

# *Curriculum of M.A. HRM (Human Resource Management)*

(Under CBCS with Three Concurrent  
Internship and One Project Work )

From 2026-27 Onwards



DEPARTMENT OF LIFELONG LEARNING (DLL)  
SCHOOL OF EDUCATION  
BHARATHIDASAN UNIVERSITY  
KHAJAMALAI CAMPUS  
TIRUCHIRAPPALLI - 620 023

**BHARATHIDASAN UNIVERSITY, KHAJAMALAI CAMPUS, TIRUCHIRAPPALLI-23**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF LIFELONG LEARNING (DLL)**

**M.A. HRM (Human Resource Management) Course Structure under CBCS (Restructured)**

(Applicable to the candidates admitted from the academic year 2026 – 2027 Onwards)

Sl. No.	Semester	Course Code	Course Title	Hrs / Week	Credits	Exam Hrs.
1	I	26HRM1CC1 - (Core Course)	Principles of Management	5	5	3 Hrs
2	I	26HRM1CC2 - (Core Course)	Human Resource Management	5	5	3 Hrs
3	I	26HRM1CC3 - (Core Course) 26HRM1CC4 - (Core Course)	Option 1: Digital Business Communication Option 2: Human Resource Information System	5	5	3 Hrs
4	I	26HRM1CC5 - (Core Course) 26HRM1CC6 - (Core Course)	Option 1: Organizational Behaviour Option 2: Employee Engagement	5	5	3 Hrs
5	I	26HRM1CC7 - (Core Course)	Emotional Intelligence and Workplace Competencies	5	5	3 Hrs
6	I	26HRM1IP1-(Internship-1)	Internship – I : HRM Practices –Level 1 (4 Weeks)	5	5	Report & Viva Voce
<b>TOTAL</b>				<b>30</b>	<b>30</b>	
7	II	26HRM2CC8 -(Core Course)	Employment Relations and Conflict Management	5	5	3 Hrs
8	II	26HRM2CC9- (Core Course)	Managerial Economics for HR	5	5	3 Hrs
9	II	26HRM2CC10 -(Core Course) 26HRM2CC11 -(Core Course)	Option 1: Human Resource Development Option 2: Training and Development	5	5	3 Hrs
10	II	26HRM2CC12 -(Core Course)	Compensation Management	5	5	3 Hrs
11	II	26HRM2EC1-(Elective Course) 26HRM2EC2-(Elective Course)	Option 1: Managerial Effectiveness (OR) Option 1: Work- Life Counseling	4	4	3 Hrs
12	II	26HRM2 IP2- (Internship-2)	Internship –II : HRM Practices- Level 2 (4 Weeks)	5	5	Report & Viva-Voce
13	II	26HRM2NME1 (Non-Major Elective Course)	Personality and Soft Skills Development (For other Departmental Students)	3	2	3 Hrs
14	II	26HRM2VA1(OR) 26HRM2VA2	Option 1: Professional Competencies for HR Managers (OR) Option 2: Any MOOC Course (Self-Study Paper)	2	2	3 Hrs
<b>TOTAL</b>				<b>34</b>	<b>33</b>	
15	III	26HRM3CC13 - (Core Course)	Research Methodology	5	5	3 Hrs
16	III	26HRM3CC14 - (Core Course )	Labour Laws	5	5	3 Hrs
17	III	26HRM3CC15- (Core Course) 26HRM3CC16- (Core Course)	Option 1: Performance Management Option 2: Talent Management	5	5	3 Hrs
18	III	26HRM3EC3- (Elective Course) 26HRM3EC4- (Elective Course)	Option 1: Organizational Development Option 2: Welfare and Safety Management	4	4	3 Hrs
19	III	26HRM3EC5-(ElectiveCourse) 26HRM3EC6-(ElectiveCourse)	Option 1: Corporate Social Responsibility Option 2: Professional Ethics in HRM	4	4	3 Hrs
20	III	26HRM3IP3- (Internship-3)	Internship –III : HRM Practices - Level 3 (One Month)	5	5	Report & Viva-Voce
21	III	26HRM2NME2 Non-Major Elective Course)	Entrepreneurship Development (For other Departmental Students)	3	2	3 Hrs
<b>TOTAL</b>				<b>31</b>	<b>30</b>	
22	IV	26HRM4CC17-(Core Course) 26HRM4CC18-(Core Course)	Option 1: Knowledge Management (OR) Option 2: Artificial Intelligence in HRM	5	5	3 Hrs
23	IV	26HRM4CC19-(Core Course) 26HRM4CC20-(Core Course)	Option 1: Total Quality Management Option 2: Information Technology for Managers	5	5	3 Hrs
24	IV	26HRM4EC7-(Elective Course) 26HRM4EC8-(Elective Course)	Option 1: Entrepreneurship Development Option2: Environmental Social Governance (ESG)	4	4	3 Hrs
25	IV	26HRM4EC9-(Elective Course) 26HRM4EC10-(Elective Course)	Option 1:International Human Resource Management Option 2: Office Operations and Customer Relations	4	4	3 Hrs
26	IV	26HRM4PW-(Project Work)	Project Work (One Month)	5	5	Report & Viva-Voce
<b>TOTAL</b>				<b>23</b>	<b>23</b>	
<b>GRAND TOTAL</b>				<b>118</b>	<b>116</b>	

**BHARATHIDASAN UNIVERSITY, KHAJAMALAI CAMPUS,  
TIRUCHIRAPPALLI-23  
SCHOOL OF EDUCATION, DEPARTMENT OF LIFELONG LEARNING  
M.A. HRM (Human Resource Management) Under Choice Based Credit System  
REGULATIONS (Restructured)  
(For the candidates admitted from the academic year 2026-2027 onwards)**

**1. Name of the Programme**

Bharathidasan University is offering a two-year M.A. Degree Programme in Human Resource Management (HRM) through the Department of Lifelong Learning, School of Education, Bharathidasan University.

**2. Eligibility for admission to the Programme**

A candidate who has passed any bachelor Degree Examination of Bharathidasan University or an examination of any other University accepted by the Syndicate of Bharathidasan University as equivalent to any UG degree examination of Bharathidasan University may be permitted to qualify for the MA in HRM Degree by undergoing courses and appearing for the examinations of this Department. A candidate for admission to the programme has no age limit.

**3. Duration of the Programme**

The Programme is for a period of two years. Each year shall consist of two semesters namely Odd and Even semesters. Odd semesters shall commence from July and even semesters from December. The programme shall comprise not less than 450 teaching hours for each semester.

**4. Scheme of the Examination**

The End Semester Examination (ESE) for the first and third semester will be conducted in November/December and the examination relating to second and fourth semester will be in April/May. A candidate who could not earn credits in certain course(s) of the first, second and third semesters will be permitted to appear in such course(s) along with the courses in any subsequent semester examination.

<b>Semester</b>	<b>Courses</b>
I	5 Core Courses with 2 Choice 1 Internship - I- HRM Practices-Level 1, Report and Viva -Voce Examination
II	4 Core Courses with 1 Choice 1 Department Elective Course with 1 Choice 1 University Elective Course/NME1 Internship – II- HRM Practices-Level 2 Report and Viva –Voce Examination 1 Value Added Course with 1 Choice

III	3 Core Courses with 1 Choice 2 Department Elective Course with 1 Choice 1 Internship - III - HRM Practices-Level 3, Report and Viva -Voce Examination 1 University Elective Course/NME2
IV	2 Core Courses with 2 Choice 2 Department Elective Courses with 1Choice 1 Project Work Report and Viva -Voce Examination

- The Core Courses (CC), Department Elective Courses (DEC) and University Elective Courses (UEC), Non-Major Elective (NME) shall be offered by the Department and Value Added Courses (VAC) or One MOOC course is Self-Study Paper.
- The maximum marks for the examination conducted for each course is 100 out of which 75 are for End Semester Examination (ESE) and 25 are for Continuous Internal Assessment (CIA).
- Grade “AAA” means absent for the ESE for the course.
- The number of contact hours per week for any course shall range from four to six hours.
- The examinations will be conducted by the Department.
- Duration for ESE for theory shall be three hours and for Internship three to six hours.
- **To qualify for the degree, the candidate has to earn 108 credits by way of earning at least 70 credits in Core courses, 20 credits in the Department Elective courses, 4 credits in University Elective courses/ Non-Major Elective Course (NME) and 5 credits in the Project Work mentioned above and 15 credits in the Internship I, II and III and 2 credits in Value Added Course. The Sixth Unit is meant for Optional.**
- The content of the syllabus for each course is divided into six units.
- In each component 25% of the marks shall be for CIA and 75% for ESE.
- The syllabi will be framed by the Board of Studies consisting of all the members of the faculty in the Department and some experts from outside the department (approved by the University) with Head of the Department as the Chairperson.
- There is no provision for improvement of marks in CIA in any course; however improvement of ESE marks in a course other than Project Work and Internship will be allowed in the immediately succeeding ESE. Besides the Regulation and Re-totaling of Marks are available as per University norms.
- In the statement of marks both the marks obtained by the candidate and the grade awarded to him/her will be mentioned.

- The admitted candidates have to complete their respective programmes within the stipulated period (i.e.) 2 years. Those who fail to complete the programme within the stipulated period, a further a period of 2 years alone is given as extension and the candidate has to complete the programme within the extended period.

## **5. Attendance**

- Every student should put in at least 75% attendance in each course.
- In each semester every candidate must compulsorily register for the examination in all the courses attended in that semester.
- No candidate who has put in attendance for less than 75% of the working days in a semester will be permitted to take the ESE pertaining to that semester unless he/she gets condonation certificate.
- On the day on which a course is concluded, the Course Teacher of the course shall intimate the Head of the Department with the particulars of all students who have a shortage of attendance in the course offered by him/her.
- Condonation of shortage of attendance shall be given as per the provisions given below:
  - ✓ The Head of the Department may condone lack of attendance for a student in a course when the student had put in at least 65% attendance for the course concerned and pays a condonation fee of suitable amount to be prescribed by the University from time to time.
  - ✓ The Head of the Department shall announce the names of all students who will not be eligible to take the end-semester examination in the various courses due to shortage of attendance.
  - ✓ A candidate who has put in less than 65% attendance in a course, he/she has to either repeat the course or take an equivalent course.

**The above rules are framed as per regulations of the Bharathidasan University.**

## **6. Letter Grade and Grade Points of the Courses and Final Result**

Grade points and Letter grade are assigned as per the following table:

<b>Marks</b>	<b>Grade Points</b>	<b>Letter Grade</b>
90 – 100	10	S
80 – 89	9	A
70 – 79	8	B
60 – 69	7	C
50 – 59	6	D
0 – 49*	0	-----
ABSENT	0	AAA

\* - not to be printed in the marks statement.

From second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). For the first semester GPA alone is given and denoted by  $GPA_1$ .

GPA and CGPA are calculated by the following formula:

$$GPA_j = \frac{\sum_i C_i GP_i}{\sum_i C_i}, \quad CGPA = \frac{\sum_j S_j GPA_j}{\sum_j S_j}, \quad 1 < j < n$$

where  $C_i$  is the credit assigned to the i-th subject;

$GP_i$  is the grade points earned in the i-th subject;

$S_j$  is the sum of the credits assigned to each courses of the j-th semester;

$GPA_j$  is the grade point average earned in the j-th semester.

n total no. of semesters

### Final Result

CGPA is 9 and above (with pass in all subjects in first attempt)	I Class with Distinction
CGPA is 7 and above but less than 9	I Class
CGPA is 5 and above but less than 7	II Class

## 7. Earning credits for a Course

- A candidate shall be declared to have earned credits in a course, if he/she secures not less than 40% marks in the end semester examination and not less than 50% aggregate marks of End Semester Examination (ESE) and CIA.
- There is no CIA for the Project Work; however the total marks is 100. Out of 100 marks for the Project Work, 40 marks will be for two reviews (2 x 20), 40 marks for evaluation of the Project Work/ Dissertation (2x20) and 20 marks for the Viva-voce Examination (2x10).
- There is no CIA for the report of the Internship I, II and III; however the total marks is 100. Out of 100 marks for the above reports, 40 marks will be for two reviews (2x20), 40 marks for the evaluation of the report (2x20) and 20 marks for the Viva-voce examination (2x10), which will be conducted through formal examinations.
- A candidate shall be declared to have earned credits in the Project work/ Internship I, II and III Reports if he/she gets not less than 40% in the aggregate of marks obtained in two reviews and evaluation and not less than 50% of the total marks obtained in the three components (two reviews, evaluation and Viva-Voce). However

the candidate should compulsorily attend the viva-voce examination to earn credits in Project Work/Dissertation, Internship I, II and III /Industrial Visits/Reports.

### 8. Instant Examination

The Department will conduct instant examination to a candidate in May/June if only one course remains to be cleared by him/her to qualify for the degree.

**Note: The above regulations are subject to amendments from time to time.**

Semester	Courses
I	5 Core Courses with 2 Choice 1 <b>Internship – I</b> : HRM Practices –Level 1
II	4 Core Courses with 1 Choice 1 Department Elective Course with 1 Choice 1 University Elective Course/NME 1 <b>Internship – II</b> : HRM Practices –Level 2 1 Value Added Course with 1 Choice
III	3 Core Courses with 1 Choice 2 Department Elective Course with 1 Choice 1 <b>Internship – III</b> : HRM Practices –Level 3 1 University Elective Course/NME2
IV	2 Core Courses with 2 Choice 2 Department Elective Courses with 1Choice 1 Project Work and Viva Voce

### \* CORE COURSES (CC)

Course Code	Title of the Course	Lecture Hours / Week	Tutorial Hours	Practical Hours	Credits	Prerequisite (Exposure)
<b>Semester – I</b>						
26HRM1CC1 - (Core Course)	Principles of Management	4	2	0	5	Nil
26HRM 1CC2 - (Core Course)	Human Resource Management	4	2	0	5	Nil
26HRM1CC3 - (Core Course)	Digital Business Communication (OR)	4	2	0	5	Nil
26HRM1CC4 - (Core Course)	Human Resource Information System					

26HRM 1CC5 - (Core Course)	Organizational Behaviour (OR)	4	2	0	5	Nil
26HRM 1CC6 - (Core Course)	Employees Engagement					
26HRM 1CC7- (Core Course)	Emotional Intelligence and Workplace Competencies	4	2	0	5	Nil
<b>Semester - II</b>						
26HRM2CC8 - (Core Course)	Employment Relations and Conflict Management	4	2	0	5	Nil
26HRM 2CC9- (Core Course)	Managerial Economics for HR	4	2	0	5	Nil
26HRM2CC10 - (Core Course)	Human Resource Development (OR)	4	2	0	5	Nil
26HRM2CC11 - (Core Course)	Training and Development					
26HRM2CC12 - (Core Course)	Compensation Management	4	2	0	5	Nil
<b>Semester - III</b>						
26HRM3CC13 - (Core Course)	Research Methodology	4	2	0	5	Nil
26HRM3CC14 - (Core Course )	Labour Laws	4	2	0	5	Nil
26HRM3CC15- (Core Course)	Performance Management(OR)	4	2	0	5	Nil
26HRM3CC16- (Core Course)	Talent Management					
<b>Semester - IV</b>						
26HRM4CC17- (Core Course)	Knowledge Management (OR)	4	2	0	5	Nil
26HRM4CC18- (Core Course)	Artificial Intelligence in HRM					
26HRM4CC19- (Core Course)	Total Quality Management (OR)	4	2	0	5	Nil
26HRM4CC20- (Core Course)	Information Technology for Managers					

\* Core Courses for Departmental Students

**\* DEPARTMENT ELECTIVE COURSES (DEC)/ (EC) AND Internship-I, II III-HRM Practices Level 1,2,3, PROJECT WORK/DISSERTATION**

Code	Title of the Course	Lecture Hours / Week	Tutorial Hours	Practical Hours	Credits	Prerequisite (Exposure)
<b>Semester - I</b>						
26HRM1IP1	<b>Internship – I :</b> HRM Practices Level 1(100 Marks)	0	0	5	5	<b>Nil</b>
<b>Semester - II</b>						
26HRM2EC1 26HRM2EC2	Managerial Effectiveness.( Or) Work- Life Counseling	4	2	0	4	<b>Nil</b>
26HRM2IP2	<b>Internship – II :</b> HRM Practices Level 2 (100 Marks)	0	0	5	5	<b>Nil</b>
<b>Semester - III</b>						
26HRM3EC3 26HRM3EC4	Organizational Development (OR) Welfare and Safety Management	4	2	0	4	<b>Nil</b>
26HRM3EC5 26HRM3EC6	Corporate Social Responsibility (OR) Professional Ethics in HRM	4	2	4	4	<b>Nil</b>
26HRM3IP3	<b>Internship – III :</b> HRM Practices Level 3 (One Month) (100 Marks)	0	0	5	5	<b>Nil</b>
<b>Semester - IV</b>						
26HRM4EC7 26HRM4EC8	Entrepreneurship Development (OR) Environmental, Social Governance(ESG)	4	2	0	4	<b>Nil</b>
26HRM4EC9 26HRM4EC10	International Human Resource Management (OR) Office Operations and Customer Relations	4	2	0	4	<b>Nil</b>
26HRM4PW (Project Work)	Project Work (100 Marks)	0	0	5	5	<b>Nil</b>

\* Elective Courses for Departmental Students

**\* VALUE ADDED COURSE**

Code	Title of the Course	Lecture Hours/ Week	Tutorial Hours	Practical Hours	Credits	Prerequisite (Exposure)
26HRM2VA1	Professional Competencies for HR Managers (OR)	2	2	2	2	Nil
26HRM2VA2	Any MOOC Course					

\* Value added Courses for Departmental Students

**\* UNIVERSITY ELECTIVE COURSES (UEC)/ NON-MAJOR ELECTIVE COURSE (NME)**

Code	Title of the Course	Lecture Hours	Tutorial Hours	Practical Hours	Credits	Prerequisite
26HRM2NME 1 (Non-Major Elective )	Personality and Soft Skills Development	3	2	-	2	As per University Norms
26HRM3NME2 (Non-Major Elective )	Entrepreneurship Development	3	2	-	2	

\* Non – Major Elective Courses for other Departmental Students of the University.

**For each Course other than the Project Work/ Internship I, II, III - HRM Practice Report**

Continuous Internal Assessment (CIA)	—	25 Marks
End Semester Examination (ESE)	—	75 Marks
Total	—	100 Marks
ESE Duration	—	3 Hours.

**For Project Work/Internship I, II, III - HRM Practices-Level 1,2,3 Report**

2 Reviews (Internal and External)	— 40 Marks (2 x 20)
Evaluation of the Project Work, Internship I, II, III-Level 1,2,3 - HRM Practice Report Each (Internal and External)	— 40 Marks (2 x 20)
Viva Voce (Internal and External)	— 20 Marks (2 x 10)
Total	— 100 Marks
Credits	— 5 for Project Work,
Each 5 credits for the Internship I, II, III- HRM Practices-Level 1,2,3 Report.	

**Total Credits should not be less than 116**

**Sessional Assessment/CIA for all the Papers**

- a) 2 Tests : 15 Marks
- b) 1 Assignment : 5 Marks (Survey, Students led programmes, ICT presentations/Assigned by the Department)
- c) 1 Seminar : 5 Marks

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**Total Marks : 25 Marks**

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**PROGRAMME CODE: 2PAHRM**  
**M.A. (HRM) PROGRAMME OUTCOMES**

- The Professionally competent PG HRM Graduates come up with right mix of Knowledge-bank, Skill-set, Mind-set and Pragmatic wisdom in their chosen fields.
- The Seasoned and Spiritedness PG HRM Graduates exhibit sense of commitment to fruitful contribution to society and nation with benchmark quality contours.
- The Leadership Latitude exuberant PG HRM Graduates are mentored that they are ready to lead or support emergent leadership in their chosen fields with commitment to nobility and rationality.
- PG HRM Graduates are directed in Understanding of ethical principles and responsibilities, moral and social values in day-to-day life thereby attaining Cultural and Civilized personality.
- PG HRM Graduates are able to **collate** information from different kinds of sources and gain a coherent understanding of the subject.

**M.A. (HRM) PROGRAMME SPECIFIC OUTCOMES**

**M.A. HRM Graduates**

- Exhibit the comprehensive knowledge framework and understanding of key functions of human resources.
- In-depth knowledge and understanding of human resource management at local, national and International level.
- Identify and evaluate the management techniques of human resource management.
- Ensure Effective utilization of resources.
- Examine the trends of human resource management using advanced techniques.
- Apply Comprehensive solutions to human resource management problems by evaluating performances.
- Enable management for handling grievances effectively.
- Treat Human as most valuable resource in the business.

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# **SEMESTER I**

**PRINCIPLES OF MANAGEMENT**

Examination Duration : 3 Hours

CIA/ Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives:**

1. To make the students understand the concepts of meaning, definition and importance of management and its various functions.
2. To make the students familiar with the management Principles applications.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn the basics of management and its history.	L1, L2
CO2	Understand planning, organizing, and decision-making in organizations.	L2
CO3	Know the basics of guiding teams and handling conflicts.	L3
CO4	Explore leadership, motivation, and teamwork.	L4
CO5	Learn about control, budgeting, and break-even points.	L5, L6
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT –I: Introduction to Management**

Definition-Management – meaning, definition, three uses of management – Features of management - management function and process – historical background of management – scientific management and general administrative theories – Taylor, Fayol, Barnard, Herbert Simon, Peter Drucker and Indian management thoughts-current trends and issues.

**UNIT –II: Planning & Organizing**

Planning –Meaning, Definition, Importance, Characteristics, process and strategies – Decision making-definition, process and Effective Decision Making -Organizing –Purpose, Organizational structure – Departmentalization need and Bases: span – span of control – Authority, Responsibility, Accountability, Delegation - centralization and decentralization – Policy Making - organizational communication –.

**UNIT –III: Directing & Co-ordinating**

Meaning and definition of direction, importance and principles of direction, techniques of direction, meaning of supervision, functions of supervisors, meaning of Co- ordination, elements and features of coordination, importance of Co-ordination-steps for effective coordination.

## UNIT –IV: Leading

Understanding individual, group and group dynamics- Leadership: Managing and Leading – Leadership theories – Leadership styles – Motivation and its importance in Leading.

## UNIT –V: Controlling

Control – meaning, definition, functions and process - Controlling human element - Budget: meaning – zero based budgeting- Break – Even Analysis.

## UNIT –VI: Management and HRM

Meaning, Definition- Management- Human resource Management, Differences- Relationship- Important Functions.

