

# दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Arts (VS) Human Resource Management

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

**Executive Council**

Date:

No:

**Applicable for students registered with Regular Colleges, Non-Collegiate  
Women's Education Board and School of Open Learning**

## **Preamble**

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programme in the best interest of their students and in this endeavor it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programme will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programme also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A (VS) HRM imparts deep insights into theoretical knowledge, understanding & practical application of the basic functions of human resource management, human motivation, individual & group behaviours to be able to pursue higher education in human resource management or the related field of industrial psychology. The pedagogy includes case studies, real examples from the corporate world, experiential learning through role play, field trips, project work and option for a short internship during the semester break. The student is equipped with knowledge to begin working at an entry level executive position or pursue higher education with a specialization in human resource management, industrial relations or the related discipline of industrial psychology.

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# **1. INTRODUCTION TO THE PROGRAMME**

Human resource is an integral part of any organization, be it business, government or non-government. Human resource management is considered to be a source of competitive advantage that is not easy to replicate unlike other resources used in setting up businesses and other organizations.

Although increasingly becoming a non-core function for many organisations, its need is not diminished. When human resource management functions are hived off to specialist consultant firms, the demand for qualified professionals shifts to these consultancy firms. There is requirement for trained human resource manpower in the specialist fields of recruitment, training, performance appraisal, compensation and compliance of welfare laws and maintenance of industrial relations.

## **2. LEARNING OUTCOME BASED APPROACH TO CURRICULUM PLANNING**

### **2.1 Nature and extent of the B.A (Vocational) HRM**

Human resource is an integral part of any organization, be it business, government or non-government. Human resource management is considered to be a source of competitive advantage that distinguishes a successful organization from an unsuccessful one. It is not easy to the human resource unlike capital, land or machinery used in setting up businesses and other organisations. At a basic level, each person is engaged in human resource management in their lives.

However, as a subject human resource management includes the study of different aspects of people at work. It begins with estimating the requirement for people with different skills and then reaching out for people with these skill sets and qualifications. HRM is based on a body of knowledge that recognizes the uniqueness of each individual and the skill to discern these differences between people. HRM is about the creating the right organization-employee fit that will enable an organization to perform at the optimum best, ensure employee satisfaction and simultaneously contribute to the larger societal good. Once people have been selected, they need to be continuously trained, motivated to perform through financial and non-financial incentives and their performance measured. The role of human resource management continues till after the employee leaves the organization. The extent of human resource management also includes maintaining peaceful industrial relations with employees as a collective body and adherence to labour laws of the country. The B.A ( Vocational studies) degree programme in HRM introduces a student to all the above-mentioned areas of study. The course also imparts a fundamental understanding of other functional areas of business such as finance, marketing and production, law, and economics besides organization behaviour and the latest developments in the field of human resource management.

Further, being a vocational programme, it keeps employability in mind. The pedagogy includes case studies, real examples from the corporate world, experiential learning through role play, field trips, project work and option for a short internship during the semester break. The student is equipped with knowledge to begin working at an entry level executive position

or pursue higher education with a specialization in human resource management, industrial relations or the related discipline of industrial psychology.

## 2.2 Aims of Bachelor Degree Programme in B.A (Vocational) HRM:

The overall aim of the B.A (Vocational Studies) programme in HRM is to:

- i. Help a student develop an interest in the subject and comprehensive understanding of the theoretical underpinnings of human resource management
- ii. Enable a student to smoothly translate the theoretical knowledge and learning into practical application.
- iii. Inculcate deep insight into the essentials of healthy interpersonal relations in organisations as well as life build a sound foundation for current and future choices of employment or higher education

## 3. GRADUATE ATTRIBUTES IN SUBJECT

The students would be able to develop the following abilities and update their subject knowledge and skills for continuous academic and professional growth:

### 3.1 Disciplinary knowledge

To have knowledge of their discipline and will attain professional and technical skills to effectively integrate knowledge with practice.

### 3.2 Communication Skills

To equip them with verbal and written communication skills to be able to communicate with all the stakeholders confidently and with clarity.

### 3.3 Research-related skills

Demonstrate basic research & analytical skills in general and specifically for human resource management related subjects.

### 3.4 Analytical reasoning

Demonstrate basic analytical skills in general and specifically for human resource management related subjects.

### 3.5 Information/digital literacy

Demonstrates basic knowledge of computers and use of software such as word, excel & power point.

### 3.6 Cooperation/Team work

Demonstrate skills for both building teams and being effective team members based on their understanding of individual and group behaviour in organisations, motivation & leadership theories and the role of HR policies and the use of pedagogical tools of case studies & role play

### 3.7 Multicultural competence

Demonstrate inclusiveness in their attitude & behaviour due to the study of concepts & policies that help manage individual differences arising out of regional, religious, gender & multi-cultural identities.

### 3.8 Lifelong learning

Demonstrate subject skills that are relevant for entry level executive jobs in human resource departments of any organisation and make them fit for life-long learning.

### 3.9 Problem solving

To apply relevant skills, methods, techniques and subject knowledge for constructing viable solutions for the theoretical and real-life problems.

### 3.10 Self-directed learning

To take initiatives for some topics and identify resources and study material for additional learning, individually or in groups and to use the strategies to meet learning goals in self - learning environment, under the guidance of the mentor.

## **4. QUALIFICATION DESCRIPTION**

A student with a Bachelor's degree in the Vocational studies programme of Human Resource Management (BA VS HRM) course will demonstrate:

- A fundamental understanding of human resource management, organization behaviour, business, law, economics and proficiency in English and Hindi languages. Skills that effectively integrate knowledge with practical applications and a job orientation.
- Enable students to achieve leadership positions in their profession and value the importance of learning as preparation for their ensuing profession.
- Ability to use the information and communication tools (ICT) in their future career or higher education.
- Acquire life skills to understand and deal with people at work and in personal life.

## **5. PROGRAMME LEARNING OUTCOME IN COURSE**

The key learning objectives of this programme are to demonstrate:

- Theoretical and practical knowledge of human resource functions, employee welfare and maintenance of industrial relations and a basic knowledge of business, law, economics, computer application and languages (English & Hindi) along with human resource management.
- The ability to acquire entry level executive jobs in the human resource department of any organisation or in any HR specialist (Recruitment/Training, etc.) consultancy or an entry level executive job as a generalist in any business or other organisation.
- Theoretical knowledge, understanding & practical application of the basic functions of human resource management, human motivation, individual & group behaviours to be able to pursue higher education in human resource management or the related field of industrial psychology.

- The ability to create or work in a team because of the theoretical & experiential understanding of how teams work.
- Basic research & data analytical skills by undertaking projects on HR related topics as a part of compulsory assessment and other class projects that are a part of internal assessment in various semesters.
- Managerial & interpersonal skills that are useful throughout life in any sphere of future endeavour.

## 6. STRUCTURE OF B.A (VOCATIONAL) HRM

| <b><u>B.A. (VS) Human Resource Management</u></b> |   |  |                |
|---|---|--|----------------|
| <b><u>Three year (6- semester)</u></b>            |   |  |                |
| <b><u>Course Structure under LOCF</u></b>         |   |  |                |
| <b><u>Semester – I</u></b>                        |   |  | <b>Credits</b> |
| <b>1.1</b>  | Environmental Studies/ Language: English/ Hindi/ Modern Indian Language | Ability Enhancement Compulsory Course (AECC) | <b>4</b>       |
| <b>1.2</b>  | English/MIL I   | Core Discipline                              | <b>6</b>       |
| <b>1.3</b>  | Business Organization and Environment – I                               | Core Discipline                              | <b>6</b>       |
| <b>1.4</b>  | Principles of Microeconomics  | Core Discipline                              | <b>6</b>       |
| <b><u>Semester – II</u></b>                       |   |  |                |
| <b>2.1</b>  | Language: English/ Hindi/Modern Indian Language/Environmental Studies   | Ability Enhancement Compulsory Course (AECC) | <b>4</b>       |
| <b>2.2</b>  | MIL/English I   | Core Discipline                              | <b>6</b>       |
| <b>2.3</b>  | Business Organization and Environment – II                              | Core Discipline                              | <b>6</b>       |
| <b>2.4</b>  | Macroeconomics  | Core Discipline                              | <b>6</b>       |
| <b><u>Semester – III</u></b>                      |   |  |                |
| <b>3.1</b>  | MIL/English II  | Core Discipline                              | <b>6</b>       |
| <b>3.2</b>  | Organizational Behaviour-I  | Core Discipline                              | <b>6</b>       |
| <b>3.3</b>  | Indian Economy – Sectoral Issues  | Core Discipline                              | <b>6</b>       |
| <b>3.4</b>  | Computer Concepts and Software Packages                                 | Skill Enhancement Course (SEC)               | <b>4</b>       |
| <b><u>Semester – IV</u></b>                       |   |  |                |
| <b>4.1</b>  | MIL/English II  | Core Discipline                              | <b>6</b>       |
| <b>4.2</b>  | Organizational Behaviour-II   | Core Discipline                              | <b>6</b>       |
| <b>4.3</b>  | Labour and Development in India   | Core Discipline                              | <b>6</b>       |
| <b>4.4</b>  | Business Communications and personality Development                     | Skill Enhancement Course (SEC)               | <b>4</b>       |
| <b><u>Semester – V</u></b>                        |   |  |                |
| <b>5.1</b>  | Management of Human Resource-I  | Elective Core – Discipline Based             | <b>6</b>       |
| <b>5.2</b>  | Internship Project / Project  | Elective Core – Generic                      | <b>6</b>       |
| <b>5.3</b>  | Financial Accounting  | Elective Core – Generic                      | <b>6</b>       |



|                             |  |                                  |          |
|-----------------------------|--|----------------------------------|----------|
|                             | Corporate Laws                           |                                  | <b>6</b> |
| <b>5.4</b>                  | Labour Welfare and Legislative Framework | Skill Enhancement Course (SEC)   | <b>4</b> |
| <b><u>Semester – VI</u></b> |  |                                  |          |
| <b>6.1</b>                  | Industrial Relations                     | Elective Core – Discipline Based | <b>6</b> |
| <b>6.2</b>                  | Globalization                            | Elective Core – Discipline Based | <b>6</b> |
|                             | OR<br>Management of Human Resource-II    |                                  | <b>6</b> |
| <b>6.3</b>                  | Business Law                             | Elective Core – Generic          | <b>6</b> |
|                             | OR                                       |                                  |          |
|                             | Financial management                     |                                  | <b>6</b> |
| <b>6.4</b>                  | Human Resource Information System        | Skill Enhancement Course (SEC)   | <b>4</b> |

**B.A. (VS) Human Resource Management**  
**Semester I**  
**Paper: HRM 1.1**  
**Environmental Studies/ Language: English/Hindi/Modern Indian Language**  
**Ability Enhancement Compulsory Course - (AECC) Credit:4**

**Duration: 3 hours**

**Marks: 100**

**Lectures: 60**

**\*Course Contents to be Provided by Respective Concerned  
Department**

**B.A. (VS) Human Resource Management**  
**Semester I**  
**Paper: HRM 1.2**  
**English/ MIL I**  
**Core Discipline - (CD) Credit:6**

**Duration: 3 hours**

**Marks: 100**

**Lectures: 60**

**\*Course Contents to be Provided by Respective Concerned  
Department**

**B. A. (VS) Human Resource Management**  
**Semester I**  
**Paper: HRM 1.3**  
**Business Organization and Environment -I**  
**Core Discipline –(CD) Credit: 6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The objective of the course is to give a general orientation to the student about the different forms of organizations (business and non-business) and business environment, which will enable better appreciation and understanding of the human resource function.

**Course Learning Outcomes**

**After completing the course, the student should be able to acquire a basic understanding of**

CO1: The role of the socio-political-economic environments in the success of any business venture and the declining role of government in the running of public enterprises

CO2: The debates on corporate social responsibility of business towards society

CO3: The relevance and challenges of adopting ethical standards in business

CO4: The concept of entrepreneurship and the different forms of organization in which business can be conducted

CO5: The contemporary forms of doing business

**Contents**

Unit 1 15  
Definition of business (economic, organizational, human, social, relevance of profit) concept of mission statements and vision. Business system and its environment (systems approach-characteristics of a business system, interaction between sub systems and integration) interface between business and environment (economic systems, ecological, sociological, technological, cultural, international, government) response of business (exchange of info, influence, competition), role of government & impact of disinvestment

Unit 2 15  
Corporate social responsibility of business (growing concern, arguments for and against, stakeholders and reconciliation of interests, degree of social responsibility and enforcement, examples from the Indian context)

### Unit 3

10

Business ethics (concept, need, benefits, sources of ethical behaviour, problems and dilemmas in following, responses of customers, corporations, legislation). Corporate Governance: Concept, Codes & Standards, Initiative in India, Reforms. Values in Business and their role in decision making, good corporate governance.

### Unit 4

10

Entrepreneurship: Concept and nature. Organization: definition, need, an overview of organization theories (classical, human relations, systems, contingency). Forms of organization: sole proprietorship, joint Hindu family, partnership firm, Limited partnership firm, company: types, public v/s private, and formation, co-operative society, nongovernment organization. Public enterprises: meaning, forms, role of government in business, problems of public sector, issues in disinvestments.

### Unit 5

10

Virtual organization, Business Process Outsourcing (BPO), e-commerce, Learning organization. KPO, LPO, LLP

### **References**

1. Bhatia R.C, (2011), Business Organization and Management, Ane Books Pvt. Ltd., new Delhi India.
2. Chhabra, T N (2009), Business Organization and Management, Sun India Publications, New Delhi, India.
3. Gupta C B (2014), Business Organization and Management, Mayur Paperbacks, Noida, India.
4. Kaul, Vijay Kumar (2011) Business Organisation and Management, Text and Cases, Pearson Education.
5. Rao, V.S.P, (2012), Business Organization and Management, Himalaya Publishing House, New Delhi India.

