | To extrapolate and design compensation management techniques | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **Introduction:** Introduction of Human Resource Management: Importance of Human Resources, Definition and Objectives of Human Resources Management, Qualities of a good HR manager – Evolution and growth of Human Resource Management in India. Functions of Human Resource Management. Strategic Human Resource Management (SHRM).Human Resource Policies: Need, type and scope, Human Resource Accounting and Audit- Gig Economy. | | | | | | | 12 | | | C1 | | |
| II | **Human Resource Planning (HRP):** Human Resources Planning: Long and Short term planning, Job Analysis, Skills inventory, Job Description, Job Specification and Succession Planning, Strategic Human Resource Planning.  Recruitment and selection: Purposes, types and methods of recruitment and selection, Relative merits and demerits of the different methods, Recruitment and Social Media.  Placement, Induction, Transfers, Promotions, Dismissal, Resignation, Exit Interviews, Reduction of attrition rate- Attrition and retention management | | | | | | | 12 | | | C2 | | |
| III | **Training, Development & Career Management:**  Importance and benefits of Training and Development, Types of Training Methods, Executive Development Programs, Concept and process of Career Management; Competency mapping, Knowledge Management & Talent Management. | | | | | | | 12 | | | C3 | | |
| IV | **Performance Management:**  Importance, process and Methods: Ranking, rating scales, critical incident method, Removing subjectivity from evaluation, MBO as a method of appraisal, Performance Feedback, Online PMS. Human Resource Information System; International Human Resource Management; Cross cultural diversity management; Hybrid work culture; work-life balance; Quality of work-life; HR Analytics. | | | | | | | 12 | | | C4 | | |
| V | **Compensation Management:** Wage and Salary Administration: Job Evaluation, Calculation of Wage, Salary, Prerequisites, Compensation Packages, Cost of Living Index and Calculation of Dearness Allowance, Rewards and Incentives; ESOP-Financial and non-financial incentives, Productivity – linked Bonus, Compensation Criteria, Rewards and Recognition. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Gain an understanding of HRM policies and importance. | | | | | | | PO4, PO6 | | | | | |
| **CO2** | Implement appropriate HRP in workplace. | | | | | | | PO6 | | | | | |
| **CO3** | Apply feasible Training method and manage career progressions. | | | | | | | PO5, PO6, PO7 | | | | | |
| **CO4** | Demonstrate managing performance of human resources. | | | | | | | PO6, PO7 | | | | | |
| **CO5** | Design and justify compensation framework. | | | | | | | PO4, PO6, PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | <https://businessjargons.com/performance-management.html> | | | | | | | | | | | | |
| 2. | <https://www.hr-guide.com/data/G400.htm> | | | | | | | | | | | | |
| 3. | <https://www.managementstudyguide.com/training-development-hr-function.htm> | | | | | | | | | | | | |
| 4. | <https://www.tandfonline.com/toc/rijh20/current> | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Ashwathappa, K., Human Resource Management, 9th Edition, Tata McGraw-Hill Education Pvt. Ltd., 2021. | | | | | | | | | | | | |
| 2. | Ivanecevich, J.M., Human Resource Management, 12th Edition, Tata McGraw-Hill Education Pvt. Ltd., 2020. | | | | | | | | | | | | |
| 3. | Gary Dessler & Biju Varrkey, Human Resource Management, 16th Edition, Pearson India Pvt. Ltd., 2020. | | | | | | | | | | | | |
| 4 | DeCenzo, D.A., Robbins S.P., Susan L Verhulst, Human Resource Management, 11th Edition, Wiley India Pvt. Ltd., 2015. | | | | | | | | | | | | |
| 5. | Leigh Thompson, Making the team, A guide for Managers, Pearson, 6th Edition 2019. | | | | | | | | | | | | |
| 6. | Gary Dessler, Fundamentals of Human Resource Management, Pearson, 4th Edition 2017. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | M |  | M |  |  |
| **CO 2** |  |  |  |  |  | M |  |  |
| **CO 3** |  |  |  |  | S | S | M |  |
| **CO 4** |  |  |  |  |  | M | M |  |
| **CO 5** |  |  |  | M |  | M | M |  |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Marketing Management** | Core | 4 | - | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To develop an understanding and enhance the knowledge about marketing theories, principles, strategies and concepts and how they are applied. | | | | | | | | | | | | |
| C2 | To provide with opportunities to analyze marketing activities within the firm. | | | | | | | | | | | | |
| C3 | To analyze and explore the buyer behavior pattern in marketing situations. | | | | | | | | | | | | |
| C4 | To understand the branding, pricing and strategies in marketing a product. | | | | | | | | | | | | |
| C5 | To upgrade the knowledge and awareness of Consumer Rights in the Market. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Introduction: Marketing Management Philosophies – What is marketing- The concepts of marketing- Marketing and Services – Digital Marketing – Social Media Marketing – Current marketing challenges; Rural Marketing – E-Rural Marketing – International Marketing – Industrial Marketing. | | | | | | | 12 | | | C1 | | |
| II | Strategic Marketing– Marketing Management Process – Analysis of Marketing opportunities, Selecting Target Consumers, developing Marketing Mix Analysis of Macro and Micro environment Marketing Research as an Aid to Marketing, Marketing Research Process – Sales Forecasting –Techniques. Marketing Tactics, The Mix Service and Retail Marketing. | | | | | | | 12 | | | C2 | | |
| III | MIS: Marketing Information Systems- Customer Relationship Management (CRM) Customer Engagement Marketing – Sales force Automation- Marketing Analytics | | | | | | | 12 | | | C3 | | |
| IV | Buyer Behaviour: Factors Influencing Consumer Behaviour – Buying situation– Buying Decision Process – Industrial Buyer Behaviour. Market Segmentation : Targeting and Positioning – Competitive Marketing Strategies. Customer Life Cycle – Customer Life time Value, Product Portfolio Management. | | | | | | | 12 | | | C4 | | |
| V | Product Policies: Consumer and Industrial Product Decisions, Branding, Packaging and Labelling – New Product Development and Product Life Cycle Strategies, Pricing – Pricing Strategies and approaches, Promotion Decisions: Promotion Mix – Integrated Marketing Communication – Advertising and Sales Promotion - Sales Force Decisions, Selection, Training, Compensation and Control – Publicity and Personal Selling – Distribution Management – Channel Management: Selection, Co-operation and Conflict Management – Vertical, Horizontal and Multi-channel Systems Consumer Protection – Awareness of Consumer Rights in the Market Place. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Understand the fundamental principles of marketing, marketing concepts and ideas. | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO2** | Understand the organization’s marketing strategy and marketing environment. Familiar with marketing research with forecasting techniques. | | | | | | | PO4, PO6 | | | | | |
| **CO3** | Understand the buyer behavior and market segmentation and competitive marketing strategies. | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO4** | Think strategically about branding, pricing and marketing issues. | | | | | | | PO3, PO4, PO6, PO7 | | | | | |
| **CO5** | Familiar with Promotion decisions along with awareness on Consumer Rights in the Market Place. | | | | | | | PO6, PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | <https://ocw.mit.edu/courses/sloan-school-of-management/15-810-marketing-management-fall-2010/lecture-notes/> | | | | | | | | | | | | |
| 2. | <https://cpbucket.fiu.edu/mar3023vd1131/syllabus.html> | | | | | | | | | | | | |
| 3. | <https://www.ama.org/ama-academic-journals/> | | | | | | | | | | | | |
| 4. | <https://www.emerald.com/insight/publication/issn/0736-3761> | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Pillai & Baghawathy, Marketing Management, S.Chand , 2010. | | | | | | | | | | | | |
| 2. | Gupta Prachi, Aggarwal Ashita , et al., Marketing Management: Indian Cases, 1st Edition, 2017 | | | | | | | | | | | | |
| 3. | G.Shainesh Philip Kotler, et..al., Marketing Management; Indian Case Studies included, 16th Edition, Pearson, 2022 | | | | | | | | | | | | |
| 4. | [Warren J. Keegan](https://www.amazon.in/Warren-J-Keegan/e/B001ILHKJY?ref=sr_ntt_srch_lnk_2&qid=1656309878&sr=1-2), Global Marketing Management, 8thEdition, Pearson, 2017. | | | | | | | | | | | | |
| 5. | Mullins, Marketing Management: A Strategic Decision Making Approach, 7th Edition, McGraw-Hill, 2010. | | | | | | | | | | | | |
| 6. | Philip Kotler and  [Keven Lane Keller](https://www.amazon.in/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Keven+Lane+Keller&search-alias=stripbooks), Marketing Management, 15th Edition, Pearson, 2015 | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 2 |  | 2 | 2 |  |
| **CO 2** |  |  |  | 3 |  | 3 |  |  |
| **CO 3** |  |  |  | 2 |  | 2 | 2 |  |
| **CO 4** |  |  | 2 | 2 |  | 2 | 2 |  |
| **CO 5** |  |  |  |  |  | 2 |  | 2 |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Operations Management** | Core | 3 | 1 | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To understand the production function, production design & capacity planning, | | | | | | | | | | | | |
| C2 | Exploring the Make or Buy decision, and thus understanding the role of inventory management | | | | | | | | | | | | |
| C3 | To determine multiple plant location decisions and effective utilization of plant layout. To explain the models, concepts, and techniques adopted in the areas of inventory control and maintenance. | | | | | | | | | | | | |
| C4 | To elucidate the importance and usefulness of work-study and quality control tools | | | | | | | | | | | | |
| C5 | To provide insights on service operations management and waiting line analysis. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | INTRODUCTION: Operations Management- Nature, Scope, Historical Development, Functions- Long term Vs Short term issues- A Systems Perspective- Challenges- Manufacturing Trends in India-Production Design and Process Planning- Types of Production Processes- Plant Capacity-Capacity Planning- Make or Buy Decisions- Use of Crossover Chart for Selection Processes-Types of Charts used in Operations Management. | | | | | | | 12 | | | C1 | | |
| II | FACILITY DESIGN: Plant Location: Factors to be considered in Plant Location- Location Analysis Techniques- Choice of General Region, Particular community and Site- Multiple Plant Location Decision- Plant Location Trends. Layout of Manufacturing Facilities: Principles of a Good Layout- Layout Factors- Basic Types of Layout- Principles of Materials Handling- Materials Handling Equipment - Role of Ergonomics in Job Design. | | | | | | | 12 | | | C2 | | |
| III | INVENTORY CONTROL AND MAINTENANCE: Basic Inventory Models- Economic Order Quantity- Economic Batch Quantity- Reorder Point-Safety Stock- Inventory Costs-Classification and Codification of Stock- ABC Classification-Materials Requirement Planning (MRP)- JIT- Implications of Supply Chain Management. Maintenance: Preventive Vs Breakdown Maintenance- Group Replacement Vs Individual Replacement- Breakdown Time Distribution- Maintenance of Cost Balance- Procedure for Maintenance. | | | | | | | 12 | | | C3 | | |
| IV | DESIGN OF WORK SYSTEMS AND QUALITY CONTROL: Work Study- Objectives- Procedure- Method Study and Motion Study- Work Measurement-Time Study-Performance Rating- Allowance Factors- Standard Time- Work Sampling Techniques- Job Sequencing and Scheduling. Quality Control: Purpose of Inspection and Quality Control- Different Types of Inspection- Acceptance Sampling- The Operating Characteristic Curve- Control Charts for Variables and Attributes; Quality Circles; TQM – Six Sigma, Kaizen | | | | | | | 14 | | | C4 | | |
| V | SERVICE OPERATIONS MANAGEMENT: Introduction to Services Management- Nature of Services- Types of Services- Service Encounter-Designing Service Organizations- Service Facility Location and Layout- Service Blueprinting-Waiting Line Analysis for Service Improvement- Service Processes and Service Delivery. | | | | | | | 10 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Understand the concepts of production and its design, capacity planning and make or buy decisions. | | | | | | | PO2, PO4 | | | | | |
| **CO2** | Be cognizant of the complexity involved in plant location decisions and utilization of plant layout. | | | | | | | PO2, PO7 | | | | | |
| **CO3** | Understand the Inventory models and the importance of maintenance techniques. | | | | | | | PO6, PO7 | | | | | |
| **CO4** | Be aware of work-study procedures and the importance on quality control tools | | | | | | | PO1, PO2, PO6, PO7 | | | | | |
| **CO5** | Have insight on service operations, service delivery and waiting line analysis. | | | | | | | PO2, PO6, PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | [www.shsu.edu/~mgt\_ves/mgt560/ServiceManagement.ppt](http://www.shsu.edu/~mgt_ves/mgt560/ServiceManagement.ppt) | | | | | | | | | | | | |
| 2. | zums.ac.ir/files/research/site/ebooks/strategy/operations-strategy.pdf | | | | | | | | | | | | |
| 3. | <https://www.emerald.com/insight/publication/issn/0144-3577> | | | | | | | | | | | | |
| 4. | <https://www.inderscience.com/jhome.php?jcode=ijaom> | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Aswathappa K and Shridhara Bhat K, Production and Operations Management, 2nd Edition, Himalaya Publishing House, 2021. | | | | | | | | | | | | |
| 2. | Mahadevan B, Operations Management Theory and Practice, 3rd Edition, Pearson Education, 2015. | | | | | | | | | | | | |
| 3. | Russel and Taylor, Operations and Supply Chain Management, 8th Edition, Wiley, 2021. | | | | | | | | | | | | |
| 4. | William J Stevenson, Operations Management, 14th Edition, McGraw Hill, 2021. | | | | | | | | | | | | |
| 5. | Gerard Cachon and Christian Terwiesch, Operations Management, 3rd Edition, McGraw Hill, 2022. | | | | | | | | | | | | |
| 6. | Prof. K C Jain, Production and Operations Management, 1st Edition, Wiley, 2022. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  | 2 |  | 2 |  |  |  |  |
| **CO 2** |  | 2 |  |  |  |  | 2 |  |
| **CO 3** |  |  |  |  |  | 2 | 2 |  |
| **CO 4** | 2 | 2 |  |  |  | 2 | 2 |  |
| **CO 5** |  | 2 |  |  |  | 2 | 2 |  |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Financial Management** | Core | 3 | 1 | - | - | 4 | | 60 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To create an understanding and familiarize the students to the fundamentals of financial management and create awareness on the various sources of finance. | | | | | | | | | | | | |
| C2 | To create awareness on the various investment techniques on the investment decision making. | | | | | | | | | | | | |
| C3 | To throw light on the concept of cost of capital and familiarize on the technique of identifying the right source of capital. | | | | | | | | | | | | |
| C4 | To educate on the concept of capital structure and the create understanding on the concept of dividend. | | | | | | | | | | | | |
| C5 | To create an understanding on the concept of working capital, its need, importance, factors and forecasting technique | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Introduction: Financial management: Definition and scope – objectives of Financial Management – Profit Maximization - wealth maximization - functions and role of finance manager. Sources of finance – short term – Bank Sources – Long term – Shares – Debentures – Preferred stock – Debt: Hire purchase, Leasing, Venture Capital – Private equity- International Financial Management- Financial Planning- Behavioural Finance- Capital Market- Money Market- Micro Finance- Financial Information System. | | | | | | | 12 | | | C1 | | |
| II | Investing Decision - Capital Budgeting Process – Techniques of Investment Appraisal: Pay Back Period; Accounting Rate of Return, Time Value of Money- DCF Techniques –Net Present Value, Profitability Index and Internal Rate of Return- Problems - Risk analysis in Capital Budgeting- Introduction to Fintech – Digital Currency - Cryptocurrency – Financial Modeling; Hurdle Rate. | | | | | | | 12 | | | C2 | | |
| III | Cost of Capital - Cost of specific sources of capital – Cost of equity capital – Cost of debt – Cost of preference – Cost of retained earnings - weighted average cost of capital. EBIT -EPS Analysis - Operating Leverage - Financial Leverage-problems. | | | | | | | 12 | | | C3 | | |
| IV | Capital structure - Factors influencing capital structure – optimal capital structure - capital structure theories – Net Income Approach – Net Operating Income (NOI) Approach – Modigliani - Miller(MM) Approach – Traditional Approach – Practical Problems. Dividend and Dividend policy: Meaning, classification - sources available for dividends -Dividend policy general, determinants of dividend policy. | | | | | | | 12 | | | C4 | | |
| V | Working Capital Management - Definition and Objectives - Working Capital Policies - Factors affecting Working Capital requirements - Forecasting Working Capital requirements (problems) - Cash Management - Receivables Management and - Inventory Management - Working Capital Financing - Sources of Working Capital and Implications of various Committee Reports- Financial Analytics. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Be aware of the basic concepts of financial management and understand the various sources of finance. | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO2** | Possess knowledge on investment decision making. | | | | | | | PO1, PO2, PO6, PO7 | | | | | |
| **CO3** | Have insights on the cost of capital and would have familiarized themselves with the technique of calculating the cost of capital. | | | | | | | PO2, PO7 | | | | | |
| **CO4** | Have learnt the concept of capital structure and dividend | | | | | | | PO6, PO7 | | | | | |
| **CO5** | Have good understanding on the concept of working capital, its need, importance, factors and the methods of forecasting it. | | | | | | | PO1,PO2, PO4, PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | https://accountingexplained.com/managerial/capital-budgeting/ | | | | | | | | | | | | |
| 2. | http://www.studyfinance.com/lessons/workcap/ | | | | | | | | | | | | |
| 3. | Journal of International Financial Management & Accounting | | | | | | | | | | | | |
| 4. | The Management Accountant Journal - icmai-rnj.in | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | S.N.Maheswari, Finanacial Management, Sulthan Chand & Sons, 15th Edition, 2019 | | | | | | | | | | | | |
| 2. | I.M. Pandey Financial Management, Vikas Publishing House Pvt. Ltd., 11th edition, 2018. | | | | | | | | | | | | |
| 3. | Van Horne, J.C., Financial Managememt and Policy, 13th Edition, Pearson, 2015. | | | | | | | | | | | | |
| 4. | Prasanna Chandra, Financial Management, 10th edition, Tata McGraw Hill, 2019 | | | | | | | | | | | | |
| 5. | Periasamy, P., Financial Management, 4th Edition, Tata McGraw-Hill Education Pvt. Ltd., 2017. | | | | | | | | | | | | |
| 6. | Brigham, E.F. and Ehrhardt, M.C., Financial Management: Theory and Practice, 14th Edition, 2015. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 2 |  | 2 | 2 |  |
| **CO 2** | 2 | 3 |  |  |  | 2 | 2 |  |
| **CO 3** |  | 2 |  |  |  |  | 3 |  |
| **CO 4** |  |  |  |  |  | 2 | 3 |  |
| **CO 5** | 2 | 2 |  | 3 |  |  | 2 |  |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** | | **Marks** | | | |
| **CIA** | **External** | **Total** | |
|  | **Strategic Management** | Core | 4 | - | - | - | 4 | 60 | | 25 | 75 | 100 | |
| **Course Objectives** | | | | | | | | | | | | |
| C1 | To enable the students understand the importance of vision and mission in framing corporate strategy. | | | | | | | | | | | |
| C2 | To provide insights on how business is responsible socially and ethically. | | | | | | | | | | | |
| C3 | To highlight on the environmental analysis framework. | | | | | | | | | | | |
| C4 | To throw light on strategic formulation and strategic choice. | | | | | | | | | | | |
| C5 | To understand strategic implementation and strategic control. | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | **No. of Hours** | | | **Course Objectives** | | | |
| I | Introduction: Strategy – Strategic Management Process – Developing a Strategic Vision –Mission- Setting Objectives– Strategies and Tactics – Importance of Corporate Strategy – the 7-S Framework- Corporate Governance– Board of Directors: Role and Functions – Board Functioning – Top Management: Role and Skills. | | | | | 12 | | | C1 | | | |