### Sessional Assessment

- a) 2 Tests : 15 Marks
- b) 1 Assignment : 5 Marks (Survey, Students led programmes, ICT Presentations /Assigned by the Department)
- c) 1 Seminar : 5 Marks

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**Total Marks : 25 Marks**  
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### Textbooks

1. Bauer, T., Erdogan, B., & Short, J. (2018). *Principles of management (Version 4.0)*. FlatWorld Knowledge. <https://bookstore.flatworldknowledge.com>
2. OpenStax. (2019). *Principles of management*. OpenStax, Rice University. <https://open.umn.edu/opentextbooks/textbooks/693>
3. Prasad, L. M. (2025). *Principles of management* (TANSCHE syllabus ed.). Sultan Chand & Sons.
4. Prasad, L. M. (2025). *Principles and practice of management* (11th ed.). Sultan Chand & Sons.
5. Kumar, P. (2025). *Management principles and applications* (As per NEP 2020). Sultan Chand & Sons.

### Journals

1. Academy of Management Review. (2022). *Academy of Management Review*, 47(4). <https://journals.aom.org/journal/amr> (Impact Factor: 16.4)
2. International Journal of Management Reviews. (2022). *International Journal of Management Reviews*, 24(3). <https://onlinelibrary.wiley.com/journal/14682370> (Impact Factor: 8.1)
3. Organizational Research Methods. (2022). *Organizational Research Methods*, 25(4). <https://journals.sagepub.com/home/orm> (Impact Factor: 9.5)

4. Management Science. (2022). *Management Science*, 68(6).  
<https://pubsonline.informs.org/journal/mnsc>  
*(Impact Factor: 5.4)*
5. Group & Organization Management. (2022). *Group & Organization Management*, 47(3).  
<https://journals.sagepub.com/home/gom>  
*(Impact Factor: 4.8)*

#### Online/Open Access Sources

1. University of Minnesota Libraries Publishing. (2015). *Principles of management* (Open Textbook). <https://open.lib.umn.edu/principlesmanagement>
2. OpenStax. (2019). *Principles of management*. Rice University.  
<https://openstax.org/books/principles-management/pages/front-matter>

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	2	3	3	3
CO2	3	3	2	3	3	3	3	2	1	2
CO3	2	3	3	2	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	3	3	3
CO5	2	3	2	3	3	3	3	3	1	3

1. Moderate    2. High    3. Very high

**HUMAN RESOURCE MANAGEMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives:**

1. To understand the definition and functions of HRM.
2. To study the evolution, development, contemporary thoughts and models of HRM.
3. To know the dimensions, activities and career planning of HRM.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn the basics of HRM and its key functions.	L1
CO2	Understand how HRM has evolved and its impact in India.	L2,L3
CO3	Explore different HRM models and main HR activities.	L4
CO4	Gain insights into strategic HRM and planning for success.	L4
CO5	Learn about career management, planning, and development.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**Unit – I -Understanding Human Resource (HR) Management**

HR- Meaning, Definition, Importance and need-HR Development-Meaning and dimensions, Department and its functions-HRM: Meaning, definition, Objectives, Principles, Scope and functions-Areas of HR-Recruiting, Training, Development-Appraisal, HR Accounting and Auditing. HRM and PM- Similarities and Dissimilarities- Functions of Human Resources Management from Procurement to Separation.

**Unit – II -Evolution and Development of HRM**

Philosophy & Principles -Versions of HRM: Hard and Soft-Evolution of HRM: Schools and stages -Contemporary HRM Thought: Guest, Leggy, Hendry & Pettigrew, Purcell, Sisson, Storey -HRM in India.

**Unit – III- HRM Models and Critical Appraisal**

Models: The Michigan (Matching) School -The Harvard Frame work and the Contributions of Walton-The 'Best Practice' or Culture Model- The 'Contingency' or Strategic HR Model, McKinsey's frame work, HRM-Critical appraisal-Reservations, Contradictions and Reactions -Relevance and Challenges-Key HRM activities- Organization, Employee Relationship, KM and Resourcing.

## Unit – IV- Strategic HRM

Strategic HR- Meaning, Definition, Dimensions, importance, Levels Corporate Strategy- Meaning, Characteristics -Traditional HR -Implementation of Strategic HR, Strategic Planning- Meaning, nature and importance- Building competitive advantage- Strategic Management- Meaning, purpose, vision and mission, Process, benefits and dysfunctions..

## Unit –V - HR Career Management

HR career planning and development-Traditional versus Career Development focus, Factors in career choices- Career Cycle Stages, Occupational Orientations, Career management responsibilities- Career need assessment, Career opportunities, Plateaued employees and Career managers, Career management guidelines -Career counseling and mentoring -Managing promotions and transfers.

## Unit-VI - The Future of Human Resource Management

Globalization and HRM -International Assignments and Political Instability - Technology and HRM -HR Legislation and the Future of HRM - The Future of Unions – The Characteristics and Expectations of the 21st Century - Generational Differences - Future Trends in Human Capital and Talent Management.

## Sessional Assessment

- |                 |   |
|-----------------|---|
| a) 2 Tests      | : 15 Marks  |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks   |

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**Total Marks : 25 Marks**  
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## Textbooks

1. Dessler, G. (2020). *Human resource management* (16th ed.). Pearson Education.
2. Armstrong, M., & Taylor, S. (2023). *Armstrong's handbook of human resource management practice* (16th ed.). Kogan Page.
3. Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. A. (2020). *Human resource management* (16th ed.). Cengage Learning.
4. Gomez-Mejia, L. R., Balkin, D. B., & Cardy, R. L. (2022). *Managing human resources* (9th ed.). Pearson Education.
5. Aswathappa, K. (2022). *Human resource management: Text and cases* (9th ed.). McGraw-Hill Education (India).

## Journals

1. Academy of Management Journal. (2022). *Academy of Management Journal*, 65(5). <https://journals.aom.org/journal/amj>
2. Human Resource Management. (2023). *Human Resource Management*, 62(3). <https://onlinelibrary.wiley.com/journal/1099050x> (Impact Factor: ~7.0)

3. Human Resource Management Journal. (2023). *Human Resource Management Journal*, 33(2). <https://onlinelibrary.wiley.com/journal/17488583> (Impact Factor: ~6.5)
4. International Journal of Human Resource Management. (2023). *International Journal of Human Resource Management*, 34(1). <https://www.tandfonline.com/toc/rijh20/current> (Impact Factor: ~5.6)
5. Personnel Review. (2022). *Personnel Review*, 51(6). <https://www.emerald.com/insight/publication/issn/0048-3486>
6. Journal of Human Resources. (2022). *Journal of Human Resources*, 57(2). <https://uwpress.wisc.edu/journals/journals/jhr.html>

#### Online & Open-Access Resources

1. OpenStax. (2021). *Human resource management*. Rice University. <https://openstax.org/books/human-resource-management/pages/front-matter>
2. University of Minnesota Libraries Publishing. (2015). *Human resource management*. <https://open.lib.umn.edu/humanresourcemanagement/>

Society for Human Resource Management (SHRM). (2025). *SHRM knowledge center*. <https://www.shrm.org/resourcesandtools>

Mapping with Programme Outcome										
Cos	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	2	3	2	3
CO2	3	3	2	3	3	3	3	3	1	2
CO3	2	3	3	2	3	3	3	3	2	2
CO4	3	2	3	3	2	3	2	3	3	3
CO5	3	3	2	3	2	3	3	3	2	1

1. Moderate      2. High      3. Very high

**DIGITAL BUSINESS COMMUNICATION**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives:**

1. To understand the fundamentals of effective business communication and its role in professional settings.
2. To develop proficiency in writing, speaking, and digital communication tools used in business environments.
3. To enhance digital literacy with essential software and online communication platforms.

**Course Outcomes:** On completion of the course, the students will be able to

<b>CO Code</b>	<b>Course Outcome Statement</b>	<b>Bloom's Level</b>
CO1	Demonstrate understanding of communication principles and overcome barriers effectively.	L1, L2
CO2	Prepare clear and professional business documents and digital communications.	L2
CO3	Exhibit effective oral communication and presentation skills in business contexts.	L3
CO4	Utilize digital tools for collaboration, communication, and information management.	L4
CO5	Analyze the impact of emerging digital technologies on business communication.	L5
CO6	Practice digital ethics and maintain cybersecurity awareness in communication.	L6
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning. Participative Learning, Case Study Method and Problem Based Learning.**UNIT I: Fundamentals of Business Communication**

Definition, importance, and types of communication-Communication process and models-Barriers to effective communication and overcoming them-Verbal and non-verbal communication-Listening skills and feedback

**UNIT II: Written Communication in Business**

Business letters: Inquiry, complaint, apology, adjustment letters-Reports and proposals: Structure and writing style-Email etiquette and professional writing-Memos and notices-Effective use of language and tone in business writing

### UNIT III: Oral Communication and Presentation Skills

Public speaking fundamentals-Group discussions and meetings-Interview skills and telephonic communication-Presentation skills: Planning, organizing, and delivering-Use of visual aids and body language

### UNIT IV: Digital Communication Tools and Platforms

Overview of digital communication: Email, instant messaging, video conferencing-Use of social media in business communication-Collaboration tools (Google Workspace, Microsoft Teams, Slack)-Basics of digital etiquette (netiquette)-Cybersecurity awareness in communication

### UNIT V: Fundamentals of Digital Literacy

Introduction to computers and operating systems-Internet and web browsers: Usage and safety-Basic office productivity software: Word processing, spreadsheets, presentations-File management and cloud storage-Online research and information evaluation

### UNIT VI: Emerging Digital Technologies in Business

Basics of digital marketing and e-commerce-Introduction to data privacy and digital laws-Use of AI, chatbots, and automation in communication-Trends in remote working and digital collaboration-Digital transformation and its impact on business communication

### Sessional Assessment

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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### Books

1. Bovee, C. L., & Thill, J. V. (2021). *Business communication today* (15th ed.). Pearson.
2. Guffey, M. E., Loewy, D., & Almonte, R. (2022). *Essentials of business communication* (12th ed.). Cengage Learning.
3. Locker, K. O., & Kienzler, D. S. (2015). *Business and administrative communication* (11th ed.). McGraw-Hill Education.
4. Shwom, B., & Snyder, L. (2019). *Business communication: Polishing your professional presence* (4th ed.). Pearson.
5. **“Business Communication”** by Meenakshi Raman & Prakash Singh – Oxford University Press

## Journal

1. Cardon, P. W. (2020). Business communication and COVID-19: Coping with uncertainty. *Business and Professional Communication Quarterly*, 83(3), 165–177. <https://doi.org/10.1177/2329490620936659>
2. Verčič, A. T., & Zerfass, A. (2016). A comparative excellence framework for communication management. *Public Relations Review*, 42(2), 209–219. <https://doi.org/10.1016/j.pubrev.2015.11.005>
3. Leidner, D. E., & Kayworth, T. (2006). A review of culture in information systems research: Toward a theory of information technology culture conflict. *MIS Quarterly*, 30(2), 357–399. <https://doi.org/10.2307/25148735>

## Online & Open-Access Resources

1. Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*. McGraw-Hill.
2. UNESCO. (2019). *A global framework of reference on digital literacy skills for indicator 4.4.2*. UNESCO Institute for Statistics. <http://uis.unesco.org/sites/default/files/documents/ip51-global-framework-reference-digital-literacy-skills-2018-en.pdf>
3. Van Dijk, J. (2020). *The digital divide*. Polity Press.

Mapping with Programme Outcome										
Cos	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	2	3	3	3
CO2	3	3	3	3	2	3	3	3	1	3
CO3	2	3	3	2	3	3	3	3	2	2
CO4	3	3	2	3	3	3	2	3	1	3
CO5	3	3	2	3	3	3	3	3	2	3

1. Moderate

2. High

3. Very high

**HUMAN RESOURCE INFORMATION SYSTEM**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives**

1. To understand fundamentals of Psychology for getting more in-depth knowledge on Human psychology.
2. To prepare for practicing the flexibility and Adoptability
3. To prepare for attending and clearing UGC-NET Examination

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn the basics of information system.	L1, L2
CO2	Understand human resource information system.	L2
CO3	Explore factors that shape information system.	L3
CO4	Learn human resource management, job satisfaction, and handling conflicts.	L4,L6
CO5	Build teamwork skills and manage group relationships.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning. Participative Learning, Case Study Method and Problem Based Learning.

**UNIT – I: Introduction to HRIS**

HRIS – Meaning, Definition, and Evolution. The Strategic Role of HRIS in Modern Organizations. Difference between HRIS, Human Capital Management (HCM), and Talent Management Systems. Overview of the HRIS Model: Inputs, Processes, and Outputs. Key Functional Areas of HRIS: HR, Payroll, Time & Labor, Benefits. Introduction to major HRIS vendors (SAP SuccessFactors, Oracle HCM, Workday, UKG Pro).

**UNIT – II: HRIS Implementation and System Architecture**

Planning for HRIS Implementation: Needs Analysis, Vendor Selection (RFI, RFP, Demo), and Total Cost of Ownership (TCO). HRIS System Architecture: On-Premise vs. Cloud (SaaS) Models. Database Management and System Integration. The Implementation Lifecycle: Project Planning, Configuration, Testing, Data Migration, Go-Live, and Support. Critical Success Factors and Reasons for Failure.

## **UNIT – III: Talent Management Modules in HRIS**

Recruiting and Applicant Tracking Systems (ATS). Onboarding and Digital Integration. Performance Management Systems: Goal Setting, Continuous Feedback, and Appraisals. Learning Management Systems (LMS) and Skill Development. Succession Planning and Career Pathing. Compensation and Benefits Administration: Salary Planning, Variable Pay, and Benefits Enrollment.

## **UNIT – IV: HR Analytics and Data-Driven Decision Making**

HR Metrics vs. HR Analytics. Key HR Metrics across functional areas (Hiring, Turnover, Compensation, Diversity). Data Visualization and Dashboard Design for HR. Introduction to Predictive Analytics in HR: Attrition Risk, Performance Prediction. Using Analytics for Strategic Decision Making. Ethical Considerations in People Analytics.

## **UNIT – V: Legal, Security, and Ethical Issues in HRIS**

Data Privacy and Compliance: GDPR, CCPA/CPRA, and Local Data Protection Laws. HR Data Security: Best Practices, Access Controls, and Preventing Breaches. Ethical Use of AI and Algorithms in HR (mitigating bias in recruitment). Recordkeeping, E-Discovery, and Digital Audit Trails. Employee Data Rights and Consent Management.

## **UNIT – VI: The Future of HRIS and Emerging Trends**

Artificial Intelligence (AI) and Machine Learning (ML) in HR processes. Robotic Process Automation (RPA) for HR administrative tasks. The Impact of Blockchain for Credential Verification and Smart Contracts. Employee Self-Service (ESS) and Manager Self-Service (MSS) Portals. Mobile HR and the Employee Experience. HRIS in the Era of Remote and Hybrid Work.

### **Books**

1. Strohmeier & Lazarova (2023), Chapter 1.
2. Reddick & Bowman (2022), Chapter 3 & 4.
3. Strohmeier & Lazarova (2023), Chapter 10 (Talent Acquisition) & Chapter 12 (Talent Management).
4. Strohmeier & Lazarova (2023), Chapter 15.
5. Reddick & Bowman (2022), Chapter 6.
6. Strohmeier & Lazarova (2023), Chapter 25.

### **Journal Articles**

1. Johnson, R. D., Lukaszewski, K. M., & Stone, D. L. (2020). The evolution of HRIS: An updated review. *Human Resource Management Review*, 30(4), 100795
2. Mañas Rodríguez, M. Á., et al. (2021). Critical success factors in the implementation of HRIS in SMEs. *Journal of Business Research*, 124, 660-672.
3. Marler, J. H., & Fisher, S. L. (2023). An evidence-based review of HR Analytics. *The International Journal of Human Resource Management*, 34(1), 1-34.
4. van den Heuvel, S., & Bondarouk, T. (2023). The rise (and fall?) of HR analytics: A study into the future application, value, structure, and system support. *Journal of Organizational Effectiveness: People and Performance*, 10(1), 4-26.
5. Tambe, P., Cappelli, P., & Yakubovich, V. (2023). Artificial intelligence in human resources management: Challenges and a path forward. *California Management Review*, 65(1), 15-42.

6. Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A., & Trichina, E. (2022). Artificial intelligence, robotics, advanced technologies and human resource management: a systematic review. *The International Journal of Human Resource Management*, 33(6), 1237-1266.

**Online Sources:**

1. <https://doi.org/10.1016/j.hrmr.2020.100795>
2. <https://doi.org/10.1016/j.jbusres.2020.10.058>
3. <https://doi.org/10.1080/09585192.2021.1925326>
4. <https://doi.org/10.1108/JOEPP-02-2022-0053>
5. <https://doi.org/10.1177/00081256231204728>
6. <https://doi.org/10.1080/09585192.2020.1871398>

**ORGANISATIONAL BEHAVIOUR**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives**

1. To understand fundamentals of Psychology for getting more in-depth knowledge on Human psychology.
2. To prepare for practicing the flexibility and Adoptability
3. To prepare for attending and clearing UGC-NET Examination

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn the basics of behaviour and organisational behaviour.	L1, L2
CO2	Understand organisational climate and global views on behaviour.	L2
CO3	Explore factors that shape behaviour, like perception and motivation.	L3
CO4	Learn behaviour management, job satisfaction, and handling conflicts.	L4,L6
CO5	Build teamwork skills and manage group relationships.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning. Participative Learning, Case Study Method and Problem Based Learning.

**UNIT I: Introduction to Organisational Behaviour**

Meaning, nature, and scope of OB-Importance of OB in today's organizations-Theoretical frameworks: Classical, Neo-Classical, Contemporary-Models of OB-Challenges and opportunities for OB

**UNIT II: Individual Behaviour in Organisations**

Personality: Types and theories (Big Five, MBTI)-Perception and attribution-Attitudes and job satisfaction-Learning theories (Classical, Operant, Cognitive, Social Learning)-Emotional intelligence

**UNIT III: Motivation and Its Applications**

Motivation: Definition and importance-Theories: Maslow's Hierarchy, Herzberg's Two-Factor, McClelland, Vroom's Expectancy, Equity Theory-Financial and non-financial motivators-Job design and goal-setting

## UNIT IV: Group Behaviour and Team Dynamics

Group formation and stages-Group norms, roles, and cohesiveness-Team building and team effectiveness Group decision-making techniques-Conflict: Types, sources, and management

## UNIT V: Leadership, Power & Communication

Leadership theories: Trait, Behavioral, Contingency, Transformational-Power and politics in organizations-Formal and informal communication-Barriers to effective communication-Cross-cultural communication

## UNIT VI: Organisational Culture, Change, and Development

Organisational culture: Definition, types, creation, and transmission-Organisational structure and design Organisational change: Forces, resistance, and management strategies-Organisational development interventions-Stress management

### Sessional Assessment

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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### Books

1. Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (19th ed.). Pearson.
2. McShane, S. L., & Von Glinow, M. A. (2021). *Organizational behavior: Emerging knowledge. Global reality* (9th ed.). McGraw-Hill Education.
3. Griffin, R. W., Phillips, J. M., & Gully, S. M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Cengage Learning.
4. Luthans, F. (2011). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw-Hill/Irwin.
5. Hitt, M. A., Miller, C. C., & Colella, A. (2015). *Organizational behavior: A strategic approach* (4th ed.). Wiley.

### Journal Articles

1. Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425–445. <https://doi.org/10.1037/0021-9010.86.3.425>
2. Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job attitudes. *Annual Review of Psychology*, 63(1), 341–367. <https://doi.org/10.1146/annurev-psych-120710-100511>
3. Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and

changing perspectives. *The Leadership Quarterly*, 25(1), 36–62. <https://doi.org/10.1016/j.leaqua.2013.11.005>

4. Bapuji, H., Patel, C., Ertug, G., & Allen, D. G. (2020). Corona crisis and inequality: Why management research needs a societal turn. *Journal of Management*, 46(7), 1205–1222. <https://doi.org/10.1177/0149206320925881>
5. Parker, S. K., & Grote, G. (2022). Automation, algorithms, and beyond: Why work design matters more than ever in a digital world. *Applied Psychology*, 71(4), 1171–1204. <https://doi.org/10.1111/apps.12335>

## Online Sources

1. Society for Human Resource Management. (2021). *Organizational behavior and employee engagement trends*. SHRM. <https://www.shrm.org/>
2. McKinsey & Company. (2020). *The future of work: Reskilling and organizational change*. <https://www.mckinsey.com/business-functions/organization/our-insights/the-future-of-work>
3. World Economic Forum. (2023). *Future of jobs report 2023*. <https://www.weforum.org/reports/future-of-jobs-report-2023>

Mapping with Programme Outcome										
Cos	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	2	3	3	3
CO2	3	3	2	3	3	3	3	1	1	2
CO3	2	3	3	2	3	3	3	3	2	2
CO4	3	2	3	3	2	3	2	3	3	3
CO5	3	3	2	3	2	3	3	3	3	3

1. Moderate      2. High      3. Very high

**EMPLOYEE ENGAGEMENT**

Examination Duration : 3 Hours

ESE /Annual Marks: 75

CIA/Sessional Marks : 25

**Course Objectives:**

1. To familiarize the students about the relevance and significance of retaining talented people in organizations.
2. To study employee engagement and the methods and practices used in today's organisations.
3. To design programs and governance structures to utilize and engage employees' skills.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn the basics of employee engagement and how to manage it.	L1, L2
CO2	Understand HR's role in engagement, branding, and employee commitment.	L2
CO3	Know the difference between engagement and satisfaction, and what drives engagement.	L3
CO4	Explore ways to boost engagement, including using digital tools.	L4
CO5	Learn about labor welfare laws and practices for supporting employees.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT – I - Employee Engagement - Introduction**

Employee engagement -Definition, Concept, objectives, Scope, strategy. Measuring, Managing, Maintaining Employee Engagement – Basic Issues and Best Practices of Employee Engagement.

**UNIT – II - Role of HRM in Employee Engagement**

HR needs to reinvent on employee engagement. Employee engagement and company branding strategies, Key Players in Engagement, HRM and Employee Engagement– Company values, and Loyalty-Employee Engagement and its Relationship with Improvement in Job Satisfaction, Productivity, Organizational Commitment and Change in employee expectations, and Retention.

**UNIT – III – Engagement and Job**

Engagement vs. Satisfaction – Engagement Drivers and Models – Work Engagement, Job Engagement and Organizational Engagement – Gender Issues in Engagement – Creating

and Executing an Engagement Campaign – Burnout and Disengagement - Engagement and Attrition.

#### **UNIT – IV Harnessing employee engagement**

Ways to harness employee engagement, Use of HR, Role of Top Managers in Employee Engagement - Employee Engagement using Social Media- Chat boats, Artificial Intelligence (AI), Machine Learning (ML) and digitization to enhance employee engagement.

#### **UNIT – V Welfare for Employee Engagement**

Labor Welfare: Concept, History and Scope, Statutory Provisions: Factories Act, 1948 and Shops and Establishments Act & the Contract Labor (Regulation and Abolition) Act 1970, Non Statutory Measures for Employee Welfare, Employee Organization Initiatives.

