

**Master of Arts in Human Resource Development – Choice Based Credit System
(MA in HRD – CBCS)**

Program Regulations and Syllabus

For those who joined in 2021 – 22 onwards

VISION OF THE UNIVERSITY

To provide quality education to reach the un-reached.

MISSION OF THE UNIVERSITY

- To conduct research, teaching and outreach programmes to improve conditions of human living.
- To create an academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity.
- To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development.
- To provide quality/inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

Vision of the Department

To create variety of competencies to perform the task of human resource , its importance ,empowerment and efficiency among the Women Folk. Eradication of unemployment among the rural .It also identifies competency gaps of employees to perform the job ,functions effectively and create conditions to help the employees bridge these gaps through development.

Mission of the Department

Offered full opportunities and challenges to develop individually enabling career growth, encouraged to acquire knowledge to meet the challenges of new technologies and business needs in the changing scenario. Educated and guided to include and practice right values as are nurtured by the organization. Through strategic partnerships and collaboration, the Human Resources Department recruits, develops and retains a high performing and diverse workforce and fosters a healthy, safe, and productive work environment for employees, their families, departments, and the public in order to maximize individual and organizational potential and position as an employer of choice.

Goals:

Valuing, Encouraging, and Supporting a Diverse Workforce;

Continually Improving Individual and Organizational Effectiveness;

Anticipating and Meeting the Changing Needs of the Workforce / Family;

Championing Career and Professional Growth;

Creating and Enhancing Strategic Partnerships; and

Enhancing Services Through Technology.

Preamble

Rani Anna Government College for women, Tirunelveli is affiliated to M.S University. M.A HRD is a full time two year programme .The curriculum takes M.A HRD program to next level .It aims at the implementing out come based education along with the choice based credit system.This program dedicated to imparting the knowledge, skill required to manage the people within the organization.This program aims to create the professionals that competent in handling imperative HR role in public and private firms,organization and business.Under this program ,

students learn about planning, arranging and managing various things through class activities, projects and case studies. In addition, they also study organizational psychology and work place learning. The course work of this program includes basics of HR, labour law, industrial relations, ways of improving employee performance, stress and emotional management organizational development, grievance addressal and more.

The semester wise programme structure, credits to each course are listed below.

| S.No | Semester | Course Name | Hours | Credits | Status |
|-------------|-----------------|---|--------------|----------------|---------------|
| 1 | I | Essentials of Management | 6 | 4 | Core |
| 2 | I | Organizational Behavior | 6 | 4 | Core |
| 3 | I | Human Resource Economics | 6 | 4 | Core |
| 4 | I | Fundamentals of Human Resource Development | 4 | 4 | Core |
| 5 | II | Business ethics and Corporate social Responsibility | 6 | 4 | Core |
| 6 | II | Quantitative Methods | 6 | 4 | Core |
| 7 | II | Training and Development | 6 | 4 | Core |
| 8 | II | Human Resource Information system | 4 | 4 | Core |
| 9 | III | Organizational Culture and Development | 6 | 4 | Core |
| 10 | III | Labour Legislation | 6 | 4 | Core |
| 11 | III | Research Methodology | 6 | 4 | Core |
| 12 | III | Summer Internship | 8 | 6 | Core |
| 13 | IV | Strategic Human Resource Development | 5 | 4 | Core |
| 14 | IV | International Human Resource Practices | 5 | 4 | Core |
| 15 | IV | Industrial Relations | 4 | 4 | Core |

| | | | | | |
|----|----|-----------------------------|----|---|------|
| 16 | IV | Advanced Behavioral Science | 4 | 4 | Core |
| 17 | IV | Main Project | 12 | 8 | Core |

| S.No | Semester | Course Name | Hours | Credits | Status |
|------|----------|-------------------------------------|-------|---------|----------|
| 1 | I | Employee Empowerment and Leadership | 4 | 3 | Elective |
| 2 | I | Human Resource Planning | 4 | 3 | Elective |
| 3 | I | Stress Management | 4 | 3 | Elective |
| 4 | II | Performance Management | 4 | 3 | Elective |
| 5 | II | Human Resource Motivation | 4 | 3 | Elective |
| 6 | II | Emotional Intelligence | 4 | 3 | Elective |
| 7 | III | Knowledge Management | 4 | 3 | Elective |
| 8 | III | Human Resource Compensation | 4 | 3 | Elective |
| 9 | III | Counselling Skills | 4 | 3 | Elective |

Total number of **Core** Courses: **17 (16 + 1 Project)**

Total number of Electives: **6**

Total number of Practical Courses: **0**

Total number of Hours: **120**

Evaluation Scheme

- 1. Program:** Master of Arts in Human Resource Development (**MA in HRD**)
- 2. Duration:** Two years Full Time (each year having Two Semesters)

3. Medium of Instruction and Examinations: English

4. Eligibility for Admission:

A candidate shall be eligible for admission to Master of Arts in Human Resource Development (**MA in HRD**) program if he/she has obtained Bachelor's degree at least through 10 + 2 + 3 stream, recognized by our University with a minimum of fifty percent (50%) marks in Major and Allied Courses. For SC / ST candidates a Pass is enough through the same stream of education as mentioned above.

5. During an academic year, a candidate shall be enrolled for one program of study only and shall not appear for any other Post Graduate Examination of this or any other University.

6. The transitory provision is as follows: The student of this program has to complete the degree within **4 years** (2 years + 2 years) from the date of joining the course. After that period, one extension of One year can be applied for and obtained from the authorities of the university, on a case to case basis, in an extraordinary situation only.

7. The semester-wise program outline, credits assigned to each course, total marks allocated to each course, internal and end semester examination marks components are listed below.

The course content is given in the detailed syllabus (Annexure). . **End Semester Examination**

Question Paper Pattern:

Maximum Marks: 75 and Max. Time: 3 Hours

Part A: 10 marks (10 questions * 1 mark) (Multiple Choice Questions)
(2 questions from each unit)

Part B: 25 marks (5 questions *5 marks) *(1 question from each unit)*

Part C: 40 marks (5 questions *8 marks) *(1 question from each unit)*

Note: Part A will have NO choice and Part B and Part C will have Internal Choice

9. Internal Assessment:

(I) For **Theory Courses** (Written End Semester Examination Courses), the Internal Assessment will be as follows:

Continuous Internal Assessment Tests : 20 marks

(Three compulsory Tests should be attended by the Student, out of which the average of the Best

Two will be calculated)

**Seminars / Presentations / Case Discussions /
Assignment / Term Paper / Case Study
Submitted by the Students : 05 marks**

Total : 25 marks

Note: Based on the necessity and the nature of the Course Work, Seminars and Assignments can be added together and Reports / Audio Visual presentations / Case Presentations by the Individual students or a Group of Students can be evaluated by the Course Facilitator for the Maximum of Ten Marks.

(II) For **Project Works**, the marks for the **Viva Voce** will be considered as **Internal Marks**.

10. The Project Report will be evaluated on the following criteria:

a) Faculty Guide (Internal Examiner):

| | |
|---|----------|
| 1. Adherence to Report Format | : 10 |
| 2. Introduction | : 05 |
| 3. Research Methodology | : 10 |
| 4. Review of Literature | : 05 |
| 5. Analysis and Interpretations | : 10 |
| 6. Managerial Implication of the Project | : 05 |
| 7. Identification of further scope for Research | : 05 |
| 8. Adherence to Procedure and Schedule | : 15 |
| 9. Adherence to Suggestions by the Guide | : 10 |
| | <hr/> |
| | 75 marks |
| | <hr/> |

**b) External Examiner / A Panel of Examiners: - TO BE APPOINTED BY THE
CONTROLLER OF EXAMINATIONS**

| | |
|-------------------------------|------|
| 1. Adherence to Report Format | : 10 |
| 2. Introduction | : 05 |
| 3. Research Methodology | : 20 |
| 4. Review of Literature | : 05 |

- | | |
|---|------|
| 5. Analysis and Interpretations | : 20 |
| 6. Managerial Implication of the Project | : 10 |
| 7. Identification of further scope for Research | : 05 |

75 marks

11. The students will be evaluated on the following criteria during the conduct of the Viva Voce Examination:

a) By the Faculty Guide:

- | | |
|---|-----|
| 1. Introduction to the Project | : 5 |
| 2. Methodology adopted | : 5 |
| 3. Creativity in Presentation | : 5 |
| 4. Presentation Skills (including use of AV aids) | : 5 |
| 5. Answers to Questions | : 5 |

25 marks

b) External Examiner / A Panel of Examiners: - TO BE APPOINTED BY THE CONTROLLER OF EXAMINATIONS

- | | |
|---|-----|
| 6. Introduction to the Project | : 5 |
| 7. Methodology adopted | : 5 |
| 8. Creativity in Presentation | : 5 |
| 9. Presentation Skills (including use of AV aids) | : 5 |
| 10. Answers to Questions | : 5 |

25 marks

Note: For Project Report Evaluation and for the Viva voce examination, the average of the marks awarded by both Internal and External Examiners will be calculated. Thus arrived marks for the Project Report will be treated as External Marks and that for the Viva Voce Examination will be treated as External Marks.

12. Project Works

(a) Every candidate shall have to undertake **SIX weeks Main Project Work** in an organization of repute in India or abroad.

(b) Attendance Certificate from the Organization and Strict Adherence to the procedure, schedule and suggestions offered by the Faculty Guide are pre-requisites for acceptance of the report and to be verified by the External Examiner during the Viva Voce Examination.

(c) Upon completion of the project, the report has to be submitted in duplicate within the time stipulated.

(d) The candidate shall have to make an oral presentation of his/her project report before a joint session of the faculty and students.

(e) The faculty shall evaluate the presentation and record of marks shall be maintained. A consolidated marks list duly signed by the Head of the Department shall be sent to the Controller of Examinations at the conclusion of presentations to be incorporated in the mark statement of the Fourth Semester.

(g) Any candidate who fails to defend his /her project / training report satisfactorily shall have to take up a project afresh in the ensuing semester and defend it in a similar manner as laid down above. **The veracity / genuineness of the project work should be proved beyond doubt.** If proved otherwise, a case of malpractice is to be reported and necessary action can be initiated as per the University norms.

(h) All students are required to be present at the time of presentation. Their attendance can also be taken into account while awarding marks for their presentation.

Model Question Paper

Department of HRD
M.A First Year,
First Semester
Essentials of Management

Marks:75

Time :3hours

Answer all the questions
Choose the correct answer from the options given below (10*1=10)
Part – A

1. Management is not

- a) an applied science.
- b) a pure science.
- c) an art
- d) an art and science both.

2. Management is multi dimensional because it has _____ dimension(s)

- a) One
- b) Two
- c) Three
- d) Four

3. Management is a _____ directed process as it aims at achieving specified goals.

- a) Continuously
- b) Future
- c) Goal
- d) Deliberately

4. Co-ordination is considered to be the essence of management because

- a) It is a common thread that runs through all the activities within the organisation
- b) It is a implicit and inherent in all functions of the organisation
- c) It is a force that binds all the functions of management
- d) All of the above

5. Organising is a function of management involves deciding

- a) What activities and resources are required
- b) Who will do a particular task
- c) Where it will be done
- d) All of the above

6. Management is the essential for the organisations which are

- a) Non-profit organizations
- b) Service organisations
- c) Social organisations
- d) All of the above

7. Which of the following management functions are closely related?

- a) Planning and organizing
- b) Staffing and control
- c) Planning and control
- d) Planning and staffing

8. The last function in the sequence, which culminates in the attainment of organization objectives, is:

- a) Organizing
- b) Coordinating
- c) Controlling
- d) Planning

9. Control functions of management cannot be performed without:

- a) Planning
- b) Organizing
- c) Staffing

d) Motivation

10. Which level of management is responsible for establishing a vision for the organization, developing broad plans and strategies and directing subordinate managers?

a) first level managers

b) Middle Managers

c) executive managers

d) Second level managers

Part-B

Answer all the questions

(5*5=25)

11. Explain the importance of management

Or

How external factors affect planning.