| II | Corporate Policy and Planning in India: Importance – Characteristics – Objectives - Policy Formulation and Development – Types of Business Policies-Implementation of Policies. Society and Business: Social Responsibility of Business –Corporate Governance and Ethical Responsibility. | | | | | 12 | | | C2 | | | |
| III | Environmental Analysis: Environmental Scanning – Industry Analysis - The Synthesis of External Factors - Internal Scanning – Value Chain Analysis – SWOT Audit –Scenario planning- Creating an Industry Matrix. | | | | | 12 | | | C3 | | | |
| IV | Strategy Formulation and Analysis: Strategy Formulation – Strategic Factors Analysis Summary Matrix (SFAS) Portfolio Analysis – Business Strategy- TOWS Matrix– Corporate Strategy – Functional Strategy – Strategic Choice – Generic, Competitive Strategies; ETOP, TOWS | | | | | 12 | | | C4 | | | |
| V | Strategy Implementation: Strategy Implementation - Corporate Culture – Matching Organisation Structure to Strategy – Mergers and Acquisitions and Diversifications – Strategic Leadership Strategic Control: Measurement in Performance- Problems in Measurement of Performance- Strategy Audit-Strategic Control Process – Du Pont’s Control Model – Balanced Score Card – Michael Porter’s Framework for Strategic Management – Future of Strategic Management – Strategic Information System. | | | | | 12 | | | C5 | | | |
|  | **Total** | | | | | **60** | | |  | | | |
| **Course Outcomes** | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Be able to frame vision and mission statements. | | | | | PO3, PO4, PO7 | | | | | | |
| **CO2** | Be social and ethically responsible. | | | | | PO3, PO8 | | | | | | |
| **CO3** | Possess insights on making environmental analysis. | | | | | PO3, PO8 | | | | | | |
| **CO4** | Possess knowledge on learning strategic formulation & strategy choice. | | | | | PO2, PO5, PO7 | | | | | | |
| **CO5** | Understanding strategic implementation and control. | | | | | PO4, PO5, PO7 | | | | | | |
| **Reading List** | | | | | | | | | | | | |
| 1. | Strategic Management Journal – Wiley online Library | | | | | | | | | | | |
| 2. | Journal of strategy and Management – Emerald Insight | | | | | | | | | | | |
| 3. | Mastering Strategic Management – [www.opentextbooks.org.hk](http://www.opentextbooks.org.hk) | | | | | | | | | | | |
| 4. | Mastering Strategic Management – [www.saylor.org](http://www.saylor.org). | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | |
| 1. | V S P Rao, Strategic Management Text and Cases, 2nd edition 2013. | | | | | | | | | | | |
| 2. | Kazmi, A., Strategic Management and Business Policy, 15th Edition, Tata McGraw-Hill Education, 2018. | | | | | | | | | | | |
| 3. | Dess, G., Lumpkin, G.T. and Eisner, A., Strategic Management, 8th Edition, Tata McGraw-Hill, 2018. | | | | | | | | | | | |
| 4. | Hill, C.W.L. and Jones, G.R., Strategic Management: An Integrated Approach, 9th Edition, Cengage Learning, 2012. | | | | | | | | | | | |
| 5. | Pearce II, J., Robinson, R.B. and Mittal, A., Strategic Management: Formulation, Implementation and Control, 12th Edition, McGraw-Hill, 2017. | | | | | | | | | | | |
| 6. | Wheelen, T.L. and Hunger, D., Strategic Management and Business Policy, 13th Edition, Pearson, 2012. | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  | 3 | 2 |  |  | 3 |  |
| **CO 2** |  |  | 3 |  |  |  |  | 3 |
| **CO 3** |  |  | 2 |  |  |  |  | 3 |
| **CO 4** |  | 2 |  |  | 3 |  |  | 2 |
| **CO 5** |  |  |  | 3 | 3 |  |  | 3 |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **International Business** | Extra Disciplinary | 3 | - | - | - | 3 | | 45 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To understand and analyze international situations and evaluate international collaborative arrangements and strategic alliances. | | | | | | | | | | | | |
| C2 | To apply knowledge of political, legal, economic and cultural country differences to develop competitive strategies in foreign, regional and global markets. | | | | | | | | | | | | |
| C3 | To throw light on international trade theories and the management of business functional operations in an international context. | | | | | | | | | | | | |
| C4 | To analyze and evaluate barriers, opportunities, market entry modes and the process of internationalization. | | | | | | | | | | | | |
| C5 | To know about regional economic integration and contemporary issues in international business. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Introduction: Introduction to International Business: Importance, nature and scope of International business-International Business Vs. Domestic Business; Tariff and non-tariff barriers- transition from Domestic to International Business; Advantages and disadvantages of International business; Balance of Payments; Balance of Trade; Balance of Current Account . Modes of entry into International Business- Internationalization process and managerial implications- Multinational Corporations and their involvement in International Business- Issues in foreign investments, technology transfer, pricing and regulations- International collaborative arrangements and strategic alliances- Counter Trade; Import-Export Process and Documentation. | | | | | | | 9 | | | C1 | | |
| II | International Business Environment and Cultural Differences: International Business Environment: Economic, Political, Cultural and Legal environments in International Business. Framework for analyzing International Business environment. Differences in Culture: Introduction — Social Structure — Religion — Language — Education —Culture and the Workplace — Cultural Change — Cross-cultural Literacy — Culture and Competitive Advantage. | | | | | | | 9 | | | C2 | | |
| III | International Trade Theory: Introduction — Mercantilism, Neo-Mercantilism — Theory of Absolute Advantage — Theory of Comparative Advantage — Heckscher-Ohlin Theory — The New Trade Theory — National Competitive Advantage — Porter's Diamond —General Agreement on Tariff and Trade (GATT)- World Trade Organization (WTO)-GATS-UNCTAD- Trade Blocks; Customs Union-EU- PTA- European Free Trade Area (EFTA)-Central American Common Market(CACM)-Latin American Free Trade Association(LAFTA)- North American Free Trade Agreement(NAFTA)- Association of South East Asian Nations(ASEAN)- CARICOM- GSTP-GSP-SAPTA-Indian Ocean RIM Initiative- BIMSTEC- Bretton Woods Twins- World Bank & IMF, International Finance Corporation- Multilateral Investment Guarantee Agency (MIGA). | | | | | | | 9 | | | C3 | | |
| IV | Global Trading and Investment Environment: Recent Trends in India’s Foreign Trade- India’s Commercial Relations and Trade Agreements with other countries- Institutional Infrastructure for export promotion in India- Export Assistance- Export Finance- Export Processing Zones (EPZs) - Special Economic Zones (SEZs)- Exports by Air, Post and Sea- Small Scale Industries (SSI) and Exports- Role of ECGC- Role of EXIM Bank of India- Role of Commodity Boards- Role of State Trading Agencies in Foreign Trade- STC, MMTC, etc. Foreign Exchange Market- Functions of Foreign Exchange Market- Foreign Direct Investments (FDI); forms of FDI — Horizontal and Vertical Foreign Direct Investment — Advantages of FDI to Host and Home Countries. | | | | | | | 9 | | | C4 | | |
| V | Contemporary Issues: Contemporary Issues in International Business- International Sales Contract- Major Laws- INCO terms- Standard Clauses of International Sales Contract- Role of Indian Council of Arbitration / International Chamber of Commerce in solving Trade disputes. Export Regulations: Procedure for export of goods- Quality Control and Pre- shipment Inspection- Customs Clearance- Port formalities- Exchange regulations for Export- Role of Clearing and Forwarding Agents. | | | | | | | 9 | | | C5 | | |
|  | **Total** | | | | | | | **45** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Be aware of the international situations and evaluate international collaborative arrangements and strategic alliances. | | | | | | | PO2, PO4, PO7 | | | | | |
| **CO2** | Possessed knowledge of political, legal, economic and cultural country differences to develop competitive strategies in foreign, regional and global markets. | | | | | | | PO4, PO7 | | | | | |
| **CO3** | Know the various international trade theories and the management of business functional operations in an international context. | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO4** | Be able to evaluate barriers, opportunities, market entry modes and the process of internationalization. | | | | | | | PO2, PO4, PO7 | | | | | |
| **CO5** | Have better understanding on regional economic integration and contemporary issues in international business. | | | | | | | PO6, PO7, PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | [www.internationalbusinesscorporation.com](http://www.internationalbusinesscorporation.com) | | | | | | | | | | | | |
| 2. | [www.business-ethics.org](http://www.business-ethics.org) | | | | | | | | | | | | |
| 3. | <https://www.jstor.org/journal/jintebusistud> | | | | | | | | | | | | |
| 4. | Journal of International Business and Management (JIBM) | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | International Business: Competing in the Global Marketplace (SIE) | 11th Edition – 14 August 2018 by [Charles W. L. Hill](https://www.amazon.in/Charles-W-L-Hill/e/B001IGNO5S/ref=dp_byline_cont_book_1)  (Author), [G. Tomas M. Hult](https://www.amazon.in/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=G.+Tomas+M.+Hult&search-alias=stripbooks) (Author), [Rohit Mehtani](https://www.amazon.in/s/ref=dp_byline_sr_book_3?ie=UTF8&field-author=Rohit+Mehtani&search-alias=stripbooks) (Author) | | | | | | | | | | | | |
| 2. | International Business | Fourth Edition | By Pearson – 30 November 2017 by [S. Tamer Cavusgil](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=S.+Tamer+Cavusgil&search-alias=stripbooks) (Author), [Gary Knight](https://www.amazon.in/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Gary+Knight&search-alias=stripbooks) (Author), [John Riesenberger](https://www.amazon.in/s/ref=dp_byline_sr_book_3?ie=UTF8&field-author=John+Riesenberger&search-alias=stripbooks) (Author) | | | | | | | | | | | | |
| 3. | Cherunilam, F., International Business: Text and Cases, 5th Edition, PHI Learning, 2010. | | | | | | | | | | | | |
| 4. | Paul, J., International Business, 5th Edition, PHI Learning, 2010. | | | | | | | | | | | | |
| 5. | Deresky, H., International Management: Managing Across Borders and Cultures, 6th Edition, Pearson, 2011. | | | | | | | | | | | | |
| 6. | Griffin, R., International Business, 7th Edition, Pearson Education, 2012. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  | 2 |  | 3 |  |  | 2 |  |
| **CO 2** |  |  |  | M |  |  | 2 |  |
| **CO 3** |  |  |  | 3 |  | 3 | 3 |  |
| **CO 4** |  | 3 |  | 3 |  |  | 3 |  |
| **CO 5** |  |  |  |  |  | 3 | 3 | 3 |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Soft Skills II - Business Etiquette** | Soft Skills | - | - | 2 | - | 2 | | 30 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To analyze the Business etiquette at workplace | | | | | | | | | | | | |
| C2 | To determine the Principles of exceptional work behavior | | | | | | | | | | | | |
| C3 | To explore Tech etiquette in using various telecommunication devices and channels | | | | | | | | | | | | |
| C4 | To successfully handle Multi-cultural challenges | | | | | | | | | | | | |
| C5 | To ascertain sensitivity to new and emerging issues in etiquette | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Introduction to business etiquette: The ABCs of etiquette Meeting and greeting scenarios-Developing a culture of excellence The principles of exceptional work behaviour - What is the role of Good Manners in Business?-Enduring Words  Greetings and Introductions: Guideline for receptionists - Making introductions and greeting people- Greeting Components- The protocol of shaking hands- Introductions - Introductory scenarios - Addressing individuals. | | | | | | | 6 | | | C1 | | |
| II | Meeting and Boardroom Protocol: Guidelines for planning a meeting - Before the meeting - On the day of the Meeting - Guidelines for Attending the meeting - For the Chairperson- For attendees - For Presenters - Planning a power point presentation-Dealing with customer complaints.  Entertaining Etiquette: Planning a meal- Issuing invitations -Business meals basics - Basics of table etiquette - Holding and resting utensils - Business dining etiquette - Multi-cultural Highlight: Japanese Dinning-Specific food Etiquette guidelines. | | | | | | | 6 | | | C2 | | |
| III | Telephone Etiquette: Cell phone etiquette-Social Media Usage etiquette- Telephone etiquette guidelines - Mastering the telephone courtesy - Active listening - Putting callers on hold -Transferring a call - Screening calls - Taking at message - Voice Mail-Closing the call - When Making calls - Closing the call-Handling rude or impatient clients  Internet & email etiquette: Internet usage in the workplace Email- Netiquette - Online chat - Online chat etiquette - Online chat etiquette guidelines | | | | | | | 6 | | | C3 | | |
| IV | Business Attire & Professionalism: Business style and professional image - Dress code - Guidelines for appropriate business attire - Grooming for  success - Guidelines for appropriate business attire - Grooming for success - Multicultural dressing  Diversity Management- Gender Sensitivity- Social Media and Communication with colleagues-Preventing sexual harassment-Disability Etiquette: Basic disability Etiquette practices - Courtesies for wheelchair users Courtesies for blind or visually impaired - Courtesies for the deaf- People with speech impairments. | | | | | | | 6 | | | C4 | | |
| V | Business Ethics: Ethics in the workplace - The challenge of business ethics - Creating an ethical compass - Business ethics and advantages - Ethical Issues - Conflict Management- Conflict resolution strategies - Choosing the appropriate gift in the business environment  Multi-cultural challenges: Multi-cultural etiquette - Example of cultural sensitivity - Cultural differences and their effect on business etiquette- onsite projects-Cultural Highlight: China-Cultural Highlight: India. | | | | | | | 6 | | | C5 | | |
|  | **Total** | | | | | | | **30** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Learn using business etiquette at work place | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO2** | Be able to acquire knowledge about the Principles of exceptional work behaviour | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO3** | Be able to enhance their knowledge of latest Tech etiquette in using various telecommunication devices and channels. | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO4** | Get familiarized with the Successful handling of Multi-cultural challenge | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO5** | Become sensitive to new and emerging issues in etiquette | | | | | | | PO4, PO6, PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | https://accountingexplained.com/managerial/capital-budgeting/ | | | | | | | | | | | | |
| 2. | http://www.studyfinance.com/lessons/workcap/ | | | | | | | | | | | | |
| 3. | Journal of International Financial Management & Accounting | | | | | | | | | | | | |
| 4. | The Management Accountant Journal - icmai-rnj.in | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Gonda, C. M. (2016) Master of Business Etiquette: The Ultimate Guide to Corporate Etiquette and Soft Skills Embassy Books, First Edition. | | | | | | | | | | | | |
| 2. | Mehra, S. K. (2012) Business Etiquette A Guide For The Indian Professional. Noula: HarperCollins | | | | | | | | | | | | |
| 3. | Pachter, B. (2013). The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way to Success (1) edition New York: McGraw-Hill Education. | | | | | | | | | | | | |
| 4. | Past, K. (2008). Indian Business Etiquette: 1 (First edition). Ahmedabad Jaico Publishing House. | | | | | | | | | | | | |
| 5. | Travis, R. (2013). Tech Eliquette: OMG, 2 Edition, RLT Publishing. | | | | | | | | | | | | |
| 6. | Gonda, C. M. (2016) Master of Business Etiquette: The Ultimate Guide to Corporate Etiquette and Soft Skills Embassy Books, First Edition. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 2 |  | 2 | 2 |  |
| **CO 2** |  |  |  | 2 |  | 2 | 2 |  |
| **CO 3** |  |  |  | 2 |  | 2 | 2 |  |
| **CO 4** |  |  |  | 2 |  | 2 | 2 |  |
| **CO 5** |  |  |  | 2 |  | 2 | 2 |  |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Soft Skills III – Computing Skills** | Soft Skills | - | - | 2 | - | 2 | | 30 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To create awareness and understanding on the basic functions of MS Excel | | | | | | | | | | | | |
| C2 | To elucidate the students on the various advanced functions of MS Excel | | | | | | | | | | | | |
| C3 | To educate the students on MS Access and its application in database management | | | | | | | | | | | | |
| C4 | To enable the students to understand the functions and usage of various cloud based apps like Google Drive, Google Sheets and Google Docs | | | | | | | | | | | | |
| C5 | To enable the students learn the functions and usage of Cloud based apps like Google Forms, Google Slides and Google Cloud Printing. | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | MS Excel – Basic Functions - Workbook – Building – modifying - navigating; Worksheet – Auto fill copying and moving cells, inserting and deleting rows, printing; Formulas and functions-Troubleshooting formulas, Functions and its forms like database, reference, Databases – creating, sorting filtering and linking. | | | | | | | 6 | | | C1 | | |
| II | MS Excel Advanced Functions – Vlookup – Hlookup – Charts – Count - Countif – Sum - Sumif – Product – Sumproduct.  Functions: Mathematical - Financial - logic – Text - Statistical | | | | | | | 6 | | | C2 | | |
| III | MS Access – Components, creating a database and project, import and exporting, customizing; Tables – creating and setting fields; Queries – types, creating, wizards – Reports – creating and layout. | | | | | | | 6 | | | C3 | | |
| IV | Cloud based apps – Google Drive, Google Sheets, Google Docs, | | | | | | | 6 | | | C4 | | |
| V | Cloud based apps - Google Forms, Google Slides – Google Cloud Print | | | | | | | 6 | | | C5 | | |
|  | **Total** | | | | | | | **30** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Have awareness and understanding on the basic functions of MS Excel | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO2** | Know the advanced functions of MS Excel | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO3** | Possess knowledge on MS Access and its application in database management | | | | | | | PO2, PO4, PO6, PO7 | | | | | |
| **CO4** | Understand and possess knowledge on the functions and usage of various cloud based apps like Google Drive, Google Sheets and Google Docs | | | | | | | PO4, PO5, PO6, PO7 | | | | | |
| **CO5** | Understand and be aware of the functions and usage of Cloud based apps like Google Forms, Google Slides and Google Cloud Printing. | | | | | | | PO4, PO6, PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | Humphrey M.L., Excel For Beginners, Kindle Edition, 2017 | | | | | | | | | | | | |
| 2. | Richard Rost, Learning MS Access Kindle Edition, 2013 | | | | | | | | | | | | |
| 3. | Sachin Srivastava, Google Cloud Platform, Kindle Edition, 2021 | | | | | | | | | | | | |
| 4. | Valarie Lestourgeon, A Beginner’s Guide to GCP, Kindle Edition, 2021 | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Gonda, C. M. (2016) Master of Business Etiquette: The Ultimate Guide to Corporate Etiquette and Soft Skills Embassy Books, First Edition. | | | | | | | | | | | | |
| 2. | Mehra, S. K. (2012) Business Etiquette A Guide For The Indian Professional. Noula: HarperCollins | | | | | | | | | | | | |
| 3. | Pachter, B. (2013). The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way to Success (1) edition New York: McGraw-Hill Education. | | | | | | | | | | | | |
| 4. | Past, K. (2008). Indian Business Etiquette: 1 (First edition). Ahmedabad Jaico Publishing House. | | | | | | | | | | | | |
| 5. | Travis, R. (2013). Tech Eliquette: OMG, 2 Edition, RLT Publishing. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 3 |  | 3 | 3 |  |
| **CO 2** |  |  |  | 3 |  | 3 | 3 |  |
| **CO 3** |  | 3 |  | 3 | 3 | 3 | 3 |  |
| **CO 4** |  |  |  | 3 | 3 | 3 | 3 |  |
| **CO 5** |  |  |  | 3 |  | 3 | 3 |  |