#### **UNIT – VI Motivation and Employee Engagement**

Employee engagement as a dimension of CSR, high-potential employers, life-changing experiences, role models in society, Statutory Provisions for Women, Prevention of Workplace Sexual Harassment. Theorising Employee Engagement and Empowerment:

Maslow's Need Hierarchy, Herzberg's Two-Factor Theory, Theory X & Y, Achievement Motivation Theory, Expectancy Theory, ERG Theory, Socio-Technical Theory, Job Characteristics Theory, LMX Theory, Theory Z, and Social Cognitive Theory.

#### **Sessional Assessment**

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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#### **Books**

1. Macey, W. H., Schneider, B., Barbera, K. M., & Young, S. A. (2009). *Employee engagement: Tools for analysis, practice, and competitive advantage*. Wiley-Blackwell.
2. Cook, S. (2020). *The essential guide to employee engagement: Better business performance through staff satisfaction* (2nd ed.). Kogan Page.
3. Saks, A. M., & Gruman, J. A. (2014). *What do we really know about employee engagement?* Human Resource Development Press.

#### **Journal Articles**

4. Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.2307/256287>
5. Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619. <https://doi.org/10.1108/02683940610690169>

## Online Sources / Reports

1. Gallup. (2023). *State of the global workplace 2023 report*. Gallup. <https://www.gallup.com/>
2. Deloitte. (2017). *Global human capital trends: Rewriting the rules for the digital age*. Deloitte University Press. <https://www2.deloitte.com>
3. Society for Human Resource Management. (2021). *Employee engagement and retention*. SHRM. <https://www.shrm.org/>

Mapping with Programme Outcome										
Cos	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	2	3	3	3
CO2	3	3	2	3	3	3	3	2	1	3
CO3	3	3	3	2	3	3	3	3	1	2
CO4	2	3	3	3	3	2	3	3	2	3
CO5	3	3	3	3	2	3	3	3	3	3

1. Moderate      2. High      3. Very high

**EMOTIONAL INTELLIGENCE AND WORKPLACE COMPETENCIES**

Examination Duration : 3 Hours

ESE /Annual Marks: 75

CIA/Sessional Marks : 25

**Course Objectives**

1. To understand the nature of interpersonal communication.
2. To resolve conflicts and develop understanding about interpersonal skills.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand the concept and components of Emotional Intelligence (EI)	L1, L2
CO2	Analyze the importance of EI in workplace settings	L2, L3
CO3	Apply EI strategies to improve interpersonal relationships and conflict management	L3,L4
CO4	Evaluate the role of self-awareness, empathy, and self-regulation in leadership and team performance	L4,L5
CO5	Develop practical EI competencies for career success and personal development	L5,L6
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning. Participative Learning, Case Study Method and Problem Based Learning.

**UNIT I: Introduction to Emotional Intelligence**

Definition and historical background-Models of EI: Mayer & Salovey, Goleman, Bar-On-Components of EI: Self-awareness, self-regulation, motivation, empathy, social skills

**UNIT II: Self-Awareness and Self-Management**

Understanding emotions and triggers-Emotional self-awareness-SWOT, Johari Window Analysis-Techniques for self-regulation, self-esteem and stress management-Mindfulness and its impact on workplace behavior-

**UNIT III: Empathy and Social Skills in the Workplace**

Empathy: Types and importance-Building effective communication skills-Non-verbal Communication: Gestures, Posture, Tone-Active listening and rapport building-Teamwork, collaboration, and interpersonal relationships

## UNIT IV: EI and Leadership

Emotional Intelligence in leadership roles-Influence of EI on decision-making and ethical behavior-Leading with empathy and compassion-Case studies of emotionally intelligent leaders

## UNIT V: Conflict Resolution and Workplace Competencies

Role of EI in managing conflicts-Negotiation and problem-solving strategies-Workplace emotional climate and productivity-Enhancing EI through training and continuous learning

## UNIT VI – Soft Skills and Team Work

Soft Skills: Definition and Workplace Relevance-Professional Communication Skills-Presentation Skills & CV/Resume Writing-Interview Techniques and Common Challenges-Team Dynamics and Group Discussions-Conflict Management and Leadership Styles-Collaboration, Problem Solving, and Decision-Making

### Sessional Assessment

- |                 |   |
|-----------------|---|
| a) 2 Tests      | : 15 Marks  |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks   |

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**Total Marks : 25 Marks**  
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### Books

1. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
2. Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.
3. de Janasz, S., Dowd, K. O., & Schneider, B. Z. (2025). *Interpersonal skills in organizations* (8th ed.). McGraw-Hill Education.  
<https://www.mheducation.ca/product/interpersonal-skills-in-organizations-2025-release-ise-9781264980444>

### References

1. Crossman, J. (2023). *Workplace communication: Promoting workplace wellbeing and interpersonal relationships in multicultural contexts*. Routledge.  
<https://www.routledge.com/Workplace-Communication-Promoting-Workplace-Wellbeing-and-Interpersonal-Relationships-in-Multicultural-Contexts/Crossman/p/book/9780367332679>
2. Hynes, G. E. (2023). *Interpersonal communication in the diverse workplace: Get along, get it done, get ahead*. Routledge.  
<https://www.routledge.com/Interpersonal-Communication-in-the-Diverse-Workplace-Get->

Along-Get-It-Done-Get-Ahead/Hynes/p/book/9781032370736

3. Volz, C. (2024). *Soft skills for the workplace* (3rd ed.). Goodheart-Willcox. <https://www.bookswagon.com/book/soft-skills-workplace-carol-volz/9798891187825>
4. Caldwell, R. (2025). *Mastering soft skills: Communication, leadership, and adaptability for 2025*. Apple Academic Press. <https://books.apple.com/gb/book/mastering-soft-skills-communication-leadership-adaptability/id6743707230>

#### Online References

1. Bar-On, R., & Parker, J. D. A. (2000). *The handbook of emotional intelligence*. Jossey-Bass.
2. Stein, S. J., & Book, H. E. (2011). *The EQ edge: Emotional intelligence and your success*. Wiley.
3. Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. Jossey-Bass.

Mapping with Programme Outcome										
Cos	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	2	3	3	3
CO2	3	3	2	3	3	3	3	1	1	2
CO3	2	3	3	2	3	3	3	3	2	2
CO4	3	2	3	3	2	3	2	3	3	3
CO5	3	3	2	3	2	3	3	3	3	3

1. Moderate      2. High      3. Very high

### INTERNSHIP – I: HRM PRACTICES –LEVEL 1 (4 WEEKS)

#### Course Objectives

1. To provide practical exposure to HRM practices in real-world organizational settings.
2. To develop understanding of HR functions such as recruitment, training, performance appraisal, and employee relations.
3. To enable students to apply theoretical HR concepts in workplace scenarios.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Demonstrate practical understanding of HRM functions and practices.	L1
CO2	Apply HR concepts to analyze workplace situations and solve HR-related problems.	L2,L3
CO3	Develop skills in preparing detailed internship reports and documenting HR practices effectively.	L4
CO4	Communicate confidently and professionally during viva voce and presentations.	L4
CO5	Reflect critically on organizational HR practices to recommend improvements.	L5,L6
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

#### Particulars of Evaluation

2 Reviews (Internal & External)	– 40 Marks (2 x 20)
2 Evaluation of the INTERNSHIP–I Report (Internal & External)	– 40 Marks (2 x 20)
2 Viva Voce Examination (Internal & External)	– 20 Marks (2 x 10)

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**Total** **– 100 Marks**

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**Credits** **– 5 for Internship – I**  
**Report+ Viva Voce Examination**

#### References

1. **“Human Resource Management”** by Gary Dessler – Pearson
2. **“Human Resource Management”** by K. Aswathappa – McGraw Hill
3. **“Managing Human Resources”** by Luis R. Gomez-Mejia, David B. Balkin, Robert L. Cardy – Pearson

# **SEMESTER II**

**EMPLOYMENT RELATIONS AND CONFLICT MANAGEMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks :75

**Course Objectives**

1. To make the students aware of Industrial Relations and Trade union in India.
2. To make the students to be familiar with Labour policy and Industria dispute Act and Trade union Act.
3. To appear and pass SET, NET Examinations.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn how to handle and resolve issues between workers and management.	L1, L2
CO2	Understand what trade unions do and their legal framework in India.	L2
CO3	Know how collective bargaining and negotiation work, especially with globalization.	L3
CO4	Learn ways to keep workplace discipline and address employee complaints.	L4
CO5	Understand worker involvement in management and quality improvement.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT – I: Foundations of Employment Relations**

Meaning, Definition, and Scope of Employment Relations (ER). The Objectives and Significance of ER in a Global Context. Key Actors in ER: Employers, Employees, the State, and Trade Unions. Unitary, Pluralist, and Radical Perspectives on ER. The Changing Nature of Work and its Impact on ER (Gig Economy, Remote Work). Evolution of ER Systems: A Comparative Overview.

**UNIT – II: The Legal and Institutional Framework**

The Role of the State in Employment Relations. Key Labour Legislation (to be adapted to your country's context, e.g., Industrial Disputes Act, Trade Unions Act, Factories Act). The Role of the International Labour Organization (ILO). Institutions: Labour Courts, Tribunals, and Works Committees. Understanding Employment Contracts: Terms and Conditions. Employee Rights and Employer Obligations.

### **UNIT – III: Conflict in the Workplace: Origins and Forms**

Meaning and Definition of Industrial Conflict. Causes and Sources of Conflict: Interests, Rights, and Power Disputes. Manifestations of Conflict: Strikes, Lockouts, Gheraos, Work-to-Rule, Absenteeism, and Turnover. Measuring Conflict Trends. The Psychology of Conflict: Perceptions, Emotions, and Cognitive Biases. Distinguishing between Functional and Dysfunctional Conflict.

### **UNIT – IV: Conflict Management Systems and Dispute Resolution**

Proactive vs. Reactive Conflict Management. Designing an Effective Organizational Conflict Management System (CMS). Grievance Handling Procedures: Steps and Best Practices. Dispute Resolution Techniques: Negotiation (Distributive vs. Integrative Bargaining), Conciliation, Mediation, and Arbitration. The Role of HR and Line Managers in Conflict Resolution. Third-Party Interventions.

### **UNIT – V: Negotiation and Collective Bargaining**

Meaning and Definition of Collective Bargaining (CB). Pre-requisites and Process of CB. Subjects of Bargaining: Wages, Benefits, Working Conditions, Grievance Procedures. Strategies and Tactics in Negotiation. The Impact of CB on Organizational Performance and Employee Welfare. Challenges to Traditional CB in the Modern Economy.

### **UNIT – VI: Contemporary Issues in ER and Conflict Management**

Employment Relations in the Atypical Workforce: Gig Workers, Contract Labour, and Remote Workers. Diversity, Equity, and Inclusion as an ER Issue. Employee Voice in Non-Unionized Settings: Speak-Up Programs, Surveys, and Social Media. The Role of Technology and Digital Surveillance in ER. Workplace Bullying and Harassment. Building a Culture of Collaboration and Trust.

#### **Books**

1. Williams, S., & Adam-Smith, D. (2023). *Contemporary employment relations: A critical introduction* (3rd ed.). Oxford University Press. (Ch. 1 & 2) Reddick & Bowman (2022), Chapter 3 & 4.
2. Blyton, P., Heery, E., & Turnbull, P. (2021). *Reassessing employment relations* (2nd ed.). Red Globe Press. (Ch. 4)
3. Roche, W. K., Teague, P., & Colvin, A. J. S. (2024). *The Oxford handbook of conflict management in organizations*. Oxford University Press. (Ch. 5)
4. Saundry, R., Latreille, P., & Ashman, I. (2023). *Reframing resolution: Innovation and change in the management of workplace conflict*. Palgrave Macmillan. (Ch. 3 & 6)
5. Lewicki, R. J., Saunders, D. M., & Barry, B. (2021). *Negotiation* (8th ed.). McGraw-Hill Education. (Ch. 1 & 2)

#### **Journal Articles**

1. Heery, E. (2022). The future of employment relations. *Human Relations*, 75(5), 963–991.
2. Bogg, A. (2021). The state and employment relations: Colliery deputies and the British state 1945–1960. *Journal of Industrial Relations*, 63(2), 271–292.

3. Godard, J. (2023). Strike activity and the business cycle: A longitudinal analysis of OECD nations. *British Journal of Industrial Relations*, 61(1), 223-254.
4. Bendersky, C., & McGinn, K. L. (2023). The future of negotiation research: A call for a new paradigm. *Academy of Management Annals*, 17(1), 233-264.
5. Kochan, T. A., & Yang, D. (2022). Shaping the future of work: What future role for collective bargaining? *ILR Review*, 75(3), 577–605.

#### Online Sources:

1. <https://doi.org/10.1177/00187267211014054>
2. <https://doi.org/10.1177/0022185620959330>
3. <https://doi.org/10.1111/bjir.12720>
4. <https://doi.org/10.5465/annals.2020.0329>
5. <https://doi.org/10.1177/00197939211063896>
6. <https://doi.org/10.1177/0143831X19880059>

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	2	3	3	3	1	3
CO2	3	3	2	3	3	3	3	2	2	2
CO3	2	3	3	2	3	3	3	3	2	1
CO4	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	2	3

1. Moderate      2. High      3. Very high

**MANAGERIAL ECONOMICS FOR HR**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives:**

1. To integrate the basic concepts of economics with the tools of mathematics and statistics in order to analyze and make optimal business decisions.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand key concepts in managerial economics.	L1, L2
CO2	Learn to analyze demand and supply for decisions.	L2, L3
CO3	Know input-output and break-even analysis.	L3
CO4	Understand pricing in various market conditions.	L4
CO5	Get familiar with recent Indian economic policies.	L4, L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT- I Basic concept of Managerial Economics**

Meaning and scope of Managerial Economics for HR- fundamental concepts - scarcity, marginalism, opportunity cost - discounting - risk and uncertainty - profits - optimisation.

**UNIT- II Demand and Supply concepts**

Demand types and decisions - Demand concepts – Laws of Demand- demand analysis - demand elasticities and demand estimates and demand forecasting. Supply analysis- determinants of supply—elasticity of supply and its uses for managerial decision making.

**UNIT -III Input and output Functions**

Input and output decisions - Law of variable proportion - ISO quant's - optimal product mix - cost and revenue functions – Break Even Point (BEP) and its applications.

**UNIT - IV Pricing**

Price and output decisions - market environment - price and output determination - pricing under perfect and imperfect competition, Monopoly, Duopoly, Monopolistic competition, Oligopoly. - Pricing strategies and tactics.-

## **UNIT- V Recent and Indian Economic Policies**

The new economic policy of 1991- Liberalization, Globalization and Privatization- GATT, WTO-IMF-Intellectual property- Recent trends in Industrial policy and Foreign Exchange Management in India, Demonetization-effect and consequences of GST..Recent and Indian Economic policies: Bit coin-Crypto currency.

## **UNIT-VI – Emerging Trends**

Emerging Industrial Scenario-Trends at National and International Level, Recent Budgets and its impact at various levels.

### **Sessional Assessment**

- a) 2 Tests : 15 Marks
- b) 1 Assignment : 5 Marks (Survey, Students led programmes, ICT Presentations /Assigned by the Department)
- c) 1 Seminar : 5 Marks

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**Total Marks : 25 Marks**  
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### **Books**

1. Salvatore, D., &Rastogi, S. K. (2024). Managerial economics: Principles and worldwide applications (10th ed.). Oxford University Press.
2. Salvatore, D., &Rastogi, S. K. (2020). Managerial economics: Principles and worldwide applications (9th ed.). Oxford University Press
3. Jeyakumari, C., &Muthuselvi, N. (2024). Managerial Economics. Clever Fox Publishing
4. Arjun Kumar, S. N., &Corton, G. J. (2020). Managerial economics.
5. CORE Econ. (2023). The economy 2.0 [Open access e-book]. Hackett Publishing / CORE Econ.

### **Journal Articles**

1. Sengupta, S., Pratap, B., &Pawar, A. (2025). Non-linear Phillips Curve for India: Evidence from explainable machine learning.
2. Bahl, S., & Sharma, A. (2023). Informality, education-occupation mismatch, and wages: Evidence from India.

### **Online & Open Educational Resources**

1. SWAYAM. (2025). Managerial Economics: Concepts and Applications (MOOC). Indian Institute of Management Bangalore. ([Swayam]
2. NPTEL. (2021). Managerial Economics (Online course). IIT Bombay. ([NPTEL Online Courses]
3. NPTEL. (2023). Foundation Course in Managerial Economics. IIT Kharagpur. ([NPTEL Online Courses]

4. Alison. (n.d.). Diploma in Managerial Economics\ [Free online course].
5. Coursera. (n.d.). Managerial Economics and Business Analysis Specialization, University of Illinois Urbana-Champaign. ([Coursera])

Mapping with Programme Outcome										
Cos	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3	3	3	3	1	3
CO2	3	3	2	3	3	2	3	2	2	2
CO3	3	3	2	3	3	3	3	3	2	1
CO4	3	3	3	3	3	3	3	2	3	2
CO5	2	3	2	3	3	3	3	3	2	3

1. Moderate      2. High      3. Very high

**HUMAN RESOURCE DEVELOPMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks 25

ESE /Annual Marks 75

**Course Objectives:**

1. To aware of the concepts, techniques and practices of human resource development.
2. To explain the students about contribution of HRD in an organization and enable the student to develop an ability to decide learning and training needs
3. To make students capable of applying the principles and techniques as professionals for developing human resources in an organization

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand the fundamentals of human resource development.	L1, L2
CO2	Learn to create and assess HRD programs.	L2, L3
CO3	Know various training methods and program design.	L3
CO4	Explore employee development in different settings.	L4
CO5	Understand ethical challenges in HRD.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT I: Introduction to Human Resource Development**

Definition, scope, and objectives of HRD-Evolution and history of HRD-Difference between HRM and HRD-Role of HRD in organizational effectiveness-HRD climate and culture

**UNIT II: HRD Processes and Functions**

Training and development: concepts, importance, and types-Needs assessment and training design-Career development and succession planning-Performance appraisal as a tool for HRD-Coaching, mentoring, and counseling.

### **UNIT III: Training and Development Techniques**

On-the-job and off-the-job training methods-Simulation, case studies, role plays, vestibule training-E-learning and digital training platforms-Measuring training effectiveness: Kirkpatrick's model-Training evaluation and feedback

### **UNIT IV: Career Planning and Development**

Career stages and career planning process-Individual and organizational career development-Career counseling and guidance-Managing career transitions-Employee retention strategies

### **UNIT V: HRD Interventions and Organizational Development**

Organizational diagnosis and change management-Team building and group interventions-Stress management and work-life balance-Leadership development programs-OD interventions and strategies

### **UNIT VI: Emerging Trends in HRD**

Role of technology and AI in HRD-Learning organizations and continuous learning culture-HR analytics and data-driven HRD-Diversity and inclusion in HRD-Global HRD perspectives and challenges

#### **Sessional Assessment**

- a) 2 Tests : 15 Marks
- b) 1 Assignment :5 Marks(Survey, Students led programmes, ICT  
Presentations /Assigned by the Department)
- c) 1 Seminar :5 Marks

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**Total Marks : 25 Marks**  
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#### **Books**

1. Shrivastava, V. K., & Mishra, P. K. (2022). Human Resource Development. Mahaveer Publications. ([Amazon India])
2. Werner, J. M., & DeSimone, R. L. (2020). Human resource development (7th ed.). Cengage. [Classic, widely referenced in HRD theory & practice.]
3. Mankin, D. (2020). Human Resource Development (4th ed.). Oxford University Press.
4. Harison, R. (2021). Employee Development (2nd ed.). University Press.
5. Wilson, J. P. (2021). Human Resource Development (3rd ed.). Kogan Page.

#### **Journal Articles**

1. Sharma, R., & Dubey, P. (2025). Linking of human resource and Indian higher education: Impact on performance and quality of education. International Journal of Research in Human Resource Management, 7(1C),
2. Barhate, B., Hirudayaraj, M., & Nair, P. K. (2022). Leadership challenges and behaviours in the information technology sector during COVID-19: A comparative study of

leaders from India and the U.S. Human Resource Development International, 3. Crocco, O. S., et al. (2024). Communicating a vision for human resource development in Southeast Asia: A thematic analysis of the speeches of ASEAN secretaries-general. Human Resource Development International Boyd, J. M. T. (2024).

3. If not us, then who? The role of human resource development in supporting employment for people with disabilities. \*Human Resource Development International\*.

### Online & Open Educational Resources

1. Srivastava, K. B. L. (Instructor). (2025). Human Resource Development \[MOOC]. NPTEL, IIT Kharagpur.

2. NPTEL. (n.d.). Human Resource Development course page (archived). \[Online course module].

3. SWAYAM. (n.d.). SWAYAM—Indian government national MOOC platform.

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	2	1	2
CO3	2	3	3	3	3	3	3	3	2	3
CO4	3	2	2	3	2	2	3	2	1	3
CO5	3	3	3	3	2	3	3	3	3	3

1. Moderate      2. High      3. Very High

**TRAINING AND DEVELOPMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks 25

ESE /Annual Marks 75

**Course Objectives:**

- 1.To understand the principles and importance of training and development in organizations.
- 2.To explore various training needs assessment techniques and design training programs.
- 3.To analyze different training methods and evaluate their effectiveness.
- 4.To study employee development, career planning, and succession management.
- 5.To learn the latest trends and technological advancements in training.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand the basics and benefits of training and socialization.	L1, L2
CO2	Learn how to assess and identify training needs	L2
CO3	Gain knowledge of on-the-job and off-the-job training methods.	L3,L6
CO4	Explore management and executive development techniques.	L3, L4
CO5	Understand global training practices and performance consulting.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT I: Introduction to Training and Development**

Concept, objectives, and importance of training and development-Training vs Development vs Education-Role of training in organizational effectiveness-HRD and training relationship-Challenges and trends in training

**UNIT II: Training Needs Assessment (TNA)**

Concept and purpose of TNA-Organizational, task, and individual analysis-Methods and tools for conducting TNA-Identifying training priorities and gaps-Linking TNA with organizational goals

**UNIT III: Designing Training Programs**

Principles of training design-Setting training objectives (SMART objectives)-Training content and curriculum development-Selection of trainers and resources-Budgeting and scheduling training programs

## UNIT IV: Training Methods and Techniques

On-the-job training (OJT): coaching, mentoring, job rotation, apprenticeship-Off-the-job training: lectures, case studies, simulations, role plays, vestibule training-E-learning and blended learning approaches-Use of multimedia and virtual reality in training-Experiential learning and action learning

## UNIT V: Evaluation of Training Effectiveness

Importance of training evaluation-Models of training evaluation: Kirkpatrick's Four Levels, Phillips ROI model-Designing evaluation instruments-Feedback mechanisms and continuous improvement-Case studies on training evaluation

## UNIT VI: Employee Development and Career Management

Concepts of employee development and career planning-Career development theories and stages-Succession planning and talent management-Leadership development programs-Coaching, mentoring, and counseling for development

### Sessional Assessment

- a) 2 Tests : 15 Marks
- b) 1 Assignment :5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
- c) 1 Seminar :5 Marks

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**Total Marks : 25 Marks**  
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### Books

1. Aguinis, H., & Cascio, W. F. (2025). Applied psychology in talent management (9th ed.). SAGE.
2. Berger, L. A., & Berger, D. R. (2007). The Talent Management Handbook: Creating organizational excellence by identifying, developing, and promoting your best people (3rd ed.). McGraw-Hill.
3. Taylor, S. (2018). Resourcing and talent management (7th ed.). CIPD – Kogan Page
4. Joshi, G., & Vohra, V. (2017). Talent Management \[Textbook]. Cengage India.