12. What are the different steps in decision making?

Or

Explain the term Formal organization.

13. State the factors of span of management.

Or

Write a short note on the characteristics of Organization chart.

14. Discuss the principles of direction.

Or

Describe the requisites of an effective performance appraisal.

15. What are the different types of leadership.?

Or

Explain the barriers to communication.

Part-C

Answer all the Questions

8*5=40

16. Explain different process of management.

Or

Describe the factors responsible for the development of management thought.

17. Enumerate the steps in the process of planning.

Or

Define decision making ,explain the need for and factors involved in decision making.

18. Distinguish between delegation and decentralization of authority, what are the obstacles to delegation of authority.

Or

Describe the steps in recruitment and selection, what should be the features a sound promotion policy

19. Explain the various types of training, Is training essential.

Or

Describe the different types and the importance of communication.

20. Narrate the importance and short comings of control. Or

Discuss the technique for achieving co-ordination, problems are to be encountered in the process.

Program Educational Objectives of HRD

1. To provide a comprehensive frame work for the development of human resources in the organization.
2. Development of a climate for employees to discover, develop and use their capabilities for the organization.
3. To develop the sense of team sprit ,team work and inter team collaboration.
4. To felicitate systematic information on human resources for man power planning, developmental placements ,career planning, etc.,.
5. To make management graduates conceptualize, critically analyze and acquire in-depth knowledge of business and management by imbibing in them the unique ability of synthesizing knowledge towards adding value areas of management.
6. To promote lateral thinking by way of enabling management graduates to see at the things from different perspectives there by making them to come out with simple solutions for complex managerial problems.
7. To inculcate a spirit of enquiry, so that management graduates search for facts and truths by developing methodologies that supports critical analysis and decision making.
8. To evaluate the role of HRD in driving sustained business performance.
9. To inculcate and a spirit of Ethics and Social Commitment in the personal and professional life of management graduates so that they add value to the society.

Program Outcomes (POs)

1. Apply knowledge of management theories and practices to solve business problems.
2. Foster analytical and critical thinking abilities for data-based decision making.
3. Ability to develop value based leadership ability.
4. Ability to understand,analyze and communicate global, legal and ethical aspects of Business.
5. Ability to lead themselves and others in the achievement of organizational goals ,contributing effectively to a team environment.
6. Management graduates to acquire in-depth knowledge of business management and Entrepreneurship embedded with ethics and a sense of social commitment and to strive towards personal victory and value creation to the society.

7. Students studying management to be passionate about multidisciplinary approach for problem solving ,critical analysis and decision making by giving due importance for lateral thinking so that they see things from a perspective which are not just simple but effective.

Programme Specific Outcomes(PSOs)

1. Ability to define ,analyze the solutions for different business problems and using logical reasoning patterns of evaluating information ,materials and data for practical implementation
2. Provides verbal reasoning ,data interpretation and communicative skill to solve the business problems and decision making.
3. Apply ethical principles and commitment towards professional ethics and responsibility.
4. Function effectively as a member ,leader individual or group in diverse environment.
5. Ability to conceptualize a complex issue into a coherent written statement and oral presentation and communicate effectively on complex activities with technical community.
6. Providing opportunities for the students to gain practical exposure towards the work place and make them industry ready.
7. Promotes entrepreneurship by providing ,understanding of fundamentals of creating and managing innovation,new business development and high growth potential entities.
8. Ability to demonstrate technical competence in domestic and global area of business through the study of major disciplines within the fields of business.

Semester-I

Essentials of Management -Core

| | | | |
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Course Objectives

1. To help the students gain understanding of the functions and responsibilities of managers.
2. To provide them tools and techniques to be used in planning, its steps and strategic process in the organization.
3. To enable them to analyze and understand the environment of the organization.
4. Analyze the various roles of management such as, staffing, directing and controlling.
5. To help the students to develop cognizance of the importance of communication , its barriers, leadership and approaches .understanding the nature of organizational Change, organizational **development** and use of IT in management .

Course Outcomes

- CO-1** Understand the concepts related to business.
- CO-2** Demonstrate the roles , skills and functions of management.
- CO-3** Analyze effective application of PPM knowledge to diagnose and solve organization develop optimal managerial decisions.
- CO-4** Understand the complexities associated with management of human resources in the integrate the learning in handling these complexities.
- CO-5** Analyze the management of budgets and resources transparently, accountability and sustainability.

| Course Code & Title : Essentials of Management | | | | | | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|--|
| CO/PO | PO | | | | | | | PSO | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| CO -1 | 2 | 0 | 2 | 3 | 1 | 3 | 2 | 2 | 1 | 1 | 0 | 0 | 1 | 3 | 3 | |
| CO -2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 0 | 2 | 3 | 2 | |
| CO -3 | 2 | 3 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 0 | 1 | 1 | 2 | 1 | 0 | |
| CO -4 | 2 | 0 | 1 | 1 | 1 | 0 | 3 | 2 | 2 | 1 | 1 | 3 | 2 | 2 | 1 | |
| CO -5 | 0 | 3 | 2 | 1 | 0 | 1 | 2 | 1 | 0 | 2 | 2 | 0 | 1 | 2 | 1 | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

ESSENTIALS OF MANAGEMENT

Preamble ; Studying management gives the students all the skills they need to deal with employees in a professional and organized manner. Completing this course it will help them to learn a range of essential skills such as self discipline and organization which they will also be able to use when they managing others in future.

UNIT-I

Nature and functions of Management – Administration vs Management - Skills and levels of managers – Characteristics of a Manager - Different approaches to management – systems approach – Management Environment – Internationalization of management

UNIT II

Planning – Nature – Importance – Types – Steps in planning process – MBO – Strategic planning process – TOWS matrix – Business portfolio matrix

UNIT III

Decision making process – Models of decision making - Formal / Informal organization – Organizational structure – organizing process – Departmentalization – Authority delegation – Decentralization – Coordination – Line / Staff relations – Staffing procedure – Training and development – Performance appraisal

UNIT IV

Direction and Communication – Processes and Barriers – Leadership – Characteristics of a leader – Approaches to leadership – Motivation concepts – Theories of motivation – Committee – Team – Group decision making - System and process of controlling – Control techniques

UNIT V

Organizational change and Development – Strategies for efficient OC and OD – Productivity – Operations management - Use of IT in management functions

Reference:

1. Harold Koontz, Heinz Weihrich, Essentials of Management, McGraw Hill
2. J S Chandan, Management: concepts and cases, Vikas Publishing House, Pvt. Ltd.
3. Stoner, Freeman and Gilbert, Management, Pearson Education
4. Tripathi, Reddy, Principles of Management, Tata McGraw Hill
5. Fredrick Hillier, Mark Hillier, Management, Tata McGraw Hill

Organizational Behavior -Core

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|----------|----------|----------|----------|
| L | T | P | C |
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Course Objectives

1. To help the students to develop cognize of the importance of human behavior.
2. To enable students to describe how people behave under different condition and understand why people behave as they do.
3. To provide the students to analyze specific strategic human resources demands for future action.
4. To enable students to synthesize related information and evaluate options for the most logical and optional solution such they could be able to predict and control human behavior and improve results.
5. To enable the students to understand organizational chage and development.

Course Outcome:

- CO-1** Demonstrate the applicability of the concept of organization behavior to understand the behavior of the people in the organization.
- CO-2** Demonstrate the applicability of analyzing the complexities associated with management of individual behavior in the organization.
- CO-3** Analyze the complexities associated with management of the group behavior in the organization.
- CO-4** Demonstrate how the organization behavior can integrate in understanding the motivation, behind of the people in the organization.
- CO-5** Demonstrate the concept organizational change and development and various interventions

Mapping

| | | Organizational Behavior | | | | | | | | | | | | | | |
|-------|----|--------------------------------|---|---|---|---|---|-----|---|---|---|---|---|---|---|--|
| CO/PO | PO | | | | | | | PSO | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| CO -1 | 3 | 0 | 1 | 0 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 0 | 1 | 2 | 0 | |
| CO -2 | 1 | 0 | 2 | 1 | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 0 | |
| CO -3 | 1 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 1 | 0 | 1 | 1 | |
| CO -4 | 1 | 1 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 0 | 1 | 2 | 1 | |
| CO-5 | 1 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 1 | 2 | 1 | 0 | 1 | 2 | 1 | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

ORGANIZATIONAL BEHAVIOR

Preamble :Studying Organizational behavior help the students to understand both group and individual performance and activity with an organization.It is the systematic study and application of knowledge about how individuals and groups act within the Organization where they work in future opportunity.

UNIT I

Organizational Behavior (OB) –Definition-nature and scope-contributing disciplines-challenges and opportunities-OB models-Global scenario

UNIT II

Individual level concepts – Learning - Perception - Values – Attitudes – Personality –Motivation

UNIT III

Group Dynamics-formation of groups - decision making; Team effectiveness - Team building; Dynamics of power and politics

UNIT IV:

Leadership – theories - styles - contemporary issues; Interpersonal communication-Transactional Analysis - Conflict Management

UNIT V

Organizational Dynamics – Organizational Culture – Organizational Change – Organisation Development (OD) interventions and Case studies related to concepts and application of OB

References:

1. Stephen P. Robbins - Organizational Behavior, Prentice Hall of India.
2. Fred Luthans - Organizational Behavior, McGraw Hill.
3. Udai Pareek - Understanding Organizational Behaviour, Oxford University Press
4. Arun Kumar & Meenakshi N - Organizational Behavior, Vikas Publishing

Human Resource Economics -Core

| | | | |
|----------|----------|----------|----------|
| L | T | P | C |
| 6 | - | - | 4 |

Course Objectives

1. The objective of this programme is to produce skilled and competent students in human resource related issues.
2. The students will be able to follow the dynamic changes of both the national and global labour market.
3. Students will be exposed to the development in economy especially knowledge base economy.
4. To create unskilled and motivated workforce and ensure its effective utilization to accomplish various organizational goal.
5. Development effective co-ordination and communication with in the organization. Embrace wider societal and ethical development.

Course Outcomes:

- CO-1** Students will demonstrate strong conceptual knowledge of behavior of working of the economy as a whole.
- CO-2** To enable the students to describe the role of Trade Union and bargaining process.
- CO-3** To provide the students to analyse wage structure, its differentials and Human Resource allocation.
- CO-4** To help the students to understand compensation system and performance based contemporary issues.
- CO-5** To help the students to analyse labour mobility, migration and efficiency.

| 5.Course Code & Title : Human Resource Economics | | | | | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|
| CO/PO | PO | | | | | | | PSO | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO -1 | 2 | 0 | 2 | 2 | 1 | 2 | 1 | 1 | 0 | 1 | 2 | 0 | 2 | 2 | 2 |
| CO -2 | 0 | 1 | 2 | 0 | 1 | 1 | 3 | 1 | 2 | 0 | 1 | 1 | 1 | 2 | 0 |
| CO -3 | 1 | 2 | 1 | 1 | 2 | 0 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 1 |
| CO -4 | 2 | 2 | 1 | 0 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 |
| CO -5 | 2 | 1 | 2 | 0 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 3 | 2 | 1 | 2 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

HUMAN RESOURCE ECONOMICS

Preamble : The study of Human resources economics makes the students to understand the significance , economic development of the country and contributing to productivity . They also able to know the importance of labor force and other forms of manpower for the proper utilization of production and potential of the country .It is done through education, training .