**3-Strong 2-Medium 1-Low**

**SEMESTER III**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Information Systems for Business** | Core | 4 | - | - | - | 4 | | 45 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To enable students to understand the fundamentals of information system and its role of information in managerial decision making | | | | | | | | | | | | |
| C2 | To throw light on fundamentals of information systems like TPS, DSS, and EIS. | | | | | | | | | | | | |
| C3 | To manage system applications and data to best support functional areas of business | | | | | | | | | | | | |
| C4 | To provide insights in securely managing database and information using the process of | | | | | | | | | | | | |
| C5 | To elucidate the need and importance of ERP, its selection and implementation in workplace | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | Introduction to information system**-**The management, structure and activities- Information needs and sources-Types of management decisions and information need. System classification Elements of system, input, output, process and feedback. | | | | | | | 12 | | | C1 | | |
| II | Transaction Processing information system, Office Automation System (OAS) - Knowledge workers System(KWS); MIS; Information system for managers, Intelligence information system –Decision support system-Executive information systems. | | | | | | | 12 | | | C2 | | |
| III | Functional Management Information System: Production / Operations Information system, Marketing Information Systems, Accounting Information system, Financial Information system, Human resource Information system. | | | | | | | 12 | | | C3 | | |
| IV | System Analysis and Design: The work of a system analyst- SDLC-System design – AGILE Model – Waterfall Model – Spiral Model – Iterative and Incremental Model - RAD Model - Requirement analysis-Data flow diagram, relationship diagram, design- Implementation-Evaluation and maintenance of MIS, Database System: Overview of Database- Components-advantages and disadvantages of database; Data Warehousing and Data Mining; Business Intelligence; Artificial Intelligence; Expert System; Big Data; Cyber Safety and Security- Cryptography; RSA Model of Encryption; Data Science - Block Chain Technology; E-commerce and E-Business models; IOT - RFID. | | | | | | | 12 | | | C4 | | |
| V | Enterprise Resource Planning (ERP) System, Benefits of the ERP, ERP how different from conventional packages , Need for ERP , ERP components , Selection of ERP Package, ERP implementation, Customer Relationship management. Organisation & Types, Decision Making, Data & information, Characteristics & Classification of information, Cost & value of information, various channels of information and MIS; Information system audit and control – E-Governance. | | | | | | | 12 | | | C5 | | |
|  | **Total** | | | | | | | **60** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Learn the importance of data and information in managerial decision making. | | | | | | | PO1, PO2, PO6 | | | | | |
| **CO2** | Possess on the various IS and the its relevance to Organizational environment | | | | | | | PO3, PO5, PO8, | | | | | |
| **CO3** | Understand the application of IS on the various functions like Accounting, Finance, Marketing, Operations and HR | | | | | | | PO1, PO3, PO5, PO8 | | | | | |
| **CO4** | To study the various models and new technologies | | | | | | | PO1, PO2, PO6, PO7 | | | | | |
| **CO5** | Be exposed on the importance of selecting the appropriate ERP and its implementation | | | | | | | PO1, PO2, PO5, PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | Information Systems for Business and Beyond – opentextbooks.site. | | | | | | | | | | | | |
| 2. | Management Information Systems: Managing the Digital firm – www.textbooks.com | | | | | | | | | | | | |
| 3. | Information systems Journal – Wiley Online Library. | | | | | | | | | | | | |
| 4. | Information Systems management in Business and development organisations – Harekrishna Misra – PHI Learning. | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Azam, M., Management Information System, McGrawHill Education, 2012 | | | | | | | | | | | | |
| 2. | Laudon, K., Laudon, J. and Dass, R., Management Information Systems – Managing the Digital Firm, 11th Edition, Pearson, 2010. | | | | | | | | | | | | |
| 3. | Murdick, R.G., Ross, J.E. and Claggett, J.R., Information Systems for Modern Management, 3rd Edition, PHI, 2011. | | | | | | | | | | | | |
| 4. | O’Brien, J.A., Morakas, G.M. and Behl, R., Management Information Systems, 9th Edition, Tata McGraw-Hill Education, 2009. | | | | | | | | | | | | |
| 5. | Saunders, C.S. and Pearson, K.E., Managing and Using Information Systems, 3rd Edition, Wiley India Pvt. Ltd., 2009. | | | | | | | | | | | | |
| 6. | Stair, R. and Reynolds, G., Information Systems, 10th Edition, Cengage Learning,2012. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | 3 | 2 |  |  |  | 3 |  |  |
| **CO 2** |  |  | 3 |  | 3 |  |  | 3 |
| **CO 3** | 2 |  | 3 |  | 2 |  |  | 3 |
| **CO 4** | 3 | 3 |  |  |  | 2 | 3 |  |
| **CO 5** | 3 | 2 |  |  | 2 |  |  | 3 |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **EMPLOYABILITY SKILLS** | Extra Disciplinary | 3 | - | - | - | 3 | | 45 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To learn about the employability skills | | | | | | | | | | | | |
| C2 | To understand dimensions of task oriented skills | | | | | | | | | | | | |
| C3 | To study on critical problem-solving techniques | | | | | | | | | | | | |
| C4 | To develop employability skills | | | | | | | | | | | | |
| C5 | To understand the logical and reasoning skills | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **INTRODUCTION TO EMPLOYABILITY SKILLS**  Meaning – Definition – Hard skills and soft  skills –Employability skills and vocational skills – Employability and employment –  Employability attributes. | | | | | | | 9 | | | C1 | | |
| II | **UNPACKING EMPLOYABILITY SKILLS**  Embedded employability skills – Dimensions of  competency – Task skills –Task Management skills – Contingency Management skills –  Job/Role Environment skills. | | | | | | | 9 | | | C2 | | |
| III | **INTER – RELATIONSHIPS OF EMPLOYABILITY SKILLS**  Communication – Team work –  Problem solving – Initiative and Enterprise – Planning and Organizing – Self management –  Learning – Technology. | | | | | | | 9 | | | C3 | | |
| IV | **RESUME WRITING**  Meaning – Features of good resume – Model (Exercise). Etiquettes – Dress, Cleanliness, Etiquettes to be followed inside the employment seeking process. | | | | | | | 9 | | | C4 | | |
| V | **Arithmetic and Logical Reasoning Skills – Exercise.** | | | | | | | 9 | | | C5 | | |
|  | **Total** | | | | | | | **45** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | | | | | | |
| **CO1** | Acquire employability skills | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO2** | understand dimensions of task oriented skills | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO3** | study on critical problem-solving techniques | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO4** | develop employability skills | | | | | | | PO4, PO6, PO7 | | | | | |
| **CO5** | understand the logical and reasoning skills | | | | | | | PO4, PO6, PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | <https://www.jobjumpstart.gov.au/article/what-are-employability-skills> | | | | | | | | | | | | |
| 2. | <https://www.simplilearn.com/why-are-employability-skills-important-article> | | | | | | | | | | | | |
| 3. | <https://blog.hubspot.com/marketing/employability-skills> | | | | | | | | | | | | |
| 4. | <https://www.indeed.com/career-advice/finding-a-job/employability-skills> | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Soft Skills, Dr. K. Alex | | | | | | | | | | | | |
| 2. | Winning Interview Skills, Complied & Edited by J.K. Chopra. | | | | | | | | | | | | |
| 3. | A Modern Approach to Verbal and Non- Verbal Reasoning, R. S. Aggarwal. | | | | | | | | | | | | |
| 4. | Fafinski, S., Finch, E. (2014). Employability Skills for Law Students. United Kingdom: OUP Oxford. | | | | | | | | | | | | |
| 5. | Trought, F. (2017). Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market. United Kingdom: Pearson Education Limited. | | | | | | | | | | | | |
| 6. | Chaita, M. V. (2016). Developing Graduate Employability Skills: Your Pathway to Employment. United States: Universal Publishers. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 3 |  | 3 |  |  |
| **CO 2** |  |  |  | 3 |  | 3 |  |  |
| **CO 3** |  | 2 |  | 3 |  | 3 |  |  |
| **CO 4** |  |  |  | 3 | 2 | 3 | 1 |  |
| **CO 5** |  |  |  | 3 |  | 3 |  |  |

**3-Strong 2-Medium 1-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Soft Skills IV – Leadership & Team Building Skills** | Soft Skills | - | - | 2 | - | 2 | | 30 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To understand the characteristics, style, traits of leaders, and theories of leadership. | | | | | | | | | | | | |
| C2 | To learn more about self-leadership and developing team-building skills through case studies and examples. | | | | | | | | | | | | |
| C3 | To understand how to form, manage and lead the team. | | | | | | | | | | | | |
| C4 | To understand the measures of conflict in a team | | | | | | | | | | | | |
| C5 | To explore team roles & processes in developing and managing a team | | | | | | | | | | | | |
| **SYLLABUS** | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **Leadership Theories:** Nature of leadership theories & models of leadership - attributes of effective leaders - traits of leadership - interpersonal competence & leadership | | | | | | | 6 | | | C1 | | |
| II | **Leadership Styles:** Leadership qualities -styles of leadership -attitudes-role models & new leadership - cultural differences and diversity in leadership - leader behaviour leadership in different countries- leadership ethics & social responsibility. | | | | | | | 6 | | | C2 | | |
| III | **Leadership Skills:** Leadership skills - Leadership & management - transactional & transformational in leadership -Strength based leadership in practice - Tasks & Relationship approach in leadership - influence tactics of leaders- motivation and coaching skills. Establishing constructive climate- listening to out group members- communication and conflict resolution skills. | | | | | | | 6 | | | C3 | | |
| IV | **Team Work:** Working in group & teams - characteristics of effective team- types- team development: Tuckman's team development stages- Belbin team roles - Ginnett - team effectiveness leadership model. | | | | | | | 6 | | | C4 | | |
| V | **Exploring team roles & processes:** mapping the stages of group development -Building: and developing teams-overcoming resistance coping and conflict and Ego-leading a team managing meetings. | | | | | | | 6 | | | C5 | | |
|  | **Total** | | | | | | | **30** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Critical understanding of theories and concepts of leadership and teamwork in organizations | | | | | | | PO4, PO5, PO6, PO7 | | | | | |
| **CO2** | Critical awareness of the importance of teamwork and development of the skills for building effective teams | | | | | | | PO4, PO5, PO6, PO7 | | | | | |
| **CO3** | Understanding of the techniques and practical understanding of how to apply theories and concepts to improve leadership skills. | | | | | | | PO2, PO4, PO5, PO6, PO7 | | | | | |
| **CO4** | Development of skills in effective leadership and professional communication | | | | | | | PO4, PO5, PO6, PO7 | | | | | |
| **CO5** | Demonstrate effective written communication skills for plans, strategies and outcomes. | | | | | | | PO4, PO6, PO7 | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | Uday Kumar Haldar, Leadership and Team Building, | | | | | | | | | | | | |
| 2. | D.K. Tripathy, Team Building and Leadership with Texts and Cases, Himalaya Publishing House, 2014 | | | | | | | | | | | | |
| 3. | International Journal on Leadership, Publishing India Group | | | | | | | | | | | | |
| 4. | International Journal of Organizational Leadership, CIKD | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Gonda, C. M. (2016) Master of Business Etiquette: The Ultimate Guide to Corporate Etiquette and Soft Skills Embassy Books, First Edition. | | | | | | | | | | | | |
| 2. | Mehra, S. K. (2012) Business Etiquette A Guide For The Indian Professional. Noula: HarperCollins | | | | | | | | | | | | |
| 3. | Pachter, B. (2013). The Essentials of Business Etiquette: How to Greet, Eat, and Tweet Your Way to Success (1) edition New York: McGraw-Hill Education. | | | | | | | | | | | | |
| 4. | Past, K. (2008). Indian Business Etiquette: 1 (First edition). Ahmedabad Jaico Publishing House. | | | | | | | | | | | | |
| 5. | Travis, R. (2013). Tech Eliquette: OMG, 2 Edition, RLT Publishing. | | | | | | | | | | | | |
| 6. | Gonda, C. M. (2016) Master of Business Etiquette: The Ultimate Guide to Corporate Etiquette and Soft Skills Embassy Books, First Edition. | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | 3 | 3 | 3 | 3 |  |
| **CO 2** |  |  |  | 3 | 3 | 3 | 3 |  |
| **CO 3** |  | 3 |  | 3 | 3 | 3 | 3 |  |
| **CO 4** |  |  |  | 3 | 3 | 3 | 3 |  |
| **CO 5** |  |  |  | 3 |  | 3 | 3 |  |