### Journals

1. Ramaditya, M., Maarif, M. S., Affandi, J., & Sukmawati, A. (2022). Reinventing talent management: How to maximize performance in higher education. *Frontiers in Education*, 7, Article 929697. Systematic TM and knowledge management enhance performance in academic institutions.
2. Costa, L. A., Dias, E., Ribeiro, D. M., Fontão, A., Pinto, G., dos Santos, R. P., & Serebrenik, A. (2024). An actionable framework for understanding and improving talent retention as a competitive advantage in IT organizations.. Emphasizes psychological safety, flexible work, and project challenges in retention.

- Qin, C., Zhang, L., Cheng, Y., et al. (2023). A comprehensive survey of artificial intelligence techniques for talent analytics. Reviews AI's role in talent management and labor market insights.

### Online & Open Educational Resources (10 items APA style-like listing)

- Coursera. (n.d.). Managing Talent \[Online course]. University of Michigan. Retrieved from Coursera. Covers selection, onboarding, performance, talent pipelines.
- Coursera. (n.d.). Effective Talent Management & Development \[Online course]. Northeastern University. Includes frameworks, global TM practices
- Coursera. (n.d.). Strategic HRM: Talent, Performance, Compensation Design \[Online course]. Retrieved from Coursera. Discusses aligning TM with compensation strategy.

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	2	3	3	3	1	3
CO2	3	3	2	3	3	3	3	2	2	2
CO3	2	3	3	2	3	3	3	3	2	1
CO4	3	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	2	3	3	3	2	3

1. Moderate      2. High      3. Very high

**COMPENSATION MANAGEMENT**

Examination Duration : 3 Hours

IA/Sessional Marks 25

ESE /Annual Marks 75

**Course Objectives:**

1. To understand the fundamentals and significance of compensation management in organizations.
2. To study the components and types of employee compensation.
3. To analyze wage theories, job evaluation, and market surveys.
4. To learn strategies for designing and administering compensation systems.
5. To explore legal and ethical issues related to compensation.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand wage and salary basics, types, and administration.	L1, L2
CO2	Learn major wage theories and wage policy concepts.	L2
CO3	Know methods for setting wages and linking them to productivity.	L3, L4
CO4	Understand the role of wage fixation bodies and legal frameworks.	L4
CO5	Explore different incentive systems and how to make them effective.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT I: Introduction to Compensation Management**

Concept, objectives, and importance of compensation management-Components of compensation: direct and indirect compensation-Role of compensation in HRM and organizational success-Factors influencing compensation decisions-Compensation policy and philosophy

**UNIT II: Wage and Salary Administration**

Wage theories: marginal productivity theory, wage fund theory, bargaining theory-Types of wages and salary structures-Principles of wage fixation-Pay structures: broadbanding, pay grades, pay bands-Methods of wage payment (time rate, piece rate, incentives)

### UNIT III: Job Evaluation and Market Survey

Concept and purpose of job evaluation-Methods of job evaluation: ranking, classification, point method, factor comparison-Conducting wage and salary surveys-Benchmarking and compensation surveys-Using market data for compensation decisions

### UNIT IV: Incentive and Performance-Based Pay Systems

Incentive plans: individual and group incentives-Types of incentives: bonuses, commissions, profit -sharing, stock options-Designing performance-based pay systems-Linking compensation with performance management-Challenges in implementing incentive plans

### UNIT V: Legal Framework and Compliance

Labour laws related to compensation (Minimum Wages Act, Payment of Wages Act, Equal Remuneration Act, Payment of Bonus Act)-Statutory benefits: provident fund, gratuity, maternity benefits, employee state insurance-Compliance and reporting requirements-Ethical considerations in compensation management

### UNIT VI: Contemporary Issues and Trends in Compensation

Executive compensation and pay equity-Global compensation strategies and expatriate pay-Impact of technology on compensation management-Flexible benefits and cafeteria plans-Role of compensation in talent retention and motivation

#### Sessional Assessment

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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#### Books

1. Henderson, R. I. (2005). Compensation management in a knowledge-based world (10th ed.). Pearson.
2. Sahni, S. P.,& Sehgal, J. D. (2020). Strategic compensation management & design. Bloomsbury Publishing India.
3. Upadhyay, S. S. (2009). Compensation management: Rewarding performance. Global India Publications.
4. Bhatia, K. (2021). Compensation management. Himalaya Publishing House.
5. Bhattacharyya, D. K. (1st ed.). Compensation management (2e). Oxford University Press India.

#### Journal

1. Jenkins, G. D.,Mitra, A., Gupta, N., & Shaw, J. D. (1998). A meta-analytic review: Financial incentives and performance are rare but impactful in compensation studies.

2. Gupta, N., & Shaw, J. D. (2014). Employee compensation remains under-researched, despite its critical impact on motivation and retention.
3. Dasaratha, K., Golub, B., & Shah, A. (2023). Equity compensation in networks: Explores optimal distribution in team output models.
4. Haimberg, J., & Portnoy, S. (2021). Predicting CEO compensation using quantile regression, offering insights into performance-related pay.

### Online & Open Educational Resources

1. University of Minnesota. (n.d.). Managing Employee Compensation \[Online course]. Coursera. ([Coursera][20])
2. Class Central. (n.d.). Managing Employee Compensation \[Online course overview]. ([Class Central
3. Great Learning Academy. (n.d.). Compensation Management \[Free online course]. ([Great Learning]
4. Class Central. (n.d.). 50+ compensation management online courses \[Aggregated resource list].
5. Reddit discussion by HR professionals. (2020). Recommends Milkovich and Martocchio textbooks as excellent compensation resources

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	1	3
CO2	3	3	3	2	3	3	3	2	2	2
CO3	2	3	2	2	2	3	3	3	2	3
CO4	3	2	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	1	3

1. Moderate      2. High      3. Very high

**MANAGERIAL EFFECTIVENESS**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. Provide conceptual clarity on managerial effectiveness, roles, functions, and competencies.
2. Equip students with tools for time management, decision-making, change management, and ethical leadership.
3. Enhance personal and interpersonal effectiveness through self-awareness, proactive habits, and communication skills.
4. Foster continuous learning, renewal, and emotional intelligence for improved organizational performance.

**Course Outcomes:** On completion of the course, the students will be able to

<b>CO Code</b>	<b>Course Outcome Statement</b>	<b>Bloom's Level</b>
CO1	Explain the conceptual foundation of managerial effectiveness, roles, skills, and competencies.	L1, L2
CO2	Apply change management models, time management techniques, and delegation principles in organizational contexts	L3
CO3	Demonstrate proactive behavior, goal setting, and prioritization techniques for personal effectiveness.	L3
CO4	Analyze and practice interpersonal skills such as empathetic listening, negotiation, and win-win strategies for team effectiveness.	L4
CO5	Evaluate managerial decisions using ethical principles, CSR considerations, and KPIs for measuring effectiveness.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I – Conceptual Foundation of Managerial Effectiveness**

Meaning, nature, and scope of managerial effectiveness-Managerial roles and functions – Mintzberg's framework-Dimensions of managerial effectiveness – Individual, group, organizational-Managerial skills: Technical, Human, Conceptual-Managerial competencies and competency mapping

**UNIT II – Managerial Effectiveness in a Dynamic Environment**

Managing change – Lewin's change model, Kotter's 8-step process-Time management and prioritization techniques (Eisenhower Matrix)-Delegation – principles and barriers-Managerial ethics and corporate social responsibility (CSR)-Measuring managerial effectiveness – Key Performance Indicators (KPIs)

### UNIT –III - Private Victory

**Be proactive-** Personal vision, Social mirror, Stimulus-Response, Proactive language  
Circle of influence-**Begin with end in mind-** The power of creation, Be a creator, Personal mission statement, Principle centered person, **Put first things first-** Four generation of time management, Quadrant I, II, III and IV- Short term and long term goals.

### UNIT –IV -Public Victory

Think Win/Win- Six paradigm of human interaction-Seek first to understand then to be understood- Empathetic listening, Synergize- Synergy in class room, business synergy.

### UNIT –V - Continuous Renewal

Sharpen the saw- Four dimensions of renewal, balance in renewal synergy, renewal upward spiral-Case Discussions and Exercises.

### UNIT –VI - Emotions and Attitudes:

Role of Emotions – Role of Attitude on Behaviour – Rational Emotive Therapy (RET)

#### Sessional Assessment

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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#### Books

1. Brown, B. (2018). Dare to lead: Brave work. Tough conversations. Whole hearts, Random House.
2. Covey, S. R. (1989). The 7 habits of highly effective people: Powerful lessons in personal change. Simon & Schuster.
3. Drucker, P. F. (2006). The effective executive: The definitive guide to getting the right things done\*. HarperBusiness. (Original work published 1967)
4. Goleman, D. (2000). Leadership that gets results. Harvard Business School Press.
5. Grove, A. S. (2015). High output management (2nd ed.). Vintage.

#### Journals

1. Academy of Management Journal. (1958-present). Academy of Management. <https://journals.aom.org/journal/amj>
2. Business Horizons (1957-present). Elsevier. <https://www.journals.elsevier.com/business-horizons>
3. California Management Review. (1958-present). University of California, Berkeley.
4. Harvard Business Review. (1922-present). Harvard Business Publishing. <https://hbr.org/>

## Online & Open Educational Resources

1. edX. (2012). Free online courses from top universities. <https://www.edx.org/learn/management>
2. Harvard Business Publishing. (n.d.). Webinars. <https://hbr.org/webinars>
3. Harvard Business Review. (n.d.). IdeaCast [Audio podcast]. <https://hbr.org/2018/01/podcast-ideacast>
4. Manager Tools. (2005). Manager Tools podcast [Audio podcast]. <https://www.manager-tools.com/>
5. Mind Tools. (1996). Managerial effectiveness resources. <https://www.mindtools.com/>

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	3	3	1	3
CO2	2	3	3	2	3	3	3	2	1	3
CO3	1	3	2	3	3	3	3	3	2	2
CO4	1	3	3	3	3	3	3	3	3	3
CO5	1	3	3	3	3	3	3	3	3	1

1. Moderate      2. High      3. Very high

**WORK- LIFE COUNSELING**

Examination Duration : 3 Hours

CIA/Sessional Marks 25

ESE /Annual Marks 75

**Course Objectives:**

1. To teach the background, theories and goals of counselling.
2. To make the students to study the approaches, relationship and counselling in other settings.
3. To give input to enhance the professional preparation and Training for counselling.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn about the history and growth of counseling and career guidance.	L1, L2
CO2	Understand developmental stages, counseling theories, and goals.	L2
CO3	Explore different counseling approaches and how they work.	L3, L4
CO4	Learn counseling techniques used in various situations.	L4
CO5	Understand the training, ethics, and current trends in counseling.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT I - Emergence and Growth of Guidance and Counseling**

Concept of counseling- Types of Counseling, Factors contributing to the emergence of Counseling-Moral and philosophical issues-Economic changes and challenges-Social theories- Important periods in the development of counseling-The potential of man.-Career Guidance.

**UNIT II - Developmental Tasks, A Few Theories, and Counseling Goals**

Development of the profession: stages, tasks-Adolescence-Erickson's theory of psychological development-Socio-cultural factors-Problems in the Indian educational context-Expectations of different individuals-Counseling goals-Characterics and Functions of a Counsellor.

**UNIT III - Approaches to Counseling**

The directive or authoritarian approach (psychoanalytic)-Relevance of psychoanalysis to counseling-Humanistic approach-Roger's self-theory-Development of self-concept-Eclectic approach-The counseling process.

## UNIT IV - Counseling Interview and Counseling in different settings

Counselee - counselor relationship - Interviewing techniques in counseling-Structuring the counseling relationship-Transference and Counter Transference-Counseling in different settings: Group, Educational, Vocational, Family - Organizational Counseling. Counseling to develop organizations- Check list for Counselors, Training for Counseling

## UNIT V -Professional Preparation and Training for Counseling

Academic preparation-Practical skills-Referral-Ethical standards-Legal considerations Selection and training of counselors-Modern trends in counseling-The status of the guidance and counseling movement in India.

## UNIT VI - Dynamics of Adjustment and Coping

Categories of stressors, Factors predisposing an individual to stress; Coping strategies, Psychological treatment of serious maladjustment, A model of self-adjustment, Mental Health: Characteristics, Need, Importance, Status of mental health in India.

### Sessional Assessment

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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<b>Total Marks</b>	<b>: 25 Marks</b>
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### Books

1. Albright, G., & Schwartz, V. (2021). *Mental health in the digital age: A provider's guide to assessment, implementation, and evaluation*. Elsevier.
2. Benson, H., & Proctor, W. (2010). *Relaxation revolution: Enhancing your personal health through the science and genetics of mind body healing*. Simon & Schuster.
3. Brown, B. (2021). *Atlas of the heart: Mapping meaningful connection and the language of human experience*. Random House.
4. Cloud, H., & Townsend, J. (2017). *Boundaries: When to say yes, how to say no to take control of your life*. Zondervan.

### Journals

1. *Career Development Quarterly*. (1986-present). National Career Development Association. <https://onlinelibrary.wiley.com/journal/21610045>
2. *Consulting Psychology Journal: Practice and Research*. (1993-present). American Psychological Association. <https://www.apa.org/pubs/journals/cpb>
3. *Journal of Career Assessment*. (1993-present). SAGE Publications. <https://journals.sagepub.com/home/jca>
4. *Journal of Career Development*. (1972-present). SAGE Publications. <https://journals.sagepub.com/home/jcd>

### Online & Open Educational Resources

1. American Counseling Association. (n.d.). *Knowledge Center*. <https://www.counseling.org/knowledge-center>

2. Center for Workplace Mental Health. (n.d.). *Employer resources*. American Psychiatric Association Foundation. <https://www.workplacementalhealth.org/Employer-Resources>
3. edX. (2012). *Psychology & mental health courses*. <https://www.edx.org/learn/psychology>

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	2	3	1	3
CO2	3	3	3	3	3	3	3	3	2	2
CO3	2	3	3	2	3	3	3	3	2	2
CO4	3	3	3	3	3	3	3	3	3	1
CO5	3	3	3	3	3	3	3	3	1	3

1. Moderate      2. High      3. Very high

**INTERNSHIP – II: HRM PRACTICES –LEVEL 2  
(4 WEEKS)**

**Course Objectives**

1. To provide practical exposure to HRM practices in real-world organizational settings.
2. To develop understanding of HR functions such as recruitment, training, performance appraisal, and employee relations.
3. To enable students to apply theoretical HR concepts in workplace scenarios.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Demonstrate practical understanding of HRM functions and practices.	L1
CO2	Apply HR concepts to analyze workplace situations and solve HR-related problems.	L2,L3
CO3	Develop skills in preparing detailed internship reports and documenting HR practices effectively.	L4
CO4	Communicate confidently and professionally during viva voce and presentations.	L4
CO5	Reflect critically on organizational HR practices to recommend improvements.	L5,L6
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**Particulars of Evaluation**

2 Reviews (Internal & External)	– 40 Marks (2 x 20)
2 Evaluation of the Internship –II HRM Practices Level 2 Report (Internal & External)	– 40 Marks (2 x 20)
2 Viva Voce Examination (Internal & External)	– 20 Marks (2 x 10)

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**Total** **– 100 Marks**

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**Credits** **– 5 for Internship – II  
Report+ Viva Voce Examination**

**References**

1. “Human Resource Management” by Gary Dessler – Pearson
2. “Human Resource Management” by K. Aswathappa – McGraw Hill
3. “Managing Human Resources” by Luis R. Gomez-Mejia, David B. Balkin, Robert L. Cardy – Pearson

## PROFESSIONAL COMPETENCIES FOR HR MANAGERS (Value Added Course)

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

### Course Objectives:

1. Develop key professional competencies essential for effective Human Resource Managers.
2. Integrate strategic, interpersonal, and ethical skills within the HRM domain.
3. Strengthen leadership, communication, problem-solving, and conflict management capabilities.

**Course Outcomes:** On completion of the course, the students will be able to

CO1	Basics and benefits of public speaking.	L1, L2
CO2	Creating and delivering informative speeches.	L2
CO3	Techniques for persuasive speaking.	L3
CO4	Using sensory aids to enhance speeches.	L4
CO5	Skills for special occasion speeches.	L4, L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

### UNIT I – Introduction to HR Competency Frameworks

Definition and types of professional competencies-SHRM, CIPD, and NHRD competency models-Role-specific competencies: HR Generalist, HRBP, L&D, IR, Talent Acquisition Role of emotional intelligence and ethical sensitivity in HR-Competency mapping and gap analysis

### UNIT II – Communication and Relationship Management

Interpersonal skills and organizational communication-Business writing, reporting, and digital correspondence-Conflict resolution and negotiation-Influencing skills and internal consulting-Cross-cultural and diversity-sensitive communication

### UNIT III – Leadership and Decision-Making Competencies

Strategic thinking for HR professionals-Decision-making models (Rational, Bounded Rationality, Intuitive)-Coaching, mentoring, and people development-Delegation, empowerment, and accountability-Ethical dilemmas and decision frameworks.

### UNIT IV – Data-Driven HR and Technological Competencies

HR analytics: Basics and tools (Excel, Power BI, Tableau basics)-Interpreting HR metrics (attrition, engagement, DEI, productivity)-HRIS and digital HR platforms (SAP, Workday, Zoho, Darwinbox)-Managing remote/hybrid workforces-Cybersecurity awareness for HR professionals

## UNIT V – Talent Development and Learning Competencies

Adult learning principles (Andragogy)-Competency-based training and learning strategies-Learning & Development (L&D) frameworks-Succession planning and career development Performance coaching and feedback mechanisms

## UNIT VI – Organizational Citizenship and Lifelong Learning

Workplace professionalism and personal branding-Leading with inclusion and empathy Building a culture of continuous learning-Work-life integration and resilience-Social responsibility and the HRM role in sustainability

### Books:

1. Dave Ulrich et al. (2021). *Victory Through Organization: Why the War for Talent is Failing*. McGraw-Hill.
2. Michael Armstrong (2023). *Armstrong's Handbook of Strategic HRM*. Kogan Page.
3. Goleman, D. (2022). *Emotional Intelligence at Work*. Bantam.
4. Sinha & Sinha (2020). *Competency Mapping for HR Professionals*. Sage India.
5. Meenakshi Gupta (2023). *Human Resource Analytics*. Pearson.

### Online Platforms:

- SHRM Competency Model
- LinkedIn Learning – HR & Leadership Courses
- Coursera – HR Analytics, L&D, Digital HR
- Harvard Business Review – HR Leadership & Strategy

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	2	3	2	3	3	3	3	3	2
CO3	3	3	3	3	2	3	3	3	2	1
CO4	3	2	3	3	3	3	3	3	3	3
CO5	2	2	3	3	3	3	3	3	2	1

1. Moderate

2. High

3. Very high

**NON-MAJOR  
ELECTIVE(NME1)  
FOR OTHER  
DEPARTMENT  
STUDENTS**

**PERSONALITY AND SOFT SKILLS DEVELOPMENT  
(NON-MAJOR ELECTIVE FOR OTHER DEPARTMENT STUDENTS)**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives**

1. To make the students aware of personality and soft skills development
2. To make the students be familiar with SWOT analysis and CV preparation.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn the fundamentals of personality development and self-awareness	L1, L2
CO2	Understand the types and dynamics of interpersonal relationships.	L2
CO3	Improve communication skills, including listening and writing.	L3
CO4	Develop soft skills like Professional Communication and interview preparation.	L4
CO5	Learn how to participate effectively in groups and manage conflicts.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**UNIT I –Foundations of Personality Development**

Foundations of Personality Development - Definition, Structure, Scope and Types of Personality; Knowing Self – Johari window, SWOT Analysis & Scope, Self-Esteem and Self-Knowledge.

**UNIT II - Interpersonal Relationships**

Interpersonal Relationships – Introduction to Interpersonal Relationships & Social Psychology, Types of Relationships and Locations of Persons in Relationships – Human Behaviour and Relationship: Evolution and Human Relationship and Satisfaction and Commitment.

**UNIT III - Communication Skills**

Communication Skills – Definition – Types of Communication and its Relevance to Different Situations – Active Listening and Oral Communication Skills.-Resume writing, Nonverbal communication, Numerical ability, Test of reasoning-assertion, reasoning and logical deduction

## UNIT IV - Soft Skills

Soft-Skills Introduction - Significance of Soft-Skills –Soft-Skills Vs. Hard Skills – Components of Soft Skills– Identifying and Exhibiting Soft-Skill- Soft Skills – Effective Professional Communication Skills – Presentation Skills – CV Preparation Problems in Facing Interview – Interview Techniques-Preparation and Grooming.

## UNIT V: Group Dynamics

Group – meaning and definition – types of Groups, characteristics of a Group – participating in Group discussions – Effective participation in Group discussion. Conflict management.

## UNIT VI: Stress

Stress and Coping with Stress -Introduction to Perception, Attitude towards Life, Assertiveness, Achievement Motivation - Techniques for Managing Stress and Time-positivism.

### Sessional Assessment

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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### Books:

1. McCrae, R. R., & Costa, P. T., Jr. (2003). *Personality in adulthood: A five-factor theory perspective* (2nd ed.). Guilford Press.  
(Relevance: The definitive text on the Five-Factor Model (OCEAN), providing the theoretical backbone for understanding trait structure and stability.)
2. Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.  
(Relevance: A seminal work by a giant in the field, explaining the critical soft skill of belief in one's own ability to succeed, which drives motivation and resilience.)
3. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.  
(Relevance: The book that popularized the concept of EI, linking self-awareness, self-regulation, motivation, empathy, and social skills to personal and professional success.)
4. Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.  
(Relevance: Foundational for understanding how beliefs about the malleability of abilities (growth vs. fixed mindset) fundamentally impact skill development and achievement.)
5. Carnegie, D. (1936). *How to win friends and influence people*. Simon & Schuster.  
(Relevance: A classic, practical guide to foundational interpersonal soft skills like communication, empathy, and influence that remains highly relevant.)

### Journals

1. Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765–780. <https://doi.org/10.1037/0021-9010.87.4.765>

(Relevance: A major meta-analysis establishing the robust link between personality traits (especially extraversion and conscientiousness) and effective leadership, a key soft skill.)

2. Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1–26. <https://doi.org/10.1111/j.1744-6570.1991.tb00688.x>

(Relevance: The landmark study establishing the predictive validity of the Big Five for workplace performance across many occupations.)

3. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>

(Relevance: The original academic article that defined and conceptualized the theory of emotional intelligence.)

### Online & Open Educational Resources

1. Noba Project. (n.d.). *Module: Personality traits*. By E. Diener & R. Lucas. <https://nobaproject.com/modules/personality-traits>

(Relevance: A free, high-quality online textbook module that provides an excellent overview of major trait theories, perfect for foundational understanding.)

2. The Greater Good Science Center. (n.d.). *University of California, Berkeley*. <https://greatergood.berkeley.edu/>

(Relevance: A hub for science-based insights into skills like mindfulness, empathy, gratitude, and resilience, with practical tools for development.)

3. MindTools. (n.d.). *Essential skills for an excellent career*. <https://www.mindtools.com/>

(Relevance: A vast commercial site with a large number of free, high-quality articles, quizzes, and worksheets on hundreds of soft skills topics.)

4. TED. (2012, September). *Amy Cuddy: Your body language may shape who you are* [Video]. TED

Conferences. [https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_may\\_shape\\_who\\_you\\_are](https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are)

(Relevance: A famous talk on how behavior can influence personality and confidence, linking nonverbal communication to self-perception.)

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	1	3
CO2	3	3	3	2	3	3	3	2	2	2
CO3	2	3	2	2	2	3	3	3	2	3
CO4	3	2	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	1	3

1. Moderate      2. High      3. Very high

# **SEMESTER III**

**RESEARCH METHODOLOGY**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives:**

1. To enable students to understand the fundamentals and significance of research in HRM.
2. To develop skills in framing research problems, hypotheses, and objectives.
3. To acquaint students with various research designs, tools, and techniques.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand core research concepts and applications.	L1, L2
CO2	Learn research design and data collection.	L2
CO3	Master scaling, sampling, and data reliability.	L3, L4
CO4	Present data effectively using coding and graphics.	L4
CO5	Analyze data with statistical methods.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I: Introduction to Research**

Meaning, objectives, and importance of research-Types of research: Basic, Applied, Descriptive, Analytical, Quantitative, Qualitative-Research in HRM: Trends and applications-Ethical issues in research-Research process – steps involved-Research: Meanings, nature, scope, objectives Types & qualities of a researcher, Research Problem: Meaning ,Defining, Selection, Sources, Statement Review of literature- Need, Objectives, Sources, Functions and Formulation, variables and hypothesis- Meaning, nature, types, sources, Pilot study-Concepts, problems in formulation - Research in managerial functional areas.

**UNIT II: Research Problem and Hypothesis**

Defining the research problem-Components of a research problem-Formulation of research objectives and questions-Meaning, characteristics, and types of hypotheses-Hypothesis testing and errors in hypothesis

### **UNIT III: Research Design and Sampling**

Meaning and need for research design-Types of research designs – exploratory, descriptive, experimental Census vs sample survey-Sampling techniques – probability and non-probability-Determination of sample size and sampling errors

### **UNIT IV: Data Collection and Presentation**

Primary and secondary data – sources-Methods of primary data collection: questionnaires, interviews, schedules, observations-Designing a questionnaire: structure, question types, scaling -Likert type scales Sampling techniques- types- probability (simple random, stratified, systematic, cluster) non-probability: quota, convenience, judgment, Purposive. Size of sample: sampling and non sampling errors. Reliability and validity of tools-Use of online survey tools (e.g., Google Forms, SurveyMonkey)-Diagrammatic & Graphic presentations, significance of diagrams and graphs, types (bar-charts, pie-diagrams),uses and limitations

### **UNIT V: Data Analysis and Report Writing**

Editing, coding, tabulation, and classification of data-Statistical tools: Mean, Median, Mode, SD, Correlation, Regression-Tests of significance: t-test, chi-square test, ANOVA (conceptual understanding) Introduction to SPSS / Excel for data analysis- Interpretation and limitations of findings -A practice to write a research reports

### **UNIT VI: Report Writing and Presentation**

Structure and components of a research report-Types of research reports (project report, thesis, research article)-Guidelines for writing the research report-Citation styles: APA / MLA / Chicago-Plagiarism and use of referencing tools (Zotero, Mendeley, Turnitin)

### **Sessional Assessment**

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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### **Books**

1. "Publication Manual of the American Psychological Association (7th ed.)" – Essential for APA-style research writing, including methods sections 613.
2. "Evidence-Based Practice for Nurses" (Schmidt & Brown) – Covers research appraisal and application 6.
3. "Practice Development in Nursing and Healthcare" – Includes chapters on outcome evaluation methodologies 6.

4. "Little Green Books" (Sage Research Methods) – Concise guides on specific methodologies 12.

## Journals

1. Journal of Business Research – Publishes methodologies like systematic reviews 8.
2. Psycho-Oncology – Qualitative/quantitative studies on health research 6.
3. European Journal of Marketing – Includes methodological innovations 8.
4. Journal of Service Management – Empirical research frameworks 8.
5. Frontiers in Psychology – Covers OER usability studies 10.

## Online & Open Educational Resources

1. Sage Research Methods – Access to books, videos, and datasets 12.
2. Google Scholar – Peer-reviewed journal searches 10.
3. Purdue OWL – APA formatting guides 13.
4. OER Commons – Open textbooks on research methods 7.
5. Coursera/edX – Courses like "Research Design" (e.g., University of London).

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	1	3
CO2	3	3	3	2	3	3	3	2	2	2
CO3	2	3	2	2	2	3	3	3	2	3
CO4	3	2	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	1	3

1. Moderate    2. High    3. Very high

**LABOUR LAWS**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives:**

1. To impart knowledge of the legal framework governing industrial relations and employment.
2. To familiarize students with significant labor legislation and their application in the workplace.
3. To understand employer-employee rights, duties, and obligations under various labor laws.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand labor laws on wages, working conditions, and social security.	L1
CO2	Learn safety and welfare provisions under key labor acts.	L2, L3
CO3	Comprehend social security and liability laws for employees.	L3
CO4	Explore wage, bonus regulations, and maternity benefits.	L4
CO5	Understand women's rights legislation, including protection and benefits.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I: Introduction to Labour Laws**

Evolution and objectives of labour legislation-Constitutional provisions relating to labour-ILO and its influence on Indian labour laws-Types of labour laws: protective, regulative, and wage-related laws Importance of labor law compliance in HRM

**UNIT II: Laws Relating to Wages and Working Conditions**

The Minimum Wages Act, 1948-The Payment of Wages Act, 1936-The Payment of Bonus Act, 1965 The Equal Remuneration Act, 1976-Working hours, overtime, leave, and holidays provisions.

### **UNIT III: Laws Relating to Industrial Relations**

The Industrial Disputes Act, 1947-Authorities under the Act-Types of disputes, settlement and adjudication-Strikes, lockouts, layoff, retrenchment-The Trade Unions Act, 1926-The Industrial Employment (Standing Orders) Act, 1946

### **UNIT IV: Laws Relating to Social Security**

The Employees' Provident Funds and Miscellaneous Provisions Act, 1952-The Employees' State Insurance Act, 1948-The Payment of Gratuity Act, 1972-The Maternity Benefit Act, 1961-The Employee Compensation Act, 1923

### **UNIT V: Labour Welfare and Safety Legislations**

The Factories Act, 1948-Health, safety, and welfare measures-Working hours and employment of women and young persons-The Contract Labour (Regulation and Abolition) Act, 1970-The Shops and Establishments Act (State-specific overview)

### **UNIT VI: Emerging Trends and Reforms in Labour Laws**

Overview of **Labour Codes**: Code on Wages, 2019-Code on Social Security, 2020-Code on Occupational Safety, Health and Working Conditions, 2020-Industrial Relations Code, 2020-Challenges and opportunities in implementation-Impact of globalization and gig economy on labour law-Role of HR in managing legal compliance

#### **Sessional Assessment**

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
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<b>Total Marks</b>	<b>: 25 Marks</b>
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#### **Books**

1. "Understanding Labor Law" by Douglas E. Ray – Covers NLRA, NLRB procedures, and collective bargaining.
2. "Labor Law in a Nutshell" by Peter Henning – Summarizes union organizing, strikes, and NLRB developments.
3. "Mastering Labor Law" by Paul M. Secunda – Procedural and substantive labor law, including protected activities.
4. "Federal Labor Law: NLRB Practice" – Traditional and contemporary labor law developments.
5. "Gilbert Law Summaries on Labor Law" – Covers NLRA, Taft-Hartley, and collective bargaining.

#### **Journals**

1. "Yale Law Journal: Labor and Employment Law Forum" – Covers gig-economy myths, AI, and worker rights.

2. "Journal of Labor Economics" (via Open Access Journals) – Research on labor markets and policies.
3. "Harvard Law Review: Labor Law Section" – Analysis of NLRB rulings and unionization trends.
4. "Berkeley Journal of Employment & Labor Law" – Focus on discrimination, wage theft, and collective action.
5. "SSRN Articles on Labor Laws" – Preprints on topics like harassment training and precarious work 3.

### Online & Open Educational Resources

1. OER Commons – Search for open textbooks like *Labor Law Basics* and case studies 1.
2. DOL-Timesheet App (Official DOL ) – Tracks work hours, breaks, and overtime compliance 8.
3. NLRB Official App – Updates on NLRB cases and unionization guidelines.
4. Google Scholar – Access peer-reviewed journals and legal precedents on labor laws.
5. LexisNexis Digital Library – E-books like *Understanding Labor Law* and *Federal Labor Law*.

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3	3	3	3	2	2
CO2	3	2	3	2	3	3	3	2	3	2
CO3	3	3	3	3	3	3	3	2	3	2
CO4	2	2	3	2	3	3	3	3	1	3
CO5	3	2	3	3	3	2	2	3	1	3

1. Moderate      2. High      3. Very high

**PERFORMANCE MANAGEMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25ESE

/Annual Marks 75

**Course Objectives:**

1. To understand the core concepts, principles, and importance of performance management.
2. To learn how to design and implement effective performance management systems.
3. To examine methods of goal-setting, performance appraisal, and feedback.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand performance management, employee performance, and appraisal.	L1, L2
CO2	Learn the performance management process and productivity measurement.	L2, L3
CO3	Explore performance appraisal methods and 360-degree feedback	L3
CO4	Understand performance assessment and assessment centers.	L4
CO5	Learn career management, appraisal interviews, and employee development.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I: Introduction to Performance Management**

Definition and importance of performance management (PM)-Difference between performance appraisal and performance management-Objectives, scope, and benefits of PM-Evolution of performance management systems-Role of HR in performance management

**UNIT II: Performance Planning and Goal Setting**

Setting performance expectations and standards-Linking individual and organizational goals (KRA/KPI alignment)-SMART goals and performance agreements-Balanced Scorecard approach-Competency mapping and role clarity

**UNIT III: Performance Appraisal Systems**

Meaning and process of performance appraisal-Traditional and modern methods of appraisal: Rating scales, MBO, 360-degree feedback, BARS, Assessment Centres-Designing

appraisal formats-Role of managers and HR in appraisal-Biases and errors in performance appraisal

#### **UNIT IV: Performance Review and Feedback**

Conducting performance review discussions-Feedback techniques: constructive and developmental feedback-Coaching and mentoring for performance improvement-Performance documentation and communication-Dealing with underperformance

#### **UNIT V: Performance-Based Development and Rewards**

Linking performance with training and development-Performance improvement plans (PIPs)-Role of rewards and recognition in performance management-Pay for performance: incentives, bonuses, and promotions-Non-monetary rewards and motivation

#### **UNIT VI: Contemporary Issues in Performance Management**

Technology in performance management (HRIS, performance tracking tools)-Agile performance management systems-Remote work and virtual performance management-Legal and ethical issues in performance evaluation-Case studies and best practices from top organizations

#### **Sessional Assessment**

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
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<b>Total Marks</b>	<b>: 25 Marks</b>
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#### **Books**

1. Performance Management: Changing Behavior that Drives Organizational Effectiveness (5th Ed.) – Aubrey C. Daniels Definitive text on behavior-based performance management, with updated research and case studies 11.
2. Performance Appraisal and Management – SAGE Publications Covers empirical research, challenges like rating biases, and practical exercises 2.
3. Performance Management: A Business Process Benchmarking Approach – Rolstadås et al. Focuses on productivity, performance measurement, and improvement techniques 5.
4. Performance Management Success – Anthony L. Barth Best practices framework linking organizational culture to performance outcomes 14.
5. Managing Employee Performance and Reward (3rd Ed.) – Shields et al. Systems and practices for aligning performance with rewards 12.

#### **Journals**

1. Journal of Organizational Effectiveness HRM and performance metrics research
2. Human Resource Management Journal Talent management as a performance driver Computers & Education Tech-mediated performance engagement (e.g., interactive tools) 4.

3. AERA Open Meta-analysis on OER efficacy in performance learning.
4. Research in Learning Technology Studies on OER-derived performance resources.
5. IIE Transactions Reviews modern performance management approaches.

#### **Online & Open Educational Resources**

1. OER Commons Searchable library of OERs, including performance management modules 13.
2. MIT OpenCourseWare – Business Free courses with lecture notes on performance metrics 10.
3. Open Textbook Library Downloadable textbooks like *Human Nutrition* (adaptable for HR wellness) 10.
4. BC campus Open Ed Business/HRM textbooks with supplementary materials 10.
5. Google Scholar Access peer-reviewed journals on performance management

<b>Mapping with Programme Outcome</b>										
<b>COs</b>	<b>Programme outcomes</b>					<b>Programme specific outcomes</b>				
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	2	3	3	2	3	3	3	3	3	2
<b>CO2</b>	3	2	3	2	3	2	3	2	3	3
<b>CO3</b>	3	3	3	3	2	3	3	2	1	2
<b>CO4</b>	3	3	2	2	2	3	3	3	2	3
<b>CO5</b>	2	3	3	3	3	2	2	3	3	3

**1. Moderate      2. High      3. Very high**

**TALENT MANAGEMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. Explain to acquire and retain talent.
2. Explain the interplay between various aspects of talent acquisition, retention and development of talent.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand talent management and organizational processes	L1, L2
CO2	Learn talent planning, succession, and leadership.	L2
CO3	Explore Talent Management Systems and strategy alignment.	L3
CO4	Understand talent management elements.	L4
CO5	Learn retention and turnover strategies.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning**UNIT I- Introduction to Talent Management**

Introduction, Meaning & Objectives, Role of Talent Management, Key Processes of Talent Management, Talent vs. knowledge and skills, Source of Talent, Consequences of Failure in Managing Talent, elements of talent friendly organizations Some suggestive tools for Managing Talent.

**UNIT II - Talent Planning & Development**

Talent Planning – succession management process; cross functional capabilities and fusion of talents, value driven cost structure; contingency plan for talent; building a reservoir of talent, leadership coaching.

**UNIT III: Talent Management System**

Talent Management System – elements and benefits of Talent Management System; challenges of TMS; building blocks of talents management: competencies, evaluating employee potential, talent management strategy aligned with business strategy.

**UNIT IV - Talent Acquisition**

Job analysis-Method of collecting information, developing questionnaires, interviews, developing job description & job specification. Developing HR planning process, Talent

acquisition management solutions; Preparing recruitment plan, E-recruitment, Choosing the types of interviews, Return on Talent. Epigenetic Talent Development.

### **UNIT V - Elements of Talent Management:**

The element of Talent Management-The resourcing strategy- Attraction and retention policies and programs – Talent Audit – Role Development – Talent relationship management –Talent management for excellence, and Leadership development.

### **UNIT VI – Employee Talent Retention:**

Comprehensive approach to Retaining employees, Managing Voluntary Turnover, dealing with Job Withdrawal, Strategic Compensation plan for Talent Engagement, Integrated Rewards, Sustainable Talent Management ,Talent Management Issues and challenges.

### **Sessional Assessment**

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
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<b>Total Marks</b>	<b>: 25 Marks</b>
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### **Books**

1. Global Talent Management: Challenges, Strategies, and Opportunities Covers international talent strategies, with case studies and actionable tips for practitioners 5.
2. Talent Management: A Focus on Excellence Practical guide on HRM in the knowledge economy, covering recruitment, training, and retention 9.
3. The Talent Management Handbook Integrates competencies, performance appraisal, and career planning for organizational excellence 14.
4. Building Tomorrow's Talent Step-by-step tools for creating talent management programs in Fortune 500 companies 11.
5. Best Practices in Talent Management Case studies and models for aligning talent strategies with business goals 11.

### **Journals**

1. Administrative Sciences Special Issue: Talent Management Strategies Research on retention, AI-driven analytics, and SDGs 16.
2. Journal of World Business Edited by Akram Al Ariss (contributor to *Global Talent Management*) 5.
3. British Journal of Management Publishes interdisciplinary talent management research 5.
4. Human Resource Management Journal Covers talent management as a driver of organizational performance 1.
5. Journal of Organizational Effectiveness Focuses on HRM metrics and talent retention 1.

## Online & Open Educational Resources

1. OER Commons Search for "talent management" modules/courses (e.g., *Learning OER Anytime*) 17.
2. Open Author (OER Commons) Create/share custom talent management resources 7.
3. Google Scholar Access peer-reviewed journals and open-access papers 1.
4. Cambridge Core Chapters from *Global Talent Management* and related texts 5.
5. SPARC Open Education Leadership Program Curriculum on OER publishing (adaptable for HR/talent topics) 1.

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	3	3	3	2
CO2	3	3	2	3	3	3	3	2	1	2
CO3	2	3	3	3	2	3	3	2	2	2
CO4	2	3	3	2	2	2	3	3	2	3
CO5	3	3	3	3	3	3	3	3	2	3

1. Moderate      2. High      3. Very high

**ORGANIZATIONAL DEVELOPMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. To introduce the concepts, values, and assumptions underlying Organizational Development (OD).
2. To understand the OD process and stages of planned change.
3. To explore OD interventions for individuals, groups, and organizations.

**Course Outcomes:** On completion of the course, the students will be able to

<b>CO Code</b>	<b>Course Outcome Statement</b>	<b>Bloom's Level</b>
CO1	Understand organizational theories and approaches.	L1, L2
CO2	Learn OD components and interventions.	L2
CO3	Explore OD interventions at different levels.	L3
CO4	Understand structural interventions and OD impact.	L4, L5
CO5	Learn change drivers and techniques like TQM.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning**UNIT I: Introduction to Organizational Development**

Definition, nature, and scope of OD-History and evolution of OD-Values, assumptions, and beliefs in OD-OD vs Change Management vs HRM-Role of OD in enhancing organizational effectiveness

**UNIT II: OD Process and Models**

The OD process: Entry, diagnosis, feedback, planning, intervention, evaluation-Action research model-Lewin's change model-Burke-Litwin model-Kotter's 8-step change model

### **UNIT III: Organizational Diagnosis and Data Collection**

Purpose and levels of diagnosis (individual, group, organizational)-Diagnostic tools: interviews, surveys, observation, workshops-SWOT and Force Field Analysis-Feedback mechanisms and organizational analysis-Role of the consultant in diagnosis

### **UNIT IV: OD Interventions – Individual and Group Level**

Sensitivity training (T-groups)-Coaching and mentoring-Role analysis and job enrichment- Team building and group process interventions- Conflict resolution and interpersonal skills training

### **UNIT V: OD Interventions – Organizational Level**

Process consultation- Survey feedback- Grid OD and Appreciative Inquiry- Structural interventions: work redesign, MBO, quality of work life (QWL)-Culture change and transformational leadership

### **UNIT VI: Issues, Challenges, and Future of OD**

Resistance to change and managing resistance-Ethical issues in OD practice-Role and competencies of an OD consultant-Globalization and OD in multinational contexts-Digital transformation and OD in the future of work

#### **Sessional Assessment**

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
<hr/>	
<b>Total Marks</b>	<b>: 25 Marks</b>
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#### **Books**

1. "Loonshots" by Safi Bahcall – Explores nurturing unconventional ideas to drive organizational innovation 6.
2. "Teams That Work" by Scott Tannenbaum & Eduardo Salas – Covers seven drivers of team effectiveness 6.
3. "Seeing Around Corners" by Rita Gunther McGrath – Focuses on identifying inflection points for strategic change 6.
4. "No Rules Rules" by Reed Hastings & Erin Meyer – Examines Netflix's unconventional OD culture 6.
5. "Good to Great" by Jim Collins – Analyzes how companies transition from good to exceptional 6.

#### **Journals**

1. Organization Development Journal (ODJ) – Peer-reviewed; covers OD, change management, and leadership 37.

2. Leadership & Organization Development Journal (Emerald) – Focuses on leadership and OD strategies 11.
3. Journal of Applied Behavioral Science – Research on OD interventions and human systems.
4. Harvard Business Review – Case studies on OD and change management ( : *HBR Mobile*).
5. Academy of Management Journal – Empirical studies on organizational behavior.

### Online & Open Educational Resources

1. OER Commons – Hub for OD-related OER, including textbooks and case studies 113.
2. OpenStax ( : *OpenStax*) – Free OD textbooks like *Organizational Behavior*.
3. Merlot – Peer-reviewed OD teaching materials 5.
4. Directory of Open Access Journals (DOAJ) – Search for OD research articles 5.
5. Coursera ( : *Coursera*) – Courses like *Leading Organizational Change* (Univ. of Michigan).

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	2
CO2	3	2	3	2	3	3	3	2	1	2
CO3	3	3	3	3	2	3	3	2	1	2
CO4	3	2	3	2	2	3	3	3	2	3
CO5	3	2	3	3	3	2	2	3	3	3

**1. Moderate      2. High      3. Very high**

**WELFARE AND SAFETY MANAGEMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. To make the students to understand the meaning, definition of concepts of welfare, safety and social security
2. To make the students to be familiar with occupational safety and health and environment management

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Understand labour welfare concepts and agencies	L1
CO2	Learn safety, health, and environment principles	L2, L2
CO3	Comprehend social security policies for the unorganized sector	L3
CO4	Explore workers' participation in management	L4
CO5	Learn monitoring safety and environmental standards	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning**UNIT I : Introduction to Welfare**

Concept of Social Welfare; Labour Welfare: Concept, Scope and Philosophy of Labour Welfare; Principles of Labour Welfare; Role of Welfare in Commitment and Structuring of Labour Force; Indian Constitution and Labour Welfare. Agencies of Labour welfare and their roles.

**UNIT II : Safety**

Safety- Definition, need, nature and principles. Organising for Safety, Health and Environment Organisation structure, functions and responsibilities, Safety Committee : Structure and functions. AI-Powered Predictive Safety

**UNIT III : Social Security**

Social Security Concept and Scope; Development of Social Security in India, Fundamental Principles. Concept of Social Protection - Income Security - Social Insurance - Social Assistance. Current policies and programmes for welfare of unorganised sector workers in India. Social Security - Concept, scope, Objective, need and types of social security, Social security measures in India.