UNIT I

Understanding the “Economics” of “Human Resources”— Human Capital Theory - The Demand for Human Resources— Short-run and Long-run Demand—Elasticities of Demand for Human Resources—The Supply of Human Resources—Basic Model of Work-Leisure Decision—Becker’s Model of Allocation of Time.

UNIT II

Wage Determination and the Allocation of Human Resources- Labour Market policies- Wage Structure and Wage Differentials—The Job Search Model: Internal and External.

UNIT III

Economic Issues in Compensation—Alternative Pay schemes and labor efficiency—Agency Problem—Pay for Performance and other contemporary issues

UNIT IV

Human Resource Participation Rate: Issues and Trends—Hours of Work: Emerging Trends in Mobility, Migration and Efficiency—Contemporary issues in labor mobility and employment trends in India—Basic Issues in Labour Market Discrimination.

UNIT V

Economic Perspectives and Trends in Trade Unionism —Model of the Bargaining Process and Economic Implications—Economic Impact of Unions.

References:

1. C. R. Mcconnell, S. L. Brue and D. A. Machpherson, Contemporary Labor Economics, McGraw-Hill.
2. P. Cahuc and A Zylberberg, Labor Economics, PHI Learning.
3. T. N. Bhogaliwal;. Economics of Labour and Social Welfare, Sahitya Bhawan.
4. K. N. Vaid, Labour Welfare in India, Sri Ram Centre for Industrial Relations.
5. J.E. King, Labour Economics, Macmillan

Fundamentals of Human Resource Development -Core

| | | | |
|----------|----------|----------|----------|
| L | T | P | C |
| 4 | - | - | 4 |

Course Objectives:

1. To develop the understanding of the concept of human resource development.
2. Demonstrate an understanding of key terms theories and practices within the field of HRD.
3. competence in development and problem solving provides innovative solutions to problems in the fields of HRD.
4. Demonstrate an understanding the process, implementation of HRD and its evaluating process.
5. To develop the students to gain knowledge about competency mapping and recent technologies emerging trends in HRD.

Course Outcomes

- CO-1** Demonstrate the applicability of the concept mechanism, HRD interventions and role of HR and their challenges.
- CO-2** Analyse the complexities in the process, design and develop effective evaluation.
- CO-3** The students understand rules to build an organization excelling in people, processes, products, and profits.
- CO-4** It makes the students more competent and develop skills and knowledge.
- CO-5** Demonstrate the applicability of HR practices in various organization at National and Inter National level.

Mapping

| 1. Course Code & Title : Fundamentals of Human Resource Development | | | | | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|
| CO/PO | PO | | | | | | | PSO | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO -1 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 2 |
| CO -2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 1 | 1 | 3 | 2 |
| CO -3 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 2 |
| CO -4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 2 | 3 |
| CO -5 | 2 | 2 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

FUNDAMENTALS OF HUMAN RESOURCE DEVELOPMENT

Preamble : The study of fundamendals of human resource development makes them to improve the skill of collaboration and coordination of team work. It develops the nature of trust and respect among the employees. It also impart values ,falicitate better human resource planning and control.

UNIT I

Introduction to Human Resource Development: Concept; Relationship between human resource management and human resource development; HRD mechanisms, processes and outcomes; HRD matrix; HRD interventions; Roles and competencies of HRD professionals; Challenges in HRD

UNIT II

HRD Process: Assessing need for HRD; Designing and developing effective HRD programs; Implementing HRD programs; Evaluating effectiveness of HRD Programs; HRD audit; HRD culture and climate.

UNIT III

HRD Activities: Employee development activities- Approaches to employee development, leadership development, action learning, assessment and development centres; Intellectual capital and HRD; HRD mechanisms for workers; Role of trade unions; Industrial relations and HRD; Influence of motivation on development activities.

UNIT IV

HRD Applications and Trends: Coaching and mentoring; Career management and development; Employee counselling; Competency mapping; PCMM, Balanced Score Card, Appreciative inquiry; Integrating HRD with technology, Employer branding and other emerging trends.

UNIT V

HRD in Organizations: Selected cases covering HRD practices in government organisations, manufacturing and service industries and MNCs; International experiences of human resource development.

References:

1. Werner J. M., DeSimone, R.L., Human resource development, South Western.
2. Nadler, L., Corporate human resources development, Van Nostrand Reinhold.
3. Mankin, D., Human resource development, Oxford University Press India.
4. Halдар, U. K., Human resource development, Oxford University Press India.
5. Rao, T.V., Future of HRD, Macmillan Publishers India

Employee Empowerment and Leadership Electives

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Course Objectives:

1. To make the students understand allocation of power between management and employees commitment and advocate performance improvement through empowerment
2. It also provide knowledge to build confidence in their capacity to execute the vision and mission establishes essential in an organization.
3. The students will able to illustrate the concept of conflict resolution and various tactics followed by the leader.
4. To provide knowledge base for understanding various methods followe by organization in improving employee efficiency.
5. Analyse the role of team and its influence on competency mapping.

Course Outcomes

- CO-1** The students could do instill greater trust in leadership, employee motivation leads to greater creativity and improve employee retention.
- CO-2** Understand the employee empowerment may also be influenced by the perception of the organisation cares about its employees well being that their work is valued.
- CO-3** The students Understand the concept of conflict resolution and various tactics followed by the leader.
- CO-4** Analyse the role of team and its influence on competency mapping.
- CO-5** Understanding the leadership approaches, challenges and changing environment.

Mapping

| Course Code & Title : Employee Empowerment and Leadership | | | | | | | | | | | | | | | |
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| CO/PO | PO | | | | | | | PSO | | | | | | | |
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| CO -1 | 2 | 1 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 2 |
| CO -2 | 2 | 0 | 1 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 |
| CO -3 | 1 | 3 | 0 | 1 | 2 | 2 | 1 | 3 | 2 | 1 | 0 | 2 | 3 | 3 | 1 |
| CO -4 | 3 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 3 | 2 | 1 | 3 | 3 | 2 | 2 |
| CO -5 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 0 | 2 | 1 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

EMPLOYEE EMPOWERMENT AND LEADERSHIP

Preamble : Studying of this subject makes the students empower and builds confidence in their capacity to execute .The employee empowerment can instill greater trust in leadership,encourage motivation lead them to creativity. It also makes the students to improve team performance and e-environment management diversity.

UNIT I

Understanding Leadership: Leadership Skills - The difference between Leadership and Management; Evolution of Leadership Theories; Attributes of Effective Leaders. Leadership Styles; Likert's Four Styles; Tannenbaum & Schmidt Continuum of Leaders Behavior;

UNIT II

Conflict Resolution Skills; Leadership Tactics. Leadership Development to Organization Goals. Learning: The Learning organization; Leading a Learning Organization - Coaching Leaders - Demystifying Coaching; Improving as a coach.

UNIT III

Employee empowerment, Employee involvement - Quality of work life; Work - life balance, Leadership Succession. Impact of Leadership Styles on Work Climate.

UNIT IV

Developing Performing Teams Moving from command and control to Teamwork; Understanding Teams and Teamwork; Principles of Great Teams; Team Size and Skills. Balance Score-card & Competency Mapping

UNIT V

Leadership Approaches that Foster Team Performance; Team Learning. Leadership Challenges: Challenges of Knowledge Work; Realities of E-commerce Environment; Managing Diversity.

REFERENCES

1. Rozana Huq, Employee Empowerment: the rhetoric and reality, Triarchy press publication, 2010
2. Kenneth L. Murrell, Mimi Meredith, Empowering Employees, McGraw - Hill Professional, 2000
3. Sujata Belgamkar, Veena Yamini B., The Power of Employee Empowerment, ICFAI
4. G. Ronald Gilbert, Ardel E. Nelson, Beyond Participative Management: Toward Total Employee Empowerment for Quality, Quorum Books, 1991

Human Resource Planning -Elective

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Course Objectives:

1. To make the students understand the future needs of human resources, ensure full and effective utilization of existing human resources.
2. To provide knowledge about necessary manpower availability and requirement.
3. To make the students to understand HR requirements and various methods in job designing.
4. To analyse the strategic options, restricting, out sourcing and Globalizations effects.
5. To develop the knowledge of relating resource planning with organisational planning.

Course Outcomes:

- CO-1** After understanding this course the students could be able to understand the system of hiring, training, appraisal and compensation.
- CO-2** It also improve the concept of utilization by connecting the right employee with right position.
- CO-3** It helps them to improve the productivity and leads to a knowledge work force.
- CO-4** Demonstrate the applicability of succession management its process and employee competences.
- CO-5** The students analyse various methods of followed evaluation in the organisation.

Mapping

| 2. Course Code & Title : Human Resource Planning | | | | | | | | | | | | | | | |
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| CO/PO | PO | | | | | | | PSO | | | | | | | |
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| CO -1 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO -2 | 2 | 0 | 1 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 |
| CO -3 | 1 | 3 | 0 | 1 | 2 | 1 | 3 | 3 | 2 | 2 | 0 | 2 | 3 | 3 | 0 |
| CO -4 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 1 | 3 | 3 | 2 | 2 |
| CO -5 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 0 | 1 | 2 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

ELECTIVE

HUMAN RESOURCE PLANNING

Preamble :The study of Human resource planning (HRP) will provide enough Knowledge for the continuous process of systematic planning ahead to achieve optimum use of an organization's most valuable asset quality employees. It also gives opportunity to realise the reality of Human resources planning that ensures the best fit between employees and jobs while avoiding manpower shortages or surpluses.

UNIT I

Concept and importance of Human Resource Planning - Process of Human Resource Planning - Need for Human Resource Planning - HR Forecasting Techniques – Factors influencing Successful Human Resource Planning.

UNIT II

Assessing Human Resource requirements - Human resource forecasting - Work load analysis - Job analysis - Job description – Job specifications - Job design - Job characteristic approach to job design.

UNIT III

Succession Management - Importance of Succession Management - Evolution of Succession Management - Succession Management Process - Employee Competencies, Training & Development - Career Planning.

UNIT IV

Strategic Options and their HRP Implications - Organizational Downsizing & Restructuring - Globalization of Operations - Mergers & Acquisitions – Outsourcing.

UNIT V

Human Resource Planning Evaluation - Importance of Evaluation - Criteria & Techniques of Evaluation - Cost-Benefit Assessments - Audits, Utility Analysis & Impact Studies.

References:

1. Belcourt, M. and K. McBey: Strategic Human Resource Planning, Thompson Nelson.
2. Aswathappa, K., Human Resource Management-Text and Cases, Tata McGraw Hill.
3. D. K. Bhattacharyya, Human Resource Planning, Excel Books India.
4. James. W. Walkner, Human Resource Planning, McGraw – Hill.
5. John Bramham, Human Resource Planning, McGraw – Hill.

Stress Management -Elective

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Course Objectives:

1. To make the students understand and learn various relaxation methods to reduce muscle tension related to stress.
2. Learn cognitive techniques to increase accurate appraisal of stressors.
3. To expose the students to basic feature of stress and methods of relaxation.
4. To make the students to describe time management and its influence on stress.
5. To make the students to understand the approaches to reduce tension.

Course Outcomes:

- CO-1** After completing, the course the students could be to understand principles of stress management.
- CO-2** To analyse the proactive responses to stressful situation.
- CO-3** They also able to cope up with stress and manage stress through diet, sleep and other factors.
- CO-4** To understand the basic features of time management and its impact on stress.
- CO-5** Analyse the methods of reducing stress.

Mapping

| Course Code & Title : Stress Management | | | | | | | | | | | | | | | |
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| CO/PO | PO | | | | | | | PSO | | | | | | | |
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| CO -1 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 2 |
| CO -2 | 2 | 0 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 |
| CO -3 | 1 | 3 | 0 | 1 | 2 | 1 | 3 | 3 | 1 | 2 | 0 | 2 | 3 | 3 | 0 |
| CO -4 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 1 | 3 | 3 | 2 | 2 |
| CO -5 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 0 | 1 | 2 |

Strongly Correlated - (3)

Moderately Correlated - (2)

Weakly Correlated - (1)

No Correlation - (0)

ELECTIVE

STRESS MANAGEMENT

Preamble: Understanding stress in an important part of stress management. It gives opportunity to take a step back and reset. It helps the students mind and body adapt, without it the body might always be on high alert. It help the students to identify chronic stress can leads to a series health problems.

UNIT I

Concept of Stress, Origin, Basic concepts of the theory of H. Selye - Stressors, Basic Stress-reactions, Distress. Principles of Adaptation: From Darwin up to modern military psychology

UNIT II

Stress and psychological disorders: Causes of Stress, Impact of Stress on Thinking, Feeling and Behaviour. Sleep disorders, Eating disorders, Emotional disorders

UNIT III

Practical skills of stress management: General features of dealing with stress. Stress management in NLP, Stress-patterns, discovering, breaking, transformation, Reframing of habitual stress-reactions.

UNIT IV

Time management as a technical basis of stress – management, Stress and time (in time / not in time: early or late).

UNIT V

Extreme approaches to Stress Management: military techniques of self-control, Regulation of sleeping regime, Muscular tension reduction, Emotional tension reduction.

References:

1. [Anita Singh](#), Stress Management, Global India Publications Pvt. Limited
2. Paul M. Lehrer, Robert L. Woolfolk, and Wesley E. Sime, Principles and Practices of Stress Management, *New York: Guilford Press*
3. Seaward B.L. *Managing Stress: Principles and Strategies for Health and Wellbeing*, Jones and Bartlett Publishers.
4. Simmons M., Daw W. *Stress, Anxiety, Depression: a Practical Workbook*, Winslow Press.
5. Steinmetz J. *Managing Stress Before it Manages You*, Bull Publishing.

Semester-II

Business Ethics and Corporate Social Responsibility-Core

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Course Objectives:

1. To develop various Concepts on business, ethics and changing concept ,forces inducing social responsibilities
2. To make the students to understand ethical aspects of individual in the organization.
3. To make the students to understand consumerism, its role in business.
4. To develop various corporate social responsibilities and practice in their professional life.
5. To imbibe the ethical issues in corporate governance and to adhere to the ethical codes.

Course Outcomes:

- CO-1** Students will able to analyze the business ethics and changing concept ,forces inducing social responsibilities. .
- CO-2** The students will be able to analyze the ethics in decision making, corporate governance.
- CO-3** The students will be to analyze various ethical codes in HRM ,marketing and implication of technology.
- CO-4** Students will be able to analyze the environmental issues and labour related issues business ethics.
- CO-5** The students understand the theories and its practice in Indian firms .

| Course Code & Title : Business Ethics and Corporate Social Responsibility | | | | | | | | | | | | | | | |
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| CO/PO | PO | | | | | | | PSO | | | | | | | |
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| CO -1 | 2 | 2 | 3 | 2 | 1 | 2 | 3 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 2 |
| CO -2 | 0 | 1 | 1 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 0 | 1 |
| CO -3 | 1 | 2 | 3 | 2 | 2 | 1 | 0 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 3 |
| CO -4 | 2 | 3 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 3 | 2 | 1 |
| CO -5 | 2 | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 3 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY

Preamble: After completing the course the students know the basic concepts, Philosophy on Corporate Social Responsibility which stresses the need for firms to behave as good corporate citizens, not merely obeying the law but conducting their production and marketing activities in a manner which avoids causing environmental pollution or exhausting finite world resources.

UNIT I

Ethics – Definition, Relevance to Business - Historical Perspective of Ethics – Philosophical Foundation of Ethics in Business and management - Changing concepts and objectives of Business, Forces inducing Social Responsibility, Social responsibilities of Business Organization.

UNIT II

Ethics and Decision Making - Ethical Aspects Corporate Policy - Moral Relationship between Individual and Organization - Conflict between personal values and organizational goals - Corporate culture - Corporate Governance in India.

UNIT III

Consumerism and Ethics - Consumer Rights, Exploitation of consumers, Consumer Protection and Consumerism in India - Ethics in Advertising - Ethics and HRM - Ethics and Marketing - Ethics in Finance and Accounting - Ethical implications of Technology - Ethics and Information Technology.

UNIT IV

Corporate Social Responsibility (CSR) - Philanthropy - Conventional and Strategic - Environmental issues - Social issues - Labour and related issues - Ethical and Governance issues.

UNIT V

Social responsibility of business stakeholders (owners, employees, consumers, and community) - response of Indian firms towards CSR - Cost-benefit analysis of corporate social responsibility and good corporate citizenship.

References:

1. Sarkar, C. R., Social Responsibility of Business Enterprises, New Century Publication.
2. Velasquez, Business Ethics - Concepts and Cases, Prentice Hall.
3. Baxi, C. V. and Prasad, Ajit, Corporate Social Responsibility, Excel Books.
4. Sherlekar, S. A., Ethics in Management, Himalaya Publishing House.
5. Blowfield, Michael, and Alan Murray, Corporate Responsibility, Oxford University Press.

Quantitative Methods-Core

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Course Objectives:

1. To develop the students ability to explain the numerical and quantitative issues \ in business.
2. To enable the use of statistical, graphical and algebraic techniques whatever relevant.
3. To have a proper understanding of statistical applications in Probability and arithmetic and geometric mean .
4. Students will demonstrate about dispersion, correlation and regression.
5. The students analyze the types of index numbers and time series.

Course Outcomes:

- CO-1** Students will be able to demonstrate the numerical and quantitative issues in business
- CO-2** Students will be able to evaluate the of statistical, graphical and algebraic techniques whatever relevant .
- CO-3** Students understand of statistical applications in Probability and arithmetic and geometric mean .
- CO-4** Students will be able to apply knowledge of dispersion, correlation and regression in business.
- CO-5** Students will be able to analyze the types of index numbers and time series.

Mapping

| Course Code & Title : Quantitative Methods | | | | | | | | | | | | | | | |
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| CO -1 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 3 | 2 | 2 | 1 | 1 | 2 |
| CO -2 | 1 | 2 | 2 | 0 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 3 | 2 | 2 |
| CO -3 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 0 | 2 | 1 | 2 | 1 | 1 |
| CO -4 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 0 | 1 | 2 | 2 | 3 | 3 | 2 |
| CO -5 | 2 | 3 | 0 | 1 | 2 | 1 | 3 | 2 | 3 | 1 | 0 | 2 | 2 | 1 | 2 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

QUANTITATIVE METHODS

Preamble: : The purpose of the Quantitative methods generate knowledge and create understanding about social world. It also emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

UNIT I

Set theory – Coalitions - Venn Diagrams – relations - Domain – Co-domain. Functions – Linear and nonlinear – Maxima and minima. Business Applications of Matrix.

UNIT II

Statistics - Meaning, scope, characteristics and Limitations. Statistical enquiry - Census and sample survey. Data - Primary and secondary. Data collection - Scale – Types & Characteristics (Nominal to Ratio scale) – classification - tabulation (Univariate & Bi-variate). Frequency Distribution – Graphical representation (Bar Charts – Pie Diagram – Line graphs).

UNIT III

Probability – addition and multiplication – baye’s theorem. Probability distribution – Theoretical probability distributions – Binomial, Poison and normal - Characteristics. Measures of Central tendency-Arithmetic mean, median, mode, harmonic mean and Geometric Mean-Weighted Arithmetic Mean.

UNIT IV

Measures of dispersion – Range – Moments - Standard deviation - Co-efficient of variation-Skewness and Kurtosis. Correlation and Regression - Rank correlation. Introduction to Hypothesis Formation and Testing.

UNIT V

Arithmetic and Geometric Progression. Index number – Types of index numbers. Time series - Trend (Secular, cyclical, seasonal and random) – use of time series in business and forecasting.

References:

1. Richard I. Levin & David S. Rubin, Statistics for Management, Tata Mc Graw Hill
2. SP Gupta, Statistical Methods
3. R.P. Hooda, Statistics for Business and Economics
4. Elhanse, Statistics.
5. Gupta, SP and Gupta MP, Business Statistics.

Training and Development-Core

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Course Objectives:

1. To make the students understand the learning theories and apply them in training program.
2. To demonstrate use of various training methods is conducting various e-learning ,training program.
3. Identifying training needs, design and develop appropriate programme and implement properly.
4. To evaluate the training program .
5. To learn the practical applications and implications of training on other HR practices like recruitment, selection, HRP, performance appraisal etc.

Course Outcomes:

- CO-1** The students will be able to understand basic concepts of learning process, theories, training and development.
- CO-2** Understand training needs, training process, training methods and e-learning ,training program.
- CO-3** Elaborate the training process and outsourcing in training.
- CO-4** .The students able to evaluate the system of training
- CO-5** Relevance and usefulness of training expertise in the organizational work environment.

Mapping

| Course Code & Title : Training and Development | | | | | | | | | | | | | | | |
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| CO -1 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | 2 |
| CO -2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO -3 | 2 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO -4 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | 2 |
| CO -5 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

TRAINING AND DEVELOPMENT

Preamble: Training and development programs helps the students to understand about the enhancement of individual knowledge and skill,employee performance, boost employee productivity, reduce employee turnover, and improve company culture. Explore the importance of training and development programs for employees and employers by pursuing a career in human resources.

UNIT I

Training and development system - Concepts of Training and Development Organizing training department - Training and Development policies - Linking training and development to company's strategy - Requisites of Effective Training - Role of External agencies in Training and Development.

UNIT II

Training Methodologies - Logic and Process of Learning - Skills of an Effective Trainer - Audio-Visual Aids in training - Computer Aided Instructions - E- Learning - Technologies Convergence and Multimedia Environment - Electronic Enabled Training Systems (EETS.)

UNIT III

Training Needs Assessment (TNA) - TNA at different levels - Training design, kinds of training and development programs - Preparation of trainers - Developing training materials - Training process outsourcing - Training issues resulting from the external environment and internal needs of the company.

UNIT IV

Case-study methods in training - In-basket exercise - Multiple management Programme Learning - Action learning – Training Games - Role Play - Self Diagnostic Skills - Experience Learning - Discovery Learning - Brain Storming – Counseling - Sensitivity Training.

UNIT V

Reasons for evaluating Training and development programs, Problems in evaluation; Evaluation planning and data collection, different evaluation frameworks, Problems of Measurement and Evaluation; Costing of training, measuring costs and benefits of training program, obtaining feedback of trainees; Methods of evaluating effectiveness of Training Efforts.

References:

1. Prior, John, Handbook of Training and Development, Jaico Publishing House, Bombay.
2. Craig, Robert L., Training and Development Handbook, McGraw Hill.
3. Rolf, P., and Udai Pareek, Training for Development, Sage Publications Pvt. Ltd.
4. Dayal, Ishwar, Management Training in Organisations, Prentice Hall.
5. Warren, M.W. Training for Results, Massachusetts, Addison-Wesley.

Human Resource Information System-Core

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Course Objectives:

1. To understand what is the role of information system at current scenario of business.
2. To help the students to understand the importance of information and HRIS , planning and designing.
3. To enable them to know the HRIS application ,compensation ,training and grievance redressel and payroll.
4. To explain the concept of office automation and data base management.
5. To instill the technological updates in information system thereby making decision making process more easy.

Course Outcomes:

- CO-1** To gain knowledge on how information systems are effectively used in organization for achieving their goals .
- CO-2** To use modern information technology to solve the problems in business.
- CO-3** To manage the HRIS application ,compensation ,training and grievance redressel and payroll.
- CO-4** It helps to understand the concept of office automation and data base management and updates in information system thereby making decision making process more easy.
- CO-5** It demonstrates a through understanding of the strategic value of HRIS and how it contributes to organizational success.

Mapping

| Course Code & Title : Human Resource Information System | | | | | | | | | | | | | | | |
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| CO/PO | PO | | | | | | | PSO | | | | | | | |
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| CO -1 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| CO -2 | 3 | 2 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 3 |
| CO -3 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |
| CO -4 | 3 | 2 | | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO -5 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 2 | 3 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

HUMAN RESOURCE INFORMATION SYSTEM

Preample: : The importance of Human Resource Information Systems (HRIS) is the study of people, technology, organizations, and the relationships among them. It provides centralised data base that stores applicant all the details of an employee.HRIS professionals help firms realize maximum benefit from investment in personnel, equipment, and business processes.

UNIT I

Information System: Role, Functions & Types – Organizations and Information Systems - System Development – Managerial Decision Making - Information Systems and Business Strategy.

UNIT II

Management Information System – Concept, Necessity and Functional Applications – Overview of Human Resource Information System (HRIS) —HRIS Planning & Designing, Hardware & Software of HRIS Implementation—Planning, Installation, Modification, Acceptance Tasking-Maintaining & Enhancing HRIS.

UNIT III

HRIS Application: Application of HRMS in Employment Management, Compensation, Benefit, Training & Development, HRP, Grievance Redressal, Occupational Health & Safety and Payroll.

UNIT IV

Basic Concepts of Office Automation System - Decision Support System (DSS) – Knowledge Based Systems - Business Intelligence, Expert System, Artificial Intelligence (AI) - Database Management System (DBMS) – Managing International Human Resource Information Systems.

UNIT V

HRIS in different types of organizations — Packaged Human Resources Information Systems— Basics of Networking, Internet, Intranet, Technology Implications— Uses of Internet and Telecommunications in HR functions such as Acquisition, Training & Development etc— Exposure to HRIS software.

References:

1. Jaiswal & Mittal. Management Information System. Oxford University Press.
2. Keen, Peter GW. Decision support system: An Organizational Perspective. Addison-Wesley Laudon, K.C. & Laudon, J.P. Management Information Systems. Pearson Education.
3. Turba Efrin. Decision Support & Expert Systems - Management Perspective. Macmillan
4. Vincent R. Ceriello, Human Resource Management System –Strategies, Tactics and Techniques, Lexington.
5. Hcas M. Awad, Casico, Human Resource Management, An Information Systems Approach, Reston Publishing

Performance Management -Elective

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Course Objectives:

1. Demonstrate the ability to use right performance management system and its practice in Indian Organizations.
2. Contrast models and assess the performance with appropriate measures.
3. Illustrate ability to implement Performance Management System, documentation and performance management audit there by.
4. Explore and apply innovative ways of talent management and ethical and legal issues in performance management.
5. Analyze critically the key factors and different aspects of performance and drive culture of excellence.

Course Outcomes:

- CO-1** After completion of the course the students will be able to identify the elements and understand describe the performance management system.
- CO-2** Identifying different types of rewards system, performance appraisal, documentation and performance management audit.
- CO-3** Analyzing performance through various measuring tools and developing an implementing performance consultation.
- CO-4** Demonstrate the key factors for performance and future innovation talent management ethical and legal issues in performance management.
- CO-5** Outline the the key factors and different aspects of performance and drive culture of excellence.

| Mapping | 1. Course Code & Title : Performance Management | | | | | | | | | | | | | | |
|---------|---|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|
| | PO | | | | | | | PSO | | | | | | | |
| CO/PO | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO -1 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| CO -2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| CO -3 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO -4 | 3 | 1 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 3 |
| CO -5 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

PERFORMANCE MANAGEMENT

Preamble: Studying of Performance management as a course help them to know the what are corporate management tool .It helps them to understand the techniques of tracking the employees performance. Performance management's makes them to create an environment where people can perform to the best of their abilities to produce the highest-quality work most efficiently and effectively.

UNIT I

Objectives of performance management system - Performance management and performance appraisal - Performance Management Process - Linkage of performance management system with other HR practices - Performance management practices in Indian organizations.

UNIT II

Implementing performance management system- Strategies and challenges - Characteristics of effective performance metrics - Role of HR professionals in performance management - Performance management as an aid to learning and employee empowerment - Performance management documentation - Performance management audit.

UNIT III

Performance planning - Performance measurement and evaluation - Performance management appraisal methods - Appraisal Communication - Counseling - Identifying potential for development - Linking pay with performance.

UNIT IV

Performance Management and Talent Management - Talent identification - Integration and retention - Building the talent pipeline - Ethical and legal issues in performance management.

UNIT V

Managing employee engagement - Key factors and different aspects of performance management - Using performance management processes to drive culture of excellence - Future directions in talent management practice and research.

References:

1. Armstrong, M. & Baron, A., Performance management and development, Jaico Publishing House.
2. Bhattacharyya, D.K., Performance management systems and strategies, Pearson Education.
3. Bagchi, S. N., Performance management, Cengage Learning India.
4. Rao, T.V., Performance management and appraisal systems: HR tools for global Competitiveness, Response Books: A division of Sage Publications
5. Robert B., Performance management, McGraw-Hill Education India.

Human Resource Motivation-Elective

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Course Objectives:

1. To objective of this course to make the students understand the theoretical process and implementation of implementation of motivation by the managers.
2. It also makes them understand the approaches and theories of motivation, employees motivation, influence of motivation on development.
3. To develop knowledge on HRD mechanisms for motivation.
4. Through selected cases practical knowledge is imparted.
5. To make the students to understand and approaches the practices of motivation.

Course Outcomes:

- CO-1** After completion of this course the students will be able to understand better about the theories process and implication of motivation on manager.
- CO-2** It gives practical knowledge on influence of motivation on development, HRD mechanisms for motivation.
- CO-3** The students gain knowledge through illustrated cases.
- CO-4** Demonstrate the applicability of various theories about motivation.
- CO-5** Demonstrate the applicability of motivation practices in MNC companies.

Mapping

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| | 1. Course Code & Title : Human Resource Motivation | | | | | | | | | | | | | | |
| CO/PO | PO | | | | | | | PSO | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO -1 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 3 | 3 | 2 | 2 |
| CO -2 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 2 | 3 |
| CO -3 | 3 | 2 | 1 | 1 | 3 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO -4 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| CO -5 | 3 | 2 | 2 | 3 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 2 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

ELECTIVE

HUMAN RESOURCE MOTIVATION

Preamble: Human resource Motivation course is one of the most important concepts in HRD.It opens the doors in this feild itself, managing people and client relations is important skill acquire from it. Motivation can be understood as the desire or drive that an individual has to get the work done.Managing human resource is about being successful because the company provides them oppertunity to use their talent to their best ability.

UNIT I

Motivation– Definition, Need for motivation, Nature and Sources of Motivation – Content Theories and Process, Implications for Managers—Employee Morale.

UNIT II

Theories of Motivation–Application of Motivation Theories–Management’s assumptions about people- McGregor’s Theory X and Theory Y; Chris Argyris Behaviour Patterns. Motivation - Maslow’s Need Hierarchy, Herzberg’s Two Factors Theory, Vroom’s Expectancy Theory;

UNIT III

Approaches to employee motivation, action learning, assessment and development centres; Theory of Intrinsic Motivation by Ken Thomas

UNIT IV

Influence of motivation on development activities Work –Designing for creating motivating Jobs; OB Mod. HRD mechanisms for motivation.

UNIT V

Selected cases covering Motivation practices in government organizations, manufacturing and service industries and MNCs. Motivation - Indian approach vis-à-vis American and Japanese approaches.

References:

1. Haldar, U. K., Human resource development, Oxford University Press India.
2. Rao, T.V., Future of HRD, Macmillan Publishers India.
3. Davis and Newstrom: Organizational Behaviour: Human Behaviour at Work, Tata McGraw-Hill.
4. Fred Luthans, Organizational Behavior McGraw-Hill Book Company.
5. Steers and Black: Organizational Behaviour, Harper Collins College Publishers.
6. S.P. Robbins, Organizational Behavior, Prentice Hall India Private Limited.

Emotional Intelligence-Elective

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Course Objectives:

1. The students to understand the development of self awareness and self management of personal emotion.
2. It also explored ways to advance personal intelligence, recognition of emotions in others, . responding to these emotions in order to inspire high performance.
3. Understood the consequences of behavior ,application of theories and development of emotional intelligence through coaching.
4. To makes the students to understand emotional skill ,art of influencing people, and way of anger management.
5. The students explored different levels of Emotional Qualities and its influence on leadership.

Course Outcomes:

- CO-1** After completion of this course the students be able to relate more effectively to their colleagues and to others.
- CO-2** Understand how to demonstrate empathy in a wide range of situations.
- CO-3** Be aware how their emotions affect their behavior and performance.
- CO-4** The students understand the theories and emotional development through coaching.
- CO-5** Through case studies the students they demonstrate special features of emotional qualities and its influence on leadership.

Mapping

| | | Course Code & Title : Emotional Intelligence | | | | | | | | | | | | | | |
|-------|----|--|---|---|---|---|---|-----|---|---|---|---|---|---|---|--|
| CO/PO | PO | | | | | | | PSO | | | | | | | | |
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| CO -1 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | |
| CO -2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | |
| CO -3 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | |
| CO -4 | 3 | 1 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | |
| CO -5 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

EMOTIONAL INTELLIGENCE

Preamble: The Emotional intelligence skiis this useful skill to prevent making decision based on emotional biases.It helps them to identify and regulate one's emotions and understand the emotions the others. A high EQ helps you to build relationships, reduce team stress, defuse conflict and improve job satisfaction.It also realises the true potential needed by them to face the situation.

UNIT I

Emotional Intelligence: The Concept - Introduction: Evolution of Emotional Intelligence, Defining Emotional Intelligence, How EQ makes a difference in Life, What exactly is EQ, Are you Emotionally Intelligent, How do you acquire your EQ, How EQ helps in Professional Success.

UNIT II

Emotional Quotient and Intelligent Quotient - The relationship between EQ and IQ, Where do emotions come from?, Consequences of Low and High EQ.

UNIT III

Can EQ be developed ? - Early life experiences, EQ develops with maturity, How Emotions can be unlearned? Gardner's seven intelligence model. Developing Emotional Intelligence through coaching.

UNIT IV

Emotional Skills - Learn to recognize your emotions, Learn to empathize with others, How to develop high Self- Esteem, How to manage emotional upsets?, How to learn the art of influencing people, How to manage your anger?

UNIT V

Emotional Intelligence: The Empirical Evidence - Emotional Intelligence competencies, Do different professions require different levels of EQ?, Emotional Intelligence and Leadership Behaviour, Emotional Intelligence and Stress Management. Case Studies of successful persons and their emotional intelligence.

References:

1. Goleman, D., Working with Emotional Intelligence, Bloomsbury Publishing, London.
2. Goleman, D., Boyatzis, R., and McKee, A. Primal Leadership: Realizing the power of EI. Boston, Harvard Business School Press.
3. Stein, S.J. and Book, H., The EQ Edge. Emotional Intelligence and Your Success. Jossey-Bass
4. Peter Salovey; David J. Sluyter, [Emotional Development and Emotional Intelligence: Educational Implications](#), Basic Books.
5. Adele B. Lynn , [The EQ Difference: A Powerful Program for Putting Emotional Intelligence to Work](#), , AMACOM

**III-Semester
Organizational Culture and Development**

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Course Objectives:

1. To makes the students understand how the mission and goals of the organization not only fuel performance ,but also serve to establish Values and shape the attitude ..
2. Makes the students to understand the management of cultural adoption and challenges ,multi-cultural groups and judging the determinents.
3. The students obtained knowledge about the concepts, process, and recent trends of organizational Development as behavioral science.
4. To makes the students to understand the applicability of organizational assumptions , values and foundation of organizational development.
5. Demonstrate the applicability of various organizational Development programs,OD and HR interface and global settings.

Course Outcomes

- CO-1** Understand the importance of building corporate and organizational culture.
CO-2 Analyze the cultural change and adaptation of challenges in multi- culture.
CO-3 The students obtained knowledge about the concepts, process, and recent trends of organizational Development as behavioral science. .
CO-4 The students can differentiate between developing a business articulate the organizational culture better to attract right people to the organization.
CO-5 Analyze and demonstrate the applicability of various OD programs .OD and HR interface global setting .

Mapping

| Course Code & Title : Organizational Culture and Development | | | | | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|
| CO/PO | PO | | | | | | | PSO | | | | | | | |
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| CO -1 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 2 |
| CO -2 | 3 | 2 | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 |
| CO -3 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 1 | 2 |
| CO -4 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 2 |
| CO -5 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 2 |

- Strongly Correlated- (3)
 Moderately Correlated –(2)
 Weakly Correlated - (1)
 No Correlation - (0)

ORGANIZATIONAL CULTURE AND DEVELOPMENT

Preamble: Organizational development is the study and implementation of practices, systems and techniques that affect organizational change. The goal of which is to modify organisational performance or culture. The organizational changes are typically initiated by the group of stakeholders. The need for employee development stems from constant industry and market change.

UNIT I

Organizational Culture - Concepts of organizational culture, levels of culture and macro cultures, subcultures and micro cultures.

UNIT II

Organizational culture external adaptation and internal integration. Factors of participant interactions, analysis tools for judging a culture and determining results.

UNIT III

Creating organizational cultures, leaders' roles, managing through company life cycle and concepts. Managing culture change, assessing. Adapting to current challenges and managing multicultural groups.

UNIT IV

Organizational Development - Concept and process; Assumptions and values underlying organization development (OD); Foundations of organization development, Emergence of OD as an applied behavioral science.

UNIT V

OD Interventions - Change agents, Work redesign, work modules, Quality of work life (QWL), Quality circles (QC); Management by objectives (MBO), Sensitivity training, Transactional analysis. Trends in Organization Development: OD-HRD interface; OD in global settings; OD research and practice in perspective; Challenges and future of OD.

References:

1. French, W.L. and Bell, C.H., Organization development, Prentice-Hall, New Delhi.
2. Ashkanasy, N.M., Wilderom, C.P.M., & Peterson, M.F., *Handbook of Organizational Culture and Climate*. Sage Publications, Thousand Oaks, CA.
3. Harvey, D.F. and Brown, D.R., An experimental approach to organization development, Prentice-Hall, Englewood Cliffs, N.J.
4. Pareek U., Rao, T.V. and Pestonjee, D.M., Behavioural processes in organizations, Oxford and IBH., New Delhi.
5. Cummings, T. G., Theory of organization development and change, South Western.

Labour Legislation

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| L | T | P | C |
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Course Objectives

1. Makes them to understand the development and the judicial setup of labour laws.
2. To learn important features of welfare and wage ,bouns given to the employees by an employer.
3. To learn the laws relating to industrial relations ,gratuity,employee's insurance and provident fund.
4. To understand the laws related to working conditions in different settings and industrial disputs.
5. To understand the laws relating to social security,equal remuneration ,condition of contract labour's and other benifits .

Course Outcomes

- CO-1** The stusends will know the development and the judicial setup of labour laws.
- CO-2** The studens understand the important features , integrate the knowledge of labour law in HR practice .
- CO-3** Analyze and the employee welfare and laws relating to industrial relations ,gratuity,employee's insurance and provident fund.
- CO-4** The students acquired knowlege on the labour welfare and the role of trade union understand the laws related to working conditions in different settings and industrial disputs.
- CO-5** Analyze the various types of remunaretion system and the condition of contract labours and other benifits .

Mapping

| Course Code & Title : Labour Legislation | | | | | | | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|--|--|
| CO/PO | PO | | | | | | | PSO | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| CO -1 | 2 | 2 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | | |
| CO -2 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | | |
| CO -3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | | |
| CO -4 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | | |
| CO -5 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

LABOUR LEGISLATIONS

Preamble: The course provides knowledge on laws seek to cause of social justice, todistribute wealth,protect workers from exploitation . they also understand multiple and equalisation of work oppertunities and help them to become able assit the business growth.

UNIT I

Factories Act, 1948. The Workmen's Compensation Act, 1923.

UNIT II

Payment of Wages Act, 1936. Minimum Wages Act, 1948. Payment of Bonus Act, 1965.

UNIT III

Payment of Gratuity Act, 1972. Employees State Insurance Act, 1948. Employees Provident Fund and Miscellaneous Provisions Act, 1952.

UNIT IV

Industrial Disputes Act, 1947. Industrial Employment (Standing Orders) Act, 1946. Trade Union Act 1926. Shops and Establishment Act, 1947.

UNIT V

Equal remuneration Act, 1976. Contract Labour (Regulation and Abolition) Act, 1976. Maternity Benefits Act, 1961.

References:

1. N.D. Kapoor, Industrial Law, Sultan Chand & Sons, New Delhi.
2. P.L. Malik, Industrial Law, Eastern Book Company Lucknow. (*Relevant Bare Acts*).
3. S.K. Puri, Labour Law.
4. S.N. Misra, Labour and Industrial Laws.

Research Methodology

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Course Objectives

1. The course attempt to expose the research techniques to be adopted in the pursuit of research in management.
2. The content is designed to deliberate to researcher from identifying the purpose of research ,conception of the problem, development of hypothesis ,type of survey follower.
3. The course deliberates on the methods to processes the data and presents them in a report format.
4. To makes them to identify and prepare research proposal or problem through review of literature.
5. Familiarize the students in the area of sampling ,data collection and application of statistical tools in business research.

Course Outcomes

- CO-1** Understand the fundamental concepts of research and research process.
CO-2 Summarize the sampling design and scaling techniques.
CO-3 Construct a method for data collection and able to edit, code, classify and tabulate the collected data.
CO-4 Analyze the collected data to prove or disprove the hypothesis.
CO-5 Interpret the data and prepare research report.

Mapping

| | | Course Code & Title : Research Methodology | | | | | | | | | | | | | | | |
|-------|----------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|--|
| CO/PO | PO | | | | | | | PSO | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| CO -1 | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | | |
| CO -2 | <u>3</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | | |
| CO -3 | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | | |
| CO -4 | <u>3</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | | |
| CO -5 | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

RESEARCH METHODOLOGY

Preamble: Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. The study of research methods give training to apply them to a problem .The study provides us the necessary training I choosing methods ,materials, scientific tools and techniques relavent for the problem chosen.

UNIT I

Research-Meaning, - purpose - types of research - Pure, applied, historical, analytical, descriptive and experimental -Significance of research in social sciences - Process of research - Meaning -Scientific method - Induction and deduction.

UNIT II

Planning Research : Research Problem - identification, selection and formulation of research problem - Review of literature - Hypothesis - Meaning - Sources of hypothesis - Types of Hypothesis - Formulation and testing - Research design - Factors affecting research design

UNIT III

Sampling design: Census method and sampling method for investigation - advantages and disadvantages of sampling - principle of sampling - Essentials of a good sampling - methods of sampling - probability and non-probability sampling methods - Selection of a sample - factors affecting the size of the sample

UNIT IV

Collection and Processing of Data : Sources of data - primary and secondary data - Modes of data collection - Analytical method - case study – observation - survey method - Interview – Construction of Interview Schedule - Questionnaire –pre-testing and its importance. Process of data analysis - Editing - Coding - Tabulation - Diagrams - The process of interpretation - Guidelines for making valid interpretation - Scaling techniques..

UNIT V

Structuring the Report: Chapter format- Pagination- Using quotations- Presenting footnotes – abbreviations- Presentation of tables and figures-Referencing- Documentation-Use and format of appendices- Indexing.

References:

1. O.R. Krishnaswami, Methodology of Research in social Sciences, Himalaya Publishing House, Mumbai
2. Donald R. Cooper, Pamela S. Schindler, Business Research Methods, Tata McGraw Hill Publishing Company Ltd. New Delhi

Summer Internship

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Course Objectives

1. A practice -oriented and hand's on working experience in the real world or industry, and enhance the students learning experience.
2. An opportunity to develop a right work attitude ,self confidence, inter personal skills and ability to work as a team in a real organizational setting.
3. An opportunity to further develop and enhance operational , customer service and other life long knowledge and skills in a real world work environment.
4. Meet the professional role and potential mentors who can provide guidance ,feedback and support.
5. Pre employment training for the students and an opportunity for the competitive organization to assess the performance of the student and offer the students employment opportunity after his/her graduation if it deems fit.

Course Outcomes

- CO-1** Demonstrate the application of knowledge and skill sets acquired from the workplace in the assigned job functions.
- CO-2** Solve real life challenges in the work place by analysing work environment and condition of setting appropriate and educational advancement .
- CO-3** Exhibit critical thinking and problem solving skills by analysing understanding issues to challenges.
- CO-4** Demonstrate the ability to harness resources by analysing challenges and considering opportunities. Recommended to improve work effectiveness and efficiency by analysing the challenges and considering viable options.
- CO-5** Exhibit professional ethics by displaying positive disposition during internship.

Mapping

| Course Code & Title : Summer Internship | | | | | | | | | | | | | | | |
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| CO/PO | PO | | | | | | | PSO | | | | | | | |
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| CO -1 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO -2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO -3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 2 |
| CO -4 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO -5 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

Knowledge Management

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Course Objectives

1. To equip the students with competence to manage themselves in organizations with a scientific outlook towards knowledge management with strategic dimension.
2. To learn the architecture of the knowledge management system process and implementation model using with the balanced scored method.
3. Identifying the various tools and techniques of knowledgemanagement.
4. To makes the students to develop the mechanism using data mining.
5. To learn the measurement systems with knowledge audit and facilitate practices into globalized era.

Course Outcomes

- CO-1** The students will be able to know the knowledge management with different strategic dimensions.
- CO-2** To analyze the knowledge management system process and implementation model and KM architecture.
- CO-3** To know the tools and techniques of knowledge management further development of the mechanisms.
- CO-4** To design the KM with the measurement system and practice to the well.
- CO-5** Demonstrate the applicability of measurement systems with knowledge and felicitate practices into globalized era.

Mapping

| Course Code & Title : Knowledge Management | | | | | | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|--|
| CO/PO | PO | | | | | | | PSO | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| CO -1 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | |
| CO -2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 2 | 2 | 1 | 2 | 3 | 2 | |
| CO -3 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 1 | 3 | 3 | 2 | |
| CO -4 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 0 | 3 | 2 | 2 | |
| CO -5 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

ELECTIVE

KNOWLEDGE MANAGEMENT

Preamble: It's primary goal is to improve efficiency and retain critical information within the company. It gives options to maximise and empower employees to improve their decision making ability. Knowledge management (KM) is the process of creating, sharing, using and managing the knowledge and information of an organization. It refers to a multidisciplinary approach to achieve organisational objectives by making the best use of knowledge.

UNIT I

Introduction : Overview of Knowledge Management: Data, Information and Knowledge; History of Knowledge Management, Importance of Knowledge Management, Information Management Vs Knowledge Management; Knowledge Management's Value Proposition, Users Vs Knowledge Workers, Role of Consultant in Knowledge Management.

UNIT II

Strategic Dimensions of KM: Knowledge Management Strategies, Strategic Drivers, Impact of Business Strategy on Knowledge Strategy, Porter's Five forces Model, Resource Strategy Model, Strategic Advantage, Knowledge Maps, Strategic Knowledge Resources, Balanced Scorecard and Knowledge Strategy.

UNIT III

Knowledge Management System: Knowledge Management Processes; Knowledge Management Systems: Types of Knowledge Systems, Knowledge Management Architecture, Knowledge Management System Implementation, Knowledge Discovery in Database; Knowledge Management Infrastructure; Knowledge Management System Life Cycle (KMSLC); Challenges and Barriers to Knowledge Management Systems, Drivers of Knowledge Management System.

UNIT IV

Tools & Techniques in KM: Knowledge Management Mechanisms & Technologies, Role of IT in KM, Knowledge Portals and Knowledge Management Tools, Communities and Collaborations, Intelligent Techniques in Building KMS, Data Mining in KM; Scope, Cost Efficiency and Reliability of Technologies to Support Knowledge work.

UNIT V

Measurement Systems for KM, Knowledge Audit, Knowledge Divestiture, IP Protection, KM Certifications; Practices of Knowledge Management in Modern Global Organizations.

REFERENCES

1. Elias M Awad, Hassan M Ghaziri, Knowledge Management, PHI
2. Fernandez A C. Knowledge Management, Pearson Education.
3. Anu Singh Lather, Anil K Saini and Sanjay Dhingra Ed., Knowledge Management, MacMillan.
4. Warier, Sudhir, Knowledge Management, Vikas Pub. House.
KimizDalkir, Knowledge Management in Theory and Practice, PHI

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Human Resource Compensation

Course Objectives

1. To makes the students to understand the basis of compensation focusing on employee efforts attracting quality employees ,retaining top performance ,its also used to motivate employees at work at their peak performance and improve morale.
2. To makes the students to understand the basics of compensation focusing on wage and employee efforts.
3. They Obtained knowledge on attraction of quality employees and retaining top performers.
4. The students obtained clear cut knowledge about rewards and awards system give to the employees.
5. To makes the students to understand the management and development and future trends in reward management.

Course Outcomes

- CO-1** Analyze the current pay practices and determine if they are competitive for the industry and geographic location.
- CO-2** They can also help to determine ,if the employees salaries are in complainants with current employment, state and federal laws.
- CO-3** Obtained knowledge about attraction of quality employees and retaining top performers.
- CO-4** Analyze the rewards and awards system practiced in the organization.
- CO-5** Demonstrate the applicability of strategic based performance and reward strategy in knowledge economy.

Mapping

| Course Code & Title : Human Resource Compensation | | | | | | | | | | | | | | | |
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| CO -2 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 |
| CO -3 | 2 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 |
| CO -4 | 2 | 1 | 3 | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 2 |
| CO -5 | 2 | 2 | 1 | 0 | 2 | 1 | 3 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 2 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

ELECTIVE

HUMAN RESOURCE COMPENSATION

Preamble: The objectives of compensation management are to attract, engage, and retain employees through competitive compensation plans that align with the company budget, corresponding job-market, and government regulations. Good compensation management should: Attract and recruit talent. Motivate employees.

UNIT I

Concept of Wages and Salary, Minimum Wage, Fair Wage and Living Wage – Theories of Wages and Salary – Pay and Social Class – Mechanisms for Wage Fixation – Statutory provisions governing different components of reward systems. Wage criteria and wage machinery — Wage Components — Salary Benchmarking, designing Key Result Area and Key Performance Indicator.

UNIT II

Reward Management: Concept, Aims, Components of Reward system – Role of Reward in organization. Strategic perspectives of Reward – Reward as a motivational tool – Psychological contract – Reward policies. Factors determining the rates of Pay – Strategic and Tactical pay related issues – Establishing Job Values and Relativities: Internal and External Equities – Job evaluation schemes, Internal Pay Structure, Reward survey – Designing Pay Level, Pay Mix and Pay Structures – Grade and Pay structures: Types, Design and Implementation — Group/Individual Incentive, Designing Incentive Scheme.

UNIT III

Rewarding and Reviewing Contribution and Performance: Individual Contingent Pay – Team Pay – Paying for Organisational performance – Recognition Process – Performance Management and Reward. Reward for Special groups – Directors, Chief executives, Senior Managers, professionals and knowledge workers, Scientists and Engineers, Sales Staff, contingent workers – Components of Executive Compensation package. Employee Benefits and Services – Rationale for employee benefits – Types of benefits, Choice of benefits, administering employee benefits, Tax considerations – Flexible benefits/Cafeteria Plans–Pension Schemes – ESOP— Computations of taxable income, overtime.

UNIT IV

Managing Reward Processes: Reward Management Roles – Reward Procedures – Controlling reward – Pay reviews – Communicating to employees – Managing the development of reward systems – Future Trends in Reward Management.

UNIT V

Strategic Reward: Concept, Aims–Strategic Reward and Reward Management – Purpose and Contents of Reward Strategy – Strategic Reward and Performance – Reward strategies in a Knowledge economy –Reward Strategies in a Service-based economy – Developing reward strategy – Communicating reward strategy – Implementing reward strategy.

References:

1. Armstrong & Stephens, Employee Reward Management and Practice, Kogan Page
2. Strategic Reward, Armstrong & Brown, Kogan Page.
3. Henderson, R.O., Compensation Management, Englewood Cliffs, Prentice Hall
4. Armstrong, M and Murlis H, Reward Management, Kogan Page.
5. Martocchio Joseph J., Strategic Compensation-A Human Resource Management Approach, Pearson

Counseling Skills**Elective**

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Course Objectives

1. To make the students to understand about or impending changes that are resulting from stress, it involves psychological emotional and intellectual.
2. The students get practical knowledge and examine the available alternatives .
3. The students obtained knowledge on the decide choice and appropriate methods useful to solve problems .
4. The students understand the theoretical aspects of behaviorism.
5. The students obtained knowledge on various types of counselling.

Course Outcomes

- CO-1** The students are able to understand impending changes that result in stress.
- CO-2** The students get practical knowledge and examine the available alternatives .
- CO-3** Demonstrate the deciding appropriate and useful choices for solving the problems.
- CO-4** They gain knowledge on interpersonal and counseling skills.
- CO-5** Analyze the factors indicate by theoretical knowledge through case studies and gain practical knowledge.

Mapping

| | | Course Code & Title : Counseling Skills | | | | | | | | | | | | | | |
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| CO -2 | | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 2 |
| CO -3 | | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 1 |
| CO -4 | | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 |
| CO -5 | | 3 | 3 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 1 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

ELECTIVE**COUNSELLING SKILLS**

Preamble:This course provides essential skills for a career in counseling. Counselling skills are interpersonal and technical traits that a counsellor uses to better understand and listen to their clients. Using these skills, a counsellor helps a client overcome obstacles that are preventing them from leading a happy life. These skills help the students to build rapport, establish trust and ensure that your clients feel heard and understood.

UNIT I

Definition, aims and scope of counseling, goals of counselling, characteristics of effective counselling, Application of counselling in various areas.

UNIT II

Understanding counselling as a process - Outcome & Process goals in counselling; Psychoanalysis: Introduction - Assumptions - acquisition - Maintenance - Practice.

UNIT III

Behavioural counselling: theory - Pavlov's classical conditioning - Watson's conditioned behaviourism - Skinner's operant behaviourism - Wolpe's reciprocal inhibition - Eysenck's incubation theory

UNIT IV

Goals for counseling - Behavioural assessment - relaxation Procedures - Systematic desensitization - Behavioural rehearsal and assertive training - Reinforcement methods - Aversive and Flooding methods.

UNIT V

Rational Emotive Behaviour Counselling and Cognitive Counselling: Assumptions - acquisition - Maintenance - Practice; Cognitive models. Multi-model Counselling - Life Skills Counselling.

References:

1. Lewis E. Patterson and Elizabeth Reynolds Welfel . The Counselling Process, Wasworth Brooks / Cole, Thomson Learning.
2. S. Narayana Rao, Counselling Psychology, Tata McGraw Hill Publisher.
3. Brammer. L.M. and Shostrom E.L. Therapeutic Psychology, Englewood Cliffs, New Jersey.
4. Nelson - Jones, R. The Theory and Practice of Counselling, London : Cassell.

IV Semester

Strategic Human Resource Development Core

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Course Objectives

1. To develop theoretical and practical understanding of role of HR professionals as a partner in Organization.
2. It designed to provide linkages of business strategy to HR strategies policies and systems.
3. It provides insights on how to develop and formulate strategies and programs and sustain competitive HR advantage in Organization.
4. The students are able to obtain knowledge about best practices ,tools and models to implement HRD system.
5. It makes the students to understand about the performance management and system of high performance HR practices.

Course Outcomes

- CO-1** The students will able to integrate HR with business strategy.
- CO-2** To makes the students to understand and develop competency to enhance employee development and gain rational ability to manage performance strategically.
- CO-3** Demonstrate the applicability of strategic compensation and development system.
- CO-4** Analyze the process ,effectiveness ,methods and challenges in Training.
- CO-5** The students obtained knowledge on Strategic responses of organization and Strategic HR information system and its contribution to SHRM.

| 1. Course Code & Title : Strategic Human Resource Development | | | | | | | | | | | | | | | |
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| CO -2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| CO -3 | 2 | 3 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO -4 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 2 | 1 | 2 | 3 | 3 |
| CO -5 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 1 | 3 |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

STRATEGIC HUMAN RESOURCE DEVELOPMENT

Preamble: The primary principle of strategic human resource management is to improve business performance and uphold a culture that inspires innovation and works unremittingly to gain a competitive advantage. It's a step above traditional human resources and has a wider reach throughout the organization. The purpose is also to develop and maintain an culture that is progressive and conducive to business needs.

UNIT I

Strategic HR Development: meaning- nature - Scope and importance. HRD Strategic perspective: Significance of HRD- Human Resources for competitive advantage- Business Strategy and HRD- HR and Business Policy linkages- HRD and life cycle of organization- HRD and Organizational Performance- Human Resource contributions to Organizational Development- Strategic Planning in Indian Organizations.

UNIT II

Strategic HRD System Practices: Working conditions- Training- HRD Function- performance appraisal- Career Planning- Communication and involvement. Strategic HRD Facilitators: Concerns of top management, Trade Unions, Frontline officers and workers- Industrial Relations Scenario- Employment Externalization.

UNIT III

Strategic compensation and development system: Strategic compensation system – Employee development- Training and Development- Meaning- Need- Process- Training Effectiveness- Methods of Training- Challenges in Training.

UNIT IV

Performance Management: Objectives- Process of Performance Appraisal- Effective performance Evaluation- Methods of Performance Appraisal- Potential Appraisal- Individual high performance HR practices – System at high performance HR Practices - Universal Practices Vs Contingency perspectives.

UNIT V

Strategic Responses of Organizations: Portfolio related Strategic Responses and SHRD Systems- Process Related Strategic Responses and SHRD System- Structure Related Strategic Responses and SHRD System- Downsizing: Need for downsizing approach to a strategic downsizing – A Strategic HR information system and its contribution to the SHRM.

References:

1. Greer CR. Strategic HR Management: A General Management approach (2nd Edn). Pearson Education Asia.
2. Srinivas. R. Kandula. Strategic Human Resource Development (10th Edn). PHI Learning Private Limited.
3. Dr. Lalitha Balakrishnan and S. Sridivya. Human Resource Development (1st Edn). Himalaya Publishing House.
4. Buckley, P.J. and M.C.Cassan (1985). Economic Theory of Multinational Enterprises. London: McGraw Hill.

International Human Resource Practices-Core

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Course Objectives

1. To makes the students to obtained knowledge and understanding the theories ,skills and practices.
2. Appriciate the implications of increseasing globalization for management resource with particular reference to IHRD in MNC corporations.
3. The students understand the process of recuritment and the issues in selection.
4. The students obtain knowledge on compensation system followed by International level.
5. The students are able to obtained knowledge about performance management and various types of Training

Course Outcomes

- CO-1** Demonstrate competence in the feild of professional HRD and able to locate practioner academic resources for the purpose of strategic development and problem solving.
- CO-2** The students are able to perform effectively with co-workers with divers skills,experience levels and way of thinking also.
- CO-3** Analyze the process of recuritment and challenfes in selection.
- CO-4** Demonstrate the applicability of compensation system followed in MNC corporations.
- CO-5** Case Studies also provide enough information on IHRP.

Mapping

| Course Code & Title : International Human Resource Practices | | | | | | | | | | | | | | | | | |
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| CO -2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | | |
| CO -3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | | |
| CO -4 | 3 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 3 | 3 | | |
| CO -5 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 0 | 3 | 2 | | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

INTERNATIONAL HUMAN RESOURCE PRACTICES

Preamble: It plays a very crucial role in terms of managing employees belonging to different locations and countries. IHRM is a process of employing ,trining and devveloping and compensating the employees in the international and global level.They will be ready to move their operations into another country and effectively manage their employees to achieve smooth operations of the organisation.

UNIT I

Understanding International Business Operations— Importance of People Management Issues— Evolution, Concept and Characteristics of International Human Resource Management (IHRM)— Variables that moderate differences between Domestic & International HRM— Economic Development and the management of human resources.

UNIT II

Issues and Challenges in IHRM – Multinational as a global citizen—International Accord and Corporate Codes of Conduct—Implication for the HR function of the multinational firm— Contemporary issues in managing people in international context.

UNIT III

International Recruitment, Selection and Compensation - Global pressures on domestic recruitment—Issues in staff selection – Objectives of International Compensation—Key Components of a Potential Compensation program – Approaches to International Compensation.

UNIT IV

Global Employment Relations and Employment Laws– Cross-border Communications and Employment Relations – Best practice in employee relations in cross-country perspective— Labour Union and International Employment Relations - Response of labour unions to multinationals.

UNIT V

Performance Management and Employee Development in IHRM – Criterion used for performance appraisal of International employees— The International HRM perspectives in Training and Development – Case studies on International Human Resource Management.

Reference:

1. Chris Brewster, Paul Sparrow and Guy Vernon, International Human Resource Management, The Universities Press.
2. A.V.Phatak: International Dimensions of Management, Cincinnati, South Western College.
3. Peter J. Dowling, Marion Festing, Allen D. Engle, International Human Resource Management, Thomson Learning.
4. M. Tayeb, International Human Resource Management: A Multinational Company Perspective, OUP Oxford.
5. Dennis R. Briscoe, Randall S. Schuler, International Human Resource Management: Policy and Practice for the Global Enterprise, Psychology Press.

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Industrial Relations -Core

Course Objectives

1. The students elaborate the concept of industrial relations.
2. The students should be able to illustrate the role of trade unions in industrial setup.
3. Students are able to outline the important causes and impact of industrial disputes and dispute settlement procedures.
4. The students are able to understand social obligation of the industry, role of government, union and grievance procedure.
5. The students illustrate the role of collective bargaining, code of conduct and code of discipline.

Course Outcomes

- CO-1** The students acquainted with concepts, principles and issues connected with trade union, collective bargaining.
- CO-2** Analyze the influence of grievance and redressal, employee discipline and dispute resolution.
- CO-3** Understand the various processes and procedures of handling employee relations.
- CO-4** The students analyse the role of labour Organization both national and international level.
- CO-5** Analyse the safety program implemented for the employee.

Mapping

| Course Code & Title : Industrial Relations | | | | | | | | | | | | | | | | | |
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| CO -1 | 2 | 3 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | | |
| CO -2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | | |
| CO -3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | | |
| CO -4 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | | |
| CO -5 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 1 | 0 | 2 | 3 | 3 | 3 | | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

INDUSTRIAL RELATIONS

Preamble: Industrial relations improves morale of the workforce industrial relations built in mutual co-operation and common agreed approach modulate one to contribute the best result in higher product. It prevent the employer from dismissing the worker without good cause; to set up and preserve the processes by which workers are recognized as 'equal' partners in negotiations about their working conditions etc. It also helps the workers to seek perfect working condition.

UNIT I

Industrial Relations: Human Rights and Labourers – Social, Legal and Natural Justices, Industrial Relations System, Cause for Poor industrial relations, Recommendations of National Commission of Labour, Industrial Relations in developed countries – International Labour organization – Objectives, Structure and Functions

UNIT II

Development of Trade Unionism in India –Central Organization of workers in India - Role of internal Trade Union – Inter and Intra Union rivalries – Union recognition. International Labour movement: ICFTU –WFTU – ILO – History, objective and functions – Convention and recommendations.

UNIT III

Concept of Industrial relations – Social obligations of Industry – Role of Government, employers and the Unions in Industrial relations – Industrial relations machinery – Joint consultation – Works committee, Conciliations – Adjudication, Voluntary arbitration – Workers participation in Industry – Grievance procedure.

UNIT IV

Process of collective bargaining – Problems and prospects – Bipartism in agreements – Code of conduct and code of discipline – Wage boards – Reports of wage boards – Management of strikes and lockouts.

UNIT V

Employee safety programme – Types of Safety organization – Safety committee – Ergonomics, Damage control and system, safety. Employee communication – House journals – notice boards suggestion schemes – upward communication, personnel counselling and mental health - Educational and social development – Modern Trends.

References:

1. T.N. Bhagoliwal, Personnel Management and Industrial Relations, Agra Publishers Agra.
2. Arun Monappa, Industrial Relations, Tata Mc Graw Hill, New Delhi.
3. V.P. Michael, HRM and Human Relations, Himalaya Publishing House, Mumbai.
4. Mamoria & Mamoria, Dynamics of Industrial Relations in India, Himalaya Publishing House

Advanced Behavioral Science -Core

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Course Objectives

1. The students learn about behavioral science.
2. Demonstrate the factors that influence human behavior and the effect of behavior in families,work placeand society.
3. It also helps the students to apply the methods they learn effectively and give them knowledge and skills to be excellant communicator.
4. To makes the students to understand performance review and its related problems.
5. To make the students to understand about managerial behavior ,anxiety and stress management.

Course Outcomes

- CO-1** Explain the major concepts , theoretical perspectives of behavioral science ,organizational development and interventional strategies.
- CO-2** Analyze the importance of tansactional analysis and individual assertiveness and communication.
- CO-3** Understand various problems involved in performance problems.
- CO-4** Analyze the behavior and effective behavioral change .
- CO-5** Understand the system of counseling and the role of managers in counselling.

Mapping

| Course Code & Title :Advanced Behavioral Science | | | | | | | | | | | | | | | | | |
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| CO -2 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | | |
| CO -3 | 3 | 2 | 1 | 2 | 1 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | | |
| CO -4 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | | |
| CO -5 | 3 | 2 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | |

Strongly Correlated- (3)

Moderately Correlated –(2)

Weakly Correlated - (1)

No Correlation - (0)

ADVANCED BEHAVIOURAL SCIENCE

Preamble: Behavioural science builds an understanding of how people react psychologically and respond behaviourally to interventions, environments and stimuli. The goal of the behavioral and social sciences is to better understand human behaviors and apply this understanding to improving the quality of life for people. Because so many behaviors have an impact on health, social and behavioral sciences are an important component of studying individual and group health.

UNIT I

Relationship between Behavioural Science and other functional areas of Management – Role of advanced Behavioural Science in organizational Life – Advanced Behavioral Science Vs Organization Development – Interventions and Strategies.

UNIT II

Transactional Analysis and its importance – Use of strokes, stamps, Sweatshirts and rackets. Assertiveness – Nature – Importance – Relevance in organisational Life – Individual Assertiveness and communication.

UNIT III

Performance Review, TA tips for Performance interview – Goal setting – Development planning with subordinates – Analyzing performance problems.

UNIT IV

Behaviour Modification Principles & Practice: Objectives - Formulation of Behavior Change Goals - Intervention Planning - Classification of Behavior Change Techniques - Developing the Intervention Plan - Implementing the Behavior Change - Evaluating the Effectiveness of the Behavior Change Program

UNIT V

Managerial counselling – Elements of Counselling – Developing the organization – Helping and Predicting people's problem – Anxiety and Stress at work – Training for counselling.

Reference:

1. Cooper D.L , Improving Interpersonal Relations – Some Approaches to Social Skill Training, Gower.
2. Elaina Zuker, Mastering Assertions Skills, Pomer and Positive Influence at Work, AMA.
3. Rober de Board, Counselling People at Work, An Introduction for Managers, Gower.
4. Marrison J.H and O' Hearne JJ. Practical Transactional Analysis Management, Addison, Wesley Publishing Co.
5. Martin Sundel, Sandra Sundel, Behavior Change in the Human Services: Behavioral and Cognitive Principles and Applications Fifth Edition, Sage Publications

Major -Project

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