**3-Strong 2-Medium 1-Low**

**Specialization Courses: Human Resource Management**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
| 1 | Human Resources Development | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 2 | Performance Management | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 3 | Organizational Development | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 4 | Industrial and Labour Relations | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 5 | Career Management | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 6 | Emotional Intelligence for Managerial Effectiveness | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 7 | HR Analytics | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 8 | Learning and Development | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 9 | Organizational Change | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 10 | Strategic HRM | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 11 | Talent Management | Elective | 3 | - | - | 1 | 3 | 3 | 25 | 75 | 100 |
| 12 | Workplace counselling | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 13 | Human Capital Planning | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 14 | Human Resources Information System | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 15 | Stress Management | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 16 | Competency mapping | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |
| 17 | International HRD | Elective | 3 | - | - | - | 3 | 3 | 25 | 75 | 100 |
| 18 | Compensation and Rewards Management | Elective | 2 | - | 1 | - | 3 | 3 | 25 | 75 | 100 |

**(An exclusive HRM lab with simulation, AI facilities as a common facility region wise is suggested)**

**#Choose any 6 elective courses from the above list in consultation with the HOD or Head.**

**SPECIALIZATION COURSES: HUMAN RESOURCE MANAGEMENT**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Human Resources Development** | Elective | 3 | - | | - | 1 | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To understand the requirements of HRD Professional in the present content with the developmental perspective of HRD. | | | | | | | | | | | | | |
| C2 | To analyse and explore the models and factors influencing employee behavior and Learning. | | | | | | | | | | | | | |
| C3 | To explore the developing needs of Human capacity and its impact of HRD initiatives. | | | | | | | | | | | | | |
| C4 | To understand the training need & explore the technique for development. | | | | | | | | | | | | | |
| C5 | To explore the recent trends in career planning & development. | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **Introduction:** Definition, Scope and objectives - Evolution of HRD - Developmental Perspective of HRD - HRD at macro and micro levels: Outcomes of HRD in the National and Organizational contexts. Qualities and Competencies required in a HRD professional. Importance of HRD in the Present Context. Development of HRD Movement in India. Difference between HRM and HRD Organisation of HRD Function. | | | | | | | | 9 | | | C1 | | |
| II | **Human Resource Development System:** HRD Mechanisms – Climate and Culture – Influences of Employee Behaviour – Model of Employee Behaviour – External and Internal Factors Influencing Employee Behaviour.  **Learning and HRD:** Learning Principles – Maximizing Learning – Individual Differences in the Learning Process – Learning Strategies and Styles – Recent Developments in Instructional and Cognitive Psychology. | | | | | | | | 9 | | | C2 | | |
| III | **Developing Human Capacity:** Aptitude - Knowledge - Values - Skills of Human Relations - Responsiveness - Loyalty and Commitment - Transparency - Leadership Development.  **Evaluating HRD:** Human Resource Accounting - HR Audit and Benchmarking - Impact Assessment of HRD initiatives on the bottom-line of an organization. | | | | | | | | 9 | | | C3 | | |
| IV | **Training and Development:** Meaning and Scope of training - education and development; Training need analysis - Types of training Internal and external – On -job Training & Job shadowing, SGTA- Outbound Training - Attitudinal training - Principles Involved in Selection of Training Method – Techniques of Training Different Levels - Training effectiveness. | | | | | | | | 9 | | | C4 | | |
| V | **Career Planning and Development:** Definition - objectives – importance – career development –Career path defining- principles of theories career planning – steps involved – succession planning.  Recent Trends in HRD**:** Training for trainers and HRD professionals – Goal-directed work system behavior- Dynamics of HR & Employee Engagement- Sustainable Human Development- Promoting Research in HRD. | | | | | | | | 9 | | | C5 | | |
|  | **Total** | | | | | | | | **45** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Understand the need of the HRD professionals. | | | | | | | | PO1, PO8 | | | | | |
| **CO2** | Integrate the concept and practical implication of learning & behavior. | | | | | | | | PO3, PO5 | | | | | |
| **CO3** | Understand the developing need of Human capacity. | | | | | | | | PO3, PO5 | | | | | |
| **CO4** | Understand Training need & its development. | | | | | | | | PO1, PO2, PO4 | | | | | |
| **CO5** | Have a better understanding of career planning & development. | | | | | | | | PO6, PO7, PO8 | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | Brian Becker, Mark Huselid, Dave Ulrich, ‘The HR Scorecard’, Harvard Business School Press. | | | | | | | | | | | | | |
| 2. | Kirsten & Martin Edwards, ‘Predictive HR Analytics: Mastering the HR Metric’, Kogan Page. | | | | | | | | | | | | | |
| 3. | KirsWayne Cascio, John Boudreau, ‘Investing in people. Financial Impact of Human Resource Initiatives’. | | | | | | | | | | | | | |
| 4. | Tomas Chamorro-Premuzic, ‘The Talent Delusion’. | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Gibb, S., Human Resource Development: Foundations, Process, Context, 3rdEdition, Palgrave Macmillan, 2011. | | | | | | | | | | | | | |
| 2. | McGuire, D. and Jorgensen, K., Human Resource Development, Sage South Asia, 2011. | | | | | | | | | | | | | |
| 3. | Noe, R. and Deo, A., Employee Training and Development, 5th Edition, Tata McGraw-Hill Education, 2012. | | | | | | | | | | | | | |
| 4. | Rishipal, Training and Development Methods, S.Chand, 2011. | | | | | | | | | | | | | |
| 5. | Saks, A., Performance Management through Training and Development, Cengage Learning, 2010. | | | | | | | | | | | | | |
| 6. | Werner, J.M. and DeSimone, R.L., Human Resource Development, 5thEdition, Cengage Learning, 2012. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | 40 Marks | | | | | | | | | |
| Assignments/mini project/practical demonstrations | | | |
| Seminars | | | |
| Attendance and Class Participation | | | |
| **External Evaluation** | End Semester Examination | | | | 60 Marks | | | | | | | | | |
|  | Total | | | | 100 Marks | | | | | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | M |  |  |  |  |  |  | M |
| **CO 2** |  |  | S |  | S |  |  |  |
| **CO 3** |  |  | M |  | M |  |  |  |
| **CO 4** | M | M |  | M |  |  |  |  |
| **CO 5** |  |  |  |  |  | M | M | M |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Performance Management** | Elective | 3 | - | | - | 1 | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To summarize basic concepts of performance management. | | | | | | | | | | | | | |
| C2 | To employ, and design performance management process. | | | | | | | | | | | | | |
| C3 | To interpret optimal use of performance analysis techniques. | | | | | | | | | | | | | |
| C4 | To elucidate role of Performance Management system and standards in place. | | | | | | | | | | | | | |
| C5 | To constitute and appraise high performance teams. | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | | **No. of Hours** | | | **Course Objectives** | | |
| I | **Introduction:** Performance Management Definition – History, Dimensions of – Role in Organizations – Characteristics of an ideal Performance Management Systems – Challenges of a Poorly Implemented Performance Management System. | | | | | | | | 9 | | | C1 | | |
| II | **Performance Management Process:** Defining Performance – Determinants of Performance – Approaches to Measuring Performance – Performance in Performance Management – Process of Performance Management – Performance Management and Human Resource Management. | | | | | | | | 9 | | | C2 | | |
| III | **Performance Planning:** Ongoing support and coaching Theories of Goal-setting – Setting Performance Criteria – Components of Performance Planning - Objectives of Performance Analysis – Performance standards; BIS, ISO 9001/27001/14001/18001- Crisis Management- Performance Analysis Process. | | | | | | | | 9 | | | C3 | | |
| IV | **Performing Review and Discussion:** Performing Review and Discussion: Significance of Performance Review in Performance Management – Process of Performance Review. Performance Ratings: Factors affecting Appraisals – Methods and Errors – Reducing Rater Biases. Performance Review Discussions: Objectives – Process – Role of Mentoring and Coaching in Performance Review. | | | | | | | | 9 | | | C4 | | |
| V | **Managing Team Performance:** Managing Team Performance: Types of teams and Implications for Performance Management – Purpose and Challenge of Team Performance Management – Rewarding Team Performance  Implementing Performance Management System: Factors affecting Implementation – Pitfalls of Implementation – Traditional Practices in the Industry. | | | | | | | | 9 | | | C5 | | |
|  | **Total** | | | | | | | | **45** | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | | **Program Outcomes** | | | | | |
| **CO1** | Recognize and apply performance management techniques. | | | | | | | | PO2, PO6 | | | | | |
| **CO2** | Design performance management process across various business units. | | | | | | | | PO2, PO8 | | | | | |
| **CO3** | Formulate, comply and implement performance analysis tools and standards. | | | | | | | | PO2, PO4, PO7 | | | | | |
| **CO4** | Construct performance review and employ Performance Management system. | | | | | | | | PO1, PO5 | | | | | |
| **CO5** | Critique team management strategies. | | | | | | | | PO1, PO5 | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | Sir John Whitmore, ‘Coaching for Performance’ | | | | | | | | | | | | | |
| 2. | Andrew S Grove, ‘High output Management’ | | | | | | | | | | | | | |
| 3. | Camille Fournier, ‘The Manager’s Path’ | | | | | | | | | | | | | |
| 4. | Christopher D lee, ‘Performance Conversations’ | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Aguinis, H., Performance Management, 4th Edition, Chicago Business Press, 2019. | | | | | | | | | | | | | |
| 2. | Jason Lauritsen, Unlocking High Performance: How to use performance management to engage and empower employees to reach their full potential, 1st Edition, Kogan Page, 2018. | | | | | | | | | | | | | |
| 3. | T V Rao, Performance Management: Toward Organizational Excellence, 2nd Edition, SAGE response, 2015. | | | | | | | | | | | | | |
| 4. | Armstrong, M., Armstrong’s Handbook of Performance Management, 4th Edition, Kogan Page, 2012. | | | | | | | | | | | | | |
| 5. | Madhu Arora, Poonam Khurana, Sonam Choiden, Performance Management-Happiness and Keeping Pace with Technology, 1st Edition, CRC Press, 2020. | | | | | | | | | | | | | |
| 6. | Hedda Bird, The Performance Management Playbook, 1st Edition, Pearson, 2022. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | 40Marks | | | | | | | | | |
| Assignments/mini project/practical demonstrations | | | |
| Seminars | | | |
| Attendance and Class Participation | | | |
| **External Evaluation** | End Semester Examination | | | | 60 Marks | | | | | | | | | |
|  | Total | | | | 100 Marks | | | | | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussions, Debating or Presentations | | | | | | | | | | | | | |