### **Teaching Learning Process, Assessment Method and Teaching Plan**

| <b>Weekl<br/>y<br/>Schedu<br/>le</b> | <b>Unit<br/>No.</b> | <b>Hr<br/>s</b> | <b>Learning outcome</b>   | <b>Teaching and<br/>learning<br/>Process</b>   | <b>Assessment<br/>Method</b>  |
|--------------------------------------|---------------------|-----------------|---|--|---|
| 1to 3                                | 1                   | 15              | The student should be able to acquire an in-depth understanding of business and the role of the socio-political-economic environments in the success of any business venture and the declining role of government in the running of public enterprises. | Lectures on business environment and its relationship with business supplemented with case studies | Student presentations using information from business newspapers and magazines. |

|                            |   |    |  |   |   |
|----------------------------|---|----|--|---|---|
| 4 & 5                      | 2 | 15 | The student should be able to acquire a basic understanding of the corporate social responsibility of business towards society and debates on effectiveness of CSR | Teaching through PPTs and internet, along with discussion on examples from the Indian context.  | Class test and presentations on the topic             |
| 6 & 7                      | 3 | 10 | The student should be able to acquire knowledge of the relevance and challenges of doing ethical business  | Lectures are supplemented with case studies and examples of companies   | MCQ on the topic, case studies and group discussions. |
| 8 to 10<br>(mid sem break) | 4 | 15 | The student should be able to understand of the concept of entrepreneurship and the different forms of organization in which business can be conducted.            | Lectures, PPTs, case studies are used to explain Entrepreneurship, Forms of organization and the role of government in business.                    | Home assignment/project                               |
| 11& 12                     | 5 | 10 | The student should be able to acquire a basic understanding of the various Emerging trends in business   | Teaching is interactive and discussion is based on lectures and case studies from the world of business as reported in newspapers and the internet. | Class test and presentations on the topic             |

\* The assessment methods are indicative and may vary

### **Keywords**

Business environment, Business system, Corporate social responsibility of business, Business ethics, Corporate Governance, Values in Business, Entrepreneurship, Forms of organization, role of government in business, Emerging trends in business, e resources, power point presentation, descriptive assignments, case studies.

**B.A. (VS) Human Resource Management  
Semester I  
Paper: HRM 1.4  
Principles of Microeconomics  
Core Discipline - (CD) Credit:6**

**Duration: 3 hours**

**Marks: 100**

**Lectures: 60**

**\*Course Contents to be Provided by Respective Concerned  
Department**

**B.A. (VS) Human Resource Management**  
**Semester II**  
**Paper: HRM 2.1**  
**Language: English/ Hindi/ Modern Indian Language/ Environmental Studies**  
**Ability Enhancement Compulsory Course - (AECC) Credit:04**

**Duration: 3 hours**

**Marks: 100**

**Lectures: 60**

**\*Course Contents to be Provided by Respective Concerned  
Department**



**B.A. (VS) Human Resource Management**  
**Semester II**  
**Paper: HRM 2.2**  
**MIL/ English I**  
**Core Discipline - (CD) Credit:6**

**Duration: 3 hours**

**Marks: 100**

**Lectures: 60**

**\*Course Contents to be Provided by Respective Concerned  
Department**

**B. A. (VS) Human Resource Management**  
**Semester II**  
**Paper: HRM 2.3**  
**Business Organization and Environment -II**  
**Core Discipline –(CD) Credit: 6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The objective of the course is to give a general orientation to the student about the different forms of organizations (business and non-business) and business environment, which will enable better appreciation and understanding of the human resource function.

**Course Learning Outcomes**

**After completing the course, the student should be able to acquire a basic understanding of**

CO1: The functional area of finance, objectives of financial management, and the four important decisions of financial management

CO2: The functioning of money and capital markets, instruments, and the role of institutions.

CO3: an overview of the marketing function and consumer behaviour

CO4: The nature, scope and growth of human resource function and production process

CO5: The internal and external growth strategies of a business.

**Contents**

Unit 1 15  
An overview of the finance function: nature, scope, significance of financial management, financial management decisions – working capital, sources of funds (including contemporary sources of funding such as venture funding, private equity), trading on equity, investments of funds, & disposal of profits.

Unit 2 15  
Introduction to the concept of capital and money markets, including the different instruments (including contemporary innovations such as ADRs &GDRs), and major participants and their role and functions (RBI, SEBI and stock exchanges NSE & BSE).

Unit 3 10  
An overview of the marketing function: concept, difference between marketing and selling, marketing mix (Seven P's) for goods and services, functions of marketing, STP (Segmentation, Targeting, Positioning), Product Life cycle, Consumer behaviour

Unit 4

10

An introduction to the human resource management function: significance, nature, spectrum and functions (HRM and strategic HRM), production function: Production, planning and control (objectives, importance, limitations, steps, process)

Unit 5

10

Growth of business: concept & strategies (Internal: Ansoff matrix, advantages & disadvantages, types; External: advantages, disadvantages, types; Joint venture, mergers and acquisitions, integration & diversification as strategies for both internal and external growth

**References**

1. Armstrong G. (2017) Marketing an Introduction, Pearson Education Asia, India.
2. Gupta, C.B. (2018) Business Organization and Management, sultan chand & sons, India.
3. Gupta, C.B., and Srinivasan, N.P. (2013) Entrepreneurial Development Sultan Chand & Sons, India
4. V. S. P. Rao (2016), Business organisation and management, Taxmann's publications.
5. Kaul, Vijay Kumar (2011) Business Organisation and Management, Text and Cases.

**Teaching Learning Process, Assessment Methods and Teaching Plan**

| <b>Weekly Schedule</b> | <b>Unit No.</b> | <b>Hours</b> | <b>Learning outcome</b>  | <b>Teaching and Learning Methods</b>  | <b>Assessment Methods</b>  |
|------------------------|-----------------|--------------|--|---|--|
| 1 to 3                 | 1               | 15           | The student should be able to acquire a basic understanding of the functional area of finance and the four important decisions of financial management that are necessary for running a successful business. | A discussion on overview of the finance function; objectives of financial management, 4 financial management decisions.                                     | Student presentations using news from business newspapers; written Assignment on objectives. |
| 4 to 6                 | 2               | 15           | The student should be able to acquire a basic understanding of the finance function with focus on the functioning of money and capital markets, including instruments and the role of institutions.          | Teaching through PPTs and internet about the concept of capital and money markets and the role and functions of financial institutions and stock exchanges. | Group discussion & Class test  |

|                         |   |    |  |   |  |
|-------------------------|---|----|--|---|--|
| 7 & 8                   | 3 | 10 | The student should be able to acquire a basic understanding of the functional area of marketing and consumer behaviour that are important for any successful business.                 | Lectures are supplemented with case studies and real examples of companies on the basics of the marketing function and Consumer behaviour                                   | MCQ on the topic & case study analysis |
| 9&10<br>(mid sem break) | 4 | 10 | The student should be able to acquire a basic understanding of functional areas of human resource management & production function that is required for running a successful business. | Lectures, PPTs, case studies are used to give an introduction to the human resource management function and production function   | Home assignment/project                |
| 11& 12                  | 5 | 10 | The student should be able to acquire a basic understanding of the concept of internal and external growth strategies of a business.   | Discussion is based on lectures on growth strategies of business and also supported by real examples from the world of business as reported in newspapers and the internet. | Class test                             |

\* The assessment methods are indicative and may vary

### **Keywords**

Financial management decisions, capital market, money market, 4 Ps, STP, Product life cycle, strategic human resource management, diversification, integration, Ansoff matrix, mergers and acquisitions, e-resources, power point presentation, descriptive assignments, case studies.

**B.A. (VS) Human Resource Management  
Semester II  
Paper: HRM 2.4  
Macroeconomics  
Core Discipline - (CD) Credit:6**

**Duration: 3 hours**

**Marks: 100**

**Lectures: 60**

**\*Course Contents to be Provided by Respective Concerned  
Department**

**B.A. (VS) Human Resource Management  
Semester III  
Paper: HRM 3.1  
English II/ MIL II  
Core Discipline - (CD) Credit:6**

**Duration: 3 hours**

**Marks: 100**

**Lectures: 60**

**\*Course Contents to be Provided by Respective Concerned  
Department**

**B. A. (VS) Human Resource Management**  
**Semester III**  
**Paper: HRM 3.2**  
**Organizational Behaviour-I**  
**Core Discipline –(CD) Credit: 6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The objective of the course is to provide a foundation for understanding individual, group and organizational behaviour, which is essential for better management of human resources in an organization.

**Course Learning Outcomes**

The student shall be able to explain

CO1: The concept and nature of organisational behaviour and its evolution through various approaches

CO2: Understanding the role of individual behaviour through the dimensions of personality and perception

CO3: The shaping of individual behaviour through changed attitude and learning

CO4: The relevance of motivation in improving employee behaviour based on various theories of motivation and the role of groups and development of groups into teams for increasing effectiveness

CO5: The role of communication in improving organisational behaviour

**Content**

Unit 1 10  
Organisational Theories: Classical, Neo-classical and Contemporary, an overview of the concept and relevance of organizational behaviour: meaning, features, approaches, models, challenges and opportunities.

Unit 2 10  
Foundation of individual behaviour: Biography, ability, personality (determinants and models), perception (definition, components, factors affecting, perception in decision making), Perceptual errors and distortions, Attribution theory of perception, perceptual process. Emotional Intelligence.

Unit 3 15  
Individual behaviour, Attitude: types - Job satisfaction, involvement, commitment, effects of employee attitude, changing attitudes. Job related attitudes, measurement of attitudes, concept and types of values. Learning: Nature, theories of classical conditioning, operant conditioning,

cognitive learning, social learning, Factors affecting learning, reinforcement theory of learning, OB modifications.

Unit 4

15

Motivation: Concept and theories (Maslow, Mc-Gregor, Herzberg, ERG, Vroom Valence-Expectancy Theory). Motivation and organizational effectiveness, application of motivation, measurement of motivation. Group dynamics: Nature, theories, types of groups. Team work: Nature, effectiveness, potential problems. Group cohesiveness & Managing group dynamics. Evolution of groups into teams, difference between groups and teams.

Unit 5

10

Communication & Feedback: Definition, interpersonal communication, process of communication, networks, formal & informal communication, rumour & grapevine, barriers to effective communication, building effective communication, recent trends in communication. Transactional Analysis, Johari Window, Transactional analysis, Ego states, Emotional intelligence.

**References**

1. Andre, R. (2009) Organizational Behaviour, Pearson, India.
2. Aswathappa, K (2016), Organizational Behaviour, Himalaya Publishing House, New Delhi, India.
3. Dagar Inderjeet, Solanki Suman (2017), Organizational Behaviour, Taxmann publications Pvt. Ltd., New Delhi, India.
4. Luthans, Fred (2002) Organization Behaviour (9thed), McGraw Hill, India.
5. Rao, V.S.P. (2009) Organizational Behaviour, Excel Books, India.
6. Robbins, Stephen P (2018), Organizational Behaviour, pearson Publisher, New Delhi, India.
7. Robbins Stephen P., Judge Timothy A., Vohra Neharika (2014), organizational behaviour, Pearson, India

**Teaching Learning Process, Assessment Methods and Teaching Plan**

| <b>Weekly schedule (12 weeks)</b> | <b>Unit No.</b> | <b>Hours</b> | <b>Learning Outcome</b>   | <b>Teaching Learning Process</b>   | <b>Assessment Methods</b>                     |
|-----------------------------------|-----------------|--------------|---|--|---|
| 1 & 2                             | 1               | 10           | The student should be able to understand basics of organisational behaviour and evolution of OB | Lectures on overview of organisational behaviour, OB Theories and various organisational structures. | Student presentations and written Assignment. |
| 3 & 4                             | 2               | 10           | The student should be able to acquire a basic understanding of the foundation of                | Teaching with the help of PPTs and film clippings on internet about personality and                  | Group discussion & open book test             |



|                           |   |    |   |  |  |
|---------------------------|---|----|---|--|--|
|                           |   |    | individual behaviour with focus on the personality and perception of individuals.   | the role of perception in understanding behaviour.   |  |
| 5 to 7                    | 3 | 15 | The student should be able to acquire a basic understanding of the attitude and learning.                                       | Lectures on the attitudes and learning which is helpful in modifying organizational behaviour              | MCQ on the topic & case study analysis |
| 8 to10<br>(mid-sem break) | 4 | 15 | The student should be able to acquire a basic understanding of motivation and group dynamics                                    | Lectures, PPTs, case studies are used to give an introduction to the motivation, group dynamics, and teams | Home assignment/project                |
| 11& 12                    | 5 | 10 | The student should be able to acquire a basic understanding of communication, transactional analysis and emotional intelligence | Lectures, and Discussion based on characters of films and role play  | Class test and group discussion.       |

\*The assessment methods are indicative and may vary.

### Keywords

Organizational Theories, concept and relevance of organizational behaviour, Foundation of individual behaviour, personality, perception, Emotional Intelligence, Attitude, values, Learning, OB modifications, Motivation, Group dynamics, Team work, Communication & Feedback, recent trends in communication. Transactional Analysis, Johari Window, e resources, power point presentation, descriptive assignments, case studies.

**B.A. (VS) Human Resource Management**  
**Semester III**  
**Paper: HRM 3.3**  
**Indian Economy – Sectoral Issues**  
**Core Discipline - (CD) Credit:6**

**Duration: 3 hours**

**Marks: 100**

**lectures: 60**

**Course Objective (2-3)**

The objective of the course is to provide the students a basic understanding of evolution of different sectors of Indian economy in the course of its development after independence. It would help them meaningfully reflect on the issues that the individual sectors are currently embroiled.

**Course Learning Outcomes**

After completing this course, the students would be able to:

CO1: understand the process of development of the Indian agricultural economy, its institutional framework facilitating use of inputs and technology.

CO2: critically evaluate different policy instruments used and their impacts in the context of Indian agriculture.

CO3: understand evolving structure, policy instruments and dynamics of Indian industries, including public sector and MSMEs.

CO4: understand financing pattern of Indian industries.

CO5: understand the nuances of the service sector-led growth in India.

**Contents**

Unit 1:

**Agriculture: Institutional Framework and Inputs** 12

Agriculture and Economic Development.

Institutional framework of Indian agriculture: Land tenure system and land Reforms.

Agricultural inputs: Seeds, fertilizers, agro-chemicals, machinery with special reference to green revolution;

Agricultural labour and issues related to wage and employment.

Unit 2:

**Policy Instruments for Agriculture and Agricultural Growth** 13

Agricultural price policy, Food management & food security in India

Agricultural marketing in India: issues, challenges & recent developments

Role of institutional and technological factors in agricultural growth: new technology – Green revolution and post reform developments.

Agricultural investment - Public and Private

Unit 3:  
**Industrial** 15  
Phases of growth and evolving structure of industry  
Industrial and Licensing Policies in the Pre-and Post-reform periods: Role of large, medium, small and micro industries  
Reforms and changing role of public sector

Unit 4:  
**Industrial Finance and Foreign Investment** 11  
Changes in the pattern of industrial financing - SFCs, PIs, corporate debt market, bank finance, microfinance  
Foreign Direct investment  
Foreign Institutional Investment

Unit 5:  
**Service Sector** 09  
Importance of service sector in Indian economy  
Growth and changes in the structure of service sector - the role of reforms  
Major components of service sector  
The issue of service sector led growth in India.