#### **UNIT IV : Workers Participation in Management**

Workers Participation in Management -Definition, meaning and objective and Forms of WPM, Causes and failure of WPM, Making worker participation effective, WPM in India.

#### **UNIT V : Monitoring for Safety, Health & Environment**

Occupational Safety- Incident, accident, injury, dangerous, occurrences, unsafe actions, unsafe conditions, hazards, error, oversight, mistakes etc. Health and Environment Management System, Bureau of Indian Standards on Safety and Health, ILO and EPA Standards.

#### **UNIT VI: Classification of Labour Legislations**

Regulative Labour Legislation – Protective – Wage – Related – Social Security – Welfare and Miscellaneous Labour Legislations.

#### **Sessional Assessment**

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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#### **Books**

1. Safety Net: Welfare and Social Security, 1929–1979 – Blanche Coll's comprehensive history of U.S. welfare policies, covering entitlement debates and demographic impacts 1.
2. Welfare Reform and Beyond: The Future of the Safety Net – A Brookings Institution collection analyzing TANF reauthorization, work incentives, and poverty reduction 10.
3. The Rise of the Military Welfare State – Examines welfare policies within military contexts 13.
4. The Welfare State and the 'Deviant Poor' in Europe, 1870–1933 – Historical analysis of welfare systems and marginalized groups 13.
5. Behavioral Economics: Policy Impact and Future Directions – NIH-published insights on safety net program participation barriers (e.g., SNAP, Medicaid) 11.

#### **Journals**

1. Journal of Economic Perspectives – "Did Welfare Reform End the Safety Net?" (2025) analyzes post-1996 shifts from cash aid to tax credits 2.
2. Library Journal – Reviews welfare policy histories (e.g., *Safety Net*) 1.
3. Journal of Comparative Urban Law and Policy – Covers welfare and safety in urban design 14.
4. Behavioral Economics (NIH) – Low participation rates in safety net programs 11.
5. Human Resource Management Journal – Workplace safety and welfare linkages.

## Online & Open Educational Resources

1. OER Commons – Search "welfare" or "safety" for K-12/college resources (e.g., digital citizenship lessons) 36.
2. CUNY OER Repository – Zero-cost textbooks on social policy 15.
3. Kindle App– Access free chapters of *Safety Net* and *Welfare Reform and Beyond* 110.
4. NCBI Bookshelf– Download NIH reports like *Behavioral Economics* 11.
5. Google Scholar – Journal articles (e.g., JEP's welfare reform analysis) 2.

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	3	2
CO2	3	2	3	2	3	3	3	2	3	2
CO3	3	3	3	3	2	3	3	2	1	2
CO4	2	3	3	2	3	3	2	2	1	3
CO5	3	2	3	3	3	2	2	3	3	3

1. Moderate

2. High

3. Very high

**CORPORATE SOCIAL RESPONSIBILITY**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. To understand the conceptual framework, approaches, Role of Corporate Social Responsibility (CSR).
2. To know the Law, policy, national and international guidelines of CSR
3. To study the sociological concepts, Feature of Indian Society of CSR.

**Course Outcomes:** On completion of the course, the students will be able to

<b>CO Code</b>	<b>Course Outcome Statement</b>	<b>Bloom's Level</b>
CO1	Understand CSR concepts, approaches, and stakeholder responsibilities	L1, L2
CO2	Learn CSR laws, policies, and guidelines	L2
CO3	Explore international CSR frameworks and sustainability	L3
CO4	Understand sociological concepts and business ethics	L4, L5
CO5	Learn about Indian society's features and justice	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning**UNIT I: Introduction to CSR**

Concept and evolution of CSR-Business ethics vs CSR vs Corporate Governance- Triple Bottom Line: People, Planet, Profit-Importance of CSR in the current business environment-Arguments for and against CSR

**UNIT II: CSR and Legal Framework in India**

CSR under **Section 135 of the Companies Act, 2013**-CSR Rules and Schedule VII – activities permitted CSR expenditure and mandatory compliance-Role of Board and CSR Committee-Guidelines issued by Ministry of Corporate Affairs (MCA)

### **UNIT III: CSR Strategies and Implementation**

Steps in developing a CSR strategy-Role of HR in CSR policy formulation and execution-Integrating CSR with core business objectives-CSR project planning and management-CSR and supply chain responsibility

### **UNIT IV: Stakeholder Engagement and Partnerships**

Identifying stakeholders: internal and external-Stakeholder mapping and analysis-Community engagement and development-Collaborations with NGOs and government bodies-Employee volunteering and CSR

### **UNIT V: CSR Reporting, Auditing, and Evaluation**

Need and benefits of CSR reporting-Global frameworks: GRI (Global Reporting Initiative), UNGC, ISO 26000, SDGs-CSR Scorecards and Social Return on Investment (SROI)-CSR audit and impact assessment-Use of technology and dashboards in CSR reporting

### **UNIT VI: Contemporary Issues and Best Practices in CSR**

CSR and environmental sustainability-CSR in SMEs and start-ups-Business for social innovation and inclusive growth-Challenges in CSR implementation-Case studies: Tata Group, Infosys Foundation, ITC e-Choupal, Reliance Foundation, global CSR benchmarks (Unilever, Microsoft)

#### **Sessional Assessment**

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
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<b>Total Marks</b>	<b>: 25 Marks</b>
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#### **Books**

1. "Corporate Social Responsibility: Strategy, Communication, Governance" Covers global CSR themes like human rights, labor rights, and environmental issues. Includes case studies and pedagogical tools 1.
2. "Corporate Social Responsibility Across the Globe"Examines CSR's regulatory challenges and governance models in diverse jurisdictions 2.
3. "Good Corporation, Bad Corporation: CSR in the Global Economy" Open-access textbook discussing climate change, fair trade, and ethical labor practices. Available via Open SUNY 5.
4. "Strategic Corporate Social Responsibility" by Debbie Haski-Leventhal Integrates CSR theory with practical tools, featuring case studies from brands like LEGO and Ben & Jerry's 14.

5. "Corporate Social Responsibility" (SAGE Publications) Focuses on CSR implementation, with chapters on leadership, HRM, and stakeholder engagement 6.

## Journals

1. Social Responsibility Journal (Emerald) Publishes research on CSR, sustainability, and ethical business practices 9.
2. Journal of Business Ethics Covers CSR, corporate governance, and stakeholder theory.
3. Corporate Governance: International Review Examines CSR's role in corporate governance.
4. Business & Society Focuses on CSR's societal impacts and policy implications.
5. Sustainability Accounting, Management and Policy Journal Addresses CSR reporting and environmental accountability.

## Online & Open Educational Resources

1. Cambridge Core Access CSR textbooks like *Corporate Social Responsibility across the Globe* 2.
2. Emerald Insight Download journals like *Social Responsibility Journal* 9.
3. Google Scholar Search for peer-reviewed CSR articles and case studies.
4. Open SUNY Textbooks Free access to *Good Corporation, Bad Corporation* 5.
5. SAGE Publications Read *Corporate Social Responsibility* (2015) and related articles 6.

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	3	3	1
CO2	3	2	2	3	3	3	3	2	3	3
CO3	2	3	3	3	2	3	3	2	3	3
CO4	3	2	3	2	3	3	2	2	1	2
CO5	3	2	3	3	3	2	2	3	3	3

1. Moderate      2. High      3. Very high

**PROFESSIONAL ETHICS IN HRM**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. To create awareness about upcoming managers and different types of information systems.
2. To familiarize about modern project management, Capital accounting, performance appraisals.
3. To understand various Management Information Systems operating in an organization.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn the basics and growth of business information systems.	L1, L2
CO2	Use project management skills for choosing and managing projects.	L2, L3
CO3	Measure and account for employee skills and costs.	L3
CO4	Understand new HR trends like paperless work and outsourcing.	L4
CO5	Protect HR data, handle tech challenges, and connect HR with IT.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning**UNIT I: Foundations of Ethical Reasoning in HRM**

Ethics vs. Morality vs. Law. The Importance of Ethics in HRM: Building Trust, Reputation, and Sustainable Organizations. Major Ethical Frameworks: Consequentialism (Utilitarianism), Deontology (Duty & Rights), Virtue Ethics, and Justice Theory. Applying Ethical Decision-Making Models to HR Scenarios. The Role of Corporate Culture in Shaping Ethical Behavior. The HR Professional as a Moral Agent and Ethical Leader.

**UNIT II: Ethical Issues in Talent Acquisition and Management**

Ethics of Recruitment: Misrepresentation, Employer Branding, and Ghosting. Ethical Interviewing: Privacy, Non-Discrimination, and Questions of Fit. Algorithmic Bias in AI-based Recruitment and Selection. Ethical Onboarding and Psychological Contracts. Ethical Dilemmas in Performance Management: Bias, Accuracy, and Feedback. The Ethics of Talent Poaching and Non-Compete Agreements.

**UNIT III: Ethics of Employee Treatment and Privacy**

The Ethical Dimensions of Employee Privacy: Monitoring, Surveillance, and Data Protection (GDPR, CCPA). Ethical Workplace Investigations: Confidentiality, Due Process,

and Fairness. The Right to Disconnect and Work-Life Boundaries. Ethical Management of Whistle blowing and Speak-Up Programs. Psychological Safety and the Prevention of a Hostile Work Environment. The Ethics of Layoffs and Restructuring.

#### UNIT IV: Ethics in Compensation, Benefits, and Development

The Ethics of Compensation: Pay Equity, Transparency, and Living Wage. Executive Pay: The Ethics of Disparity and "Say on Pay". Ethical Issues in Benefits Design and Access. Ethical Dilemmas in Learning & Development: Access, Favoritism, and Exploitation. Ethics of Succession Planning and Career Development. The Ethics of Employee Debt and Financial Wellness Programs.

#### UNIT V: Global HRM, Diversity, and Ethical Dilemmas

Ethical Relativism vs. Universalism in International Business. Navigating Cultural Differences in Ethical Norms (e.g., gifts, nepotism). Ethical Sourcing and Global Supply Chain Labor Standards. The Ethical Imperative of Diversity, Equity, and Inclusion (DEI): Beyond Compliance. Ethical Challenges in Implementing DEI Initiatives (e.g., tokenism, backlash). Ethics of Religious and Cultural Accommodation.

#### UNIT VI: Building an Ethical HR Function and Profession

Codes of Ethics -Society for Human Resource Management:( **SHRM**), Chartered Institute of Personnel and Development (CIPD), and other Professional Bodies. Designing and Implementing an Effective Ethics & Compliance Program. Ethics Training: Strategies for Effectiveness. The Role of HR in Leading Ethical Culture Change. Whistleblowing, Retaliation, and Ethical Reporting Channels. Future Ethical Challenges: Neuroethics, AI in HR, and the Changing Social Contract of Work.

#### Sessional Assessment

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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#### Books

1. DesJardins, J. R., & McCall, J. J. (2023). *Contemporary issues in business ethics* (9th ed.). Cengage Learning. (Ch. 1 & 2)
2. Buckley, M. R., Beu, D. S., & Novicevic, M. M. (2024). *Human resource management: A ethical and legal perspective* (2nd ed.). Routledge. (Ch. 4)
3. Weiss, J. W. (2021). *Business ethics: A stakeholder and issues management approach* (7th ed.). Berrett-Koehler Publishers. (Ch. 8)
4. Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2023). *Business ethics: Ethical decision making and cases* (13th ed.). Cengage Learning. (Ch. 7)

- Stanwick, P. A., & Stanwick, S. D. (2022). *Understanding business ethics* (4th ed.). Sage Publications. (Ch. 10)

### Journal

- Greenwood, M. R., & Freeman, R. E. (2023). Ethics and HRM: The contribution of stakeholder theory. *Business & Society*, 62(5), 1052-1087.
- Tambe, P., Cappelli, P., & Yakubovich, V. (2023). Artificial intelligence in human resources management: Challenges and a path forward. *California Management Review*, 65(1), 15–42.
- Martin, K. E., & Freeman, R. E. (2023). The ethics of employee surveillance. *Journal of Business Ethics*, 185(1), 1-16.
- Castilla, E. J. (2020). Accounting for the gap: A firm study manipulating organizational accountability and transparency in pay decisions. *Organization Science*, 31(1), 4–27.
- Nishii, L. H., & Leroy, H. (2022). A multi-level framework of inclusive leadership in organizations. *Group & Organization Management*, 47(4), 683-722.

### Online Sources:

- <https://doi.org/10.1177/00076503221102847>
- <https://doi.org/10.1177/00081256231204728>
- <https://doi.org/10.1007/s10551-022-05203-0>
- <https://doi.org/10.1287/orsc.2019.1286>
- <https://doi.org/10.1177/10596011221111505>
- <https://doi.org/10.1007/s10551-020-04630-1>

Mapping with Programme Outcome										
Cos	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	3	3
CO2	3	3	3	2	3	3	3	2	1	2
CO3	2	3	3	3	2	3	3	2	3	3
CO4	3	3	2	2	3	3	2	2	2	3
CO5	3	3	3	3	3	2	2	3	3	1

1. Moderate      2. High      3. Very high

**INTERNSHIP – III: HRM PRACTICES –LEVEL 3  
(One Month)**

**Course Objectives**

1. To provide practical exposure to HRM practices in real-world organizational settings.
2. To develop understanding of HR functions such as recruitment, training, performance appraisal, and employee relations.
3. To enable students to apply theoretical HR concepts in workplace scenarios.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Demonstrate practical understanding of HRM functions and practices.	L1
CO2	Apply HR concepts to analyze workplace situations and solve HR-related problems.	L2,L3
CO3	Develop skills in preparing detailed internship reports and documenting HR practices effectively.	L4
CO4	Communicate confidently and professionally during viva voce and presentations.	L4
CO5	Reflect critically on organizational HR practices to recommend improvements.	L5,L6
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.

**Particulars of Evaluation**

2 Reviews (Internal & External)	– 40 Marks (2 x 20)
2 Evaluation of the Internship III Report (Internal & External)	– 40 Marks (2 x 20)
2 Viva Voce Examination (Internal & External)	– 20 Marks (2 x 10)

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**Total** **– 100 Marks**

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**Credits** **– 5 for Internship – III  
Report+ Viva Voce Examination**

**References**

1. **“Human Resource Management”** by Gary Dessler – Pearson
2. **“Human Resource Management”** by K. Aswathappa – McGraw Hill
3. **“Managing Human Resources”** by Luis R. Gomez-Mejia, David B. Balkin, Robert L. Cardy – Pearson

**NON-MAJOR  
ELECTIVE(NME2)  
FOR OTHER  
DEPARTMENT  
STUDENTS**

**ENTREPRENEURSHIP DEVELOPMENT**  
**(NON MAJOR ELECTIVE FOR OTHER DEPARTMENT STUDENTS)**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks : 75

**Course Objectives**

1. To learn Concepts, innovation and skill development of Entrepreneurship.
2. To know the practice of Managing a Small Business, Business plan, Financial Planning and Control
3. To understand about creation of new venture.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Learn the basics of entrepreneurship and types of entrepreneurs.	L1, L2
CO2	Understand innovation, skill development, and support for entrepreneurs.	L2
CO3	Know about family and women entrepreneurship and their challenges.	L3, L4
CO4	Develop skills in creating business plans and analyzing projects.	L4
CO5	Identify new venture opportunities, marketing, and funding sources.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I -Introduction to Entrepreneurship**

Concepts, Nature, importance and functions of Entrepreneur, Entrepreneurship, Entrepreneurship development and Enterprise, classifications of entrepreneurs - Characteristics of entrepreneur - Entrepreneur vs. professional manager - Agri – Entrepreneurship–agri –entrepreneurship fields- challenges in agri –Entrepreneurship.

**UNIT II - Innovation and Skill Development**

Innovation in Business- Types of Innovation – Creating and Identifying Opportunities for Innovation – the Technological Innovation Processes -Entrepreneurship and environment-Policies governs entrepreneurs, entrepreneurial development programmes - Institutions for entrepreneurship development. Entrepreneurship Skill and Entrepreneurship Development Institutions, Programmes and Schemes in India, Problems and Prospects of entrepreneurship.

### UNIT III – Family and Women Entrepreneurship

Family Business Importance, Types, History-Women Empowerment –Women and Globalization- Economic, social and personal motivations for female entrepreneurs-challenges facing women entrepreneurs- Policy framework supporting women entrepreneurs in India- famous Indian women entrepreneurs Institutions for Women Entrepreneurial Development.

### UNIT IV - Business Plan Preparation

Business plan- Creating and starting the venture, Project - identification, formulation, project report - project appraisal - project planning - social and financial analysis of Project and project financing.

### UNIT V - Creation the New Venture and Funding Agency

New Venture Creation: Identifying Opportunities for New Venture Creation: Environment– Generation of New Ideas for Products and Services. Creating, Shaping, Recognition, Seizing and Screening of Opportunities- Marketing Methods – Pricing Policy and Distribution Channels. Funding agency: Central level and State level Institutions, SIDBI, NABARD, IDBI SIDCO, DIC.

### UNIT VI - Project Report

Introduction - Idea Selection -Selection of the Product / Service -Aspects of a Project -Phases of a Project - Project Report - Contents of a Project Report - Proforma of a Suggested Project Report for a manufacturing Organization.

#### Sessional Assessment

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
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<b>Total Marks</b>	<b>: 25 Marks</b>
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#### Books

1. "The Lean Startup" – Eric Ries
2. "Zero to One" – Peter Thiel
3. "The \$100 Startup" – Chris Guillebeau
4. "Rich Dad Poor Dad" – Robert Kiyosaki (*Financial Mindset*)
5. "The E-Myth Revisited" – Michael Gerber (*Small Business Mgmt.*)

#### Journals

1. Harvard Business Review (HBR) (*Business Strategy*)
2. Journal of Business Venturing (*Startup Research*)
3. Entrepreneurship Theory and Practice (*Academic Insights*)
4. Small Business Economics (*SME Growth Studies*)
5. MIT Sloan Management Review (*Innovation & Tech*)

## Online & Open Educational Resources

1. Coursera (*Entrepreneurship Courses*) – [APK Available]
2. edX (*MIT's Entrepreneurship Program*) – [APK Available]
3. Khan Academy (*Business & Finance Basics*) – [APK Available]
4. Udemy (*Startup Courses*) – [APK Available]
5. OpenStax (*Free Business Textbooks*) – [Web/PDF]

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	3	3	3	3	3	2
CO2	3	3	3	2	3	3	3	2	3	2
CO3	3	3	3	3	2	3	3	2	1	3
CO4	2	3	3	2	3	3	2	2	2	3
CO5	2	3	3	3	3	2	2	3	3	1

1. Moderate      2. High      3. Very high

# **SEMESTER IV**

**KNOWLEDGE MANAGEMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks 25

ESE /Annual Marks 75

**Course Objectives**

1. To understand the value of knowledge management in organizations.
2. To analyse KM architecture by the way of creating and converting Knowledge.

**Course Outcomes:** On completion of the course, the students will be able to

<b>CO Code</b>	<b>Course Outcome Statement</b>	<b>Bloom's Level</b>
CO1	Knowledge Management fundamentals and ethics	L1, L2
CO2	KM architecture, capture, and codification	L2
CO3	Strategic approaches for KM advantage	L3
CO4	Culture of learning and knowledge sharing	L4, L5
CO5	KM's role in organizational effectiveness	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I - Introduction to KM**

Meaning and Concept of KM Knowledge-Knowledge continuum - Knowledge society- Knowledge access and Knowledge Mapping- The foundations of knowledge management - Data, information, knowledge, wisdom- KM-Intellectual capital and KM-KM advantages Key Challenges for KM, Ethics for Knowledge Management. Knowledge Management Cycle.

**UNIT II- KM Architecture**

Knowledge Capture and Codification-Tacit and Explicit Knowledge-Technical and Cognitive dimensions-Knowledge creation: The Ontological and Epistemological modes-Knowledge conversion: Knowledge Management Models -The four modes S,E,C,I Model-Knowledge Spiral.

**UNIT III - Planning For Strategic KM**

Defining strategy-Development of strategic KM-Knowledge leadership-The seven strategic levers-Creating successful knowledge strategies-KM in practice.

**UNIT –IV - Culture of Learning and Knowledge Sharing**

Building the Organization culture- Different human behaviour, Organizational

context: Structure, roles, and processes of KS -Guidance for knowledge sharing-Knowledge sharing skills- Knowledge Markets.

## UNIT V- Importance of KM to Organizations

A knowledge competent organization-Knowledge functions in organizations-KM Process in organizations-Conditions for organizational knowledge creation- Five Phase Model of organizational knowledge-Challenges in creating organizational knowledge-Promoting KM for organizational effectiveness.

## UNIT VI - Recent Trends

Recent developments in KM -Information Communication Technology tools - IT governance- Knowledge management in manufacturing and service sectors.

### Sessional Assessment

- |                 |   |
|-----------------|---|
| a) 2 Tests      | : 15 Marks  |
| b) 1 Assignment | :5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | :5 Marks  |

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**Total Marks : 25 Marks**  
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### Books

1. Ifenthaler, D., & Rüß, J. (Eds.). (2021). *Knowledge Management and Higher Education: A Theory-Driven Approach* (1st ed.). Springer.
2. Probst, G., & Raub, S. (2021). *Managing Knowledge: Building Blocks for Success* (5th ed.). Wiley.
3. Tiwana, A. (2022). *The Data-Driven Contributor: Shaping Team Knowledge in a Knowledge Economy*. MIT Press.
4. Maier, R. (2022). *Knowledge Management in Public and Non-Profit Organizations* (2nd ed.). Palgrave Macmillan.
5. Brewer, E., & Shore, J. (2023). *AI in Knowledge Management: Bridging Human and Machine Intelligence*. Routledge.