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| **CO 1** |  | M |  |  |  | M |  |  |
| **CO 2** |  | M |  |  |  |  |  | M |
| **CO 3** |  | M |  | M |  |  | M |  |
| **CO 4** | M |  |  |  | S |  |  |  |
| **CO 5** | M |  |  |  | S |  |  |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Organizational Development** | Elective | 3 | - | - | 1 | 3 | | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To generalize a fair comprehension of basic concepts on OD. | | | | | | | | | | | | | |
| C2 | To assimilate design elements of OD. | | | | | | | | | | | | | |
| C3 | To summarize the effects of Organizational culture and reinforcing techniques. | | | | | | | | | | | | | |
| C4 | To illustrate the effectiveness of working in teams. | | | | | | | | | | | | | |
| C5 | To interpret constructs of well-being and approaches to achieving a balance. | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Introduction:** Introduction- evolution- basic values and assumptions- foundations of OD- Process of OD - managing the phases of OD- Organizational diagnosis – OD Techniques - Questionnaire, interview, work task force- collecting, analyzing- feedback of diagnostic information. | | | | | | | 9 | | | | C1 | | |
| II | **Approaches:** Key Organizational Designs – Procedures-Differentiation & Integration - Basic Design – Dimensions Determination of Structure-Forces Reshaping Organization – Life Cycles in Organization. | | | | | | | 9 | | | | C2 | | |
| III | **Organizational culture:** Key Role of Organizational Culture - Functions & Effects of Organizational Culture - Leaders role in shaping and reinforcing culture, Developing a Global Organizational Culture. | | | | | | | 9 | | | | C3 | | |
| IV | **Groups & teams:** Work Groups & Teams - Preparing for the world of work Group Behavior - Emerging issues of Work Organization and Quality of Work Life – Career stage model – Moving up the career ladder. | | | | | | | 9 | | | | C4 | | |
| V | **Wellbeing:** Stress and Well Being at Work: Four approaches to stress - Sources of stress at work, consequences of stress - Prevalent Stress Management - Managerial implications. | | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Comprehend and justify basic concepts on OD. | | | | | | | PO2, PO6 | | | | | | |
| **CO2** | Assimilate and design OD process. | | | | | | | PO4, PO8 | | | | | | |
| **CO3** | Summarize Organizational culture and use reinforcing techniques. | | | | | | | PO3 | | | | | | |
| **CO4** | Illustrate effectiveness of working in teams. | | | | | | | PO1, PO5 | | | | | | |
| **CO5** | Interpret constructs of wellbeing and approaches to achieving a balance. | | | | | | | PO1, PO3, PO5 | | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | Laslo Bock, ‘Work Rules-Insights from inside Google’ | | | | | | | | | | | | | |
| 2. | Edgar H Schein, ‘Organisational Culture and Leadership | | | | | | | | | | | | | |
| 3. | Kirk Blackard, James W Gibson, ‘Capitalizing on conflict’ | | | | | | | | | | | | | |
| 4. | Peter S Cohan, ‘Value Leadership’ | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Anderson, D., Organization Development: The Process of Leading Organizational Change, 5th Edition, Sage Publication 2019. | | | | | | | | | | | | | |
| 2. | W. Warner Burke, Debra A. Noumair, Organization Development: A Process of Learning and Changing 3rd Edition, Pearson FT Press, 2015. | | | | | | | | | | | | | |
| 3. | French, W., Bell, C. and Vohra, Organization Development: Behavioral Science Interventions for Organization Improvement, 6th Edition, Pearson Higher Education, 2017. | | | | | | | | | | | | | |
| 4. | Cummings, T., Theory of Organization Development and Change, 9th Edition, South-Western, 2011. | | | | | | | | | | | | | |
| 5. | Cheung-Judge, M. and Holbeche, L., Organization Development: A Practioner’s Guide for OD and HR, Kogan Page, 2nd Edition, 2015. | | | | | | | | | | | | | |
| 6. | Ramanarayan, S. and Rao, T.V., Organization Development: Accelerating Learning and Transformation, 2nd Edition, Sage India, 2011. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/practical demonstrations | | | | | | | | |
| Seminars | | | | | | | | |
| Attendance and Class Participation | | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  | M |  |  |  | M |  |  |
| **CO 2** |  |  |  | M |  |  |  | M |
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| **CO 5** | M |  | M |  | S |  |  |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Industrial and Labour Relations** | Elective | 3 | - | - | 1 | 3 | | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To familiarize the students to the basic concepts of Industrial Relations in order to aid in understanding how an industry functions. | | | | | | | | | | | | | |
| C2 | To provide insights on Industrial Harmony and Conflicts | | | | | | | | | | | | | |
| C3 | To throw light on Labour Relations, Joint consultation | | | | | | | | | | | | | |
| C4 | To explicate on Trade Union, Problems and role of Indian Trade Unions. | | | | | | | | | | | | | |
| C5 | To elucidate on Collective Bargaining, Tripartite Machinery | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Industrial Relations:** The changing concepts of Industrial relations- Factors affecting employee stability. Application on Psychology to Industrial Relations. Codes of Conduct. | | | | | | | 9 | | | | C1 | | |
| II | **Industrial Harmony and Conflict:** Harmonious relations in industry- importance and means; cause of industrial disputes- Machinery for settling of disputes- Negotiation- Conciliation- Mediation- Arbitration and Adjudication- Strikes- Lock-outs- Lay-off and Retrenchment- Code of Discipline- Grievance procedure-Labour management co- operation; Worker’s participation in management. | | | | | | | 9 | | | | C2 | | |
| III | **Labour Relations**: Changing concept of management labour relations- Statute laws- Tripartite conventions- development of the idea of social justice- limitation of management prerogatives increasing labour responsibility in productivity. Joint Consultation: Principal types- Attitude of trade unions and management- Joint consultation in India. | | | | | | | 9 | | | | C3 | | |
| IV | **Trade Unions:** Trade Unions and their growth- economic- social and political conditions leading to the development of trade unionism- Theories of trade unionism- Aim and objectives of trade unions- Structure and governing of trade unions.  **Problems and Role of Indian Trade Unions:** Recognition and leadership- Finances and Membership- Compulsory versus free membership- Political activities- Welfare- Legislation- Majority and Minority unions- Social responsibilities- positive role in economic and social development. | | | | | | | 9 | | | | C4 | | |
| V | **Collective Bargaining**: Meaning- Scope- Subject matter and parties- Methods and tactics- Administrations of collective bargaining agreements- Charter of Demands & Counter Demands- Fair and unfair labour practice.  **Tripartite Machinery:** At the center and in the states- I.L.O. – Its functions and role in labour movement – Industrial health and safety- Industrial legislations. | | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Generalize with the basic concepts of Industrial Relations. | | | | | | | PO2, PO6 | | | | | | |
| **CO2** | Enumerate insights on Industrial Harmony and Conflicts. | | | | | | | PO4, PO8 | | | | | | |
| **CO3** | Have insights on Labor Relations, Joint Consultation | | | | | | | PO8 | | | | | | |
| **CO4** | Summarize best practices of Trade Union, Problems and role of Indian Trade Unions | | | | | | | PO1, PO5 | | | | | | |
| **CO5** | Demonstrate policies for Collective Bargaining, Tripartite Machinery. | | | | | | | PO1, PO3, PO5 | | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | Campbell Balfour, ‘Industrial Relations in the common market’ | | | | | | | | | | | | | |
| 2. | Michael Poole, ‘Theories of Trade unionism’ | | | | | | | | | | | | | |
| 3. | Srikanth Goparaju, ‘Industrial Relations in Modern India’ | | | | | | | | | | | | | |
| 4. | Glenn Diesen, ‘Great Power Politics in the fourth Industrial Revolution’ | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Tripathi PC, Gupta C B & Kapoor N D., Industrial Relations and Labour Laws., 6th Edition 2020. | | | | | | | | | | | | | |
| 2. | Sen, R., Industrial Relations: Text and Cases, 2nd Edition, Macmillan PublishersIndia, 2009. | | | | | | | | | | | | | |
| 3. | Monappa, Nambudri and Selvaraj, Industrial Relations and Labour Laws, 2nd Edition, Tata McGraw-Hill, 2012. | | | | | | | | | | | | | |
| 4. | PRN Sinha, and Sinha Indu Bala, Industrial Relations, Trade Unions and Labour Legislation, Pearson, 3rd Edition, 2017. | | | | | | | | | | | | | |
| 5. | Sivarethinamohan R, Industrial Relations and Labour Welfare, PHI Learning, 1st Edition 2010. | | | | | | | | | | | | | |
| 6. | VenkataRatnam, C. S., Industrial Relations, Oxford University Press, 2nd Edition, 2017. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/practical demonstrations | | | | | | | | |
| Seminars | | | | | | | | |
| Attendance and Class Participation | | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  | M |  |  |  | M |  |  |
| **CO 2** |  |  |  | M |  |  |  | M |
| **CO 3** |  |  |  |  |  |  |  | S |
| **CO 4** | M |  |  |  | S |  |  |  |
| **CO 5** | M |  | M |  | S |  |  |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Career Management** | Elective | 3 | - | - | 1 | 3 | | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To comprehend the dimensions of career planning and career development, career management. | | | | | | | | | | | | | |
| C2 | To demonstrate techniques of self-assessment and changing landscapes of career management. | | | | | | | | | | | | | |
| C3 | To discuss and debate on contemporary issues in career management, Career Anchors, and solutions for working families. | | | | | | | | | | | | | |
| C4 | To introspect and design Process of Career planning and career development, predict and construct Career Road Maps. | | | | | | | | | | | | | |
| C5 | To summarize and select appropriate Learning and Development for Career & Organizational growth | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Introduction to Career Management:** Meaning and overview of career, career planning, career development and career management – Differences between Career Management, Career Development and Career Planning. Objectives and importance of career management. | | | | | | | 9 | | | | C1 | | |
| II | **Self-Assessment and Career Management:** Self-Assessment and Career Management - Understanding the new career - Changing landscape of careers, Protean career, Career and identity, Understanding lifestyle and personal vision. Managing your career: Skills assessment and peer coaching. | | | | | | | 9 | | | | C2 | | |
| III | **Contemporary Issues in Career Management:** Contemporary issues in Career Management - Developing Career and Work-life implications- Work, gender and dual career couples. Lifespan career development, Career Anchors, Fast track Careers Vs Slow track careers, Mid Life career blues. Career challenges and solutions for working families. | | | | | | | 9 | | | | C3 | | |
| IV | **Career Management System in Organization:** Career Management from Organizational Point of View - Career Planning Vs Succession Planning, Process of Career planning and career development. Career management strategies. Career Management Systems. Career guidance and counseling. Managers Role in Career Management. Career Road Maps. | | | | | | | 9 | | | | C4 | | |
| V | **Role of Learning in Career Growth:** Learning and Development for Career & Organizational growth; Strategies of getting organizations into learning mode; Expanding your Horizons. Learning Culture - Learning Management Systems. | | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Comprehend fairly the dimensions of career planning and career development, career management. | | | | | | | PO4, PO6 | | | | | | |
| **CO2** | Demonstrate techniques of self-assessment and changing landscapes of career management. | | | | | | | PO2, PO8 | | | | | | |
| **CO3** | Debate and conclude the contemporary issues in career management, Career Anchors, and solutions for working families. | | | | | | | PO3, PO6 | | | | | | |
| **CO4** | Introspect and design Process of Career planning and career development, predict and construct Career Road Maps. | | | | | | | PO1, PO8 | | | | | | |
| **CO5** | Summarize and select appropriate Learning and Development for Career & Organizational growth | | | | | | | PO1, PO3, PO6 | | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | Ben Horowitz, *‘The Hard Thing About Hard Things: Building A Business When There Are No Easy Answers’.* | | | | | | | | | | | | | |
| 2. | Angela Duckworth, *‘Grit: The Power Of Passion and Perseverance’.* | | | | | | | | | | | | | |
| 3. | Elaine Welteroth, *‘More Than Enough: Claiming Space For Who You Are (No Matter What They Say)’.* | | | | | | | | | | | | | |
| 4. | Amy Cuddy, *‘Presence: Bringing Your Boldest Self To Your Biggest Challenges’.* | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Bill Burnett, Dave Evans, Designing Your Life: How to Build a Well-Lived, Joyful Life, Knopf Publisher, 1st edition 2016. | | | | | | | | | | | | | |
| 2. | John Lees, Career Road Map, Acorn Books Ltd, 1st edition 2016. | | | | | | | | | | | | | |
| 3. | Greenhaus, J.H., Callanan, G. A., and Godshalk, V.M. 2009, Career Management 3rd Edition, The Dryden Press, Harcourt College Publishers | | | | | | | | | | | | | |
| 4. | Harrington, Brad and Hall, Douglas T. (2008). Career management and work / life integration: Using Self-Assessment to Navigate Contemporary Careers, 1st edition Sage Pub. | | | | | | | | | | | | | |
| 5. | Dr. Gandham Sri Rama Krishna, Dr. N.G.S. Prasad, Miss Ch. Maheswari Rambai, Encyclopedia of Personality Development and Career Management,1st Edition 2016 Himalaya publishing house Pvt. Ltd. | | | | | | | | | | | | | |
| 6. | Jonothan P West, Career Planning, Development, and Management: An Annotated Bibliography Routledge, 1st edition 2017. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/practical demonstrations | | | | | | | | |
| Seminars | | | | | | | | |
| Attendance and Class Participation | | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | S |  | M |  |  |
| **CO 2** |  | M |  |  |  |  |  | M |
| **CO 3** |  |  | S |  |  | M |  |  |
| **CO 4** | M |  |  |  |  |  |  | M |
| **CO 5** | M |  | M |  |  | S |  |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Emotional Intelligence and Managerial Effectiveness** | Elective | 3 | - | - | 1 | 3 | | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To familiarize the students to the basic concepts of Emotional Intelligence | | | | | | | | | | | | | |
| C2 | To provide insights on Emotional Competencies | | | | | | | | | | | | | |
| C3 | To throw light on Emotional literacy | | | | | | | | | | | | | |
| C4 | To elucidate on significance of Emotional Intelligence | | | | | | | | | | | | | |
| C5 | To create awareness and importance of Emotional Learning in organizations | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Introduction to Emotional Intelligence:** Emotional Brain, Theories of Emotion, Emotional Intelligence, concept and its evolution, Differences between emotional quotient and intelligent quotient. | | | | | | | 9 | | | | C1 | | |
| II | **Emotional Competencies:** The emotional competency framework- Self-awareness, self-regulation, motivation, social awareness (empathy) and Social skill (relationship management), Measuring Emotional Intelligence- The emotional competency inventory. | | | | | | | 9 | | | | C2 | | |
| III | **Emotional literacy:** Emotional intelligence and emotional literacy, Managing aggression and depression, Emotional literacy training- developing emotional skill (awareness), cognitive skills and behavioural skill. | | | | | | | 9 | | | | C3 | | |
| IV | **Emotional Intelligence at work place:** The role of EI in leadership, EI and Leadership styles, Need of EI in Building Teams. | | | | | | | 9 | | | | C4 | | |
| V | **Emotional Learning in organizations:** Training of EI in organization, developing emotional competencies through relationship at work and implementing EI programs. | | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Recognize and apply basic concepts of Emotional Intelligence | | | | | | | PO4, PO6, PO7 | | | | | | |
| **CO2** | Enumerate and chart Emotional Competencies | | | | | | | PO3, PO6, PO8 | | | | | | |
| **CO3** | Annotate and signify Emotional literacy | | | | | | | PO6, PO7 | | | | | | |
| **CO4** | Be aware of using Emotional Intelligence tools | | | | | | | PO1, PO7, PO8 | | | | | | |
| **CO5** | Hypothesize and assimilate importance of Emotional Learning in organizations | | | | | | | PO1, PO6, PO7 | | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | Goleman, Richard Boyatzis, Annie McKee, ‘*Primal Leadership’*. | | | | | | | | | | | | | |
| 2. | Travis Bradberry, Greaves, ‘*Emotional Intelligence 2.0*’ | | | | | | | | | | | | | |
| 3. | Colleen Stanley, ‘*Emotional intelligence for sales success: Connect with customers and get results’* | | | | | | | | | | | | | |
| 4. | David R. Caruso, Peter Salovey, ‘*The Emotionally Intelligent Manager’.* | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Daniel Goleman, Emotional Intelligence, Bloomsbury Publishing India Private Limited, 25th Anniversary Edition 2020. | | | | | | | | | | | | | |
| 2. | Rajagopalan Purushothaman, Emotional Intelligence, SAGE Essentials, 2021. | | | | | | | | | | | | | |
| 3. | Dalip Singh ,Emotional Intelligence at Work :A Professional Guide, SAGE, 1st Edition 2015. | | | | | | | | | | | | | |
| 4. | M S Battacharya, Emotional Intelligence, Excel Publications, 1st Edition 2007. | | | | | | | | | | | | | |
| 5. | Deepa R, Unearthing your Emotional Intelligence, Notion Press, 1st Edition, 2020. | | | | | | | | | | | | | |
| 6. | Sumner Redstone , Peter Knoble ,A Passion to Win: An Autobiography , Simon & Schuster, 1st Edition 2001. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/practical demonstrations | | | | | | | | |
| Seminars | | | | | | | | |
| Attendance and Class Participation | | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | S |  | S | M |  |
| **CO 2** |  |  | M |  |  | S |  | S |
| **CO 3** |  |  |  |  |  | S | M |  |
| **CO 4** | M |  |  |  |  |  | M | S |
| **CO 5** | M |  |  |  |  | S | M |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **HR Analytics** | Elective | 2 | - | 1 | - | 3 | | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To derive a strong understanding of HR Analytics, Process and impact | | | | | | | | | | | | | |
| C2 | To expand the learning on statistics and toolkits of HRM | | | | | | | | | | | | | |
| C3 | To summarize the best practices in HR analytics | | | | | | | | | | | | | |
| C4 | To collate and appraise optimal methods for measuring HR contribution | | | | | | | | | | | | | |
| C5 | To develop and construct HR regulations and reporting requirements | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Introduction to human resource analytics:** Understanding HR indicators, metrics and data, HR Analytics Process, Frameworks for HR Analytics: LAMP Framework, HCM 21 Framework. Application of analytical techniques to evaluate human capital impact on business. | | | | | | | 9 | | | | C1 | | |
| II | **Statistics for HRM:** Statistical analysis for HR, Toolkits, Compensation KPIs, Power interest stakeholder matrix, Data models, Creating dash boards, analyzing and reporting. | | | | | | | 9 | | | | C2 | | |
| III | **Best Practices in HR analytics:**  Staffing, supply and demand forecasting, Total compensation analyses, Performance Analytics, Attrition Analytics, Learning and Development Analytics, Diversity Analytics, Employee engagement analytics - Employee satisfaction analytics. | | | | | | | 9 | | | | C3 | | |
| IV | **Measuring HR contribution:**  Developing HR Scorecard, Developing HR Analytics Unit: Analytics Culture, Analytics for decision making, Analytics for Human Capital in the Value Chain- Balance Score card – ROI –Predictive Analytics. | | | | | | | 9 | | | | C4 | | |
| V | **HR regulations and reporting requirements:** HR Policies, Procedures and guidelines, Key regulations and reporting requirements, connecting missions or goals to HR Benchmarks and metrics, Reporting & Advising - the 4 rules of reporting HR analytics - importance of data visualization. | | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Gain clarity on the concept of HR Analytics | | | | | | | PO1, PO2, PO6 | | | | | | |
| **CO2** | Explore on statistics and toolkits | | | | | | | PO1, PO3, PO6 | | | | | | |
| **CO3** | Contrasting and assimilating best practices in HR analytics | | | | | | | PO2, PO6 | | | | | | |
| **CO4** | Demonstrate in analyzing optimal methods for measuring HR contribution | | | | | | | PO1, PO6 | | | | | | |
| **CO5** | Design and construct HR regulations and reporting requirements | | | | | | | PO1, PO2, PO6 | | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | Mong Shen Ng, ‘Predictive HR Analytics, Text Mining & Organizational Network Analysis (ONA)’ | | | | | | | | | | | | | |
| 2. | Nigel Guenole, Jonathan Ferrar, and Sheri Feinzig, ‘[The Power of the People: Learn How Successful Organizations Use Workforce Analytics to Improve Business Performance](https://amzn.to/35b9BNc)’ | | | | | | | | | | | | | |
| 3. | Steve van Wieren, ‘[Quantifiably Better: Delivering Human Resource (HR) Analytics from Start to Finish](https://amzn.to/38rgT1y)’ | | | | | | | | | | | | | |
| 4. | Erik van Vulpen, ‘[The Basic Principles of People Analytics: Learn How to Use HR Data to Drive Better Outcomes for Your Business and Employees](https://amzn.to/36ekU6I)’ | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Martin Edwards, Kirsten Edwards, Predictive HR Analytics: Mastering the HR Metric, Kogan Page, 2nd Edition, 2019. | | | | | | | | | | | | | |
| 2. | Pease G., Beresford B., Walker L., Developing Human Capital: Using Analytics to Plan and Optimize your Learning and Development Investments. Wiley, 1st Edition, 2014. | | | | | | | | | | | | | |
| 3. | Fitz-Enz, J., The New HR Analytics: Predicting the Economic Value of Your Company's Human Capital Investments, American Management Association Amacom, 1st Edition, 2018. | | | | | | | | | | | | | |
| 4. | Bassi, L., Carpenter, R., and McMurrer, D., HR Analytics Handbook, Reed Business, McBassi & Company, 1st Edition, 2012. | | | | | | | | | | | | | |
| 5. | Sesil, J. C., Applying advanced analytics to HR management decisions: Methods for selection, developing incentives, and improving collaboration. Upper Saddle River, New Jersey: Pearson Education, 1st Edition, 2017. | | | | | | | | | | | | | |
| 6. | Dipak Kumar Bhattacharyya, Hr Analytics: Understanding Theories and Applications, Sage Publications India Private Limited, 1st Edition, 2017. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/practical demonstrations | | | | | | | | |
| Seminars | | | | | | | | |
| Attendance and Class Participation | | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | M | M |  |  |  | S |  |  |
| **CO 2** | M |  | M |  |  | S |  |  |
| **CO 3** |  | M |  |  |  | S |  |  |
| **CO 4** | M |  |  |  |  | M |  |  |
| **CO 5** | M | M |  |  |  | M |  |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Learning and Development** | Elective | 2 | - | 1 | - | 3 | | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To introduce L&D Organisations, Models, Practices and Experiential Learning Cycles. | | | | | | | | | | | | | |
| C2 | To assimilate arguments towards designing L&D framework, Mapping organizational learning maturity and Skill Gap Analysis. | | | | | | | | | | | | | |
| C3 | To introspect the ethical implications and L&D delivery and Design Thinking. | | | | | | | | | | | | | |
| C4 | To demonstrate coaching and implementation of L&D strategies. | | | | | | | | | | | | | |
| C5 | To evaluate the L&D approaches, Learning theories, Learning Analytics and redesign continuous learning | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Introduction:** Learning & Development Foundation: The Design & Dynamics of Learning- Contemporary Skills for Efficient Facilitation- Contemporary Frameworks & Tools to Evaluate L&D Programs- Leadership & Management Development-Organizational Design & Development-Learning Vs Training, Training Cycle, Experiential Learning Cycles-Creating Learning ecosystems. | | | | | | | 9 | | | | C1 | | |