### References

1. Mishra & Puri (MP) Chapters 17, 20, 21, and 25.  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module Nos 1, 2, 3,4, 5, 9
2. MP - Chapters 18, 20, 21, 22, 23.  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module Nos 6, 7, 8.
3. MP - Chapters 26, 28, 29, 30 and 31.  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module Nos 11, 13, 14, 15
4. MP- Chapters 39, 48 and 49, and Chapter 22, PP. 285-89
5. MP- Chapter 35  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module No 18
1. S.K. Mishra and V. K. Puri, Indian Economy: Its Development Experience, 67th edition.
2. Uma Kapila, Indian Economy: Performance and Policy, latest edition
3. Gaurav Datt and Ashwani Mahajan, Datt and Sundharam Indian Economy, latest edition
4. <https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module Nos 1, 2, 3, 4,5, 6,7,8, 9, 10, 11,13,

### Additional References:

1. Kaushik Basu and Annemie Maertens (eds.) The New Oxford Companion to Economics in India (2 Volumes): 2 Volumes, 2011.
2. Pradip Kumar Biswas and Panchanan Das (eds.) Indian Economy: Reforms and Development, Springer, Singapore, (forthcoming) ISBN: 978-981-13-8268-0, 2019.

<https://www.springer.com/gp/book/9789811382680>

## Teaching Learning Process, Assessment Methods and Teaching Plan

| <b>Weekly schedule</b> | <b>Unit no.</b> | <b>Hours</b> | <b>Course learning Outcomes</b>   | <b>Teaching Learning Process*</b>  | <b>Assessment Methods</b>   |
|------------------------|-----------------|--------------|---|--|---|
| 1 to 3                 | 1               | 12           | Students will be able to understand the process of development of the Indian agricultural economy, its institutional framework facilitating use of inputs and technology. | Lectures in the classes on institutional framework facilitating usage of inputs and technology in agriculture followed by discussion with smaller group of students for further clarification on each of the points taught in the class as well as clarifying any query by the students. | Class test, oral presentation, group discussion and assignment on this topic.   |
| 4 to 6                 | 2               | 13           | Students would be able to critically evaluate different policy instruments used and their impacts in the context of Indian agriculture.                                   | There would be lectures in the classes on different policy instruments used in Indian agriculture and their effects. These lectures would be followed by interaction with smaller group of students for further clarification of each of the points taught.                              | Class tests, oral presentation, group discussion and assignments on this topic. |
| 7 to 9                 | 3               | 15           | Students will understand evolving structure, policy instruments and dynamics of Indian industries, including public sector and MSMEs.                                     | There would be lectures in the classes on the evolving structure of industries, different policies used, as well as on MSMEs and public sector. Lectures would be complemented by tutorials involving close interaction with small group of students.                                    | Class tests, oral presentation, group discussion and assignments on this topic. |
| 10& 11                 | 4               | 11           | Students will understand financing pattern of Indian industries.  | There would be lectures in the classes on industrial financing through SFCs, PIs, corporate debt market, bank finance, microfinance, FDI and FII. Lectures would be complemented by tutorials involving close  | Class tests, oral presentation, group discussion and assignments on this topic. |

|         |   |   |   |   |   |
|---------|---|---|---|---|---|
|         |   |   |   | interaction with small group of students.   |   |
| 11 & 12 | 5 | 9 | Students will understand the nuances of the service sector-led growth in India. | There would be detailed discussion on the growth and changes in the structure of service sector, including the role of reforms in it. Lectures would be complemented by tutorials involving close interaction with small group of students. | Class tests, oral presentation, group discussion and assignments on this topic. |

\*Assessment tasks listed here are indicative and may vary.

### **Keywords**

Agriculture, manufacturing, trade, services, finance, SME, productivity, green revolution, FDI.

**B. A. (VS) Human Resource Management**  
**Semester III**  
**Paper: HRM 3.4**  
**Computer Concepts and Software Packages**  
**Skill Enhancement Course - (SEC) Credit:4**

**Duration: 3 hours**

**Marks:100**

**Lectures:40**

**Course Objective (2-3)**

By the end of the semester each student will be able to:

- understand and appreciate the application of computers including their evolution and characteristics
- grasp and perform number system conversions
- understand the fundamental hardware components, memory storage devices and software aspect
- understand the importance of operating system and demonstrate the use of different services provided by an OS
- fully grasp the networking concepts including architecture and topology, Internet terminology and working efficiently on a web browser
- comprehend the need and used of MS-Office and demonstrate the use of software for word processing, spreadsheet related tasks and presentations
- outline the latest development in the field of computers such as artificial intelligence, virtual reality and Information Systems

**Course Learning Outcomes**

CO1: The student will be able to convert number system into any other number system with ease

CO2: Identify components of a computer system and use them appropriately to achieve a task

CO3: The student will be able to fully understand the importance of operating system and grasp its functioning

CO4: Grasp the significance and terminology of computer networking and Internet. The students can apply their comprehensive knowledge to real life situations

CO5: The students will be able to identify the required MS-Office component and apply the comprehensive knowledge to deliver the task

CO6: The student will be able to relate with the latest development in the field of computer and technology

## Contents

### Unit 1:

#### **Basic Concepts** 5

Meaning, characteristics and applications of a computer, advantages and limitations of a computer, classification of computers based on technology, application and size, generation of computers, meaning of Data, Information and Knowledge, Data types, data storage, data representation such as ASCII, number system conversion.

### Unit 2:

#### **Components of Computers** 5

Hardware components: input devices, output devices, system unit, Software components: Application software: general purpose packaged software and tailor – made software, System software: operating system, interpreter, compiler, linker, loader, Memory Storage devices, Types of programming languages.

### Unit 3:

#### **Operating System** 5

Need and functions of an operating system, graphic user interface and character user interface, types of operating system- (Batch Operating system, Real-time operating system, Time sharing operating system, Distributed operating system and Multiprogramming operating system )

Windows environment: application and document, Windows interface such as icons, lists, menus, dialog box, etc., Desktop, control panel, system tools, utilities such as calculator, calendar, etc., Explorer: file types, attributes, names, folders, drives, devices, File functions: create, open, close, delete, rename, move, cut, copy, paste, etc.

### Unit 4:

#### **Introduction to Networks and Internet** 7

Meaning and types of networks - LAN, MAN and WAN, network topologies, network architecture, Internet, difference between internet and intranet, Basics: functions, growth, anatomy, uses, wireless and wifi, Internet services: ISP, types of accounts, World Wide Web: websites file transfer, browsing, searching, network and Internet terminology

### Unit 5:

#### **Office Applications** 13

Meaning and applications of word processing, spreadsheets and presentation,

MS word: formatting text, writing basic document using word, Header and Footer, page formatting, paragraph formatting, saving a document, printing a document. Mail Merge

MS excel: creating a workbook, saving a workbook, editing a workbook, creating a series, use of basic formulae in Excel, sorting data, creating simple charts, use of functions in Excel: Mathematical, Logical- IF, AND, OR, NOT, Statistical. Application of Excel: Payroll, Basic Lease statement, Loan statement.

MS PowerPoint: create animation of text, creating simple presentation including slide transitions, bullets etc.

### Unit 6:

#### **Latest developments** 5

Internet of things, Artificial Intelligence and virtual Reality, Meaning of Information systems, Types of IS-MIS, DSS, TPS

## Practical

**Time: 60 Minutes**

**Maximum Marks: 25**

| Description of Question   | Marks | Time Allowed |
|---|-------|--------------|
| Lab questions testing various concepts MS-Word, MS-PowerPoint and MS-Excel as mentioned in Unit V (Office Applications) <b>ONLY</b> | 25    | 60 minutes   |

- There is no Internal Assessment in the practical component of this paper.

## **References**

1. Computer Applications in Business by Dr. Sushila Madan, Scholar Tech Press
2. Computer Fundamentals and essential by H N Tiwari and Hem Chand Jain

## **Additional Resources**

1. Computer Fundamentals by Dr. Anita Goel, Pearson Publication.
2. Microsoft Office 2010 by Bittu Kumar, V&S Publishers

## **Teaching Learning Process, Assessment Methods and Teaching Plan**

| Weekly Schedule | Unit No. | Hours | Unit Name               | Learning Outcome   | Teaching Learning Process  | Assessment Methods   |
|-----------------|----------|-------|-------------------------|--|--|--|
| 1.25            | 1        | 5     | Basic Concepts          | The student will be able to convert number system into any other number system with ease | A general overview is undertaken on the basic concepts of computer                                       | The assessment methods such as tests, assignments must identify the academic and professional skills in the students |
| 1.25            | 2        | 5     | Components of Computers | Identify components of a computer system and use them appropriately to achieve a task    | A thorough discussion is undertaken to demonstrate the functioning of a computer system. The student can | A combination of MCQs and assignments can be used to assess the students' understanding                              |



|      |   |    |                                       |  |   |   |
|------|---|----|---------------------------------------|--|---|---|
|      |   |    |                                       |  | understand the functioning of a computer system   |   |
| 1.25 | 3 | 5  | Operating System                      | The student will be able to fully understand the importance of operating system and grasp its functioning  | Discussion is encouraged amongst the students so as to recognize the importance of an operating system in a computing environment.  | Open-book and closed book tests along with viva voce                  |
| 1.75 | 4 | 7  | Introduction to Networks and Internet | Grasp the significance and terminology of computer networking and Internet. The students can apply their comprehensive knowledge to real life situations | An overview is given into the vast world of networking and Internet. Examples are discussed and demonstrated through PPTs so that the student can understand the importance of networking | Case study analysis and reports                                       |
| 3.25 | 5 | 13 | Office Applications                   | The students will be able to identify the required MS-Office component and apply the comprehensive knowledge to deliver the task                         | Practical application of MS-Office is demonstrated in a lab environment and the student is encouraged to implement case studies   | Practical assignments, observation and evaluation of practical skills |
| 1.25 | 6 | 5  | Latest Developments                   | The student will be able to relate with the latest development in the field of   | A Discussion is undertaken to discuss the latest developments and examples  | MCQs and viva voce  |

|  |  |  |  |                         |   |  |
|--|--|--|--|-------------------------|---|--|
|  |  |  |  | computer and technology | are discussed through PPTs, case studies, etc |  |
|--|--|--|--|-------------------------|---|--|

\*Assessment methods listed here are indicative and may vary

**Keywords**

Data, Information, Knowledge, number conversion, hardware, system software, application software, operating system, network, Internet, artificial intelligence, Information Systems

**B.A. (VS) Human Resource Management**  
**Semester IV**  
**Paper: HRM 4.1**  
**MIL II/ English II**  
**Core Discipline - (CD) Credit:6**

**Duration: 3 hours**

**Marks: 100**

**Lectures: 60**

**\*Course Contents to be Provided by Respective Concerned  
Department**

**B. A. (VS) Human Resource Management**  
**Semester IV**  
**Paper: HRM 4.2**  
**Organizational Behaviour-II**  
**Core Discipline –(CD) Credit: 6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objectives (2-3)**

The objective of the course is to equip the student of human resource management with an improved understanding of how people in organisations behave. It provides an insight into the role of leadership in negotiating and managing power, politics, conflict, and change within organizations.

**Course Learning Outcomes**

**The student shall be able to explain:**

CO1: the trait, behavioural, and contingency theories of leadership; the existence and use of organisational power and politics in the organisation; negotiation in organisations

CO2: the concept of change and the causes of employee stress, its impact & methods of handling stress

CO3: the process of changing and maintaining culture and climate in organisations for better functioning

**Contents**

Unit 1 30  
Leadership: Meaning, skills needed, basic leadership styles, theories of leadership – Trait theory, behavioural, contingency, select recent theories. Leadership and effectiveness, substitutes and neutralizers for leadership.  
Power and politics: Concepts, bases of power, power and leadership, causes and consequences of politics. Empowerment, controlling political behaviour in an organization. Conflict: Meaning, process, types. process of conflict, managing conflict.  
Negotiation: Concept, process, approaches - traditional, modern

Unit 2 15  
Change: Forces stimulating change, resistance to change, managing change.  
Stress management: Nature, potential sources, consequences. Stress management and prevention.

Unit 3 15  
Organizational culture: Definition, types, maintaining and changing cultures, organizational climate - features, dimensions, significance.

## References

1. Andre, R. (2009) Organizational Behaviour, Pearson, India.
2. Aswathappa, K (2016), Organizational Behaviour, Himalaya Publishing House, New Delhi, India.
3. Dagar Inderjeet, Solanki Suman (2017), Organizational Behaviour, Taxmann publications Pvt. Ltd., New Delhi, India.
4. Luthans, Fred (2002) Organization Behaviour (9thed), McGraw Hill, India
5. Rao, V.S.P. (2009) Organizational Behaviour, Excel Books, India.
6. Robbins, Stephen P (2018), Organizational Behaviour, Pearson Publisher, New Delhi, India.
7. Robbins Stephen P., Judge Timothy A., Vohra Neharika (2014), organizational behaviour, pearson, India

### Teaching Learning Process, Assessment Method and Teaching Plan

| Unit No. | Hours | Learning Outcome  | Teaching learning Process  | Assessment Methods   |
|----------|-------|---|--|--|
| 1        | 30    | The student should be able to acquire in depth understanding of leadership, power and politics, conflict, negotiations & their role in the effective functioning of an organization | Lectures on overview of the concept of leadership and its effectiveness, managing power and politics, conflict in organizations. | Student presentations, case studies, MCQs, Assignment on objectives. |
| 2        | 15    | The student should be able to acquire a basic understanding of change and stress management   | Teaching through PPTs and internet about the concept of change and stress  | Group discussion & Class test  |
| 3        | 15    | The student should be able to acquire knowledge of organizational systems, culture and climate  | Lectures are supplemented with case studies and examples from companies  | case study analysis, Home assignment/project                         |

\*The assessment tasks listed here are indicative and may vary

## Keywords

Leadership, theories of leadership, Power and politics, Empowerment, Conflict, Negotiation, organizational Change, Stress management, Organizational culture, organizational climate, e resources, descriptive assignment, case studies, power presentations.

**B. A. (VS) Human Resource Management**  
**Semester IV**  
**Paper: HRM 4.3**  
**Labour and Development in India**  
**Core Discipline –(CD) Credit: 6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The course is designed to equip the students with conceptual, empirical and legal issues with special reference to India. The focus of the course would be on the changing profile and position of labour in modern India and the specific problems in the post reform period. The role of state, nation and international labour organisations will be emphasized.

**Course Learning Outcomes**

CO1: The course will help students to understand basic theories of Labour market and Identify features and challenges of India's labour market

CO2: The course will inculcate a deep understanding regarding evolution of labour market and it will enable students to identify different forms of labour and also this unit provide knowledge about various labour laws associated with these forms of labour

CO3: The course will provide knowledge about the evolution of trade union movement in India and learners will be able to analyse the role of trade unions in the changing economic environment of the country

CO4: The course enables students to Identify the state intervention in labour market in the form of administration machinery, national commission on labour, Dispute settlement mechanism and Labour regulation.

CO5: This unit intends the learner to gain knowledge in the role of international agencies in setting labour standards in India

**Contents**

Unit 1:

**Economics of labour market**

12

1.1 Wage rate determination in labour market: Labour Demand, Labour Supply, Determination of wages, Minimum wage laws, Minimum wage legislation

1.2 India's labour market

a) *Employment and unemployment*: Concepts, measurement, trends and types of unemployment

b) *Dynamics of economic and occupational structure*: Growing importance of tertiary sector

## Unit 2:

### **Forms of labour**

18

- 2.1 Evolution of Labour market in India:
  - a) *Pre- colonial pattern of Industrial Development*
  - b) *Post-colonial Pattern of Development: Industrialisation, Planning and achievements*
- 2.2 Types of labour and associated labour legislation
  - a) Organised and unorganised labour
  - b) Rural Labour
  - c) Migrant Labour
  - d) Bonded labour
  - e) Women and child labour

## Unit 3:

### **Labour protest and Trade union movement**

12

- 3.1 *Evolution and growth of trade union movement in India- Pre and post-independence period*
- 3.2 *Forms of Industrial action and Labour Protests*  
(Forms of Industrial action, Types of Disputes, Causes of Industrial disputes, Industrial Dispute act 1947, Modes of Protest)

## Unit 4:

### **State and Labour**

12

- 4.1
  - a) *Labour Administration* – Union government and state government Machinery
  - b) *Mechanism of Dispute settlement: Arbitration, Adjudication and other methods of dispute settlements*
- 4.2 Regulation of Labour  
(Factories act, Employees state Insurance act, Worker’s compensation act etc.)
- 4.3 *Role of the state in skill formation*

## Unit 5:

### **International Labour Organisation**

06

- a) Structure and role of ILO
- b) ILO programmes in India

## **References**

1. Arun Monappa, Ranjeet Nambudiri and Patturaja Selvaraj, Industrial Relations and Labour Laws, McGraw Hill
2. Azadeh Barati, Rooh ollah Arab& Seyed Saadat Masoumi , Challenges and problems faced by women workers in India
3. Case, Karl E, and Fair, Ray, Principles of Economics, Pearson 8th edition
4. India Labour and employment Report 2014: Institute of Human development, Academic Foundation
5. J.P. Sharma, Simplified Approach to Labour Laws, Bharat Law House
6. Majnu, Women in Unorganised sector: problems and issues in India, International Journal of Applied Research 2017
7. Mankiw, Principles of Economics, Cengage learning,6th edition
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11. Shervick, Women’s labour force participation in India: Why is it low? - ILO

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16. UNICEF Report, Overview of Internal Migration in India

### **Teaching Learning Process, Assessment Methods and Teaching Plan**

| <b>Weekly Schedule</b> | <b>Unit no.</b> | <b>Hours</b> | <b>Course learning Outcomes</b>   | <b>Teaching Learning Process</b>   | <b>Assessment Methods</b>   |
|------------------------|-----------------|--------------|---|--|---|
| 1-3 week               | 1.              | 12           | The course will help students to understand basic theories of Labour market and identify features and challenges of India's labour market                           | Delivery of lectures. Providing theoretical understanding of Labour market, creating an understanding regarding the concepts of employment and unemployment, its measurement by looking in to secondary Labour Data. This will be followed with interactive discussion with students to improve their understanding of the topics. | Asking students oral questions in the class, preparation of assignments and class test. |
| 4-6                    | 2.              | 18           | The course will inculcate a deep understanding regarding evolution of labour market and enable students to identify different forms of labour and provide knowledge | Delivery of lectures explaining evolution of labour market, types of labour market and relevant labour market  | Asking students oral questions in the class, classroom presentation .class tests.       |



|      |    |    |   |  |   |
|------|----|----|---|--|---|
|      |    |    | about various labour laws associated with these forms of labour   | legislation. Interactive discussion with students to improve their understanding of the topics.  |   |
| 7-8  | 3. | 12 | Provide knowledge about the evolution of trade union movement in India and learn to analyse the role of trade unions in the changing economic environment of the country                | Delivery of lectures explaining evolution and growth of Trade union movement, different forms of Industrial action, and Labour protests. a group Discussion may follow the lectures  | Asking students oral questions in the class, preparation of assignments.          |
| 9-11 | 4. | 12 | The course enables students to Identify the state intervention in labour market in the form of administration machinery, national commission on labour and Dispute settlement mechanism | Delivery of lectures explaining the state intervention in labour market in the form of labour administration machinery, mechanism of settling labour disputes and labour regulation measures. The lectures may be conducted through power point presentation | Asking students oral questions in the class, conducting class test on the topics. |
| 12   | 5. | 6  | This unit intends the learner to gain knowledge in the role of international agencies in setting  | Delivery of lectures explaining the role of international Labour organisation in   | Asking students oral questions in the class. Conducting class test on the topic   |

|  |  |  |                           |  |  |
|--|--|--|---------------------------|--|--|
|  |  |  | labour standards in India | setting labour standards. A discussion on the organisational structure and influence of ILO on Indian labour legislation |  |
|--|--|--|---------------------------|--|--|

\*Assessment methods listed here are indicative and may vary

**Keywords**

Unit 1. Labour markets, equilibrium wage, labour demand, labour supply, wage floor, minimum wage, Employment, unemployment, occupational structure, service sector, participation rate

Unit2. Economic Development, Industrial development, Economic planning, Organised workers Unorganised workers, Bonded labour, migration, Rural labour,

Unit 3. labour protest, Trade Unions, labour disputes, arbitration, adjudication, industrial action.

Unit4. labour administration, labour regulation

Unit 5. Labour policy, International labour organisation, Globalisation.

**B. A. (VS) Human Resource Management**  
**Semester IV**  
**Paper: HRM 4.4**  
**Business Communications and Personality Development**  
**Skill Enhancement Course - (SEC) Credit:4**

**Duration: 3 hours**

**Marks:100**

**Lectures:48**

**Course Objective (2-3)**

To equip students of the B.A(VS) course to effectively acquire skills in reading, writing, comprehension of business communication, as also to use electronic media for business communication.

**Course Learning Outcomes**

The course on Business Communication and Personality Development will help the learner to exhibit the following competencies and skills:

CO1: Enhanced knowledge of the Theory of Communication leading to a more adequate understanding of the nature and process of communication.

CO2: Demonstrate enhanced skills in reading, writing, comprehension, communication and speech. Deeper familiarity with different types of business correspondence, better writing skills and knowledge of various types of formal and informal communication including emails and social media generally employed in work spaces.

CO3: Familiarity with different types of reports and the process of planning and writing.

CO4: Suitable use of language and communication skills specifically within professional spaces. Enhanced verbal skills, improved vocabulary and grammar enhancing error free usage.

**Contents**

Unit 1 04  
Nature of Communication, Process of Communication, Types of Communication (verbal & Non-Verbal), Importance of Communication, Different forms of Communication, Barriers to Communication Causes, Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers.

Unit 2 08  
Business Correspondence: Letter Writing, presentation, Inviting quotations, Sending quotations, Placing orders, Inviting tenders, Sales letters, claim & adjustment letters and social correspondence, Memorandum, Inter -office Memo, Notices, Agenda, Minutes, Job application letter, preparing the Resume.

Unit 3 04  
Report Writing Business reports, Types, Characteristics, Importance, Elements of structure, Process of writing, Order of writing, the final draft, check lists for reports. Vocabulary Words often confused, Words often misspelt, common errors in English.

#### Unit 4

12

Business Etiquettes, Business manners. Body language gestures, Etiquette of the written word, Etiquette of the telephone, Handling business meetings, Role play on selected topics with case analysis and real-life experiences. Aids to correct Business writing, Practical Grammar (basic Fundamentals), Sentence Errors-Punctuation, Vocabulary building.

#### Unit 5

20

Oral Presentation, Importance, Characteristics, Presentation Plan, Power point presentation, Visual aids. How to make a presentation, the various presentation tools, along with guidelines of effective presentation, boredom factors in presentation and how to overcome them, interactive presentation & presentation as part of a job interview, art of effective listening. Leadership – quality of a leader, leadership quiz with case study, knowing your skills and abilities. Introduction to group discussion techniques with debate and extempore, increase your professionalism. Audio Video recording and dialogue sessions on current topics, economy, education system, environment, politics.

#### **References**

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3. Scot, O. *Contemporary Business Communication*. Biztantra, New Delhi
4. Cholib, Mark and Geetha Nagaraj. *English Basics: A Companion to Grammar and Writing*. Cambridge, UK: Cambridge UP, 2004.
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6. Lesikar, R.V & Flatley, M.E. *Basic Business Communication Skills for Empowering the Internet Generation*. Tata McGraw Hill Publishing Co Ltd. New Delhi
7. McGraw E.H., S.J. *Basic Managerial Skills for All*. Fourth Edn. Prentice Hall of India Pvt. Ltd, New Delhi.
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9. Bovee, and Thill, *Business Communication Today*, Pearson Education
10. Shirley Taylor, *Communication for Business*, Pearson Education
11. Locker and Kaczmarek, *Business Communication: Building Critical Skills*, TMH
12. Sinha, K.K., *Business Communication*, Galgotia and Sons, New Delhi.
13. Reuben, Ray; *Communication today – understanding creating skills*, Himalaya Publishing House, 2001.
14. E. H. McGraw, S. J.; *Basic Managerial Skills for All*. Fourth Edition, Prentice Hall of India Pvt. Ltd., New Delhi.
- 15.. Stephen R. Covey; *The seven habits of highly effective people*

## Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit no. | Hours | Course Learning Outcome  | Teaching Learning Process   | Assessment Methods                                       |
|-----------------|----------|-------|--|---|--|
| 1               | 1.       | 04    | Students would be able to demonstrate basic understanding of what is communication. They would also be able to identify and analyse various forms of communication and barriers to communication.  | Interactive lectures aim at introducing students to theory of communication which involves a study of nature, processes, and importance of communication. Thorough discussions provide an in-depth study of different kinds of communication (for example, formal and informal, verbal and non-verbal) and how to express oneself most efficiently depending on the context. Detailed discussion upon possible barriers to communication and how to overcome them. The lectures make ample use to power point presentations, medias, and libraries to make classroom interactions more engaging for the students. | Quiz<br>Class tests<br>Presentations<br>Assignments      |
| 2               | 2.       | 08    | Demonstrate enhanced skills in reading, writing, comprehension, communication and speech.<br><br>Deeper familiarity with different types of business correspondence, better writing skills and knowledge of various types of formal and informal communication | Introducing students to the theory aspect and enable them to learn and understand the various structures and formats of business correspondences such as letters, presentation, quotation, sales letters, claim and adjustment letters, memos, agenda, minutes, resume, etc. Enable them to understand their applications and   | Exercises<br>Class tests<br>Presentations<br>Assignments |

|   |    |    |  |   |  |
|---|----|----|--|---|--|
|   |    |    | including emails and social media generally employed in work spaces.   | facilitate the students in drafting various business correspondences through classroom exercises and assignments. The lectures will include use of power point presentations, reference books, real time examples.  |  |
| 1 | 3. | 04 | Familiarity with different types of reports and the process of planning and writing.   | Introducing students to fundamentals of report writing, types of reports, their importance and applications. The lectures will include use of power point presentations, reference books, real time examples, classroom exercises.  | Exercises<br>Class tests<br>Presentation<br>Assignments  |
| 3 | 4. | 12 | Students would learn appropriate non-verbal communication and would be equipped with skills and practical training on how to hold conversations on telephone, in person, or through emails. They would also be able to establish an understanding of fundamentals of practical grammar and develop a sufficiently strong vocabulary. Enhanced verbal skills, improved vocabulary and grammar enhancing error free usage. | Lectures are more practical and aim to acquaint students to non-verbal communication which involves development of appropriate body language and etiquettes. Role play on selected topics with case analysis of real-life experiences aids students to learn etiquettes of the written word, of the telephone, and how to hold business meetings. Theoretical discussion on fundamentals of grammar, challenges with syntax, sentence formation, and punctuation is followed by interactive exercises and language games to train students in usage of practical grammar and to build a | Quiz<br>Presentations<br>Role plays<br>Class tests containing multiple choice questions and grammatical exercises<br>Assignments |

|   |    |    |   |  |  |
|---|----|----|---|--|--|
|   |    |    |   | strong vocabulary. Learning activities include word games like cups and letters, make a connection, two-word charade, etc.   |  |
| 5 | 5. | 20 | Greater acquaintance with soft skills including social and professional etiquette leading to personality development and increased confidence. Recognition of and need for leadership qualities in a globalized work space and the necessity of developing these for success in the professional field. Improve speaking abilities through participation in group discussions and oral presentations. | <p>Lecture on the fundamentals and structure of presentation, presentation skills, usage of presentation tools, multimedia and usage of vocabulary and grammar while preparing and presenting presentation. Classroom exercises on oral presentation and group discussion will be facilitated for students to participate.</p> <p>Lecture on leadership, qualities of a leader will be conducted with case studies of current and renowned leaders.</p> <p>Lecture resource will compose of reference books, power point presentation and classroom exercises.</p> | <p>Quiz</p> <p>Class tests</p> <p>Presentations</p> <p>Assignments</p> |

\*Assessment methods listed here are indicative and may vary

### Keywords

Communication, Process, Types, Verbal-Non-Verbal, Barriers, Business Correspondence, Tenders, Memos, Resumes, Report Writing, Business Etiquette, Personality development, Basic grammar, Vocabulary, Effective Presentation, Visual aids, Presentation tools, Leadership skills

**B. A. (VS) Human Resource Management**  
**Semester V**  
**Paper: HRM 5.1**  
**Management of Human Resource-I**  
**Elective Core-Discipline Based - (CD) Credit:6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The objective of the course is to acquaint the student with the growth in human resource management as a subject and some of the basic functions that are considered as the building blocks of human resource management in any organization.

**Course Learning Outcomes**

CO1: The student should be able to acquire a perspective on the emergence of human resource management function over a period of time and explore the role of HR in any organisation.

CO2: The student should be able to acquire a basic understanding of the circumstances affecting employment decisions such as downsizing, workforce diversity, empowerment and VRS.

CO3: The student should be able to acquire an understanding of HRM as a profession, line-staff conflicts, and the changing role of the HR manager.

CO4: The student should be able to acquire fundamental understanding of the factors affecting the demand and supply of human resources and computation of the worth of any job.

CO5: The student should be able to acquire understanding of the procurement process.

**Contents**

Unit 1 15  
Evolution and growth of human resource management (with special reference to Scientific management and Human relations approaches). Nature, objectives, scope, spectrum of HRM, influence of rational and social approaches on functions & policies of HR management.

Unit 2 10  
Challenges of HR: Globalization, technological advances, the changing profile of the workforce (knowledge workers, BPOs, IT and service industries, Flexi options), empowerment, downsizing, Voluntary retirement scheme, work life balance, Workforce diversity (causes, paradox, resolution of diversity by management).

Unit 3 10  
HRD; Human resource management as a profession. Concepts of line-staff in the structure of human resource department and the Role and competencies of human resource manager,



**Unit 4**

15

Job design - (simplification, rotation, enlargement, enrichment and approaches}. Job analysis. Job evaluation.

**Unit 5**

10

Manpower planning -objectives, quantitative and qualitative dimensions, elements, advantages, process. Recruitment (factors affecting, sources, policy, evaluation). Selection (procedure, tests, interviews). Placement and Induction, socialization, retention.

**References**

1. Aswathappa K. (2002) Human Resource and Personnel Management, TataMcGraw-Hill, New Delhi.
2. Bhattacharyya Kumar Deepak (2006) Human Resource Managing, Excel Books, New Delhi.
3. Cascio F.W. (2003) Managing Human Resources, Productivity, Quality of Life, Profits, Tata Mc-Graw-Hill, New York.
4. Chadha, N.K. Human Resource Management-issues, case studies, experiential exercises, Sri Sai Printographers, New Delhi.
5. Chadha, N.K. (2004) Recruitment and Selection-A Practical Approach, Galgotia, New Delhi.
6. Chhabra T.N. (2002) Human Resource Management, Dhanpat Rai and Co. Delhi.
7. Dessler Gary (1997) Human Resources Management, Prentice Hall, USA.
8. Dessler Gary and VarkkeyBiju (2011) Fundamentals of Human Resource Management, Content, Competencies and Applications, Dorling Kindersley (India) Pvt Ltd., India.
9. Flippo, E. (2000) Personnel Management, Tata McGraw-Hill, New Delhi.
10. Gupta, C.B. (2007) Personnel Management, Sultan Chand & Sons, New Delhi.
11. Monappa A. Saiyadain M. (1996) Personnel Management, Tata McGraw-Hill, India.
12. Rao V.P.S. (2004) Human Resource Management, Excel Books, India.
13. Saiyadain S. Mirza (2003) Human Resource Management, Tata Mc-GrawHill, India.
14. Tripathi, P.C., (2006) Human Resource Development, Sultan Chand & Sons, New Delhi.

**Teaching Learning Process, Assessment Methods and Teaching Plan**

| Weekly Schedule | Unit No. | Hours | Learning outcome  | Teaching and Learning activities   | Assessment tasks                         |
|-----------------|----------|-------|---|--|--|
| 1 to 3          | 1        | 15    | The student should be able to acquire a perspective on the emergence of human resource management function over a period of time and explore the role of HR in any organisation | Lectures on the evolution of human resource management and the role of HR in strategic management, followed by discussion based on case studies. | Student presentations, group discussions |
| 4 to 5          | 2        | 10    | The student should be able to acquire a   | Teaching through use of PPTs and   | MCQ on the topic, role plays             |

|                            |   |    |   |   |  |
|----------------------------|---|----|---|---|--|
|                            |   |    | basic understanding of the circumstances affecting employment decisions such as downsizing, workforce diversity, empowerment and VRS.                                     | internet about the challenges of HR, Workforce diversity, Empowerment, downsizing, VRS, and work life balance.                                    |  |
| 6 to 7                     | 3 | 10 | The student should be able to acquire an understanding of HRM as a profession, line-staff conflicts, and the changing role of the HR manager.                             | Lectures along with case studies  | Class test                             |
| 8 to 10<br>(mid sem break) | 4 | 15 | The student should be able to acquire fundamental understanding of the factors affecting the demand and supply of human resources and computation of the worth of any job | Lectures are supplemented with PPTs & simple practical cases to facilitate the understanding of technical aspects of job analysis, and evaluation | Home assignment/project                |
| 11 & 12                    | 5 | 10 | The student should be able to acquire understanding of the procurement process  | Discussion is based on lectures and student interaction   | Class test & presentations by students |

\*The assessment tasks listed here are indicative and may vary

### Keywords

Evolution of HR, policies, HR planning, recruitment, selection, placement, VRS, empowerment, work life balance, work force diversity, job design, job analysis,

**B. A. (VS) Human Resource Management**  
**Semester V**  
**Paper: HRM 5.2 Internship Project / Project**  
**Elective Core – Generic (GE) Credit:6**

**(2 Lectures+2 Tutorials per week per group+ 2 hours of field/library work per week)**

**Course Objective (2-3)**

The objective of the course is to provide basic and hands on understanding of the issues facing business and industry. The course acquaints the student with the practical aspects of the vocational specialisation. This is an opportunity for the student to become familiar with industry practices related to the vocation that supplement classroom teaching. Also, working on a project enables the student to focus on the contemporary problems and challenges facing the industry.

Each student of a vocational course shall undergo practical internship of four weeks during the vacation in any approved business/ industrial/ government/ service organisation. The objective of this training is to get acquainted with the industrial/ business working environment. After completion of the training the student is required to submit a training report at the end of the semester. The student is also required to submit a performance certificate from the company/ organisation where she/he undertook the training.

The whole course is divided into two parts: -

**Part A**

**Part A** will provide the theoretical knowledge about research methods, data analysis, interpretation of data, report writing etc. This component of the course carries 50 marks (38 theory + 12 Internal Assessment).

**Part B**

It will comprise the internship/ project report and also carries 50 marks. It will be evaluated by two examiners one internal and one external. The exact date of submission of the Report will be notified by the college. Alternatively, if it is not possible to do industrial internship, the students will prepare a project report on a topic assigned to her/ him by the college. The project report will be evaluated as above.

**Course Learning Outcomes**

**Part A**

CO1: Imparting knowledge about the basics of research-objectives, types, approaches, process and problems encountered in research

CO2: Develop the learning to define a research problem, facilitate understanding of sampling, data collection, construction of questionnaire

CO3: Develop an understanding of the basic tools of data analysis- Parametric & non parametric tests, interpretation of results & presentation.

CO4: Imparting learning of different aspects of report writing, process, contents of a report and referencing

## Part B

CO5: Prepare a project report relating to a well-defined area of research problem identified by the student

### Part A: Theory-Business Research Methodology

Max. Marks: 50

Time Duration: 2 Hours

Total Lectures: 24

|  |    |
|--|----|
| <u>Unit 1</u>  | 4  |
| Introduction: Research: meaning, objectives, types, approaches, significance, methods, process, criteria of good research, problems encountered                                      |    |
| <u>Unit 2</u>  | 6  |
| Selecting and defining the research problem; literature Review; Research & Sampling design; Measurement & Data collection (primary & secondary); construction of questionnaire       |    |
| <u>Unit 3</u>  | 10 |
| Parametric & non parametric tests (basic understanding); Data Analysis (central tendency, dispersion, correlation, t test, f test, z test), interpretation of results & presentation |    |
| <u>Unit 4</u>  | 4  |
| Report writing: significance, steps, layout, types of Reports, contents, Referencing   |    |

### Part B: Internship/ Project Report

Max Marks 50

Objectives: To provide basic and hands on understanding of the industry. Each student on vocational course shall undergo practical internship of four weeks during the vacation approved business/ industrial/ government/ service organisation. The objective of this training is to get acquainted with the industrial/ business working environment. After completion of the training they will have to submit a training report. The internship/ project report will carry 50 marks. It will be evaluated by two examiners- one internal and one external. The training report is part of the fifth semester. It is to be submitted by the date fixed by the college.

The students will also have to submit a performance certificate from the company where she/he undertook the training. This report will also be considered while evaluating the training report by the examiners.

Alternatively, if it is not possible to do industrial internship, the students will prepare a project report on a topic assigned to her/ him by the college. The project report will be evaluated as above.

### References

1. Kothari CR & Garg Gaurav (2019) Research Methodology: Methods & Techniques, New Age International Publishers.
2. Chawla Deepak & Sodhi Neena (Kindle edn) Research Methodology: Concept & cases 2<sup>nd</sup> edn, Vikas Publishing House Pvt. Ltd.
3. Kumar Ranjit (2014) A step by step guide for beginners, Sage Publications

4. Kiran Pandya, Smruti Bulsari, Sanjay Sinha (2011 kindle edn), SPSS in simple steps, dreamtech Press

### Teaching Learning Process, Assessment Methods and Teaching Plan

| Unit no.      | Course Learning Outcomes   | Teaching Learning Process  | Assessment Methods   |
|---------------|--|--|--|
| <b>Part A</b> |  |  |  |
| 1. (2 weeks)  | Imparting knowledge about the basics of research-objectives, types, approaches, process and problems encountered in research                 | Delivery of lectures to explain the basics of research- explaining objectives, its types and approaches and the overall research process   | Students' learning will be facilitated by asking oral questions in the class, class interaction and participation  |
| 2. (3 weeks)  | Develop the understanding to define a research problem, facilitate understanding of sampling, data collection, construction of questionnaire | Lecture method combined with Power Point presentation. Specific research papers to be discussed in class to build an understanding.  | Student to be asked to read specific research papers. Assignment related to relevant topics to be given to students.   |
| 3. (5 weeks)  | Develop an understanding of the basic tools of data analysis- Parametric & non parametric tests, interpretation of results & presentation.   | Delivery of Lectures to explain the various tests used to analyse different data types, interpretation of results and presentation. This will be followed by student interaction to improve their understanding of the topics. | Giving practical problems to students for hands- on learning experience (working with quantitative data)   |
| 4. (2 weeks)  | Imparting learning of different aspects of report writing, process, contents of a report and referencing                                     | Lectures method combined with discussions, case studies, virtual tools like presentation to be used to build an understanding of various aspects of report writing   | Asking students questions in the class, one to one interaction to assess their basic understanding with regard to research problems  |
| <b>Part B</b> |  |  |  |
| 5. (12 weeks) | Prepare a project report relating to a well-defined area of research problem identified by the student and approved by the supervisor        | Discussions, one to one interaction with students in tutorial groups to be undertaken to help them identify research areas, research gaps and topic for project reports  | Continuous feedback and progress to be assessed during the course of the projects. Project reports to be evaluated at the end of the term by two examiners i.e. one internal and one external. |

\*Assessment tasks listed here are indicative and may vary.

### **Keywords**

Research Problem, Research gap, objectives, Literature Review, Sampling design, primary data, secondary data, questionnaire, Data Analysis, Interpretation, Descriptive statistics, Report writing, Referencing

**B. A. (VS) Human Resource Management**  
**Semester V**  
**Paper: HRM 5.3.1 Financial Accounting**  
**Elective Core – Generic (GE) Credit:6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The objective of the course is to make the students familiar with the basic theory, concepts and practices of financial accounting. It aims to enable the students to understand the techniques for preparing accounts in different business organizations excluding corporate entities.

**Course Learning Outcomes**

After completing the course, the students will be able to:

CO1: Understand the theoretical and practical framework of financial accounting and to acquire a basic understanding of IFRS, Ind-AS and latest Accounting Standards.

CO2: Understand the concept of Consignment, Joint Venture, Inland Branches and Hire-purchase transactions and learn the techniques of preparing accounts under each of these cases.

CO3: Develop understanding of Depreciation Accounting as per AS-10 (PPE) .

CO4: Explain the concept of Partnership and preparation of accounts for reconstruction as well as dissolution of partnership firms.CO5: Analyse the financial statements by preparing common size Balance Sheet, calculating various ratios and preparing Cash Flow statement.

**Contents**

Unit 1:

**Introduction to Accounting**

12

Financial Accounting: Nature, scope and limitations. Generally Accepted Accounting Principles (GAAP). Basic Concepts and Conventions, Accounting Standards: Meaning, Significance. IFRS and IndAS.

Accounting Process: From recording of transactions to preparation of final accounts. Rectification of errors. Bank Reconciliation statement.

Unit 2:

**Accounting for Consignment, Joint Venture and Inland Branches**

12

(i) Consignments: Features, Accounting treatment in the books of the consignor and consignee.

(ii) Accounting for Joint Ventures. When separate set of books are maintained. When records are maintained by a co-venturer of (a) all transactions (b) only his own transactions. (Memorandum joint venture account).

(iii) Accounting for Inland Branches (Dependent branches only). Ascertainment of Profit by Debtors method and Stock and Debtors method.

### Unit 3:

#### **Depreciation Accounting and accounting for Hire purchase transactions** 12

i) Depreciation Accounting, Meaning of depreciation. Causes and need for providing depreciation. Accounting treatment including provision for depreciation accounting. Straight line method and diminishing balance method of charging depreciation. AS 10. Concept of cost model and revaluation model.

ii) Accounting for Hire Purchase Transactions. Journal entries and ledger accounts in the books of Hire Vendor and Hire Purchaser for large value items, including Default and repossession.

### Unit 4:

#### **Partnership** 12

Admission, Retirement, Dissolution of Partnership Firms: Legal Position, Accounting for simple dissolution.

### Unit 5:

#### **Managerial decision making** 12

Analysis of financial statements, Common size balance sheet, Ratio analysis, Cash Flow statement.

### **References**

1. J.R. Monga, Basic Financial Accounting, MKM Publication pvt ltd, Darya Gang, New Delhi
2. S.N. Maheshwari, Suneel K Maheshwari, Sharad K Maheshwari; Introduction to Accountancy, Vikas Publications, New Delhi.
3. R. Narayana Swamy, "Financial Accounting" PHI Pvt., New Delhi
4. P.C. Tulsian, Financial Accounting, Tata McGraw Hill, New Delhi

### **Additional References:**

1. Charles T. Horngren, Gart L. Sundem, J.A. Elliot, D.R. Philbrick, Introduction to Financial Accounting, Pearson
2. T. S Grewal, Introduction to Accounting, S.Chand and Co., New Delhi.
3. Ashok Sehgal and Deepak Sehgal, Fundamentals of Financial Accounting, Taxmann, New Delhi
4. S.P. Jain and K.L. Narang, Advanced Accounting, Kalyani Publishers New Delhi
5. Naseem Ahmed, Nawab Ali Khan, M.L. Gupta, Financial Accounting, Ane Books Pvt. Ltd. New Delhi

### **Teaching Learning Process, Assessment Methods and Teaching Plan**

| <b>Weekly Schedule</b> | <b>Unit No.</b> | <b>Hours</b> | <b>Course Learning Outcomes</b>  | <b>Teaching Learning Outcomes</b>                                 | <b>Assessment Methods</b>              |
|------------------------|-----------------|--------------|--|---|--|
| 2.4                    | 1               | 12           | Students will understand the theoretical and practical framework of financial accounting and | Class lectures about basics of accounting and accounting process. | Home Assignment, Student presentation. |



|     |   |    |  |  |  |
|-----|---|----|--|--|--|
|     |   |    | acquire a basic understanding of IFRS, Ind-AS and latest Accounting Standards  | Interactive discussion about Generally Accepted Accounting Principles, concepts, conventions and standards.                                |  |
| 2.4 | 2 | 12 | Students will understand the concept of Consignment, Joint Venture, Inland Branches and Hire-purchase transactions and learn the techniques of preparing accounts under each of these cases. | Class lectures with the help of illustrations and numerical problems.  | Home assignment, Class Test with numerical problems. |
| 2.4 | 3 | 12 | Students will develop an understanding of Depreciation Accounting as per AS-10 (PPE).  | Lectures and class discussion about depreciation and different methods of depreciation. Numerical illustrations will be given.             | Home assignment, Oral Test                           |
| 2.4 | 4 | 12 | Students will comprehend the concept of Partnership and preparation of accounts for reconstruction as well as dissolution of partnership firms.  | Class lectures, interactive discussions, presentations and solving of numerical.   | Home assignment, Quiz and MCQs                       |
| 2.4 | 5 | 12 | Students will understand how to prepare common size Balance Sheet, calculate various ratios, prepare Cash Flow Statement and analyze Financial Statements                                    | Lectures will be supplemented with case studies and examples of analyses of Profit and Loss Account and Balance Sheet of actual companies. | Home assignment, Class Test with numerical.          |

\*Assessment tasks listed here are indicative and may vary.

**Keywords**

Assets, Liabilities, Profit, Transactions, Journal entry, Ledger account, consignment, hire-purchase, joint venture, partnership, branch.

**B.A. (VS) Human Resource Management**  
**Semester V**  
**Paper: HRM 5.3.2**  
**Corporate Laws**  
**Elective Core – Generic (GE) Credit:6**

**Duration: 3 hours**  
**Course Objective**

**Marks: 100**

**Lectures: 60**

- To introduce students to the legal nature, structure and functioning of a company and encouraging students to develop basic understanding of case laws and regulatory framework in corporate practice.
- To provide comprehensive knowledge and understanding of the provisions of Companies Act, 2013.
- To provide students' knowledge of fundamental topics in company law including the inferences of separate corporate identity, limited liability, role and legal duties of promoters, board of directors and legal relationship with its various stakeholders.
- To provide basic understanding of Insolvency and Bankruptcy Code, 2016, regarding winding up of the corporate entities.

**Course Learning Outcomes**

After completing this course, the learners would be able to:

CO1: acquire knowledge about regulatory framework, legal structure, functioning, classification and online incorporation of a company and apply legal reasoning to analyse relevant case laws.

CO2: explain basic legal documents to be prepared by company and their significance and describe the importance of online filing of documents.

CO3: understand the concept of allotment of shares, rights and duties of shareholders of company along with developing understanding of dematerialisation of securities.

CO4: acquire knowledge of the role and legal duties of key managerial personnel of a company and their interrelationship with the shareholders accompanied with the knowledge about provisions regarding convening and conducting of company meetings.

CO5: comprehend various modes of company's winding up and relate to the provisions of Insolvency and Bankruptcy code, 2016

**Contents**

Unit 1:

**Introduction**

12

Characteristics of a company; concept of lifting of corporate veil; Types of companies including private and public company, government company, foreign company, holding and subsidiary company, one-person company, small company, producer company, association not for profit, illegal association; Formation of company, Promoters and their legal position, pre-incorporation contract, online registration of a company.

Unit 2:

**Documents**

12

Memorandum of association, articles of association, Alteration and doctrine of ultra vires, doctrine of constructive notice and Indoor Management, prospectus, shelf prospectus and red herring prospectus, misstatement in a prospectus; Book Building process, Online filing of documents.

### Unit 3:

#### **Share Capital**

12

buyback and provisions regarding buyback; share certificate and share warrant; Members and shareholder – their rights and duties; Depositories Act 1996 - definitions, rights and obligations of depositories, participants, issuers and beneficial owners. Prohibition of insider trading. Provisions relating to payment of dividend, provisions relating to books of account, provisions relating to audit. Issue, allotment and forfeiture of shares, issue of bonus shares, transmission of shares;

### Unit 4:

#### **Management**

16

Directors, classification of directors: additional, alternate, women director, independent director, small shareholders' director; legal position; appointment, disqualifications, removal of directors; powers and duties; board meetings; key managerial personnel, managing director, manager, corporate social responsibility.

Types of general meeting: annual general meeting, extraordinary meeting, convening and conduct of meetings, requisites of a valid meeting; postal ballot, e –voting.

### Unit 5:

#### **Winding up of companies**

08

Concept and modes of winding up, compulsory winding up by the tribunal under Companies Act; voluntary liquidation of corporate persons under the insolvency and Bankruptcy Code, 2016, corporate insolvency resolution process. National Company Law Tribunal (NCLT), Appellate Tribunal (NCLAT)

### **References**

1. Kuchhal MC “Company law” Mahavir Publications
2. Dagar Inderjeet and Agnihotri Anurag “Corporate laws” Galgotia publishing company, New Delhi
3. Sharma J. P, “An Easy Approach to Corporate Laws”, Ane Books Pvt Ltd, New Delhi.
4. Singh Avtar “Company Law” Allahabad Law House

Note: Latest edition of text books may be used.

### **Additional References:**

1. Charlesworth & Morse, “Company Law”, Sweet & Maxwell”, London, U.K.
2. Gowar, LCB, “Principles of Modern Company Law”, Stevens & Sons, London.
3. Bharat Law House, New Delhi, “Manual of Companies Act, Corporate Laws and SEBI Guidelines”.
4. Kannal, S., & V.S. Sowrirajan, “Company Law Procedure”, Taxman’s Allied Services(P) Ltd., New Delhi (Latest Edition)

## Teaching Learning Process, Assessment Methods and Teaching Plan

| <b>Weekly Schedule</b>                   | <b>Unit no.</b> | <b>Hours</b> | <b>Course learning outcomes</b>  | <b>Teaching and learning Process</b>   | <b>Assessment methods</b>   |
|--|-----------------|--------------|--|--|---|
| 1 <sup>st</sup> and 2 <sup>nd</sup> week | 1               | 12           | Students will be able to acquire knowledge about regulatory framework, legal structure, functioning, classification and online incorporation of a company and apply legal reasoning to analyse relevant case laws. | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented with discussions on leading case laws.  | Quiz, oral/ written tests in the tutorial class, case laws solving exercise.                            |
| 3 <sup>rd</sup> to 5 <sup>th</sup> week  | 2               | 12           | Students will be able to explain basic legal documents to be prepared by company and their significance and describe the importance of online filing of documents.   | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented by showing the documents of some companies on their websites and displaying the MCA - 21 portals for easy access of public documents and various online services. | Student presentations/ Descriptive and critical reasoning home assignments for the internal assessment. |
| 6 <sup>th</sup> and 7 <sup>th</sup> week | 3               | 12           | Students will be able to understand the concept of allotment of shares, rights and duties of shareholders of company along with developing understanding of dematerialization of securities.                       | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented by showing the functioning of some depository participants on internet.   | Problem – solving exercises, Student presentations, Oral/Written Tests in the tutorials.                |
| 8 <sup>th</sup> to 10 <sup>th</sup> week | 4               | 16           | Students will be able to acquire knowledge of the role and legal duties of key managerial personnel of a company and their interrelationship   | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented by the  | MCQ, Student presentation, Descriptive and critical reasoning assignment on                             |

|  |   |   |   |  |   |
|--|---|---|---|--|---|
|  |   |   | with the shareholders accompanied with the knowledge about provisions regarding convening and conducting of company meetings.                   | annual report of some companies.   | the topic covered.  |
| 11 <sup>th</sup> and 12 <sup>th</sup> week | 5 | 8 | Students will be able to comprehend various modes of company's winding up and relate to the provisions of Insolvency and Bankruptcy code, 2016. | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented by the real life cases of winding up of companies under IBC code. | Class test for the award of internal assessment marks and providing feedback to the students. |

\*Assessment tasks listed here are indicative and may vary.

### **Keywords**

Companies Act 2013, Lifting of corporate veil, Memorandum of association, Articles of association, Prospectus, Meetings, Dematerialization, Shares, Dividend, Directors, Winding up, Virtual learning, Descriptive Assignments, Case Laws, Power Point.

**B. A. (VS) Human Resource Management**  
**Semester V**  
**Paper: HRM 5.4**  
**Labour Welfare and Legislative Framework**  
**Skill Enhancement Course – (SEC) Credit:4**

**Duration: 3 hours**

**Marks:100**

**Lectures:48**

**Course Objective (2-3)**

The objective of the course is to enable the student to understand the significance of labour welfare and labour legislation in maintaining industrial relations.

**Course Learning Outcomes**

The objective of the course is to enable the student to understand the significance of labour welfare and labour legislation in maintaining industrial relations.

CO1: Students will be acquainted with the concept of labour welfare in general, and types of welfare services undertaken by Indian companies.

CO2: The student should be able to acquire a basic understanding of the Payment of Wages Act, Minimum Wages Act and Payment of Bonus Act. They should be able to understand the rules to be followed while fixing and revising wages, roles of Advisory and central advisory board, and the concept of bonus.

CO3: The student should be able to understand the Employees Provident Fund and Miscellaneous Act and the various Pension schemes and employees' deposit Linked Insurance schemes and the ESI Act in detail. Students will gain knowledge about the concept of gratuity, its forfeiture and nomination rules.

CO4: The student should be able to acquire in depth understanding of The Industrial Employment (Standing orders) Act 1946, its applicability and Procedure; Factories Act and the rules relating to licensing and its registration.

**Contents**

Unit 1 12  
Concept of Labour Welfare, Importance, Types of welfare services, labour welfare in India.

Unit 2 12  
The Payment of Wages Act 1936: Extent and Application of the Act, Definitions, Rules for Payment of Wages, Deductions from Wages, Maintenance and Records, Enforcement of the Act, Appeal, Penalty for offences under the Act.  
The Minimum Wages Act 1948: Object of the Act, Definitions, Fixation and Revision of Wages, Advisory Board, Central Advisory Board, Enforcement of the Act, Offences and penalties  
The Payment of Bonus Act 1965: Meaning of Bonus, Object of the Act, definitions, Eligibility for bonus, disqualification for bonus, Determination of bonus, Penalties and offences.

### Unit 3

12

The Employees Provident Fund and Miscellaneous Provisions Act 1952: Application of the Act, Definitions, Employees' provident Fund Scheme, Employees' Pension Scheme and fund, Employee's Deposit linked Insurance Scheme and Fund, Administrations, Penalties, offences. The Employee's State Insurance Act 1948: Applicability, Definitions, Administration, Finance and Audit, contributions, Benefits, Adjudication of disputes and claims, Appeal, penalties. The Payment of Gratuity Act 1972: Definitions, Payment of Gratuity, Forfeiture of gratuity, Nominations, Determination of gratuity, Recovery of gratuity, Penalties and offences.

### Unit 4

12

The Industrial Employment (Standing orders) Act 1946: Objective of the Act, Scope and Application of the Act, Definitions, Procedure for Submission of Draft Standing Orders, Procedure for Certification of Standing Orders, Penalties.

The Factories Act 1948: definition of factory, other definitions, Approval, Licensing and Registration of Factories, Health, Safety, Hazardous Processes, Welfare, Working hours of Adults, Holidays, employment of young persons and women, Annual leave with wages, penalties.

### **References**

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3. Beaumont PB (1995) The Future of Employment Relations, Sage, London.
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6. Chhabra T.N. (2011) Human Resource Management, Dhanpat Rai and Co. Delhi.
7. Kumar, Arvind; Khurana Hansika (2015), Industrial Law, New Delhi, Galgotia Publishing Company, PP. 85-109.
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12. Ramaswami E. A. (1988) Workers Consciousness and Trade Union Responsibility, Oxford University, Press New Delhi.
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17. Tripathi, P.C. Gupta, C.B. Kapoor, N.D. (2012), Industrial Relations and Labour laws, New Delhi, Sultan Chand & Sons.



## Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome   | Teaching Learning Process   | Assessment Methods  |
|-----------------|----------|-------|--|---|---|
| 3               | 1        | 12    | Students will be acquainted with the concept of labour welfare in general, and types of welfare services undertaken by Indian companies.   | Lectures on the Concept of Labour Welfare its importance in India   | Case studies and presentations on types of labour welfare activities undertaken by different companies. |
| 3               | 2        | 12    | The student should be able to acquire a basic understanding of the Payment of Wages Act, Minimum Wages Act and Payment of Bonus Act. They should be able to understand the rules to be followed while fixing and revising wages, roles of Advisory and central advisory board, and the concept of bonus. | Teaching through PPTs, internet, and bare acts about the extent, application, rules, and enforcement, offences and penalties under the Acts | Group discussion, presentation & Class test   |
| 3               | 3        | 12    | The student should be able to understand the Employees Provident Fund and Miscellaneous Act and the various Pension schemes and employees' deposit Linked  | Lectures are supplemented with examples and case studies for the understanding of the various Acts.   | MCQ on the Acts, Quiz and student's presentation  |

|   |   |    |  |   |                                     |
|---|---|----|--|---|-------------------------------------|
|   |   |    | Insurance schemes and the ESI Act in detail. Students will gain knowledge about the concept of gratuity, its forfeiture and nomination rules   |   |                                     |
| 3 | 4 | 12 | The student should be able to acquire in-depth understanding of The Industrial Employment (Standing orders) Act 1946, its applicability and Procedure; Factories Act and the rules relating to licensing and its registration. | Lectures, PPTs, case studies are used to give understanding of the Various Acts; field visit to a factory | Home assignment/project, Class Test |

\*Assessment methods listed here are indicative and may vary

### Keywords

Labour Welfare, determination of Wages and Bonus, Offences and penalties, The Employees Provident Fund And Miscellaneous Provisions Act 1952, Employees' Pension Scheme and fund, Employees' Deposit linked Insurance Scheme and Fund, The Employee's State Insurance Act 1948 Adjudication of disputes and claims The Payment of Gratuity Act 1972, The Industrial Employment (Standing orders) Act 1946, The Factories Act 1948, The Trade unions Act 1926, The Industrial Disputes Act 1947, Conciliation machinery, Adjudication machinery, Strikes and lock outs , Lay-offs and, Retrenchment

**B. A. (VS) Human Resource Management**  
**Semester VI**  
**Paper: HRM 6.1**  
**Industrial Relations**  
**Elective Core – Discipline Based (CD) Credit:6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The objective of the course is to enable the student to become familiar with the concept of industrial relations, worker's unions and the organisational infrastructure for ensuring industrial peace.

**Course Learning Outcomes**

CO1: The student will acquire understanding of the evolution of Industrial relations globally and in India.

CO2: The student should be able to gain thorough understanding of reports of the national labour commission and the role of ILO &WTO.

CO3: The student should be able to acquire in-depth knowledge of the preventive and settlement machinery for resolving industrial disputes.

CO4: The student should be able to acquire understanding of nature and growth of trade union movement in India.

CO5: The student should be able to acquire a basic understanding of the concept of empowerment and worker's participation in management.

**Contents**

Unit 1 10  
Nature, scope, importance of industrial relations, evolution (India & the world)

Unit 2 15  
Reports of the National Labour Commission, labour and international dimensions of IR (ILO, WTO).  
The impact of quality circles, total quality management, total quality control on industrial relations

Unit 3 15  
Causes and effects of industrial disputes, types of conflicts, Preventive and settlement machinery, Statutory (conciliation, mediation, arbitration, adjudication) & and non-statutory methods of settling disputes. Collective bargaining (concept, necessity and significance, Pre-requisites of effective collective bargaining, process, limitations, productivity types of bargaining, negotiation), Grievance handling (meaning of grievance, causes, grievance redressal process in India).

|  |    |
|--|----|
| <u>Unit 4</u>  | 10 |
| Origin and Nature (structure and leadership) role, functions, problems, relevance and evolution of trade union movement (including in India), factors affecting growth, contemporary role of trade unions. |    |
| <u>Unit 5</u>  | 10 |
| Empowerment and worker participation (including reference to India). Future direction of IR (implications of contractual labour). Factors affecting IR in a changing environment                           |    |

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1. Ac Kens,P. &Whilkinson, A. (2003) Understanding Work and Employment: Industrial Relations In Transition Oxford : OVP.
2. Sharma, J.P. (2011), Simplified Approached to Labour Laws, Bharat law House (P) Ltd., New Delhi.
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5. Bhargav A. (ed) (2003) Labour Laws, Taxman Publications, New Delhi.
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14. Taxmann's Industrial Laws (1996) Taxmann Allied Service, New Delhi.
15. Verma Pramod (1987) Labour Economics and Industrial Relations, Tata McGraw-Hill, New Delhi.
16. Government of India: Relevant Bare Acts on Specified Labour Acts.

## Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome  | Teaching and Learning activities   | Assessment tasks             |
|-----------------|----------|-------|---|--|------------------------------|
| 1 to 2          | 1        | 10    | The student will acquire understanding of the evolution of Industrial relations globally and in India | Lectures on the various dimensions of industrial relations, including the evolution of IR internationally. | MCQs, and written assignment |
| 3 to 5          | 2        | 15    | The student should be able  | Lectures extensive use of official   | Projects & presentations     |

|                            |   |    |  |   |                         |
|----------------------------|---|----|--|---|-------------------------|
|                            |   |    | to gain thorough understanding of reports of the national labour commission and the role of ILO & WTO.                                 | websites of ILO and WTO   |                         |
| 6 to 8                     | 3 | 15 | The student should be able to acquire in-depth knowledge of the preventive and settlement machinery for resolving industrial disputes. | Lectures are supplemented with cases of industrial disputes and Preventive and settlement machinery in India. | Class test, MCQ         |
| 9 to 10<br>(mid sem break) | 4 | 10 | The student should be able to acquire understanding of nature and growth of trade union movement in India.                             | Discussion is based on lectures on the role, emergence, functions, relevance of trade unions.                 | Home assignment/project |
| 11 & 12                    | 5 | 10 | The student should be able to acquire a basic understanding of the concept of empowerment and workers participation in management.     | Lectures on Empowerment and worker participation and future direction of IR, supported by case studies        | Class test              |

\*The assessment tasks listed here are indicative and may vary

### Keywords

Quality circles, preventive and settlement machinery, trade union, ILO, WTO, collective bargaining, adjudication, industrial disputes, statutory methods

**B. A. (VS) Human Resource Management**  
**Semester VI**  
**Paper: HRM 6.2.1**  
**Globalization**  
**Elective Core – Discipline Based (CD) Credit:6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The paper is designed to familiarise the students with the concept of globalisation and integration of developing countries with the world economy. The aim of the paper is to provide a critique of globalisation and stress on local/ national policies than follow the one - size - fits - all approach.

**Course Learning Outcomes**

Globalization is gradually becoming unavoidable phenomenon worldwide which dominates political and economic discourse. It is making the world smaller by increasing the international exchange of goods, resources, services, information, knowledge and culture. It helps in improving a social and academic life. It is therefore very much the need of the hour as the student acquires knowledge about this aspect. After studying the subject, the student can think globally and deliver the best available in the global market.

**CO1:** It aims to widen the outlook of students in understanding of our economy in the backdrop of world economy. It gives an overview of how the process of globalization has changed over time.

**CO2:** It gives an understanding of not only economic but also social impact of globalization.

**CO3:** It explains to the students how production process is no more limited to the boundaries of nations, but it is integrated with other nations through global value chain.

**CO4:** It explains how globalization requires new approaches to economic and social policies due to decline in authority of nation-state. The students also get an overview of the impact of globalization on environmental conditions.

**CO5:** The course makes the students avail of existing global organizations that govern the process of globalization.

**Contents**

|  |    |
|--|----|
| <u>Unit 1</u>  | 09 |
| Meaning and contents of globalization.   |    |
| Comparative analysis of past and present of globalization.   |    |
| <u>Unit 2</u>  | 15 |
| Benefits of globalization: role of globalization in reducing inequality and poverty, expansion of markets, free movement of goods, services and factors of production. |    |
| Distribution of benefits of globalization shared by developing and developed countries.  |    |

Unit 3 10  
Globalization and the world economy- production, global value chains. A case of simultaneous integration and segmented production.

Unit 4 16  
Critique of globalization: globalization and neo-liberalism.  
Decline in authority of nation state and reduction of policy space, The way forward-stress on local/ regional/ national than global economy.  
Environment and globalization.

Unit 5 10  
Global governance: IMF, World Bank, WTO.  
Role of WTO in global governance. Missing institutions.

### References

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3. Nayyar, Deepak. Rethinking Development Economics. Ch-3 Globalization and development (Pg 64-70)
4. Nayyar, Deepak. Trade and Globalization. Ch-3 and Ch-14.
5. Nayyar, Deepak. Governing Globalization. Ch-6 Cross border movements of people.
6. Nayyar, Deepak. Trade and Globalization. Ch-13 Globalization and development strategies (Pg 360-365).
7. Nayyar, Deepak. Trade and Globalization. Globalization and development strategies (Pg 417-427).
8. Nayyar, Deepak and Julius Court. Governing Globalization- Issues and institution. Emerging issues and missing institutions (Pg 20-24).
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14. Veltmeyer, Henry and James Petras. Globalization Unmasked. Ch-1 Globalization or Imperialism.

### Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly schedule | Unit no. | Hours | Course learning Outcomes   | Teaching Learning Process   | Assessment Methods                    |
|-----------------|----------|-------|--|---|---------------------------------------|
| 1 to 2          | 1.       | 9     | It aims to widen the outlook of students in understanding of our economy in the backdrop of world economy. | Theory classes on concept of globalization. Discussion on how globalization | Multiple choice questions, class test |

|         |    |    |  |  |   |
|---------|----|----|--|--|---|
|         |    |    | It gives an overview of how the process of globalization has changed over time.  | has changed over a period  |   |
| 3 to 6  | 2. | 15 | It gives an understanding of not only economic but also social impact of globalization.  | Theory classes to understand impacts of globalization on inequality and poverty. Case studies on differential impact of globalization on different countries | Group discussions and Presentations             |
| 7&8     | 3. | 10 | It explains to the students how production process is no more limited to the boundaries of nations, but it is integrated with other nations through global value chain.  | Theory classes on the concept of global value chains and integration of production process.  | Class tests and MCQ's                           |
| 9- 11   | 4. | 16 | It explains how globalization requires new approaches to economic and social policies due to decline in authority of nation-state. The students also get an overview of the impact of globalization on environmental conditions. | Theory classes on role of nation state and decline in its power with globalisation. Understanding neo-liberalism with class discussions                      | Group discussions and power point presentations |
| 11 & 12 | 5. | 10 | The course makes the students avail of existing global organizations that govern the process of globalization.   | Discussion of global governance and need for institutions in various areas.  | MCQ and class tests                             |

\*Assessment tasks listed here are indicative and may vary

### Keywords

Globalisation, Global value chain, neo- liberalism, WTO, World Bank, IMF.



**B. A. (VS) Human Resource Management**  
**Semester V**  
**Paper: HRM 6.2.2**  
**Management of Human Resource-II**  
**Elective Core – Discipline Based (CD) Credit:6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The objective of the course is to acquaint the student with the role of the human resource management specialist in training, performance appraisal, compensation and information systems in an organization.

**Course Learning Outcomes**

**The objective of the course is to acquaint the student with the role of human resource management in the development and compensation of human resources in an organization and contemporary developments in HR.**

CO1: The student should be able to understand the process of formulating a training program and types of training methods, and problems of employee Absenteeism, turnover and grievances in the organization.

CO2: The student should be able to acquire a basic understanding of the concept of quality of work life.

CO3: The student should be able to gain understanding of the types of performance evaluation systems.

CO4: The student should be able to understand of the various facets of compensation.

CO5: The student should be able to understand the contemporary issues of HRM.

**Contents**

Unit 1 15  
Development: role specific and competence-based training, Training of operatives and executives. Career planning and development. Absenteeism, turnover, grievances: concept, causes, grievance handling procedure, counselling.

Unit 2 10  
Quality of work life: concept, significance / benefits of QWL (to employees, organization, and society), challenges, supportive measures (including time management grid & Flexi work hours for employees).  
Internal mobility (transfer, promotion). Separation.

### Unit 3

15

Performance Appraisal: concept, nature, necessity

Methods: traditional (ranking, rating, paired comparison, checklist, etc.) MBO, 360 degrees, potential appraisal.

### Unit 4

10

Compensation: elements (base and supplementary), factors affecting, principles and problems in wage administration, sound wage policy, financial and non-financial incentives (for workers & executives: ESOPs and variable pay). Maintenance (employee safety, health and welfare-type of working environment - safety in industry, types of welfare services, agencies, concept and scope of social security). Morale and productivity.

### Unit 5

10

Contemporary developments: HR information systems, HR research and audit. Globalisation and HR.

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2. Bhattacharyya Kumar Deepak (2006) Human Resource Managing, Excel Books, New Delhi.
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## Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule           | Unit No. | Hours | Learning outcome   | Teaching and Learning activities   | Assessment tasks  |
|---------------------------|----------|-------|--|--|---|
| 1 to 3                    | 1        | 15    | The student should be able to understand the process of formulating a training programme and types of training methods, and problems of employee Absenteeism, turnover and grievances in the organization. | Lectures, PPTs, role plays, case studies and business games to explain training, Absenteeism, turnover, grievances, and counselling. | Student presentations, role plays   |
| 4 to 5                    | 2        | 10    | The student should be able to acquire a basic understanding of the concept of quality of work life.  | Teaching through PPTs about Quality of work life and internal mobility   | MCQ on the topic and group discussions                                    |
| 6 to 8                    | 3        | 15    | The student should be able to gain understanding of the types of performance evaluation systems.   | Lectures are supplemented with case studies and examples from companies about methods of Performance                                 | Class test and project on appraisal systems prevalent in Indian companies |
| 9 & 10<br>(mid sem break) | 4        | 10    | The student should be able to understand of the various facets of compensation.  | Lectures accompanied by case studies of industry on employee safety, health and welfare, social security, and productivity.          | Home assignment   |
| 11 & 12                   | 5        | 10    | The student should be able to understand the contemporary issues of HRM.   | Discussion is based on lectures on Contemporary development.   | Class test  |

\*The assessment tasks listed here are indicative and may vary

### Keywords

Training and development, performance 360-degree feedback, MBO, ranking, rating appraisal, potential appraisal, HR audit, ESOPs, absenteeism, turnover, counselling, morale and productivity

**B. A. (VS) Human Resource Management**  
**Semester VI**  
**Paper: HRM 6.3.1**  
**Business Law**  
**Elective Core – Generic (GE) Credit:6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

The objective of this course is to impart basic knowledge of the important business legislations along with relevant case laws to the students in order to make them better corporate professional who will be an asset to their organizations.

**Course Learning Outcomes**

CO1: The students will have skills to understand different provisions of Indian Contract Act.

CO2: The students will have understanding of specific contracts like contract of indemnity and guarantee, bailment and agency.

CO3: The students will be able to distinguish between condition and warranty, Performance of contract of sale and rights of unpaid seller. The students will also be able to understand consumer rights and consumer grievance redressal mechanism

CO4: The students will able to know the process of creation and dissolution of LLP. Students will also learn the issue of negotiable instruments and understanding of different provisions of Negotiable Instrument Act.

CO5: The students will be equipped with the various provisions of Information Technology Act such as digital signature and E-Governance.

**Contents**

Unit 1:

**The Indian Contract Act, 1872** 20

Contract – meaning, characteristics and kinds, Essentials of valid contract - Offer and acceptance, consideration, capacity to contract, free consent, legality of objects, Void agreements, Discharge of contract – modes of discharge including breach and its remedies, Contingent contracts, Quasi contracts.

Unit 2:

**The Indian Contract Act, 1872: Specific Contracts** 10

Contract of Indemnity and Guarantee, Contract of Bailment, Contract of Agency

Unit 3:

**The Sale of Goods Act, 1930** 12

Contract of sale, meaning and difference between sale and agreement to sell, Conditions and warranties, transfer of ownership in goods including sale by non-owners, Performance of

contract of sale, Unpaid seller – meaning and rights of an unpaid seller against the goods and the buyer.

**Consumer Protection Act**-Introduction, Definitions, Rights of Consumers, Nature and Scope of Complaints, Remedies Available to Consumers, Grievance redressal mechanism.

Unit 4:

**LLP 2008 and Negotiable Instruments Act** 12

The Limited Liability Partnership Act, 2008: Salient Features of LLP, Difference between LLP and Partnership, LLP Agreement, Partners and Designated Partners, Incorporation of LLP,

**The Negotiable Instruments Act, 1881.**

Meaning and Characteristics of Negotiable Instruments: Promissory Note, Bill of Exchange, Cheque, Holder and Holder in due Course, Privileges of Holder in Due Course, Crossing of Cheque, Dishonour of Cheques.

Unit 5:

**Information Technology Act 2000** 06

Introduction, Digital Signature, difference between digital and E-signature, Electronic Governance, Attribution, Acknowledgement and Dispatch of Electronic Records, Secure Electronic Records and Secure Digital Signatures, Regulation and powers of Certifying Authorities, Digital Signature Certificates, Offences.

**References**

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3. Singh, Avtar, *Business Law*, Eastern Book Company, Lucknow.

**Additional Resources:**

1. Maheshwari & Maheshwari, *Business Law*, National Publishing House, New Delhi.

**Note: Latest edition of text books may be used.**

**Teaching Learning Process, Assessment Methods and Teaching Plan**

| Weekly Schedule | No of lecturers | Unit no. | Course learning Outcomes   | Teaching Learning Process   | Assessment Methods             |
|-----------------|-----------------|----------|--|---|--------------------------------|
| 1 to 4          | 20              | 1.       | The students will have skills to understand different provisions of Indian Contract Act. | The lecture will be delivered with the help of leading cases in order to explain the essential of valid contract and discharge of contract. | Quiz, MCQ, Assignment          |
| 5 to 6          | 10              | 2.       | The students will have understanding of specific contracts                               | The Lecture will be delivered for describing Contract   | MCQ and student presentations. |

|                             |    |    |   |   |   |
|-----------------------------|----|----|---|---|---|
|                             |    |    | like contract of indemnity and guarantee, bailment and agency.  | of Indemnity, Guarantee, Bailment and Agency  |   |
| 7 to 8                      | 12 | 3. | The students will be able to distinguish between condition and warranty, Performance of contract of sale and rights of unpaid seller. The students will also be able to understand consumer rights and consumer grievance redressal mechanism | Class room lecture will be on different aspects of the sale of goods Act with the help of leading cases and examples.<br><br>Further the lecture will focus on the different concepts of Consumer Protection Act. | Student presentations, MCQ and assignments. |
| 9 to 10<br>(with mid break) | 12 | 4. | The students will be able to know the process of creation and dissolution of LLP. Students will also learn the issue of negotiable instruments and understanding of different provisions of Negotiable Instrument Act.                        | Lecture on different aspects of the Limited Liability Partnership Act, 2008 and The Negotiable Instruments Act, 1881 with the help of leading cases and examples.   | MCQ, presentation, Assignment               |
| 11 to 12                    | 6  | 5. | The students will be equipped with the various provisions of Information Technology Act such as digital signature and E-Governance.   | There will class room lecture for students explaining the different aspects of Information Technology Act 2000.   | MCQ, Presentation and Class test.           |

\*Assessment tasks listed here are indicative and may vary.

### Keywords

Contract, breach, condition, warranty, unpaid seller, cheque, LLP, digital signature

**B. A. (VS) Human Resource Management**  
**Semester VI**  
**Paper: HRM 6.3.2**  
**Financial management**  
**Elective Core – Generic (GE) Credit:6**

**Duration: 3 hours**

**Marks:100**

**Lectures:60**

**Course Objective (2-3)**

To familiarize the students with the principles and practices of financial management.

**Course Learning Outcomes**

CO1: Develop understanding of conceptual framework of financial management i.e. its nature, scope and objectives. Also learn about the concept of time value of money and its applications; concept of risk and return.

CO2: Develop ability to understand and make long term investment decisions by using various techniques available for the purpose.

CO3: Understanding the concept of cost of capital, determination of specific cost of capital of different sources of finance and weighted average cost of capital. Also develop an understanding of various capital structure theories and leverage analysis.

CO4: Develop ability to learn concept of dividend and theories for relevance and irrelevance of dividend decision for corporate valuation; Cash and stock dividends; Determinants of dividend policy.

CO5: Develop understanding of the concept of estimation of working capital needs of a firm. Also learn decision making ability in the areas of cash, receivables and inventory management.

**Contents**

Unit 1:

**Introduction**

10

Nature, scope and objectives of Financial Management, Time value of money, Risk and return

Unit 2:

**Long term Investment Decisions**

15

The Capital Budgeting Process, Cash flow Estimation, Payback Period Method, Accounting Rate of Return, Net Present Value (NPV), Internal Rate of Return (IRR), Profitability Index

Unit 3:

**Financing Decisions**

10

(a) Sources of long-term financing. Estimation of components of cost of capital. Methods for Calculating cost of Equity, Cost of Retained Earnings, Cost of Debt and Cost of Preference Capital, Weighted Average Cost of Capital (WACC).

(b) Capital structure –Theories of Capital Structure (Net Income, Net Operating Income, MM Hypothesis, Traditional Approach). Operating and financial leverage; Determinants of capital structure

Unit 4:

**Dividend Decisions**

10

Theories for Relevance and irrelevance of dividend decision for corporate valuation; Cash and stock dividends; Determinants of dividend policy.

Unit 5:

**Working Capital Decisions**

15

Concepts of working capital, operating and cash cycles, sources of short-term finance, working capital estimation, cash management, receivables management, inventory management.

**Note: Spreadsheet is the recommended software for doing basic calculations in finance and hence can be used for giving students subject related assignments for their internal assessment purposes.**

**References**

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3. Singh, Surender and Kaur, Rajeev. *Basic Financial Management*, Mayur Paperbacks, New Delhi.
4. Khan and Jain. *Financial Management text and problems..*. Tata McGraw Hill New Delhi.
5. Pandey, I.M. *Financial Management*. Vikas Publications.
6. Chandra, P. *Financial Management- Theory and Practice*. (Tata McGraw Hill).
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8. Brigham and Houston, *Fundamentals of Financial Management*, 13th Ed., Cengage Learning

**Note: Latest edition of the textbooks should be used.**

**Teaching Learning Process, Assessment Methods and Teaching Plan**

| Unit No.    | Learning outcome   | Teaching and Learning process   | Assessment tasks   |
|-------------|--|---|--|
| 1 (2 weeks) | Develop understanding of conceptual framework of financial management i.e., its nature, scope and objectives. Also learn about the concept of time value of money and its applications; concept of risk and return | Delivery of lectures along with Power Point Presentation, explaining nature, scope and objectives of Financial Management, Time value of money, risk and return.<br><br>Practical problem solving on time value of money. This will be followed with an interactive discussion with students to improve | Student presentations using news from business newspapers; assignment on objectives. |



|             |   |  |   |
|-------------|---|--|---|
|             |   | their understanding of the topics.   |   |
| 2 (3 weeks) | Develop ability to understand and make long term investment decisions by using various techniques available for the purpose   | <p>Lectures along with Power Point Presentation to develop a thorough understanding of the Capital Budgeting Process, Cash flow Estimation, Payback Period Method, Accounting Rate of Return, Net Present Value (NPV), Net Terminal Value, Internal Rate of Return (IRR), Profitability Index. Practical problem solving on the above-mentioned techniques of capital budgeting.</p> <p>Practical problems based on different methods of pricing of material issues will be solved in the class.</p>   | <p>MCQ on the topics.</p> <p>Practical Problems to be given for home assignments.</p> |
| 3 (2 weeks) | Understanding the concept of cost of capital, determination of specific cost of capital of different sources of finance and weighted average cost of capital. Also develop an understanding of various capital structure theories and leverage analysis | <p>Delivery of lectures through Power Point Presentation to develop a thorough understanding of the sources of long-term financing. Estimation of components of cost of capital. Methods for Calculating cost of Equity, Cost of Retained Earnings, Cost of Debt and Cost of Preference Capital, Weighted Average Cost of Capital (WACC) and</p> <p>Capital structure –Theories of Capital Structure (Net Income, Net Operating Income, MM Hypothesis, Traditional Approach). Operating and financial leverage; Determinants of capital structure.</p> <p>Practical problems based on different methods of pricing of material issues will be solved in the class.</p> | Class test based on unit one and two  |

|             |  |   |  |
|-------------|--|---|--|
| 4 (2 weeks) | Develop ability to learn concept of dividend and theories for relevance and irrelevance of dividend decision for corporate valuation; Cash and stock dividends; Determinants of dividend policy. | Delivery of Lectures through Power Point Presentation to develop a thorough understanding of Theories for relevance and irrelevance of dividend decision for corporate valuation; Cash and stock dividends; Determinants of dividend policy. This will be followed with an interactive discussion with students to improve their understanding of the topics.   | Home assignment/project  |
| 5 (3 weeks) | Develop understanding of the concept of estimation of working capital needs of a firm. Also learn decision making ability in the areas of cash, receivables and inventory management             | Delivery of Lectures explaining the concepts of working capital, Operating and Cash cycles, sources of short-term finance, working capital estimation, cash management, receivables management, inventory management. Lectures will be aided by Power Point Presentation. Practical problems based on different methods of pricing of material issues will be solved in the class. This will be followed with an interactive discussion with students to improve their understanding of the topics. | Students Presentation<br><br>Class test based on units 3,4 and 5<br><br>Practical Problems to be given for home assignments. |

\*Assessment tasks listed here are indicative and may vary.

### Keywords

Financial Management, Risk, Return, Capital Budget, Investment Decisions NPV, IRR, Cost of Capital, Capital Structure, Dividend, Dividend Decisions, Dividend Policy, Working Capital, Cash management, Inventory management

**B. A. (VS) Human Resource Management**  
**Semester VI**  
**Paper: HRM 6.4**  
**Human Resource Information System**  
**Skill Enhancement Course (SEC) Credit:6**

**Duration: 3 hours**

**Marks:100**

**Lectures:48**

**Course Objective (2-3)**

The course is designed to improve understanding of the HRIS technology, the people who work with it, and its role in organizational performance.

**Course Learning Outcomes**

CO 1: The student shall be able to explain the use of technology and the various types of information systems to fulfil human resource management functions.

CO 2: The student shall be able to explain the prevalent automatic user-friendly technologies existing in organizations to handle their routine as well as non-routine work.

CO 3: The student shall be able to explain the benefit of using technology.

CO 4: The student shall be able to explain the different phases of development and implementation of HRIS in any organization.

**Contents**

Unit 1 12  
Computers and Computer Based Information Systems / Introduction to Computer Based Information Systems –TPS/MIS/EIS/ES/DSS/OA

Unit 2 12  
Management Concepts and CBIS / Case Study, Management Information Systems Functional Applications / Exercise

Unit 3 12  
HRIS Life Cycle/HR responsibility in each phase of HRIS development, Pre implementation stage of HRIS:  
• HRIS Planning  
• HRIS Expectation  
• Productivity through HRIS  
• HRIS Cost-benefit Value Analysis  
• Getting Management Support for HRIS  
• Limitations of Computerization of HRIS

Unit 4 12  
Human Resources Information Systems in large and small organizations: Cases & Exercises, Packaged Human Resources Information Systems / Business Process, Re-engineering, Enterprise Resource Planning Systems Emerging Trends in HRIS, Networking, Internet, Intranet, Technology Implications, etc.

### Implementation of HRIS:

- Tools in HRIS Development
- Cases and Exercises

### References

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3. Greengard, Samuel. "Extranets: Linking Employees with Your Vendors." Workforce 76, no. 11 (November 1997): 28-34.
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5. Lawler, John J. "Computer-Mediated Information Processing and Decision Making in Human Resource Management." In Research in Personnel and Human Resources Management, vol. 10, edited by G. R. Ferris and K. M. Rowland. Greenwich, CT: JAI Press, 1992, 301-45.
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### Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome  | Teaching and Learning activities  | Assessment tasks                           |
|-----------------|----------|-------|---|---|--|
| 2.5             | 1        | 10    | The student should be able to acquire a basic understanding of the use of technology and the various types of information systems to fulfil human resource management functions | A discussion on overview of the use of technology, Computers and Computer Based Information Systems – TPS/MIS/EIS/ES/DSS/OA using lectures and internet | Student presentations; written Assignment. |
| 2.5             | 2        | 10    | The student should be able to gain understanding of the prevalent automatic   | Teaching through PPTs about the Management Concepts and CBIS / Case Study, Management Information Systems   | Group discussion & Class test              |

|     |   |    |  |   |  |
|-----|---|----|--|---|--|
|     |   |    | user-friendly technologies existing in organizations to handle their routine as well as non-routine work.                                  | Functional Applications / Exercise  |  |
| 2.5 | 3 | 10 | The student should be able to acquire indepth knowledge of the functional area of HRIS and the various benefits of using technology.       | Lectures are supplemented with case studies and examples of companies on HRIS Life Cycle/HR responsibility in each phase of HRIS development. | MCQ on the topic & case study analysis |
| 2   | 4 | 08 | The student should be able to acquire understanding of the different phases of development and implementation of HRIS in any organization. | Lectures, PPTs, case studies are used to give an introduction of Implementation of HRIS, Tools in HRIS Development, Cases and Exercises       | Home assignment/project and Class Test |

\*The assessment tasks listed here are indicative and may vary

### Keywords

Computer Based Information Systems, Management Concepts and Management Information Systems, HRIS Life Cycle, HRIS development, HRIS Planning, HRIS Expectation, Productivity through HRIS, Implementation of HRIS, HRIS Development Tools, Emerging Trends in HRIS