### Journal

1. Ćelik-Memić, L., et al. (2025). *The Relevance of Knowledge Management in Sustainable Development and Green Innovation: A Developing Country Perspective*. *South East European Journal of Economics and Business*, 20(1), 163–175. Sciendo
2. Pereira, N., & Fernandes, C. (2025). *Knowledge Management in Health Organizations: A Systematic Literature Review*. *Journal of the Knowledge Economy*. SpringerLink
3. Rezaei, M. (2025). *Artificial Intelligence in Knowledge Management: Identifying and Addressing the Key Implementation Challenges*. *Technological Forecasting and Social Change*, 217, Article 124183. ResearchGate

4. Mohammad, Y., Nachouki, M., & Mohamed, E. A. (2025). *Knowledge Management Systems in Business Management Using Knowledge Graphs and Semantic Technologies. International Journal of Knowledge Management*, 21(1), 1–29. ResearchGate
5. Jiang, Z., Huo, M.-L., Jones, J., Cheng, Z., Manoharan, A., & Spoeher, J. (2024). *Thriving in future work: knowledge management and innovation perspectives. Knowledge Management Research & Practice*, 23(1), 1–12. Taylor & Francis Online

### Online & Open Educational Resources (OER)

1. **WikiEducator** – A community-driven platform offering freely reusable lesson plans and course materials. Wikipedia
2. **OER Commons** – A searchable library of open educational resources in varied disciplines, with customizable filters. Wikipedia
3. **MERLOT** – A peer-reviewed collection of teaching and learning materials contributed by educators. Wikipedia
4. **OpenStax** – Offers open-license textbooks; while not KM-specific, foundational knowledge systems texts are available. (via Reddit resource list) Reddit
5. **MIT OpenCourseWare** – A free publication of MIT course materials, including information systems and KM-adjacent topics. Reddit

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	3	1	2
CO2	3	3	3	2	3	3	3	2	3	1
CO3	2	3	3	3	3	2	3	2	2	3
CO4	2	3	3	2	3	3	2	2	2	3
CO5	2	3	3	3	3	2	2	3	2	2

1. Moderate      2. High      3. Very high

**ARTIFICIAL INTELLIGENCE IN HRM**

Examination Duration : 3 Hours

CIA/Sessional Marks 25

ESE /Annual Marks 75

**Course Objectives**

1. Understand the fundamentals of Artificial Intelligence and its application in HRM.
2. Analyze how AI is transforming core HR functions such as recruitment, training, performance management, and employee engagement.

**Course Outcomes:** On completion of the course, the students will be able to

CO1	Artificial Intelligence fundamentals and ethics	L1, L2
CO2	AI architecture, capture, and codification	L2
CO3	Strategic approaches for AI advantage	L3
CO4	Culture of learning and knowledge sharing	L4, L5
CO5	AI role in organizational effectiveness	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I: INTRODUCTION TO AI AND ITS RELEVANCE TO HRM**

Concept and Evolution of Artificial Intelligence – Definitions, History, and Milestones - Types of AI – Machine Learning, Deep Learning, NLP, Generative AI - Scope of AI in Business and HRM – Strategic importance, HR digital transformation - Role of AI in HRM Functions – Overview of AI applications in HR - Benefits and Challenges of AI Adoption in HR – Efficiency, cost savings, talent experience vs. resistance, skill gaps - Ethical Considerations and Bias in AI-Based HR Tools – Unconscious bias, fairness.

**UNIT II: AI IN TALENT ACQUISITION AND RECRUITMENT**

AI in Sourcing and Screening – Automated resume screening, keyword-based ranking - Predictive Hiring and Job Matching – Algorithms for cultural fit and performance prediction - Chatbots and Virtual Recruiters – Use in candidate engagement and pre-screening - Video Interview Analysis Tools – Case studies (HireVue, Pymetrics, HiredScore) - Gamification and AI Assessment Tools – Skills testing through AI platforms - Legal and Ethical Implications – Bias, transparency, consent.

**UNIT III: AI IN EMPLOYEE LIFE CYCLE MANAGEMENT**

AI in Onboarding and Employee Experience – Personalized onboarding through virtual assistants - AI in Training and Development – Adaptive learning platforms, VR/AR for training - AI in Workforce Planning and Retention – Predictive analytics for turnover - AI

in Performance Appraisal and Goal Setting – Continuous performance monitoring - AI for Employee Engagement – Sentiment analysis, well-being monitoring - Ethical Concerns in Using AI Across HR Functions – Employee trust and data security.

#### **UNIT IV: AI IN PERFORMANCE MANAGEMENT AND ANALYTICS**

Real-Time Feedback Systems – Continuous feedback loops - AI in Goal Setting and OKRs – Automated tracking and alignment with business goals - Sentiment Analysis and Predictive Behavior Analysis – Analyzing employee communication and surveys - AI-Powered Productivity Tools – Insights for improving performance - Role of AI in Compensation Management – Pay equity analysis and optimization.

#### **UNIT V: ETHICAL, LEGAL, AND DATA PRIVACY ISSUES IN AI-DRIVEN HR**

Algorithmic Bias and Fairness – Sources of bias and mitigation techniques - Transparency and Explainability in AI Decisions – Explainable AI models - Data Privacy and Security Regulations – GDPR, Indian IT Act, Data Protection Bill 2023 - Ethical Frameworks and Governance – Responsible AI policies in HR - Employee Consent and Trust-Building – Communication strategies.

#### **UNIT VI: EMERGING TRENDS AND THE FUTURE OF AI IN HRM**

Generative AI in HR – Use cases (ChatGPT for HR policies, job descriptions) - Predictive Workforce Analytics and People Analytics – Data-driven strategic planning - AI in Leadership Development and Succession Planning – Future-ready leadership pipelines - AI-Enabled Diversity, Equity, and Inclusion (DEI) Initiatives - Augmented HR Professional Roles – Human-AI collaboration, new HR capabilities - Future Skills for HR Professionals in an AI-Powered Workplace.

#### **Sessional Assessment**

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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#### **Books**

1. Agrawal, V. (Ed.). (2025). \*Human Resource Management and Artificial Intelligence: Automating and Optimizing Processes\*. Routledge. ([Routledge][1])
2. Tursunbayeva, A. (Ed.). (2024). \*Augmenting Human Resource Management with Artificial Intelligence: Towards an Inclusive, Sustainable, and Responsible Future\*.
3. Adekoya, O. D., Mordi, C., & Ajonbadi, H. A. (Eds.). (2024). \*HRM, Artificial Intelligence and the Future of Work: Insights from the Global South\*. Springer.
4. Tyagi, P., Chilamkurti, N., Grima, S., Sood, K., & Balusamy, B. (Eds.). (2023). \*The Adoption and Effect of Artificial Intelligence on Human Resources Management\*. Emerald Publishing. ([Ingram Academic][4])

5. Malik, A., & Budhwar, P. (Eds.). (2024). *\*Artificial Intelligence and International HRM: Challenges, Opportunities and a Research Agenda\**. Routledge. ([Atlantic Books][5])

## **Journal**

1. Kaushal, N., Kaurav, R. P. S., Sivathanu, B., et al. (2023). Artificial intelligence and HRM: Identifying future research agenda using systematic literature review and bibliometric analysis. *\*Management Review Quarterly*, 73\*, 455-493. [<https://doi.org/10.1007/s11301-021-00249-2>](<https://doi.org/10.1007/s11301-021-00249-2>) ([SpringerLink][6])
2. “Unlocking the value of artificial intelligence in human resource management through AI capability framework.” (2022). *\*Human Resource Management Review*, 33\*(1), Article 100899. [<https://doi.org/10.1016/j.hrmr.2022.100899>](<https://doi.org/10.1016/j.hrmr.2022.100899>) ([ScienceDirect][7])
3. “An interdisciplinary review of AI and HRM: Challenges and future directions.” (2022). *\*Human Resource Management Review*, 33\*(1), Article 100924. [<https://doi.org/10.1016/j.hrmr.2022.100924>](<https://doi.org/10.1016/j.hrmr.2022.100924>) ([ScienceDirect][8])
4. Padma, S. (2024). AI and HR: Exploring data-driven solutions for optimizing human resource practices. *\*Asian Journal of Management Analytics*, 3\*(3), 933–948. [<https://doi.org/10.55927/ajma.v3i3.11202>](<https://doi.org/10.55927/ajma.v3i3.11202>) ([Formosa Publisher][9])
5. “AI-Based Human Resource Management Tools and Techniques: A Systematic Literature Review.” (2023). *\*Procedia Computer Science*, 229\*, 367-377. [<https://doi.org/10.1016/j.procs.2023.12.039>](<https://doi.org/10.1016/j.procs.2023.12.039>) ([ScienceDirect][10])

## **Online / Open Educational Resources (OER)**

1. Alison. (n.d.). Artificial Intelligence in Human Resource Management \[Online course]. Alison. Free course. ([Alison][11])
2. Coursera. (n.d.). AI Applications in People Management. University of Pennsylvania via Coursera. MOOC. ([Coursera][12])
3. Coursera. (n.d.). Introduction to Generative AI in Human Resources. Coursera. ([Coursera][13])
4. “AI-HRM: Transforming Human Resource Management With Artificial Intelligence.” (2024). *Educational Administration: Theory and Practice*, 30(5), 9208-9215. (Case study article) ([Kuey][14])
5. Elements of AI. (n.d.). University of Helsinki and MinnaLearn. MOOC on basics of AI.

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	3	1	2
CO2	3	3	3	2	3	3	3	2	3	1
CO3	2	3	3	3	3	2	3	2	2	3
CO4	2	3	3	2	3	3	2	2	2	3
CO5	2	3	3	3	3	2	2	3	2	2

2. Moderate      2. High      3. Very high

**TOTAL QUALITY MANAGEMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks: 25

ESE /Annual Marks: 75

**Course Objectives:**

1. To make the students understand the importance of Total Quality Management in an Organization.
2. To Make the students to improve Quality of Management.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Explain the principles, philosophies, and history of Total Quality Management.	L1, L2
CO2	Apply basic and advanced quality improvement tools to solve organizational problems.	L3
CO3	Analyze and design quality systems like ISO 9000, Six Sigma, and Lean.	L4
CO4	Evaluate leadership roles, culture, and employee empowerment in successful TQM implementation.	L5
CO5	Develop strategies for performance measurement, customer satisfaction, and continuous improvement.	L6
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning**UNIT I: Principles and Philosophy of TQM**

Definition, Basic Concepts and History of TQM-Quality Gurus: Deming, Juran, Crosby, Ishikawa – contributions & philosophies-Principles of TQM: Customer focus, Continuous improvement (Kaizen), Employee-involvement, Process approach, Integrated system-The Cost of Quality (COQ): Prevention, Appraisal, Internal Failure, External Failure-PDCA Cycle and Continuous Improvement

**UNIT II: Tools and Techniques for Quality Improvement**

Quality Tools: Check Sheets, Histograms, Pareto Charts, Cause-and-Effect Diagrams, Control Charts, Scatter Diagrams, Flowcharts-Advanced Tools: Affinity Diagrams, Tree Diagrams, Matrix Diagrams, Process Decision-Program Charts (PDPC), Prioritization Matrices-Failure Mode and Effect Analysis (FMEA)-Statistical Process Control (SPC): Control charts for variables and attributes

### UNIT III: Quality Management Systems

ISO 9000 Series: Principles, Documentation, Certification Process-Benchmarking: Types, Process, Benefits-Quality Function Deployment (QFD)-Six Sigma: DMAIC Process, Tools and Techniques  
Lean Principles and Waste Elimination

### UNIT IV: Leadership and Strategic Quality Management

Role of Top Management in TQM Implementation-Leadership Styles and Quality-Employee Empowerment, Teams and Quality Circles-Supplier Partnership and Relationship Management

### UNIT V: Performance Measurement and Continuous Improvement

Measuring Business Performance: Balanced Scorecard, Key Performance Indicators(KPIs)-Customer Satisfaction Measurement-TQM– Models-Business Excellence Models: Malcolm Baldrige National Quality Award (MBNQA),EFQM Excellence Model, Deming Prize-Continuous Improvement & Sustainability

### UNIT VI: TQM in Service Organizations and Future Trends

Unique Challenges of Implementing TQM in Service Sectors (Healthcare, IT, Finance).The Role of Technology and Digital Transformation in TQM. TQM and Sustainability: Integrating Quality with Environmental and Social Governance (ESG).

#### Sessional Assessment

- a) 2 Tests : 15 Marks
- b) 1 Assignment : 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
- c) 1 Seminar : 5 Marks

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**Total Marks : 25 Marks**  
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#### Books

1. Luthra, S., Garg, A., Dixit, A., Agarwal, A., & Mangla, S. K. (2024). *Total Quality Management (TQM): Principles, Methods, and Applications* [Mathematical Engineering, Manufacturing, and Management Sciences]. CRC Press. Amazon
2. Maader, M., & Mohebbi, A. (2023). *TQM for Sustainable Operations in Manufacturing*. Springer. (hypothetical—verify)
3. Sharma, P., & Singh, R. (2022). *Quality Evolution: Embedding TQM in Services*. Wiley. (hypothetical)
4. Chen, H.-L. (2025). *Digital TQM: Integrating IoT and AI for Quality Excellence*. Routledge. (hypothetical)
5. Patel, D., & Kapoor, S. (2023). *TQM in Healthcare: Paths to Patient Safety and Satisfaction*. CRC Press. (hypothetical)

## Journal

1. Liu, H.-C., Liu, R., & Gu, X. (2023). From Total Quality Management to Quality 4.0: A systematic literature review and future research agenda. *Frontiers of Engineering Management*, 10, 191–205. SpringerLink
2. Aichouni, A. B. E., Silva, C., & Ferreira, L. M. D. F. (2024). A systematic literature review of the integration of Total Quality Management and Industry 4.0: Enhancing sustainability performance through dynamic capabilities. *Sustainability*, 16(20), 9108. MDPI
3. Putera, F. W., & Padmakusumah, R. R. (2025). The influence of Total Quality Management (TQM) and Service Quality (Servqual) on customer satisfaction of Netflix services. *Journal of Accounting and Finance Management*, 5(6), 1487–1498. Dinasti Research
4. Ugwu, K. E. (2024). Aligning Total Quality Management, continuous improvement for process performance: An empirical review. *Journal of Commerce, Management, and Tourism Studies*, 3(1), 1–12. ympn.co.id

## Online & Open Educational Resources (OER)

1. **MIT OpenCourseWare (OCW)** – Offers free course materials on management and operations, useful for TQM themes. Wikipedia
2. **SWAYAM** – India’s government MOOC platform; inspires management courses that include quality management principles. Wikipedia
3. **OER Commons** – A searchable library of open educational resources across disciplines—including business and management. Wikipedia
4. **MERLOT** – Peer-reviewed OER repository; useful for finding case studies and modules on TQM. Wikipedia
5. **OpenStax** – Free textbooks in business and economics, foundational to understanding TQM frameworks. Lifewire

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	3	1	2
CO2	3	3	3	2	3	3	3	2	3	2
CO3	2	3	3	3	3	2	3	2	2	3
CO4	3	2	3	2	3	3	2	2	1	3
CO5	3	2	3	3	3	2	2	3	1	2

1. Moderate      2. High      3. Very high

**INFORMATION TECHNOLOGY FOR MANAGERS**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. To understand and analyze, and suggest various types of information technology.
2. To integrate business with IT to get positive impact on their business world
3. To identify the issues and suggestion for IT management.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Computer basics and networking	L1, L2
CO2	Windows XP and installation	L2
CO3	Word and Excel skills	L3
CO4	Power point presentations	L4, L5
CO5	Internet tools and e -governance	L5, L6
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I -Basics of Computer & Internet:**

Desktop computers, Structure of a computer, Input and output devices, memory and storage devices, different ports and its uses, Different type of printers. Software: OS, Windows OS, Application software. Networking, LAN and WAN connections, network, Internet, Hypertext. Internet Services and its Providers.

**UNIT II- Windows XP**

Windows concepts, Features, Windows Structure, Desktop, Taskbar, Start Menu, My Computer, Recycle Bin, Windows Accessories- Calculator, Notepad, Paint, Wordpad, Windows Explorer, Entertainment, Installation of Hardware & Software, Using Scanner and System Tools.

**UNIT III - Word -Document Processing - and Excel -Analysis**

Word - Features, Creating, Saving and Opening Documents in Word, Toolbars, Ruler, Menus, Keyboard Shortcut, Editing, Previewing, Printing, & Formatting a Document, Advanced Features of Word, Find & Replace, Mail Merge, Handling Graphics, Tables & Charts. Excel-Worksheet basics, creating worksheet, entering into worksheet, Toolbars and

Menus, Working with single and multiple workbook, working with formulae- formatting of worksheet.

#### **UNIT IV - Power Point -Presentation**

Creating slide show with animations- Auto layout, insert a new slide, applying design template, changing slide layout, reordering and hiding slides, slide show, Adding notes, Video and Audio, Formatting text, Replace fonts, Line spacing, WordArt, Backgrounds, Slide master, Header and footer, Slide numbers, Date, time, chart and tables.

#### **UNIT V - Internet and e-governance**

Internet-Intranet-Extranet tools: e-mail: e-mail address, attaching files, opening attachments, managing e-mail account, Web mail, Uploading and downloading files. computer virus and antivirus software. e-government, need of e-governance, e-administration, e- services, Mobile government, Law and policies, IT Act, and e-filing of Information. e-governance implementations.

#### **UNIT VI - Current Development**

Client-Server- Cloud computing- Mobile applications and Users interface- frameworks- ways of doing internet business- IT for Innovation – Issues and suggestions in IT usage- successful stories on IT for managers.

#### **Sessional Assessment**

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
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<b>Total Marks</b>	<b>: 25 Marks</b>
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#### **Books**

1. Castillo, F., & Monoso, K. (2024). *Managing Information Technology* (2nd ed.). Springer. SpringerLink
2. Turban, E., Volonino, L., & Wood, G. R. (2025). *Information Technology for Management: Driving Digital Transformation* (12th ed.). Wiley. cengage.co.inWiley-VCH
3. Langer, A. M. (2024). *Information Technology and Organizational Learning: Managing Behavioral Change in the Digital Age* (4th ed.). CRC Press. Wikipedia
4. Langer, A. M., & Mukherjee, A. (2023). *Developing a Path to Data Dominance: Strategies for Digital Data-Centric Enterprises*. CRC Press. Wikipedia
5. Andriole, S. (2023). *The Digital Playbook: How to Leverage Strategic Technology for Competitive Advantage*. Pearson/Financial Times. Wikipedia

#### **Journal Articles**

1. **Journal of Management Information Systems (JMIS)** – A premier quarterly journal offering cutting-edge research in information systems and IT management. Wikipedia
2. **Research-Technology Management (RTM)** – Focuses on innovation and R&D management, published bimonthly with practitioner-oriented content. Wikipedia

3. Gupta, R. D., Rahman, A., Showmick, M. I., Rahat, M. Y., & Hossen, M. J. (2025). *Exploring the convergence of HCI and evolving technologies in information systems*. *arXiv preprint*. arXiv
4. Ciampi, F., Faraoni, M., Ballerini, J., & Meli, F. (2021). *The co-evolutionary relationship between digitalization and organizational agility*. *arXiv preprint*. arXiv
5. Egodawele, M., Sedera, D., & Bui, V. (2022). *A systematic review of digital transformation literature (2013–2021)*. *arXiv preprint*. arXiv

### Online & Open Educational Resources (OER)

1. **MIT OpenCourseWare (OCW)** – Offers free, openly licensed course materials from MIT, including technology management and systems design. Wikipedia
2. **Cerro Coso OER Guide – Business & Information Technology** – Free textbooks and modules on IT systems, networking, databases, and security. [cerrocoso.libguides.com](http://cerrocoso.libguides.com)
3. **arXiv preprints** – Open-access repository with latest research in digital transformation, IT systems, HCI, and organizational agility [arXiv](https://arxiv.org/)+2[arXiv](https://arxiv.org/)+2
4. **Wikipedia-sourced educational listings** – Often link to free IT management resources and case studies (general reference).
5. **edX/MOOC platforms** – Many universities offer free courses on IT management, leadership, and digital transformation. (Suggestive; MIT OCW inspired this model) Wikipedia

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	3	1	2
CO2	3	3	3	3	2	3	3	2	1	2
CO3	2	3	3	3	3	2	3	3	2	3
CO4	3	2	3	2	3	3	2	2	3	3
CO5	2	2	3	3	3	2	2	3	2	2

1. Moderate      2. High      3. Very high

**ENTREPRENEURSHIP DEVELOPMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. To learn Concepts, innovation and skill development of Entrepreneurship.
2. To Understand the Management of Small Business, Business plan, Financial Planning and Control.
3. To know creation of new venture.

**Course Outcomes:** On completion of the course, the students will be able to

CO1	Learn the basics of entrepreneurship and types of entrepreneurs, with a focus on agriculture.	L1, L2
CO2	Understand innovation, identifying opportunities, and support systems for entrepreneurship.	L2, L3
CO3	Explore family and women entrepreneurship, including motivations and challenges in India.	L3
CO4	Know how to create a business plan and evaluate project feasibility.	L4, L5
CO5	Learn how to start a venture, develop ideas, and find funding sources.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning. Participative Learning, Case Study Method and Problem Based Learning**UNIT I -Introduction to Entrepreneurship**

Concepts, Nature, importance and functions of Entrepreneur, Entrepreneurship, Entrepreneurship development and Enterprise, classifications of entrepreneurs - Characteristics of entrepreneur - Entrepreneur vs. professional manager - Agri – Entrepreneurship–agri –entrepreneurship fields- challenges in agri –Entrepreneurship.

**UNIT II - Innovation and Skill Development**

Innovation in Business- Types of Innovation – Creating and Identifying Opportunities for Innovation – the Technological Innovation Processes -Entrepreneurship and environment-Policies governs entrepreneurs, entrepreneurial development programmes - Institutions for entrepreneurship development. Entrepreneurship Skill and Entrepreneurship Development Institutions, Programmes and Schemes in India, Problems and Prospects of entrepreneurship. Building Ventures Through Resource Scarcity & Cultural Hacking.

**UNIT III – Family and Women Entrepreneurship**

Family Business Importance, Types, History-Women Empowerment –Women and Globalization- Economic, social and personal motivations for female entrepreneurs-

challenges facing women entrepreneurs- Policy framework supporting women entrepreneurs in India- famous Indian women entrepreneurs Institutions for Women Entrepreneurial Development.

#### **UNIT IV - Business Plan Preparation**

Business plan- Creating and starting the venture, Project - identification, formulation, project report - project appraisal - project planning - social and financial analysis of Project and project financing.

#### **UNIT V - Creation the New Venture and Funding Agency**

New Venture Creation: Identifying Opportunities for New Venture Creation: Environment– Generation of New Ideas for Products and Services. Creating, Shaping, Recognition, Seizing and Screening of Opportunities- Marketing Methods – Pricing Policy and Distribution Channels. Funding agency: Central level and State level Institutions, SIDBI, NABARD, IDBI SIDCO, DIC.

#### **UNIT VI - Project Report**

Introduction - Idea Selection -Selection of the Product / Service -Aspects of a Project -Phases of a Project - Project Report - Contents of a Project Report - Proforma of a Suggested Project Report for a manufacturing Organization.

#### **Sessional Assessment**

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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#### **Books**

1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill Education.
2. Kuratko, D. F. (2021). *Entrepreneurship: Theory, process, and practice* (11th ed.). Cengage Learning.
3. Scarborough, N. M. (2019). *Essentials of entrepreneurship and small business management* (9th ed.). Pearson.
4. Drucker, P. F. (2007). *Innovation and entrepreneurship: Practice and principles*. Routledge.
5. Burns, P. (2016). *Entrepreneurship and small business: Start-up, growth and maturity* (4th ed.). Palgrave Macmillan.

#### **Journals**

1. Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217–226. <https://doi.org/10.5465/amr.2000.2791611>

- Alvarez, S. A., & Barney, J. B. (2007). Discovery and creation: Alternative theories of entrepreneurial action. *Strategic Entrepreneurship Journal*, 1(1–2), 11–26. <https://doi.org/10.1002/sej.4>
- Gartner, W. B. (2007). Entrepreneurial narrative and a science of the imagination. *Journal of Business Venturing*, 22(5), 613–627. <https://doi.org/10.1016/j.jbusvent.2006.10.003>
- Zahra, S. A., & Wright, M. (2011). Entrepreneurship's next act. *Academy of Management Perspectives*, 25(4), 67–83. <https://doi.org/10.5465/amp.2010.0149>
- Shepherd, D. A. (2015). Party on! A call for entrepreneurship research that is more interactive, activity-based, cognitively hot, compassionate, and prosocial. *Journal of Business Venturing*, 30(4), 489–507. <https://doi.org/10.1016/j.jbusvent.2015.02.001>

### Online & Open Educational Resources

- OECD. (2023). *Entrepreneurship at a Glance*. OECD iLibrary. <https://www.oecd-ilibrary.org>
- MIT OpenCourseWare. (2022). *Entrepreneurship and Innovation Courses*. <https://ocw.mit.edu>
- Harvard Business School Online. (2022). *Entrepreneurship Essentials*. <https://online.hbs.edu>
- World Bank. (2023). *Entrepreneurship database*. <https://www.worldbank.org>
- Coursera. (2023). *Entrepreneurship Specializations*. <https://www.coursera.org>

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	3	1	2
CO2	2	3	3	3	2	3	3	2	3	2
CO3	2	3	3	3	3	2	3	3	2	1
CO4	3	2	3	2	3	3	2	2	3	3
CO5	3	2	3	3	3	2	2	3	2	1

1. Moderate      2. High      3. Very high

**ENVIRONMENTAL SOCIAL GOVERNANCE (ESG)**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. Grasping the meaning of Environmental, Social, and Governance factors and their significance in evaluating business practices.
2. Understanding how ESG integrates with and drives sustainable business strategies and practices.
3. Learning how to integrate ESG principles into core business functions like risk management, supply chain management, and decision-making processes.

**Course Outcomes:** On completion of the course, the students will be able to

<b>CO Code</b>	<b>Course Outcome Statement</b>	<b>Bloom's Level</b>
CO1	Gaining the knowledge and skills necessary to become a certified ESG professional or analyst	L1, L2
CO2	Developing the ability to drive positive change within organizations and communities, fostering a more sustainable and responsible business culture.	L2, L3
CO3	Enhancing career opportunities and prospects in the growing field of ESG and corporate sustainability..	L3
CO4	Know how to create a business plan and evaluate project feasibility.	L4, L5
CO5	Learn how to start a venture, develop ideas, and find funding sources.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning.**UNIT I-GOVERNANCE AND SUSTAINABILITY**

Conceptual Framework of Corporate Governance: Evolution of Corporate Governance, Corporate governance concepts, Corporate Governance Forums, Indian & International concept of Corporate Governance. Legislative Framework of Corporate Governance in India: Listed Companies, Unlisted Companies, PSUs, Banks and Insurance Companies, Stewardship Code. Board Effectiveness: Role clarity of Board and Management, Diversity in Board Room, Selection and Appointment Process, 1 Responsibilities and Effectiveness of Board members, Role of Directors' in Prevention of Insider Trading

## **UNIT II–RISK MANAGEMENT**

Risk Identification, Risk Measurement, Risk Analysis, Risk Mitigation, Importance of Risk Management Committee, Role of Internal Audit, Various Kinds of Risks, Crisis Management, Disaster Risk Management, Relationship between Business Continuity Plan, Crisis Management and Disaster Recovery Plan, ESG Risk assessment, Fundamentals of Cyber Security Threats and Countermeasures.

## **UNIT–III– ENVIRONMENT AND SUSTAINABILITY REPORTING**

Emerging Mandates from Government and Regulators, Sustainability Audit, ESG Rating, Business Responsibility and Sustainability Reporting (BRSR), Green Initiatives and Renewable Energy for business, Board's Accountability on ESG, ESG investing and sustainable Finance.

## **UNIT IV– ENVIRONMENT SOCIAL GOVERNANCE DISCLOSURE**

Social Factors and Considerations for ESG Framework, Reporting as CSR, Global Reporting Initiative (GRI), Carbon Disclosure Project (CDP), The International Integrated Reporting Council (IIRC), The Sustainability Accounting Standards Board (SASB), Single v. Multiple Disclosure Standards, Regulation of ESG Ratings.

## **UNIT V–EXAMINING ESG FRAMEWORKS FOR SUSTAINABLE DEVELOPMENT**

Influence of ESG frameworks an performance on private and public sectors, Policy integration and coherence in promoting sustainable development, Examine the role stakeholders and partners in promoting ESG-aligned sustainable development, Role of International organizations, Forums, Diplomats in promoting, supporting and implementing ESG frameworks, Examine how ESG frameworks contribute to long-term value creation and improve effectiveness in the organization.

## **UNIT VI – ESG IN PRACTICE AND SUSTAINABLE DEVELOPMENT**

ESG Performance in Private vs. Public Sector-Stakeholder Engagement and Policy Integration Role of International Organizations (UN, WEF, UNGC, OECD)-Diplomacy, Forums, and Global ESG Alliances-ESG for Value Creation and Organizational Effectiveness-Building Long-Term ESG Strategies for Sustainable Growth.

### **Sessional Assessment**

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
<hr/>	
<b>Total Marks</b>	<b>: 25 Marks</b>
<hr/>	

## Books

1. Bril, H., Kell, G., & Rasche, A. (Eds.). (2022). *Sustainability, Technology, and Finance: Rethinking How Markets Integrate ESG*. Routledge. Biblio
2. Davies, P. (2024). *The Global ESG Handbook: A Guide for Practitioners*. Globe Law & Business. Simon & Schuster+1
3. Sherwood, M. W., & Pollard, J. (2023). *Responsible Investing: An Introduction to Environmental, Social, and Governance Investments* (2nd ed.). Routledge. Routledge
4. Rasche, A., Morsing, M., Moon, J., & Kourula, A. (Eds.). (2023). *Corporate Sustainability: Managing Responsible Business in a Globalised World*. Cambridge University Press. Cambridge University Press & Assessment
5. Boustead, R. (2025). *ESG Reporting Manual: 500+ Legal Tips and Tricks to Improve Your ESG Reporting*. River Publishers. Routledge+1

## Journal Articles

1. Shmelev, S. E., & Gilardi, E. (2025). Corporate environmental, social, and governance performance: The impacts on financial returns, business model innovation, and social transformation. *Sustainability*, 17(3), Article 1286. <https://doi.org/10.3390/su17031286> MDPI
2. da Cunha, Í. G. F., Policarpo, R. V. S., de Oliveira, P. C. S., et al. (2025). A systematic review of ESG indicators and corporate performance: Proposal for a conceptual framework. *Future Business Journal*, 11, Article 106. <https://doi.org/10.1186/s43093-025-00539-1> SpringerLink+1
3. Fu, T., & Li, J. (2023). An empirical analysis of the impact of ESG on financial performance: The moderating role of digital transformation. *Frontiers in Environmental Science*, 11, Article 1256052. <https://doi.org/10.3389/fenvs.2023.1256052> Frontiers
4. Baratta, A., Cimino, A., Longo, F., Solina, V., & Verteramo, S. (2023). The impact of ESG practices in industry with a focus on carbon emissions: Insights and future perspectives. *Sustainability*, 15(8), 6685. <https://doi.org/10.3390/su15086685> MDPI
5. Gerged, M., Nobanee, H., & others. (2024). Exploring Environmental, Social and Governance research in the wake of COVID-19: A bibliometric analysis of current trends and recommendations for future research. *Corporate Social Responsibility and Environmental Management*. Advance online publication. <https://doi.org/10.1002/csr.2909> Wiley Online Library

## Online & Open Educational Resources

1. *Sustainable Enterprise Value Creation: Implementing Stakeholder Capitalism through Full ESG Integration* [Open Access Book]. Springer. (2022) — freely downloadable/open access. SpringerLink+1
2. Singapore Green Finance Centre (SGFC), via Singapore Management University (SMU). (2024). *Introduction to Sustainability & Sustainable Finance* [MOOC]. Free, self-paced. NDC Partnership
3. IIM Bangalore. (2025). *From Theory to Practice: Implementing ESG and Sustainability in Business* [MOOC, in Hindi]. Swayam.

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	3	3	1	2
CO2	2	3	3	3	2	3	3	2	3	2
CO3	2	3	3	3	3	2	3	3	2	1
CO4	3	2	3	2	3	3	2	2	3	3
CO5	3	2	3	3	3	2	2	3	2	1

1. Moderate      2. High      3. Very high

**INTERNATIONAL HUMAN RESOURCE MANAGEMENT**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives**

1. To provide a comprehensive understanding of HRM practices in international and multinational contexts.
2. To analyze global HR strategies, including expatriation, staffing, and talent management.
3. To understand cross-cultural issues affecting HR decisions in international business.

**Course Outcomes:** On completion of the course, the students will be able to

<b>CO Code</b>	<b>Course Outcome Statement</b>	<b>Bloom's Level</b>
CO1	Learn IHRM basics and its differences from domestic HRM.	L1, L2
CO2	Understand international recruitment challenges, including expatriates and gender.	L2
CO3	Explore training, career growth, and managing global teams	L3
CO4	Learn about repatriation, industrial relations, and legal/ethical issues.	L4
CO5	Understand culture's impact on performance and HR practices.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning**UNIT I: Introduction to International HRM**

Definition, scope, and significance of IHRM-Differences between Domestic HRM and IHRM-Development of IHRM as a discipline-Drivers of internationalization of business and HR-Approaches to IHRM: Ethnocentric, Polycentric, Regiocentric, Geocentric.

**UNIT II: International HR Planning and Staffing**

Global workforce planning-International recruitment and selection strategies-Staffing for international operations: Parent-country nationals (PCNs), Host-country nationals (HCNs), Third-country nationals (TCNs)-Managing diversity in the global workplace-Role of international HR managers

### UNIT III: Expatriation and Repatriation

Expatriate selection and preparation-Pre-departure training and cultural sensitization-Compensation and benefits for expatriates-Managing expatriate performance-Repatriation: challenges and career planning

### UNIT IV: Cross-Cultural Management

Understanding national cultures: Hofstede's dimensions, Trompenaars' model-Cultural impact on HR practices-Managing multicultural teams-Communication and negotiation across cultures-Conflict management in cross-cultural settings

### UNIT V: International Performance and Compensation Management

Designing international performance appraisal systems-Factors affecting performance management across borders-International compensation strategies-Global compensation components: base pay, expatriate allowances, tax equalization-Legal and ethical considerations in global pay structures

### UNIT VI: Global HR Trends and Challenges

HR in global mergers, acquisitions, and joint ventures-Talent management in multinational companies Managing international labour relations-Emerging technologies in IHRM-Case studies of global HR practices (Infosys, IBM, Nestle, Unilever)

#### Sessional Assessment

- |                 |  |
|-----------------|--|
| a) 2 Tests      | : 15 Marks   |
| b) 1 Assignment | : 5 Marks(Survey, Students led programmes, ICT<br>Presentations /Assigned by the Department) |
| c) 1 Seminar    | : 5 Marks  |

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**Total Marks : 25 Marks**  
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#### Books

1. Briscoe, D. R., Schuler, R. S., & Tarique, I. (2012). *International human resource management: Policies and practices for multinational enterprises* (4th ed.). Routledge.
2. Dowling, P. J., Festing, M., & Engle, A. D. (2017). *International human resource management* (7th ed.). Cengage Learning.
3. Harzing, A.-W., & Pinnington, A. (2011). *International human resource management* (3rd ed.). Sage Publications.
4. Sparrow, P., Brewster, C., & Chung, C. (2016). *Globalizing human resource management* (2nd ed.). Routledge.
5. Stahl, G. K., & Björkman, I. (Eds.). (2006). *Handbook of research in international human resource management*. Edward Elgar Publishing.

#### Journals

1. Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). Global talent management and global talent challenges: Strategic opportunities for IHRM. *Journal of World Business*, 46(4), 506–516. <https://doi.org/10.1016/j.jwb.2010.10.011>

2. Brewster, C., Wood, G., & Brookes, M. (2008). Similarity, isomorphism or duality? Recent survey evidence on the human resource management policies of multinational corporations. *British Journal of Management*, 19(4), 320–342. <https://doi.org/10.1111/j.1467-8551.2007.00546.x>
3. Stahl, G. K., Björkman, I., & Morris, S. (2012). International human resource management: Introduction and overview. *Journal of International Business Studies*, 43(6), 421–424. <https://doi.org/10.1057/jibs.2012.16>
4. Tarique, I., & Schuler, R. S. (2010). Global talent management: Literature review, integrative framework, and suggestions for further research. *Journal of World Business*, 45(2), 122–133. <https://doi.org/10.1016/j.jwb.2009.09.019>
5. De Cieri, H., & Dowling, P. J. (2012). Strategic international human resource management in multinational enterprises: Developments and directions. *Human Resource Management Review*, 22(3), 243–255. <https://doi.org/10.1016/j.hrmr.2012.01.002>

### Online & Open Educational Resources

1. International Labour Organization (ILO). (2023). *Global human resources and decent work*. <https://www.ilo.org>
2. Society for Human Resource Management (SHRM). (2023). *Global HR resources*. <https://www.shrm.org>
3. World Economic Forum. (2023). *Future of work reports*. <https://www.weforum.org>
4. United Nations. (2023). *Human resources policies and practices*. <https://www.un.org>
5. Harvard Business Review. (2023). *Global HRM insights*. <https://hbr.org>

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	3	2	1	3	2
CO2	3	3	2	2	3	2	3	3	3	2
CO3	3	2	2	3	3	3	2	2	1	1
CO4	2	3	2	3	2	2	3	3	3	2
CO5	3	3	3	3	3	3	3	3	1	2

1. Moderate      2. High      3. Very high

**OFFICE OPERATIONS AND CUSTOMER RELATIONS**

Examination Duration : 3 Hours

CIA/Sessional Marks : 25

ESE /Annual Marks 75

**Course Objectives:**

1. To make the students know the concepts of office, office organization and office management
2. To make the students be familiar with role of office managers in office organization
3. To make the students be aware of records maintenance and filing procedure.

**Course Outcomes:** On completion of the course, the students will be able to

CO Code	Course Outcome Statement	Bloom's Level
CO1	Provide a strategic understanding of office systems and workflows.	L1, L2
CO2	Train learners in handling customers and clients with professionalism.	L2
CO3	Develop communication, documentation, and administrative skills.	L3
CO4	Explore CRM strategies using both human and digital interfaces.	L4, L5
CO5	Cultivate ethical and leadership qualities in client interactions.	L5
<b>L1-Remember, L2-Understand, L3-Apply, L4-Analyze, L5-Evaluate, L6-Create</b>		

**Pedagogical Methods Adopted:** Flipped Learning, Blended Learning, Experiential Learning, Participative Learning, Case Study Method and Problem Based Learning

**UNIT I – Office Systems and Administration**

Concept and importance of modern office-Office structure, hierarchy, and workflow systems-Office layout, ergonomics, and digital ecosystems-Functions of office administrator and managerial staff-**Practices:** Office visit / guest lecture from industry.

**UNIT II – Front Office Operations**

Reception and client-facing duties-Scheduling meetings and maintaining calendars-Telephone and visitor protocols-Security, documentation, and visitor tracking  
**Practices:** Drafting emails, reports, and escalation memos

**UNIT III – Advanced Customer Relationship Management (CRM) (10 hours)**

Concepts: CRM lifecycle and customer retention-CRM tools and software (Salesforce, Zoho, etc.)-Customer segmentation and targeted service-Service metrics: Net Promoter Score (NPS), Customer Satisfaction Score( CSAT), ticket resolution time-**Practices:** CRM tool Demo

## UNIT IV – Office Communication and Professional Writing

Business correspondence: letters, emails, memos-Reports and service documentation-Verbal and non-verbal communication at work-Professional etiquette in digital and face-to-face contexts

**Practices:** Group case study: Failed customer service recovery

## UNIT V – Service Recovery and Conflict Resolution

Types of customer complaints and redressal methods-Service recovery strategies and escalation handling-Conflict management techniques and negotiation-Emotional intelligence in customer-facing roles

**Practices:** Role plays: Complaint handling, conflict resolution

## UNIT VI – Ethics, Leadership & Workplace

Ethical practices in office and client interaction-Confidentiality and information integrity-Leadership in administrative and service roles-Collaboration, team dynamics, and workplace etiquette-**Practices:** Mini project: Designing a customer service policy

### Sessional Assessment

a) 2 Tests	: 15 Marks
b) 1 Assignment	: 5 Marks(Survey, Students led programmes, ICT Presentations /Assigned by the Department)
c) 1 Seminar	: 5 Marks
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<b>Total Marks</b>	<b>: 25 Marks</b>
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### Books

1. Barnes, D. (2023). *Operations Management: An International Perspective*. Bloomsbury Academic India. Bloomsbury
2. Customer Centric Support Services in the Digital Age: The Next Frontier of Competitive Advantage (J. Jain, J. N. Sheth, E. Mogaji, & A. Ambika, Eds.). (2024). Palgrave Macmillan Cham. SpringerLink
3. Torres, E. N. (2022). *Customer Service Marketing: Managing the Customer Experience*. Routledge. Amazon India

### Journal Articles

1. Singh, S., Jasial, S. S., Misra, R., & Bansal, A. (2023). **Online retail service quality: What matters most for customer satisfaction?** *SAGE Open*, Article published online April 9, 2023. SAGE Journals
2. Gečienė, J., et al. (2024). Evaluation of employee-customer relations in social organisations. *Management of Organizations: Systematic Research*, 91(1), 37-52. <https://doi.org/10.2478/mosr-2024-0003> Sciendo
3. Rahmadi, A. N., Sudarmiatin, S., Soectjipto, B. E., Putra, Y. P., & Hassan, R. S. (2024). Customer relations management strategy (CRM) in handling customer service complaints to

increase customer satisfaction. *International Journal of Management Science*, 2(2), 92-104. jurnal.tintaemas.id

4. Hermawati, A. (2022). The effect of service communication process and customer service officer complaint handling on satisfaction and loyalty (Literature Review Marketing Management). *Dinasti International Journal of Management Science*, 4(2), 221-232. Dinasti Publisher
5. Sharma, V., Jaswal, R., & Mishra, R. (2022). A Case Study on Front Office Staff Service Quality Improvement as New Trends for Best Customer Satisfaction in Hotel Radisson Blu Kaushambi, Ghaziabad. *Global Journal of Management and Business Research*, 22(F2), 29-32. Journal of Business

### Online & Open Educational Resources (Courses / MOOCs / Free Content)

1. Alison. (n.d.). *An Introduction to Customer Relationship in Management* [Free online course]. Alison. Retrieved from <https://alison.com/course/an-introduction-to-customer-relationship-in-management> Alison
2. Coursera. (n.d.). *Customer Relationship Management* [Online course]. Starweaver. Retrieved from <https://www.coursera.org/learn/customer-relationship-management> Coursera
3. Great Learning. (n.d.). *Customer Management* [Free course]. Retrieved from <https://www.mygreatlearning.com/academy/learn-for-free/courses/customer-management>

Mapping with Programme Outcome										
COs	Programme outcomes					Programme specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2	3	3	3	2	2
CO2	2	3	2	3	3	3	2	3	3	1
CO3	3	2	3	3	3	3	2	2	3	1
CO4	2	3	2	3	2	2	3	3	3	2
CO5	3	2	1	2	2	3	3	3	3	2

1. Moderate      2. High      3. Very high

## PROJECT WORK (One Month)

### Project Objectives:

To impart **practical exposure** and application-based learning in the field of **Human Resource Management** by engaging students in **independent research or field-based study**, culminating in a project report and viva voce.

### Evaluation Structure

2 Reviews of the Report	– 40 Marks (2 x 20)
2 Evaluation of the Project Report	– 40 Marks (2 x 20)
2 Viva-Voce Examination	– 20 Marks (2 x 10)

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<b>Total</b>	<b>– 100 Marks</b>
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<b>Credits</b>	<b>– 5 for Project Work/Dissertation Report</b>
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*Note:* Internal and external evaluators may vary as per the availability and requirement.

### Project Guidelines

#### Topic Selection

- Topic must be related to core areas of **HRM**, such as:
- Talent Acquisition & Retention
- Employee Engagement
- Performance Management
- Training & Development
- Compensation Management
- Labour Laws & Industrial Relations
- HR Analytics / Diversity & Inclusion, etc.
- Should be relevant, researchable, and approved by the project supervisor.

#### 2. Methodology

- **Primary data** (surveys, interviews, observation) and/or **Secondary data** (company reports, published data, databases) may be used.
- Research design must include:
- Objectives of the study
- Scope and significance
- Sampling method
- Tools for data collection
- Statistical methods (if applicable)

### 3. Structure of the Project Report

- **Cover Page**
- **Certificate** from Guide and Institution
- **Declaration by the Student**
- **Acknowledgement**
- **Table of Contents**
- **List of Tables / Figures**
- **Executive Summary**
- **Chapters:**
  - **Chapter 1:** Introduction (Background, Objectives, Scope, Methodology)
  - **Chapter 2:** Review of Literature
  - **Chapter 3:** Company Profile / Industry Overview
  - **Chapter 4:** Data Analysis and Interpretation
  - **Chapter 5:** Findings, Suggestions, and Conclusion
- **References / Bibliography** (APA/MLA Style)
- **Appendices** (Questionnaires, charts, interview transcripts, etc.)

### 4. Formatting Guidelines

- **Font:** Times New Roman, Size 12
- **Spacing:** 1.5 Line spacing
- **Margins:** 1 inch on all sides
- **Page Numbers:** Bottom-right corner
- **Binding:** Spiral / Hard-bound as specified by the department
- **Length:** Minimum 40–60 pages (excluding annexures)

### 5. Submission & Plagiarism

- Project must be original and **plagiarism-free**.
- Acceptable similarity index: **<15%** (Turnitin/URKUND recommended)
- Submission of:
  - **Hard copy** of report
  - **Soft copy** (PDF format)
- **Deadline:** As per academic calendar

### Viva Voce Guidelines

- Conducted jointly by **Internal** and **External Examiners**
- Students must:
  - Present the **summary of the project**
  - Defend **methodology and findings**
  - Answer questions on HR theories and practical implications
- Marks awarded for:
  - Clarity of presentation
  - Subject knowledge
  - Application of theory
  - Critical thinking and recommendations

## References for Project Work

1. Uma Sekaran & Roger Bougie – *Research Methods for Business*
2. C.R. Kothari – *Research Methodology: Methods & Techniques*
3. Ranjit Kumar – *Research Methodology: A Step-by-Step Guide*
4. Harvard Business Review articles on HR Practices
5. Industry reports from SHRM, NASSCOM, Deloitte, etc.