| II | **Learning and Development Strategy:** Objectives and learning outcomes-Sequencing learning content-Training & Learning Methods-Monitoring, Assessing and Evaluation-Building a Culture of Learning- Learning Strategy- Setting Up the Learning Landscape-Mapping organizational learning maturity, Setting up learning programs and strengthening the informal learning landscape; Skill Gap Analysis- Learning Key Techniques. | | | | | | | 9 | | | | C2 | | |
| III | **Delivery:** Delivery Styles, L&D activities, Physical Environment – Tools & Techniques, digital learning content, Delivery and Evaluations; Role of Learning and Development Practitioners-Issues, Design Thinking; Ethics in Learning and Development. | | | | | | | 9 | | | | C3 | | |
| IV | **Coaching Strategy:** Introduction to Coaching -Evidence-Based Coaching-Coaching Process- Models- Benefits; Mentoring Process- Models- Benefits; Social Media and Collaborative Learning; Learning & Development In Organisations: Strategy, Evidence And Practice. | | | | | | | 9 | | | | C4 | | |
| V | **Learning Engagement, Evaluation and Learning Analytics:** Learner Engagement, Factors affecting Learning, Psychology and Neuroscience of Learning-Strategies for learning enhancement and engagement.  Learning Evaluation theory and thinking -process and practice-Evaluation Methods, Approaches, Tools- Analyzing and reporting recommendations.  Learning Analytics: Collecting Learning Data -Implementing Learning Analytics. | | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Comprehend the importance of L&D Organisations and design Models, Practices and Experiential Learning Cycles. | | | | | | | PO1, PO2, PO6 | | | | | | |
| **CO2** | Assimilate arguments towards designing L&D framework and Mapping Organisational Learning. | | | | | | | PO1, PO6, PO8 | | | | | | |
| **CO3** | Introspect the ethical implications of L&D delivery. | | | | | | | PO6, PO8 | | | | | | |
| **CO4** | Illustrate implementation of coaching and implementation of L&D strategies. | | | | | | | PO1, PO6, PO8 | | | | | | |
| **CO5** | Design and evaluate the L&D approaches for continuous learning and development. | | | | | | | PO1, PO2, PO6 | | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | Boller, Fletcher, ‘Design Thinking for Training and Development’ | | | | | | | | | | | | | |
| 2. | Sharon Boller, Karl Kapp, ‘Play to Learn: Everything You Need to Know About Designing Effective Learning Games’ | | | | | | | | | | | | | |
| 3. | Michelle Weise, ‘Preparing for Jobs That Don't Even Exist Yet’ | | | | | | | | | | | | | |
| 4. | Jaime Roca, Sari Wilde, ‘The Connector Manager: Why Some Leaders Build Exceptional Talent – and Others Don’t’ | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | [Rebecca Page-Tickell](https://www.goodreads.com/author/show/7382009.Rebecca_Page_Tickell), Learning and Development: A Practical Introduction (HR Fundamentals Book 15), 2nd edition, 2018 by Kogan Page. | | | | | | | | | | | | | |
| 2. | Kathy Beevers, Andrew Rea, David Hayden, Learning and Development Practice in the Workplace 2019, CIPD - Kogan Page; 4th edition. | | | | | | | | | | | | | |
| 3. | [Michelle R. Weise](https://www.google.co.in/search?hl=en&q=inauthor:%22Michelle+R.+Weise%22&tbm=bks), Long Life Learning, Preparing for Jobs that Don't Even Exist Yet, 1st Edition, Wiley 2020. | | | | | | | | | | | | | |
| 4. | [Sharon Boller](https://www.goodreads.com/author/show/749193.Sharon_Boller), [Laura Fletcher](https://www.goodreads.com/author/show/15736220.Laura_Fletcher), Design Thinking for Training and Development: Creating Learning Journeys That Get Results, ATD Press, 1st edition, 2020. | | | | | | | | | | | | | |
| 5. | Thomas Garavan, Carole Hogan, Amanda Cahir-O'Donnell & Claire Gubbins, Learning & Development in Organisations: Strategy, Evidence and Practice, 1st edition, Oak Tree Press, 2020. | | | | | | | | | | | | | |
| 6. | Andrew Mayo, Creating a Learning and development strategy, 2nd edition, Viva CIPD, 2017. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | | | |
| Seminars | | | | | | | | |
| Attendance and Class Participation | | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest ideas/concepts with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | M | M |  |  |  | S |  |  |
| **CO 2** | M |  |  |  |  | S |  | M |
| **CO 3** |  |  |  |  |  | S |  | M |
| **CO 4** | M |  |  |  |  | M |  | M |
| **CO 5** | M | M |  |  |  | M |  |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Organizational Change** | Elective | 2 | - | 1 | - | 3 | | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To gather meaning and nature of organizational change and change process and models. | | | | | | | | | | | | | |
| C2 | To comprehend the management of change and effective ways of managing change | | | | | | | | | | | | | |
| C3 | To familiarize about the change agents | | | | | | | | | | | | | |
| C4 | To summarize an in-depth analysis of OD interventions | | | | | | | | | | | | | |
| C5 | To draw insights on HR management interventions. | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Organizational Change:** Meaning, Nature, Forces for change- change agents- Change process-Types and forms of change- Models of change- Resistance to change – individual factors – organizational factors – techniques to overcome change- Change programs –job redesign. | | | | | | | 9 | | | | C1 | | |
| II | **Management of Change:** Diagnosing the organization, determining the desired future state, Implementation Action, Evaluating the Action, Institutional Action Research.  **Effective Ways of Managing Change:** Evolutionary and Revolutionary change in organization: Continuous versus discontinuous changes, Uni-directional and cyclic changes. | | | | | | | 9 | | | | C2 | | |
| III | **Change Agents:** Change Agents: Skills – External and Internal Change Agents - Resistance to change- Managing the resistance to change - Levin’s change model. | | | | | | | 9 | | | | C3 | | |
| IV | **OD Intervention:** Human process interventions-Individual, group and inter-group human relations- structure and technological interventions- strategic interventions – sensitivity training – survey feedback, process consultation – team building – inter-group development. | | | | | | | 9 | | | | C4 | | |
| V | **HR Management Interventions:**  Performance management, employee development, Workforce diversity and wellness. Strategic interventions **-** Mergers and acquisitions - Organizational Culture Change - Team Intervention, third-party peace-making, Structural Intervention, Comprehensive OD Interventions. | | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Comprehend the meaning and nature of organizational change and change process and models. | | | | | | | PO1, PO2, PO6, PO7, PO8 | | | | | | |
| **CO2** | Gain knowledge about the management of change and effective ways of managing change | | | | | | | PO1, PO5, PO6, PO8 | | | | | | |
| **CO3** | Contrast and hypothesize the change agents | | | | | | | PO2, PO6, PO7, PO8 | | | | | | |
| **CO4** | Gain in-depth knowledge about OD interventions | | | | | | | PO1, PO5, PO6, PO7, PO8 | | | | | | |
| **CO5** | Draw insights about HR management interventions. | | | | | | | PO1, PO2, PO5, PO6, PO7, PO8 | | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | William and Susan Bridges, *‘Managing Transitions: Making the Most of Change’.* | | | | | | | | | | | | | |
| 2. | John Kotter and Holger Rathgeber, *‘Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions’.* | | | | | | | | | | | | | |
| 3. | Al Comeaux, *‘Change (the) Management: Why We as Leaders Must Change for the Change to Last’.* | | | | | | | | | | | | | |
| 4. | Spencer Johnson and Kenneth Blanchard, *‘Who Moved My Cheese’.* | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Palmer. I, Dunford. R, Akin. G,(2016), Managing organizational change: A multiple perspectives approach, 3rd edition, McGraw-Hill Irwin | | | | | | | | | | | | | |
| 2. | R. G. Priyadharshini, Organizational Change and Development, Cengage Learning, 1st Edition 2015. | | | | | | | | | | | | | |
| 3. | Thomas G. Cummings, Christopher G. Worley: Organisation Development And Change, Thomson Learning, 11th Edition, 2020. | | | | | | | | | | | | | |
| 4. | Paul Gibbons, The Science of Successful Organizational Change: How Leaders Set Strategy, Change Behavior, and Create an Agile Culture, Pearson FT Press, 1st Edition 2015. | | | | | | | | | | | | | |
| 5. | Organizational, Design, and Change-Gareth R. Jones, Pearson Education, 5th Edition 2007. | | | | | | | | | | | | | |
| 6. | Dipak Kumar Bhattacharya, Organizational Change & Development, OUP India, 1st Edition, 2011. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | | | |
| Seminars | | | | | | | | |
| Attendance and Class Participation | | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | M | M |  |  |  | S | M | M |
| **CO 2** | M |  |  |  | M | S |  | M |
| **CO 3** |  | M |  |  |  | S | M | M |
| **CO 4** | M |  |  |  | S | M | M | M |
| **CO 5** | M | M |  |  | S | M | M | M |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | | **Credits** | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Strategic HRM** | Elective | 3 | - | - | 1 | | 3 | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To familiarize the students with the basic concepts of Strategic Management | | | | | | | | | | | | | |
| C2 | To provide insights into Environmental Forecasting | | | | | | | | | | | | | |
| C3 | To throw light on Human Resource Strategy | | | | | | | | | | | | | |
| C4 | To elucidate on Strategic Human Resource Processes | | | | | | | | | | | | | |
| C5 | To create awareness and importance of New Economic Policy and HRM Strategy | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | | **Course Objectives** | | |
| I | **Strategic Management:** Nature and Significance; Dimensions of Strategic Decisions; Strategic Management Model and components; Strategy Formulation: Formulating a Company Mission; Forces Influencing the Strategy Formulation; Porter’s Model; | | | | | | 9 | | | | | C1 | | |
| II | **Environment Forecasting:** Analyzing the Company Profiles; Formulating Long-Term Objectives and Grand Strategies; Strategy Implementation; Institutionalizing the Strategy; Structure, Leadership and Culture, Evaluating the Strategy; Corporate Strategy and Global Strategy. | | | | | | 9 | | | | | C2 | | |
| III | **Human Resource Strategy (HRS):** Concept, Approaches, HRS and Business Strategy; Change Management Strategies, Training and Development Strategies; Organizational Performance and HRS: HRM Strategy and Difficulties in its implantation | | | | | | 9 | | | | | C3 | | |
| IV | **Strategic Human Resource Processes**: Workforce Utilization and Employment Practices; Efficient Utilization of Human Resources; Dealing with employee shortages; selection of employees; Dealing with employee surpluses and special implementation challenges. Reward and development systems; Strategically Oriented Performance Management Systems; oriented compensation systems and employee development. | | | | | | 9 | | | | | C4 | | |
| V | **New Economic Policy and HRM Strategy:** Role of Human Resources in Strategy Formulation: Integrating Human Resources in Strategic Decisions; HRS and HRIS; Human Resource Strategy: Some Key Issues, HRM Strategy for Future. | | | | | | 9 | | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | | |
| **CO1** | Comprehend the application of Strategic Management | | | | | | PO1, PO2, PO6, PO7 | | | | | | | |
| **CO2** | Evaluate Corporate Strategy & aid in Environment Forecasting | | | | | | PO1, PO6, PO7 | | | | | | | |
| **CO3** | Develop strategies, approaches for higher Organisational Performance | | | | | | PO1, PO2, PO6 | | | | | | | |
| **CO4** | Elucidate on Strategic Human Resource Processes and resource utilization | | | | | | PO1, PO6, PO7 | | | | | | | |
| **CO5** | Analyse and formulate New Economic Policy and HRM Strategy | | | | | | PO2, PO6, PO7 | | | | | | | |
| **Reading List** | | | | | | | | | | | | | | |
| 1. | J.C. Spender, ‘Business Strategy: Managing Uncertainty, Opportunity, and Enterprise’. | | | | | | | | | | | | | |
| 2. | Mark Schaefer, ‘Return On Influence: The Revolutionary Power of Klout, Social Scoring, and Influence Marketing’. | | | | | | | | | | | | | |
| 3. | Niraj Dawar, ‘Tilt: Shifting Your Strategy from Products to Customers’. | | | | | | | | | | | | | |
| 4. | W. Chan Kim, ‘Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant’. | | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | | |
| 1. | Ananda Das Gupta, Strategic Human Resource Management Formulating and Implementing HR Strategies for a Competitive Advantage, Productivity Press New York-Rouledge, 1st Edition 2020. | | | | | | | | | | | | | |
| 2. | Tanuja Agarwala, Strategic Human Resource Management, Oxford University Press, 1st Edition 2007. | | | | | | | | | | | | | |
| 3. | Gary Rees & Paul Smith,Strategic Human Resource Management An International Perspective,Sage,3rd Edition, 2021. | | | | | | | | | | | | | |
| 4. | Marielle G. Heijltjes,Strategic Human Resource Management, Sage Publications Ltd. (UK), 1st Edition 2000. | | | | | | | | | | | | | |
| 5. | Rajib Lochan Dhar : Strategic Human Resource Management, Excel Books New Delhi, 1st Edition 2010. | | | | | | | | | | | | | |
| 6. | David Ulrich, Jon Younger, Wayne Brocbank, ‘HR from the Outside In: Six Competencies for the Future of Human Resources (BUSINESS BOOKS)’, McGraw Hill. 1st Edition, 2012. | | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | | | |
| Seminars | | | | | | | | |
| Attendance and Class Participation | | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | M | M |  |  |  | S | M |  |
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| **CO 5** |  | M |  |  |  | M | M |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Talent Management** | Elective | 3 | - | - | 1 | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To have a clear understanding of the concept of talent management and its role | | | | | | | | | | | | |
| C2 | To acquire knowledge on talent planning | | | | | | | | | | | | |
| C3 | To obtain knowledge on talent acquisition and retention | | | | | | | | | | | | |
| C4 | To understand the concept of competency mapping and models of competency mapping | | | | | | | | | | | | |
| C5 | To understand the methodology to be followed in competency mapping | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Introduction to Talent Management**: Definition, Meaning of Talent Management, Objectives & Role of Talent Management in building the sustainable competitive advantage to a firm, Key Processes of Talent Management, Benefits of Talent Management, Talent vs. knowledge people, Source of Talent, Consequences of failure in managing talent , Tools for Managing Talent.  **Building blocks of talent management:** competencies – performance management, conducting performance reviews, Appraising executive talent, selecting the right appraisal. | | | | | | 9 | | | | C1 | | |
| II | **Talent Planning – Understanding the needs and mind set of employees,** Succession management process, Integrating succession planning and career planning, designing succession planning program, talent development budget, contingency plan for talent; building a reservoir of talent, compensation management within the context of talent management. | | | | | | 9 | | | | C2 | | |
| III | **Talent Acquisition and Retention –** Talent Acquisition- Defining Talent Acquisition, Develop high potential employees, High performance workforce, Importance of Talent Development Process, Steps in developing talent. Talent Retention: SMR Model ( Satisfy, Motivate and Reward), Employee Retention Programs, Career Planning and Development, Best practices in employee retention. | | | | | | 9 | | | | C3 | | |
| IV | **Competency Mapping:** Concepts and definition of competency; types of competencies, Features of competency, approaches to mapping methods, Competency mapping procedures and steps , 5- level competency model, Developing competency models from raw data- data recording, analyzing the data, content analysis of verbal expression, validating the competency models, how competencies relate to career development and organizational goals. | | | | | | 9 | | | | C4 | | |
| V | **Methodology of Competency Mapping:**Competency models people capability maturity model, developing competency framework, competency profiling, competency mapping tools, use of psychological testing in competency mapping , competency-based interviewing, assessment of competencies through 360 degree feedback, BEI, CIT, validation of competencies. | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Have a clear understanding the concept of talent management and its role | | | | | | PO2,PO4,PO5 | | | | | | |
| **CO2** | Have knowledge on talent planning | | | | | | PO1,PO4 | | | | | | |
| **CO3** | Have knowledge of talent acquisition and retention | | | | | | PO3,PO5,PO8 | | | | | | |
| **CO4** | Have an understanding of the concept of competency mapping and models of competency mapping | | | | | | PO1,PO6 | | | | | | |
| **CO5** | Have an understanding the methodology to be followed in competency mapping | | | | | | PO1,PO7 | | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | Talent management, William J Rothwell | | | | | | | | | | | | |
| 2. | Talent Management for the 21st century, P Cappelli-HBR | | | | | | | | | | | | |
| 3. | Strategic Talent Management, Robert J Greene | | | | | | | | | | | | |
| 4. | Reinventing Talent Management, Edward E Lawler | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Seema Sanghi, The Handbook of Competency Mapping, Sage Publications, 3rd Edition, 2016 | | | | | | | | | | | | |
| 2. | Lance A. Berger, The Talent Management Handbook, Making Culture a Competitive Advantage by Acquiring, Identifying, Developing, and Promoting the Best People Tata McGraw Hill, 3rd Edition, 2018. | | | | | | | | | | | | |
| 3. | Edward J Cripe, Competency Development Guide, Workitect Inc., 1st Edition, 2012. | | | | | | | | | | | | |
| 4. | Lyle M. Spencer, Signe M. Spencer, Competence at work: Models for Superior Performance, John Wiley Publishing,1st Edition 2008. | | | | | | | | | | | | |
| 5. | Rao T.V., Performance Management: Toward Organizational Excellence, SAGE, 2nd Edition, 2015. | | | | | | | | | | | | |
| 6. | Sumati Ray Anindya Basu Roy, Competency Based Human Resource Management, SAGE, 1st Edition, 2019. | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | 40 Marks | | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | |
| Seminars | | | | | | |
| Attendance and Class Participation | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | 60 Marks | | | | | |
|  | Total | | | | | | | 100 Marks | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  | M |  | S | M |  |  |  |
| **CO 2** | M |  |  | M |  |  |  |  |
| **CO 3** |  |  | M |  | S |  |  | S |
| **CO 4** | M |  |  |  |  | M |  |  |
| **CO 5** | S |  |  |  |  |  | M |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Workplace Counselling** | Elective | 2 | - | 1 | - | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To familiarize the students to Understanding Workplace Counseling and role of counsellor. | | | | | | | | | | | | |
| C2 | To summarize and establish setting a counseling ecosystem, Training of Counsellors, Understanding Burnout and ambiguous decision making. | | | | | | | | | | | | |
| C3 | To extrapolate problems at workplace, Relationship concerns in the Family & Workplace and counseling interventions. | | | | | | | | | | | | |
| C4 | To interpret counseling evaluation formats, documentations and resolving issues. | | | | | | | | | | | | |
| C5 | To justify ethical code of conduct in counseling and restricting undue influences at work. | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **INTRODUCTION:** Meaning and Definition of Counselling - Counselling process – Building the counselling relationship and facilitating initial disorder – In depth exploration - Understanding Workplace Counselling – History.  Counsellor Qualities - Confidentiality, Unconditional Positive regard, Empathy, Active Listening, Six ways of responding. | | | | | | 9 | | | | C1 | | |
| II | **SETTING UP COUNSELING IN THE WORKPLACE:** Assessing need for workplace counselling - Preparing, Assessing, Contracting, Terminating counselling within an Organization.  Training of Counsellors: Methods of training counsellors- Dynamics of counselling training- Training Ecosystem, Culture and tools.  Models - Counselling Orientation - Brief Therapy - Problem Focused - Work Oriented - Manager Based - Internal, External based – Welfare -Organizational Change.  Group counseling, Family Counseling- Preventive and Proactive Counseling.  Understanding Burnout, compassion fatigue, dilemma and ambiguous decision making, professional uncertainty. | | | | | | 9 | | | | C2 | | |
| III | **DEALING WITH SPECIFIC WORK PROBLEMS:** Employee problem counseling - Problems of Absenteeism, Turnover, Work Stress, BOSS, ROSS, Depression, Substance Abuse. Sexual Harassment, Work-life balance, Unethical behavior in work place, Travel stress, Relationship concerns in the Family and Workplace, Psychosomatic Disorders, Internet Addiction Disorder, Eating Disorders. | | | | | | 9 | | | | C3 | | |
| IV | **EVALUATIONS:** Needs Theory and Self Awareness, Johari window, learning to use free associations - Setting boundaries in Counselling - Strategies for the client to explore, understand and resolve the problem - Formative and Summative Evaluation, Methods of evaluation- Analyzing, Recording and escalation procedures. Resolving client issues - Field force analysis. | | | | | | 9 | | | | C4 | | |
| V | **ETHICS:** Ethical issues in decision making, training, and counselling - Ethical responsibilities for Employers, employees and stakeholders - Ethics governing counselling.  Understanding undue influences - Setting guidelines for workplace relations, ethical code of conduct, whistle blowing mechanisms, EEO, transparent support system within Organization. | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Understand Workplace Counselling need and assume role of a counsellor | | | | | | PO1,PO5 | | | | | | |
| **CO2** | Summarize and establish setting a counseling ecosystem | | | | | | PO8 | | | | | | |
| **CO3** | Design solutions to workplace counseling through interventions | | | | | | PO4,PO7 | | | | | | |
| **CO4** | Contrast counseling evaluation formats and implement appropriately | | | | | | PO2,PO6 | | | | | | |
| **CO5** | Compare and justify ethical code of conduct in counseling and construct guidelines | | | | | | PO3 | | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | The effectiveness of workplace counselling, J Mc Leod | | | | | | | | | | | | |
| 2. | Guidelines for counselling in the workplace, R Hughes A Kinder | | | | | | | | | | | | |
| 3. | Counselling in the workplace, A Coles | | | | | | | | | | | | |
| 4. | Counselling in organisations, M Carroll | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | S Narayana Rao, Prem Sahajpal, Counselling and Guidance, 3rd edition, TATA McGraw Hill Education, 2017. | | | | | | | | | | | | |
| 2. | Thomas M. Skovholt, Michelle Trotter-Mathison, The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-Care Strategies for the Helping Professions, 3rd Edition, Routledge 2016. | | | | | | | | | | | | |
| 3. | Jan Sutton, William Stewart, Learning to Counsel, Develop the Skills, Insight and Knowledge to Counsel Others, 4th edition, 2017, Robinson Publishing. | | | | | | | | | | | | |
| 4. | Amy Cooper Hakim, Working with Difficult People, Second Revised Edition: Handling the Ten Types of Problem People Without Losing Your Mind, Tarcher Perigee, 2nd edition, 2017. | | | | | | | | | | | | |
| 5. | John Ballard, Decoding the Workplace, Gildan Media, 1st edition, 2018. | | | | | | | | | | | | |
| 6. | Samuel T. Gladding, Counseling: A Comprehensive Profession, Pearson Education, 8th edition, 2018. | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | 40 Marks | | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | |
| Seminars | | | | | | |
| Attendance and Class Participation | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | 60 Marks | | | | | |
|  | Total | | | | | | | 100 Marks | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | |

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| **CO 1** | S |  |  |  | M |  |  |  |
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| **CO 3** |  |  |  | M |  |  | M |  |
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| **CO 5** |  |  | S |  |  |  |  |  |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Human Capital Planning** | Elective | 2 | - | 1 | - | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To understand the basic concepts of Human resource planning | | | | | | | | | | | | |
| C2 | To know the sources of recruitment and recent trends in recruitment. | | | | | | | | | | | | |
| C3 | To explore selection and induction processes in an organization. | | | | | | | | | | | | |
| C4 | To know and use various promotions, transfers and separations. | | | | | | | | | | | | |
| C5 | To learn ethical issues in human capital planning. | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Human Resource Planning (HRP):**  Objectives of HRP - Significance and methods of HRP - Methods of Forecasting, Demand and supply forecasting - Models of HRP, Job Analysis, Job Specification, Job Description, Job evaluation, linking HRP with strategic business plan. | | | | | | 9 | | | | C1 | | |
| II | **Sources of Recruitment:**  Recruitment plan and methods, Recruitment policy, Features of a good recruitment policy, Employee Referral Initiatives, E-Recruitment /Online recruitment Technique - Recent trends in Recruitment, Evaluation of a recruitment program. | | | | | | 9 | | | | C2 | | |
| III | **Selection & Induction:**  **Selection:** Selection Process, Selection Methods, Selection Test, different types of selection tests, Interview Techniques, Different types of interviews, Skill Gap Analysis  **Placement:** Differences between recruitment, selection and placement  **Induction:** Purpose – Objectives – Process and Principles – Factors of Effective Induction | | | | | | 9 | | | | C3 | | |
| IV | **Promotion:**  Promotion Procedure & Program, Demotion.  Transfer - Purpose and Procedure – Types.  Separations – Terminations – Dismissals – Suspension – Retrenchment – Layoffs – Resignations – VRS. | | | | | | 9 | | | | C4 | | |
| V | **Ethical Issues:**  Ethical issues in Human Capital Planning - Ethical issues in Recruitment and Selection, Ethical issues in Attrition and Retention, Ethical issues in Appraisal - Enhancing the effectiveness of Recruitment & Selection. | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Understand about the basic concepts of Human resource planning | | | | | | PO1 | | | | | | |
| **CO2** | Know the sources of recruitment and recent trends in recruitment. | | | | | | PO2 | | | | | | |
| **CO3** | Use appropriate selection and induction processes in an organization. | | | | | | PO4 | | | | | | |
| **CO4** | Know various promotions, transfers and separations. | | | | | | PO2 | | | | | | |
| **CO5** | Learn the ethical issues in human capital planning. | | | | | | PO3,PO8 | | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | The cumulative nature of the entrepreneurial process: The contribution of human capital, planning and environment resources to small venture performance Sigal HaberaArie Reichelb | | | | | | | | | | | | |
| 2. | Strategic thinking, strategic planning, strategic innovation and the performance of SMEs: The mediating role of human capital, Nagwan AlQershi | | | | | | | | | | | | |
| 3. | Beyond HR: The New Science of Human Capital  By John W. Boudreau, Peter M. Ramstad | | | | | | | | | | | | |
| 4. | Human capital and regional development  Alessandra Faggian, Félix Modrego, and Philip McCann | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Heneman III. H.G, Judge. T.A, R.L. Heneman, 1st Edition 2014, Staffing Organizations, McGraw-Hill Education | | | | | | | | | | | | |
| 2. | Kenneth McBey, Strategic Human Resources Planning, Cengage learning, 5th Edition, 2015. | | | | | | | | | | | | |
| 3. | Dipak Kumar B, Human Resource Planning, Excel, 3rd Edition, 2016. | | | | | | | | | | | | |
| 4. | Stewart. C.J, Cash. C.J. Jr, (2014), Interviewing: Principles and Practices,14th edition, McGraw-Hill. | | | | | | | | | | | | |
| 5. | H.R. Appannaiah, H.A. Bhaskara﻿, (2021) – Human Capital Management, First edition – Himalaya publishing house. | | | | | | | | | | | | |
| 6. | William J Rothwell, H. C. Kazanas, Planning & Managing Human Resources: Strategic Planning for Personnel Management, HRD Press Inc., 2nd Edition, 2014. | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | 40 Marks | | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | |
| Seminars | | | | | | |
| Attendance and Class Participation | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | 60 Marks | | | | | |
|  | Total | | | | | | | 100 Marks | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** | S |  |  |  |  |  |  |  |
| **CO 2** |  | M |  |  |  |  |  |  |
| **CO 3** |  |  |  | M |  |  |  |  |
| **CO 4** |  | S |  |  |  |  |  |  |
| **CO 5** |  |  | M |  |  |  |  | M |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Human Resource Information System** | Elective | 2 | - | 1 | - | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To familiarize the students to the basic concepts of Data & Information | | | | | | | | | | | | |
| C2 | To provide insights on Data Management for HRIS | | | | | | | | | | | | |
| C3 | To throw light on HR Management Process & HRIS | | | | | | | | | | | | |
| C4 | To elucidate on HR Management Process II & HRIS | | | | | | | | | | | | |
| C5 | To create awareness and importance of Security, Size & Style of Organizations & HRIS | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Data & Information**: Needs for HR Manager – Sources of Data – Role of IT in HRM – IT for HR Managers – Concept, Structure, & Mechanisms of HRIS – Programming Dimensions & HR Manager – Survey of Software Packages for Human Resource Information System including ERP Software such as SAP, Oracles Financials and Ramco’s Marshal [only data input, output & screens] ,EHRM ,Objectives, Advantages & Disadvantages. | | | | | | 9 | | | | C1 | | |
| II | **Data Management for HRIS**: Data Formats, Entry Procedure & Process, Data Storage & Retrieval, Transaction Processing , Office Automation, Information Processing & Control Functions, Design of HRIS, Relevance of Decision Making, Concepts for Information System Design | | | | | | 9 | | | | C2 | | |
| III | **HR Management Process in HRIS**: Modules on HR Planning, Recruitment, Selection, Placement, Module on Performance Appraisal System, Training & Development Module, Module on Pay & other Related Dimensions, Information System’s support for Planning & Control. | | | | | | 9 | | | | C3 | | |
| IV | **HRIS Application**: HR administration – Outsourcing – Job shadowing – HR planning Sub System – Data input - Data Capturing for Monitoring & Review – Outflow – Report – Information Processing for Decision Making - DSS – Overview of HR metrics. | | | | | | 9 | | | | C4 | | |
| V | **HRIS Security and Privacy:** Security - Style of Organizations – Security of Data and Operations of HRIS Modules –Problems during IT Adoption Efforts and Processes to Overcome – Cyber Security – Needs – Approaches – Principles – Types – Information Security Management in HRIS. | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Be familiarized with the basic concepts of Data & Information | | | | | | PO4 | | | | | | |
| **CO2** | Have knowledge on Data Management for HRIS | | | | | | PO2 | | | | | | |
| **CO3** | Know about HR Management Process & HRIS | | | | | | PO1 | | | | | | |
| **CO4** | Will use HR Management Process II & HRIS | | | | | | PO2,PO5 | | | | | | |
| **CO5** | Will be aware of the importance of Security, Size & Style of Organizations & HRIS | | | | | | PO6,PO8 | | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | Human resource information systems (HRIS) and technology trust  Susan K. Lippert, Paul Michael Swiercz | | | | | | | | | | | | |
| 2. | Human Resource Information Systems (HRIS) in HR Planning and Development in Mid to Large Sized Organization, AshaNagendra Mohit Deshpande | | | | | | | | | | | | |
| 3. | Human Resource Information Systems (HRIS) of Developing Countries in 21st Century: Review and ProspectsG. M. Azmal Ali Quaosar, Md. Siddikur Rahman | | | | | | | | | | | | |
| 4. | Human Resource Information Systems (HRIS): Providing Business with Rapid Data Access, Information Exchange and Strategic Advantage  Dr. Kenneth A. Kovach, Charles E. Cathcart, Jr. | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Michael J. Kavanagh , Mohan Thite ,Human Resource Information Systems: Basics, Applications, and Future Directions ,Sage Publications Pvt Ltd,3rd Edition, 2019. | | | | | | | | | | | | |
| 2. | Sathish.M.Badgi, Practical Guide to Human Resource Information Systems,PHI, 1st Edition 2012. | | | | | | | | | | | | |
| 3. | Kavanagh, Human Resource Information Systems: Basics, Applications and Future Directions, Sage South Asia Edition, 1st Edition 2011. | | | | | | | | | | | | |
| 4. | P.K. Gupta ,Susheel Chhabra ,Human Resource Information System ,Himalaya Publishing House, 1st Edition, 2015. | | | | | | | | | | | | |
| 5. | Michael J. Kavanagh , Mohan Thite ,Human Resource Information Systems: Basics, Applications, and Future Directions ,Sage Publications Pvt Ltd,3rd Edition, 2019. | | | | | | | | | | | | |
| 6. | Michael Armstrong, A Handbook of Human Resource Management Practice, Kogan Page,10th Edition, 2006. | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | 40 Marks | | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | |
| Seminars | | | | | | |
| Attendance and Class Participation | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | 60 Marks | | | | | |
|  | Total | | | | | | | 100 Marks | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | S |  |  |  |  |
| **CO 2** |  | M |  |  |  |  |  |  |
| **CO 3** | M |  |  |  |  |  |  |  |
| **CO 4** |  | M |  |  | M |  |  |  |
| **CO 5** |  |  |  |  |  | M |  | S |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Stress Management** | Elective | 2 | - | 1 | - | 3 | 3 | | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To understand the concept of stress management | | | | | | | | | | | | |
| C2 | To understand the impact of stress | | | | | | | | | | | | |
| C3 | To analyse the stress reduction techniques | | | | | | | | | | | | |
| C4 | To study the strategies to cope up with stress | | | | | | | | | | | | |
| C5 | To develop resilience to stress | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Introduction to Stress Management:** Introduction to stress: Meaning, Definition, Eustress, Distress, Stressor-emotional, intellectual, environmental, occupational/educational performance, social, physical, and spiritual stressors- Types of stress: Acute stress, Episodic Acute stress and chronic stress, Sources of stress, signs and Symptoms, | | | | | | 9 | | | | C1 | | |
| II | **Impact of Stress:** Physiological Impact of stress, Psychological Impact of stress, Social Impact of stress, Types of intervention, The General Adaptation Syndrome - Fight or flight response, Stress warning signal | | | | | | 9 | | | | C2 | | |
| III | **Stress Reduction Techniques**: Challenging Stressful Thinking, Problem Solving and Time Management, Psychological and Spiritual Relaxation Methods, Physical Methods of Stress Reduction, Preparing for the Future: College and Occupational Stress | | | | | | 9 | | | | C3 | | |
| IV | **Coping Strategies:**  Coping Mechanisms: Appraisal focused, Emotional focused and Problem focused - Stress problem solving Sequence - ABCDE problem solving Model | | | | | | 9 | | | | C4 | | |
| V | **Developing Resilience to Stress:** Understanding stress level, Role of Personality Pattern, Self Esteem, Locus of Control, Role of Thoughts Beliefs and Emotions, Life Situation Intrapersonal: Assertiveness, Time Management | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Have a clear understanding on the concept of stress management | | | | | | PO3 | | | | | | |
| **CO2** | Illustrate the impact of stress and predict Stress warning signals | | | | | | PO2 | | | | | | |
| **CO3** | Develop ability to analyse the stress reduction techniques | | | | | | PO1, PO4 | | | | | | |
| **CO4** | Acquire the ability to identify the strategies to cope up with stress | | | | | | PO5,PO6 | | | | | | |
| **CO5** | Develop resilience strategies to stress | | | | | | PO7,PO8 | | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | Family stress management: A contextual approach, P Boss, CM Bryant, JA Mancini | | | | | | | | | | | | |
| 2. | Preventive Stress Management in Organizations, Thomas A. Wright, PhD, Joyce A. Adkins, PhD, Debra L. Nelson | | | | | | | | | | | | |
| 3. | Stress Management, Richard Pettinger | | | | | | | | | | | | |
| 4. | Stress and stress management,  Crampton, Suzanne M; Hodge, John W; Mishra, Jitendra M; Price, Steve. | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | Kajal A. Sharma, Cary L. Cooper, D.M. Pestonjee, Organizational Stress Around the World Research and Practice, Routledge, 1st Edition, 2022. | | | | | | | | | | | | |
| 2. | Rachel Lewis, Joanna Yarker, Emma Donaldson-Feilder, Preventing Stress in Organizations: How to Develop Positive Managers, Wiley Blackwell, 1st Edition, 2011. | | | | | | | | | | | | |
| 3. | Joe Martin - Managing Stress in the Workplace How to Get Rid of Stress at Work and Livea Longer Life, 1st Edition, 2014. | | | | | | | | | | | | |
| 4. | Emily Nagoski , Amelia Nagoski , Burnout: The Secret to Unlocking the Stress Cycle, Ballantine Books, 1st Edition, 2019. | | | | | | | | | | | | |
| 5. | Kelly McGonigal, The Upside of Stress: Why Stress Is Good for You, and How to Get Good at It, Avery Publishers, 1st Edition 2016. | | | | | | | | | | | | |
| 6. | Ashley Weinberg, Valerie Sutherland, Organizational Stress Management: A Strategic Approach, Palgrave Macmillan, 5th Edition 2010. | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | | 40 Marks | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | | |
| Seminars | | | | | | | |
| Attendance and Class Participation | | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | | 60 Marks | | | | |
|  | Total | | | | | | | | 100 Marks | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  | M |  |  |  |  |  |
| **CO 2** |  | M |  |  |  |  |  |  |
| **CO 3** | M |  |  | S |  |  |  |  |
| **CO 4** |  |  |  |  | M | M |  |  |
| **CO 5** |  |  |  |  |  |  | M | M |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Competency Mapping** | Elective | 2 | - | 1 | - | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To recognize and identify importance of competency-based framework | | | | | | | | | | | | |
| C2 | To comprehend types and methods of competency | | | | | | | | | | | | |
| C3 | To demonstrate use of competency tools, framework and clusters | | | | | | | | | | | | |
| C4 | To audit competency implementation cycles and drive high performance | | | | | | | | | | | | |
| C5 | To steer stakeholders’ confidence and implement competency model | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Introduction:** History and Origin of Competency - KSA Vs Competency - Reasons for Popularity of Competency - Competency & EVA -Criticisms- Iceberg Model of Competency - Operant & Respondent Traits of Competency. | | | | | | 9 | | | | C1 | | |
| II | **Functions:** Types: Threshold Competencies - Differentiating Competencies - Generic or Key Competencies - Functional or Technical Competencies - Leadership or Managerial Competencies- developing a Competence Matrix. | | | | | | 9 | | | | C2 | | |
| III | **Framework:** Sources of competence information- Tools of competencies: Behavioural Event Interview- Behavioural Description Interview- Benchmarking Established Models.  Competency Clusters - HR Generic Competency Model -Supervisory Generic Competency Model-Industry Specific Models. | | | | | | 9 | | | | C3 | | |
| IV | **Assessment:** HR Competence audit-Role of Assessment centres- Strategies to address the gaps - Integrating the Competency Model - Competency based Recruitment and Selection - Competency Based Performance Appraisal - Competency Based Succession & Career Planning - Competency Based Compensation and Benefits - Competency based Training & Development - Reassess competencies and evaluate ROI. | | | | | | 9 | | | | C4 | | |
| V | **Resistance and Implementation:** Understanding Resistance -Strategies to acquire stakeholder confidence-Stakeholder’s Map-Resolving resistance. Clarifying Implementation Goals & Standards - Action Plan - Define Performance Effectiveness Criteria - Identify a Criterion Sample - Data Gathering & Interim Competency Model - Finalize & Validate Competency Model. | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Recognize the importance of competency-based framework | | | | | | PO2 | | | | | | |
| **CO2** | Comprehend types and methods of competency | | | | | | PO1,PO4 | | | | | | |
| **CO3** | Demonstrate use of competency tools and clusters | | | | | | PO5 | | | | | | |
| **CO4** | Schematize audit plans for competency implementation cycles | | | | | | PO6 | | | | | | |
| **CO5** | Negotiate stakeholders’ confidence and implement competency model | | | | | | PO7,PO8 | | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | Competency Mapping – A Drive For Indian Industries, Rajeshwaree A | | | | | | | | | | | | |
| 2. | Competency Mapping of the Employees, N. Anisha | | | | | | | | | | | | |
| 3. | Competency Mapping in Indian Industries -A Case Study,  Amey Choudhari | | | | | | | | | | | | |
| 4. | Competency Measurement Model, Dario russo | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | [Seema Sanghi](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor:%22Seema+Sanghi%22), The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations, SAGE Publications India, 3rd edition, 2016. | | | | | | | | | | | | |
| 2. | [Sumati Ray Anindya Basu Roy](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Sumati+Ray+Anindya+Basu+Roy&search-alias=stripbooks), Competency Based Human Resource Management, SAGE Publications India Pvt Ltd, 1st Edition, 2019. | | | | | | | | | | | | |
| 3. | Sudhir Warier, Competency Management – A Practitioner's Handbook: Develop Self, Businesses, Communities & Societies, Notion Press, 1st Edition, 2019 | | | | | | | | | | | | |
| 4. | Mahesh Kuruba, Role Competency Matrix: A Step-By-Step Guide to an Objective Competency Management System, Springer,1st Edition, 2019. | | | | | | | | | | | | |
| 5. | David D Dubious, Competency-Based Human Resource Management: Discover a New System for Unleashing the Productive Power of Exemplary Performers, Davies-Black Publisher, 1st Edition, 2010. | | | | | | | | | | | | |
| 6. | Lyle M Spencer, Signe M Spencer, Competence at Work: Models for Superior Performance, Wiley India, 1st Edition, 2008. | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | 40 Marks | | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | |
| Seminars | | | | | | |
| Attendance and Class Participation | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | 60 Marks | | | | | |
|  | Total | | | | | | | 100 Marks | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  | M |  |  |  |  |  |  |
| **CO 2** | M |  |  | M |  |  |  |  |
| **CO 3** |  |  |  |  | S |  |  |  |
| **CO 4** |  |  |  |  |  | M |  |  |
| **CO 5** |  |  |  |  |  |  | M | M |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **International HRD** | Elective | 3 | - | - | - | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To summarize and comprehend the expanding role of global corporations | | | | | | | | | | | | |
| C2 | To demonstrate the functioning of international assignments | | | | | | | | | | | | |
| C3 | To elucidate development of global IHRM practices | | | | | | | | | | | | |
| C4 | To interpret compliance norms of global organizations | | | | | | | | | | | | |
| C5 | To introspect future of sustainable IHRM practices | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **IHRD:** Scope of IHRD- Positivist and Interpretive views on Culture, Values, Power-Cross Cultural Management, Model, Dimensions; Comparison between HRD India and Globalization.  Learning Theories globally and implications-Career development in multinational and multicultural environment-Schein’s career anchors-Holland’s vocational preference inventory. | | | | | | 9 | | | | C1 | | |
| II | **Processes:** Transfer of employment practices across borders-The four influences framework-IHRM approaches-Factors affection-Implications.  International Assignments and Employment practices- motives-Process-Dimensions of success and failure. Expatriation- Developing International Staff and Multinational Teams, Approaches to International Compensation. | | | | | | 9 | | | | C2 | | |
| III | **Development & Practices:** Multinational companies and Host companies-Sustainable practices of host and divergent country employment arrangements-Global Employment Relations.  Training & Development in global environment- Krikpatrick’s Taxonomy-Expatriate Training, PMS -Transition of Expats to global leaders-Global and local sourcing-Compliance to Labour Market-Capitalist Vs Socialist Market economies. | | | | | | 9 | | | | C3 | | |
| IV | **Practices in Economies:** PMS in different economies- Total Rewards in International Context-Components-Complexities-approaches.  Global Context: EEO-Gender Sensitivity-Diversity-Inclusivity- Onshoring, offshoring, Friendshoring-Models of strategic HRD. | | | | | | 9 | | | | C4 | | |
| V | **Sustainability:** Repatriation-issues-best practices; Sustainable practices through Ethics and CSR; Green HRD; Ethical Issues-dispute settlement-International labour contract.  Knowledge Management-Transfer; Changing and Future Trends: International labour standards, Managing Remote Work -issues-digital privacy and decent work. | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Demonstrate IHRM factors influential in global corporations | | | | | | PO2,PO4 | | | | | | |
| **CO2** | Design IHRM elements for global assignments | | | | | | PO1,PO5 | | | | | | |
| **CO3** | Critique and conclude developmental strategies for IHRM practices | | | | | | PO2 | | | | | | |
| **CO4** | Implement and audit compliance IHRM norms | | | | | | PO6 | | | | | | |
| **CO5** | Predict and appraise sustainable IHRM practices | | | | | | PO8 | | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | International HRD: context, processes and people – introduction  Thomas Garavan, Alma McCarthy, and Ronan Carbery | | | | | | | | | | | | |
| 2. | Theoretical frameworks for comparing HRD in an international context, Jean Woodall | | | | | | | | | | | | |
| 3. | The Issue of International Values and Beliefs: The Debate for a Global HRD Code of Ethics, Darlene Russ-Eft, Timothy Hatcher | | | | | | | | | | | | |
| 4. | International Technology Transfer For Competitive Advantage: A Conceptual Analysis Of The Role Of HRD, A. Ahad M. Osman‐Gani | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | K Ashwathappa, International Human Resource Management, TATA McGraw Hill, 2nd Edition, 2017. | | | | | | | | | | | | |
| 2. | Anne-Wil Harzing, Ashly Pinnington, International Human Resource Management, SAGE, 4th Edition, 2014. | | | | | | | | | | | | |
| 3. | Thomas Garavan, Alma McCarthy, Ronan Carbery, Handbook of International Human Resource Development:Context, Processes and People**,** Edward Elgar Publishing, 3rd Edition, 2017. | | | | | | | | | | | | |
| 4. | Peter J. Dowling | Marion Festing | Allen D. Engle, International Human Resource Management, CENGAGE INDIA,7th Edition , 2017. | | | | | | | | | | | | |
| 5. | Edwards Tony, Chris Rees, International Human Resource Management: Globalization, National Systems and Multinational Companies, Pearson Education India, 3rd Edition, 2016. | | | | | | | | | | | | |
| 6. | Yongsun Paik , Charles M. Vance, Managing A Global Workforce : Challenges And Opportunities In International Human Resource Management, PHI Learning, 2nd Edition, 2013. | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | 40 Marks | | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | |
| Seminars | | | | | | |
| Attendance and Class Participation | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | 60 Marks | | | | | |
|  | Total | | | | | | | 100 Marks | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  | M |  | M |  |  |  |  |
| **CO 2** | M |  |  |  | M |  |  |  |
| **CO 3** |  | S |  |  |  |  |  |  |
| **CO 4** |  |  |  |  |  | M |  |  |
| **CO 5** |  |  |  |  |  |  |  | M |

**S-Strong M-Medium L-Low**

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| **Subject Code** | **Subject Name** | **Category** | **L** | **T** | **P** | **O** | **Credits** | | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Compensation and Rewards Management** | Elective | 2 | - | 1 | - | 3 | | 3 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To familiarize the students to the basic concepts of compensation | | | | | | | | | | | | |
| C2 | To provide insights on compensation planning | | | | | | | | | | | | |
| C3 | To throw light on compensation Pay | | | | | | | | | | | | |
| C4 | To elucidate on Executive compensation | | | | | | | | | | | | |
| C5 | To create awareness and importance of Wage administration in India: | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | **No. of Hours** | | | | **Course Objectives** | | |
| I | **Compensation:** types of compensation, conceptual framework of compensation management, Theories of wages – criteria of wage fixation – Institutional and cultural factors on compensation practices – National differences in compensation – Compensation system design issues: Compensations Philosophies, compensation approaches – Strategic | | | | | | 9 | | | | C1 | | |
| II | **Compensation Planning:** Developing a total compensation strategy – Competitive Advantage – Job evaluation systems, the compensation structure- Wage and salary surveys, the wage curve, pay grades and rate ranges, preparing salary matrix, fixing pay, significant compensation issues. | | | | | | 9 | | | | C2 | | |
| III | **Variable Pay:** Strategic reasons for incentive plans, administering incentive plans, individual incentive plans, group incentive plans ,team compensation, ESOPs, Performance measurement issues, incentive application and globalization, Managing Employee Benefits: Nature and types of benefits, employee benefits programs security benefits, retirement security benefits, health care benefits, time–off benefits, benefits administrations, employee benefits required by law, discretionary major employee benefits, employee services designing a benefits package. | | | | | | 9 | | | | C3 | | |
| IV | **Executive Compensation**: Elements of executive compensation and its management, Executive compensation in an international context, Wage Determination: Principles of wage and salary administration, methods of wage determination in India; internal and external equity in compensation systems. | | | | | | 9 | | | | C4 | | |
| V | **Wage Administration in India:** wage policy in India, wage boards: structure, scope and functions, Pay Commissions. International Compensation, global convergence of compensation practices - Pay for performance for global employees -practices in different industries, Employee benefits around the world, CEO pay in a global context, Beyond compensation. | | | | | | 9 | | | | C5 | | |
|  | **Total** | | | | | | **45** | | | |  | | |
| **Course Outcomes** | | | | | | | | | | | | | |
| **Course Outcomes** | On completion of this course, students will; | | | | | | **Program Outcomes** | | | | | | |
| **CO1** | Be familiarized with compensation | | | | | | PO4,PO8 | | | | | | |
| **CO2** | Understand Compensation Planning | | | | | | PO1,PO2 | | | | | | |
| **CO3** | Design Executive Compensation | | | | | | PO2,PO6 | | | | | | |
| **CO4** | Understand Wage administration in India | | | | | | PO6,PO7 | | | | | | |
| **CO5** | Be aware of the importance of Wage administration in India | | | | | | PO8 | | | | | | |
| **Reading List** | | | | | | | | | | | | | |
| 1. | A Strategic Perspective on Compensation Management, Milkovich, George T. | | | | | | | | | | | | |
| 2. | Compensation Management, Dipak Kumar Bhattacharyya | | | | | | | | | | | | |
| 3. | Employees Perception Towards Compensation Management Practices in Software Industry: An Indian Evidience,Dr. Das Kishore Kumar | | | | | | | | | | | | |
| 4. | Compensation in Organizations, Sara L. Rynes, Barry Gerhart | | | | | | | | | | | | |
| **References Books** | | | | | | | | | | | | | |
| 1. | B. D. Singh ,Compensation and Reward Management ,Excel Books,2012. | | | | | | | | | | | | |
| 2. | Richard I. Henderson, Compensation Management in a Knowledge-Based World,  Pearson Education,10th Edition, 2011. | | | | | | | | | | | | |
| 3. | Tapomoy Deb, Compensation Management, Text and Cases, Excel Books, 1st  Edition, 2009. | | | | | | | | | | | | |
| 4. | Milkovich, Newman & Gerhart, Compensation, TMH, 10th Edition, 2011. | | | | | | | | | | | | |
| 5. | Jerry M. Newman ,Barry Gerhart & George T. Milkovich ,Compensation, McGrawHill,12th Edition, 2020. | | | | | | | | | | | | |
| 6. |  | | | | | | | | | | | | |
| **Methods of Evaluation** | | | | | | | | | | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | | | | | | 40 Marks | | | | | |
| Assignments/mini project/ demonstration sessions | | | | | | |
| Seminars | | | | | | |
| Attendance and Class Participation | | | | | | |
| **External Evaluation** | End Semester Examination | | | | | | | 60 Marks | | | | | |
|  | Total | | | | | | | 100 Marks | | | | | |
| **Methods of Assessment** | | | | | | | | | | | | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | | | | | | | | | | | | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | | | | | | | | | | | | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | | | | | | | | | | | | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | | | | | | | | | | | | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | | | | | | | | | | | | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | | | | | | | | | | | | |

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|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** |
| **CO 1** |  |  |  | M |  |  |  | M |
| **CO 2** | M | M |  |  |  |  |  |  |
| **CO 3** |  | M |  |  |  | M |  |  |
| **CO 4** |  |  |  |  |  | M | M |  |
| **CO 5** |  |  |  |  |  |  |  | S |

**S-Strong M-Medium L-Low**

**Evaluation and Assessment**

The students will be Evaluated and Assessed on all the courses as given below:

|  |  |  |
| --- | --- | --- |
| **Methods of Evaluation** | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | 25 Marks |
| Assignments |
| Seminars |
| Attendance and Class Participation |
| **External Evaluation** | End Semester Examination | 75 Marks |
|  | Total | 100 Marks |
| **Methods of Assessment** | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or overview | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations | |