

## Introduction

Content: 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 organisations.

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.

## Learning Outcome based approach to Curriculum Planning

### >> Nature and extent of the B.Sc/B.A./B.Com Programme

Content: 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.

## Learning Outcome based approach to Curriculum Planning

## >> Nature and extent of the B.Sc/B.A./B.Com Programme

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

- Help a student develop an interest in the subject and comprehensive understanding of the theoretical underpinnings of human resource management
- Enable a student to smoothly translate the theoretical knowledge and learning into practical application.
- 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

### Graduate Attributes in Subject

#### >> Lifelong learning

Content: Update their subject knowledge and skills for continuous academic and professional growth.

### Graduate Attributes in Subject

#### >> Disciplinary knowledge

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

### Graduate Attributes in Subject

#### >> Communication Skills

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

### Graduate Attributes in Subject

#### >> Research-related skills

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

### Graduate Attributes in Subject

#### >> Analytical reasoning

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

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### Graduate Attributes in Subject

#### >> Information/digital literacy

Content: demonstrates basic knowledge of computers and use of softwares such as word, excel & power point.

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### Graduate Attributes in Subject

#### >> Cooperation/Team work

Content: 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

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### Graduate Attributes in Subject

#### >> Multicultural competence

Content: 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.

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### Graduate Attributes in Subject

#### >> Lifelong learning

Content: 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.

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### Graduate Attributes in Subject

#### >> Problem solving

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

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### Graduate Attributes in Subject

#### >> Self-directed learning

Content: 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.

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## Qualification Description

Content: A student with a Bachelors 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.

#### Programme Learning Outcome in course

Content: 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 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 through out life in any sphere of future endeavor.

### Business Organization and Environment

(HRM 1.3)

Core Course - (CC) Credit:6

#### 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

The student shall be able to explain

- The concept of entrepreneurship and the different forms of organization in which business can be conducted
- The role of the socio-political-economic environments in the success of any business venture
- The debates on corporate social responsibility of business towards society
- The relevance and challenges of adopting ethical standards in business
- The declining role of government in the running of public enterprises

The contemporary forms of doing business

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### Unit 1

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

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### Unit 2

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).

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### Unit 3

Business ethics (concept, need, benefits, sources of ethical behavior, 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.

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### Unit 4

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.

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## Unit 5

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

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### References

1. Ahuja, K.K. (1947) Industrial Management, Production Management & Operations research, Kelyeni Publishers, India.
2. Kaul, Vijay Kumar (2011) Business Organisation and Management, Text and Cases, Pearson Education.
3. Armstrong G. and Kotter, P. (2001) Marketing an Introduction, Pearson Education Asia, India.
4. Buffa, E.S. and Sarin, R.K. (1987) Modern Production Management, John Wiley & Sons Inc., India.
5. Compbell J. David (1999) Organizations and the Business Environment, Butterworth-Heinemann, Oxford.
6. Gupta, C.B. (2004) Business Organization and Management, Mayur Paperbacks, India.
7. Nair, N.G. and Nair, L.N. (1999) Personnel Management & Industrial Relations, S.Chand & Company India.
8. Pandey, I.M. (1979) Financial Management, Vikas Publishing House, India.
9. Swedberg, R. (2004) Entrepreneurship - the Social Science View, Oxford, India.
10. Gupta, C.B., and Srinivasan, N.P. (2009) Entrepreneurial Development Sultan Chand & Sons, India.
11. Singh, B.P. and Chhabra, T.N. (2002) Business Organization and Management, Dhanpat Rai and Company, India.
12. Gupta, C.B. (2010) Business Organization and Management, Mayur Paperbacks, India.

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### Teaching Learning Process

- § Student-centered methods of instruction are followed in the teaching learning process.
  - § Inquiry based teaching is imparted where teacher acts as a facilitator to students.
  - § Cooperative & collaborative teaching that involves high level of student interaction.
  - § Frequent use of projector and slides while delivering lectures.
  - § Creative teaching that uses case studies, business games and role play exercises for in-depth learning.
  - § Frequent cross questions are asked in between the lecture to keep students alert in classroom.
  - § Proper feedback is given to every student after the lecture for improvement.
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### Assessment Methods

Descriptive/critical reasoning home assignments, MCQ, Quizzes, problem solving exercises, case studies, role plays, presentations, assignments, internal test and end-semester examination constitute the different components of the overall assessment. Moreover, students are provided feedback on their work with a view to improve their academic performance.

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### 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

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Business Organization and Environment  
(HRM 2.3)  
Core Course - (CC) Credit:6

### Course Objective(2-3)

The objective of the course is to enable the student to understand the complexities of a business holistically and not exclusively through the prism of human resource management. A background on the functional areas in business organizations and growth strategies ensures better appreciation of the human resource function.

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### Course Learning Outcomes



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

The different functional areas of finance, marketing, production and human resource management that is required for running a successful business.

The four important decisions of financial management and the functioning of money and capital markets, including the role of institutions.

The internal and external growth strategies of a business.

The nature, scope and growth of human resource function.

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### Unit 1

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.

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### Unit 2

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).

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### Unit 3

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

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### Unit 4

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).

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### Unit 5

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

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## References

1. Ahuja, K.K. (1947) Industrial Management, Production Management & Operations research, Kelyeni Publishers, India.
2. Kaul, Vijay Kumar (2011) Business Organisation and Management, Text and Cases, Pearson Education. B.A. (VS) Human Resource Management CBCS
3. Armstrong G. and Kotter, P. (2001) Marketing an Introduction, Pearson Education Asia, India.
4. Buffa, E.S. and Sarin, R.K. (1987) Modern Production Management, John Wiley & Sons Inc., India.
5. Compbell J. David (1999) Organizations and the Business Environment, Butterworth-Heinemann, Oxford.
6. Gupta, C.B. (2004) Business Organization and Management, Mayur Paperbacks, India.
7. Nair, N.G. and Nair, L.N. (1999) Personnel Management & Industrial Relations, S.Chand & Company India.
8. Gupta, C.B., and Srinivasan, N.P. (2009) Entrepreneurial Development Sultan Chand & Sons, India.
9. Singh, B.P. and Chhabra, T.N. (2002) Business Organization and Management, Dhanpat Rai.

## Teaching Learning Process

Student-centred approach is followed in the teaching learning process. Classroom teaching is interactive with sufficient time for question and answers and discussion.

Frequent use of projector and white board is done while delivering lecture.

Each student is motivated to take the ownership of his or her learning and share the learning process in the classroom.

## Assessment Methods

Quiz, problem solving exercise, presentations, assignments, class tests and end-semester examination constitute the different components of the overall assessment. Moreover, students are provided feedback on their work with a view to improve their academic performance.

## 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.

Labour and Development in India  
(HRM 4.3)  
Core Course - (CC) Credit:6

### 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

At the end of the course the students can understand the contemporary developments in Indian economy and society from the point of labour. The students will know the intricacies of the labour market in India. They will be aware about the characteristics of the labour market in India and the challenges it faces. They will also be aware about the basic labour legislation which protect workers. Thus equipped, they may have the opportunities to work in the various organizations, NGO,s as well as corporate sector.

### Unit 1

Economics of labour market

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

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

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### Unit 3

Labour protest and Trade union movement

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)

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### Unit 4

State and Labour

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

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### Unit 5

International Labour Organisation

a) Structure and role of ILO

## b) ILO programmes in India

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**References**

1. Mankiw, Principles of Economics, Cengage learning, 6<sup>th</sup> edition
2. Case, Karl E, and Fair, Ray, Principles of Economics, Pearson 8<sup>th</sup> edition
3. India Labour and employment Report 2014: Institute of Human development, Academic Foundation
4. Uma Kapila, Indian economy: Performance and Policies, Academic Foundation, latest edition
5. Uma Kapila, Indian economy since independence, Academic Foundation, Latest edition
6. Thirthankar Roy, the Economic history of India 1857-1947, Oxford Publication, second edition,  
(Chapter6: small scale industry, Chapter7: large scale Industry)
7. UNICEF Report, Overview of Internal Migration in India
8. Ravi.S. Srivastava, Bonded Labour in India: its incidence and pattern- working paper ILO
9. Shervick, Women's labour force participation in India: Why is it low? - ILO
10. Azadeh Barati, Rooh ollah Arab& Seyed Saadat Masoumi , Challenges and problems faced by women workers in India
11. Majnu, Women in Unorganised sector: problems and issues in India, International Journal of Applied Research 2017
12. Organising the unorganised- IGNOU BLD\_102(2004)
- 13.P N singh and Neerja Kumar, Employee relations management, Pearson
14. Sinha, PRN, Sinha, Indubala and shekhar, Seema Priyadarshini, Industrial Relations, Trade Unions and Labour legislation, Pearson

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**Assessment Methods**

The maximum marks for the final examination would be 75, with the remaining 25 (5 marks for attendance, 10 marks for class test 10 marks for Project Assignment presentation for internal assessment. Students shall be asked to answer 5 questions in all.

Unit wise indicative percentage of mark:      Unit I -20%

Unit II-30%

Unit III- 20%

Unit IV – 20%

Unit V- 10%

Organizational Behaviour-I  
(HRM 3.2)  
Core Course - (CC) Credit:6

### 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

- The concept and nature of organisational behaviour and its evolution through various approaches
- Understanding the role of individual behaviour through the dimensions of personality and perception
- The shaping of individual behaviour through changed attitude and learning
- The relevance of motivation in improving employee behaviour based on various theories of motivation
- The role of groups and development of groups into teams for increasing effectiveness

The role of communication in improving organisational behaviour

### Unit 1

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

### Unit 2

Foundation of individual behavior: 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.

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### Unit 3

Individual behavior, 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.

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### Unit 4

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.

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### Unit 5

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.

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### References

1. Luthans, Fred (2002) Organization Behaviour (9th ed), McGraw Hill, India.
  2. Mishra M.N. (2001) Organizational Behaviour, Vikas Publishing House Pvt. Ltd.,
  3. Newstrom W. John, Davis Keith (1996) Organization Behaviour, McGraw Hill, India.
  4. Robbins S.P. (1999) Organizational Behaviour, concepts, controversies and applications, Prentice-Hall, New Delhi.
  5. Sharma R.A. (1982) Organization Theory and Behaviour, Tata McGraw-Hill, India.
  6. Andre, R. (2009) Organizational Behaviour, Pearson, India.
  7. Chadha, N.K. (2010) Perspectives in Organizational Behaviour.
  8. Rao, V.S.P. (2009) Organizational Behaviour, Excel Books, India.
  9. Inderjeet, Solanki Suman (2017), Organizational Behaviour, Taxmann publications Pvt. Ltd., New Delhi, India.
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### Teaching Learning Process

- § Student-centered methods of instruction are followed in the teaching learning process.
- § Inquiry based teaching is imparted where teacher acts as a facilitator to students.
- § Cooperative & collaborative teaching that involves high level of student interaction.
- § Frequent use of projector and slides while delivering lectures.
- § Creative teaching that uses case studies, business games and role play exercises for in-depth learning.
- § Frequent cross questions are asked in between the lecture to keep students alert in classroom.
- § Proper feedback is given to every student after the lecture for improvement.

## Assessment Methods

Descriptive/critical reasoning home assignments, MCQ, Quizes, problem solving exercises, case studies, role plays, presentations, assignments, internal test and end-semester examination constitute the different components of the overall assessment. Moreover, students are provided feedback on their work with a view to improve their academic performance.

## Keywords

Organizational Theories, concept and relevance of organizational behavior, Foundation of individual behavior, personality, perception, Emotional Intelligence, Attitude, values, Learning, OB modifications, Motivation, Group dynamics, Team work, Communication & Feedback, recent trends in communication. Transactional Analysis, Johari Window

Organizational Behaviour-II  
(HRM 4.2)  
Core Course - (CC) Credit:6

## Course Objective(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

- The Trait, behavioural, and contingency theories of leadership
- How leadership guides organisation behaviour by facilitating group interaction
- the existence and use of organisational power and politics in favour of the organisation
- The resolution of conflict for maintaining harmony & peace in the organisation
- The relevance of negotiation in improving employee behaviour in organisations and leading to better organisational culture and climate

The causes of employee stress, its impact & methods of handling stress

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### Unit 1

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 behavior in an organization.

Conflict : Meaning, process, types. process of conflict, managing conflict.

Negotiation : Concept, process, approaches - traditional, modern

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### Unit 2

Change : Forces stimulating change, resistance to change, managing change.

Stress management: Nature, potential sources, consequences. Stress management and prevention.

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### Unit 3

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

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### References

1. Luthans, Fred (2002) Organization Behaviour (9th ed), McGraw Hill, India.
2. Mishra M.N. (2001) Organizational Behaviour, Vikas Publishing House Pvt. Ltd., New Delhi.
3. Newstrom W. John, Davis Keith (1996) Organization Behaviour, McGraw Hill, India.

4. Robbins S.P. (1999) Organizational Behaviour, concepts, controversies and applications, Prentice-Hall, New Delhi.
  5. Sharma R.A. (1982) Organization Theory and Behaviour, Tata McGraw-Hill, India.
  6. Andre, R. (2009) Organizational Behaviour, Pearson, India.
  7. Chadha, N.K. (2010) Perspectives in Organizational Behaviour.
  8. Rao, V.S.P. (2009) Organizational Behaviour, Excel Books, India.
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## Assessment Methods

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## Keywords

Leadership, theories of leadership, Power and politics, Empowerment, Conflict, Negotiation, organizational Change, Stress management, Organizational culture, organizational climate.

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## 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.

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## 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 is capable of thinking globally and deliver the best available in the global market.

- The course aims to widen the outlook of students in understanding of our economy in the backdrop of world economy.
  - The course gives an overview of how the process of globalization has changed over time.
  - It gives an understanding of not only economic but also social impact of globalization.
  - 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.
  - 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.
  - The course makes the students avail of existing global organizations that govern the process of globalization.
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## Unit 1

Meaning and contents of globalization.

Comparative analysis of past and present of globalization.

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## Unit 2

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.

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### Unit 3

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

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### Unit 4

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.

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### Unit 5

Global governance: IMF, World Bank, WTO.

Role of WTO in global governance.

Missing institutions.

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### References

#### Unit 1:

- Nayyar, Deepak. Rethinking Development Economics. Ch-3 Globalization and development (Pg 64-70)

- Reddy, D. Narashima. Globalization and its discontents, Revisited. Economic globalization: Past and present.

- Veltmeyer, Henry and James Petras. Globalization Unmasked. Ch-1 Globalization or Imperialism.

#### Unit 2:

- Nayyar, Deepak. Trade and Globalization. Ch-3 and Ch-14.

- Nayyar, Deepak. Governing Globalization. Ch-6 Cross border movements of people.

- Nayyar, Deepak. Rethinking Development Economics. Ch-3 Globalization and Development (Pg 70-79)

Unit 3:

- Nathan, Dev, Meenu Tiwari and Sandip Sarkar. Labour in Global Value Chain in Asia. Ch. 1 Introduction.

Ritzer, George. Globalization: A basic Text. Ch-8 Global Economic Flows.

Unit 4:

- Munck, Ronald. Global and Social Exclusion. Ch-2 and 3.

- Ritzer, George. Globalization: A Basic Text. Ch-5 Neo- liberalism.

- Nayyar, Deepak. Trade and Globalization. Ch-13 Globalization and development strategies (Pg 360-365).

- Kumar, Vinod and Manju Joshi. Challenges of Globalization. Economic, social and environmental challenges of globalization.

Unit 5:

Nayyar, Deepak. Trade and Globalization. Globalization and development strategies (Pg 417-427).

## Teaching Learning Process

The teaching learning process will consist of lectures, tutorials, PowerPoint presentations, class discussions with the students and group discussion amongst students.

## Assessment Methods

The assessment will be done with the help of class tests, assignments, multiple choice questions based test and viva.

## Keywords

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

Industrial Relations  
(HRM 6.1)  
Discipline Specific Elective - (DSE) Credit:6

## Course Objective(2-3)

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

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### Course Learning Outcomes

The student should be able to explain:

the concept and importance of industrial relations as well as the growth of industrial relations.

the modern approach to handling industrial relations such as empowerment, workers participation, quality circles.

the methods of preventive and settlement machinery for handling disputes.

the origin, nature and growth of trade unions including the trade union movement in India.

the process, importance and limitations of collective bargaining and Grievance redressal.

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### Unit 1

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

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### Unit 2

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

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### Unit 3

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).

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### Unit 4

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.

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## Unit 5

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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## References

1. Ac Kers, 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.
  3. Barya J.K. (2000) Industrial Law, Galgotia Publishing House, New Delhi.
  4. Beaumont PB (1995) The Future of Employment Relations, Sage, London.
  5. Bhargav A. (ed) (2003) Labour Laws, Taxman Publications, New Delhi.
  6. Blytan P. L., Turnbill P. (2004) The Dynamics of Employee Relations, Palgrane, Macmillan.
  7. Chhabra T.N. (2002) Human Resource Management, Dhanpat Rai and Co. Delhi.
  8. Malik P.L. (1991) Industrial Law, Eastern, Lucknow.
  9. Memoria C.B. (1995) Dynamics of Industrial Relations in India, Himalaya Publishing House, Mumbai.
  10. Monappa A. (1995) Industrial Relations, Tata McGraw-Hill, India.
  11. Punekar, S.D., Deodhar, S.B. Sankaran, S. Labour Welfare Trade Unionism and Industrial Relations (5th ed 1995) Himalaya Publishing House, New Delhi.
  12. Ramaswami E. A. (1988) Workers Consciousness and Trade Union Responsibility, Oxford University, Press New Delhi.
  13. Ramaswami E.A. and Ramaswami V. (1981) Industry and Labour, Oxford publications, New Delhi.
  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.
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## Teaching Learning Process

Student-centred approach is followed in the teaching learning process. Classroom teaching is interactive with sufficient time for question and answers and discussion.

Frequent use of projector and white board is done while delivering lecture.

Case studies are discussed to enhance understanding of theoretical knowledge

Each student is encouraged to make presentations so as to take ownership of his or her learning and share the learning process in the classroom.

## Assessment Methods

Quiz, problem solving exercise, presentations, assignments, class tests and end-semester examination constitute the different components of the overall assessment. Moreover, students are provided feedback on their work with a view to improve their academic performance.

## Keywords

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

## Management of Human Resource-I (HRM 5.1) Discipline Specific Elective - (DSE) Credit:6

### 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

The student shall be able to understand-

the growth & evolution of HRM and the influence of rational and social system theories on the HR functions & policies, concept of line-staff differentiation

the emerging challenges of HRM – work force diversity, empowerment, downsizing, VRS, work life balance.

the extent to which HRM is treated as a profession and the role & competencies of the HR manager.



the concept and process of HR planning, job design, job analysis, and job evaluation.

the sources of recruitment & factors affecting it, selection process in detail and a basic understanding of placement, induction, and socialization.

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### Unit 1

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.

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### Unit 2

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).

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### Unit 3

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,

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### Unit 4

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

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### Unit 5

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.

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### 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 SaiPrintographers, 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 Varkkey Biju (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 McGraw-Hill, India.
14. Tripathi, P.C., (2006) Human Resource Development, Sultan Chand & Sons, New Delhi.

## Teaching Learning Process

Student-centred approach is followed in the teaching learning process. Classroom teaching is interactive with sufficient time for question and answers and discussion.

Frequent use of projector and white board is done while delivering lecture.

Each student is motivated to take the ownership of his or her learning and share the learning process in the classroom.

## Assessment Methods

Quiz, problem solving exercise, presentations, assignments, class tests and end-semester examination constitute the different components of the overall assessment. Moreover, students are provided feedback on their work with a view to improve their academic performance.

## Keywords

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

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Management of Human Resource-II  
(HRM 6.2.1)  
Discipline Specific Elective - (DSE) Credit:6

### 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.

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### Course Learning Outcomes

The student should be able to understand & explain

the methods and techniques of training and development of employees and internal mobility.

the importance and benefits of quality of work life.

nature and methods of performance appraisal.

concept of compensation (Financial and non-financial incentives , prevalence and criticism of ESOPs and variable pay), problems of wage administration and factors affecting compensation, linkage between morale and productivity

concept of HR audit, HRIS and the impact of globalization on HR.

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### Unit 1

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.

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### Unit 2

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.

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### Unit 3

Performance Appraisal: concept, nature, necessity

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

potential appraisal.

## Unit 4

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

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

## References

1. Aswathappa K. (2002) Human Resource and Personnel Management, Tata McGraw-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 McGraw-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. Flippo, E. (2000) Personnel Management, Tata McGraw-Hill, New Delhi.
9. Gupta, C.B. (2007) Personnel Management, Sultan Chand & Sons, New Delhi.
10. Dessler Gary and Varkkey Biju (2011) Fundamentals of Human Resource Management, Content, Competencies and Applications, Dorling Kindersley (India) Pvt Ltd., India.

## Teaching Learning Process

Student-centred approach is followed in the teaching learning process. Classroom teaching is interactive with sufficient time for question and answers and discussion.

Frequent use of projector and white board is done while delivering lecture.

Each student is motivated to take the ownership of his or her learning and share the learning process in the classroom.

Role play, field visits, case studies, films are extensively used for more meaningful insights.

## Assessment Methods

Quiz, problem solving exercise, presentations, assignments, class tests and end-semester examination constitute the different components of the overall assessment. Moreover, students are provided feedback on their work with a view to improve their academic performance.

## Keywords

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

## Business Communications and Personality Development (HRM 4.4)

Skill-Enhancement Elective Course - (SEC) Credit:4

### 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

Course Learning outcomes

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

1. Demonstrate enhanced skills in reading, writing, comprehension and business communication.
2. Suitable use of language and communication skills specifically within professional spaces.
3. Enhanced knowledge of the theory of Communication leading to a more adequate understanding of the nature and process of communication.
4. 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.

5. Enhanced verbal skills to improve speaking abilities through participation in group discussions and oral presentations.

6. Greater acquaintance with soft skills including social and professional etiquette leading to personality development and increased confidence.

7. Recognition of and need for leadership qualities in a globalized work space and the necessity of developing these for success in the professional field.

## Unit 1

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

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

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

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

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

1. Lesikar, R.V. & Flatley, M.E.; Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.
2. Bovee, and Thill, Business Communication Today, Pearson Education
3. Shirley Taylor, Communication for Business, Pearson Education
4. Locker and Kaczmarek, Business Communication: Building Critical Skills, TMH
5. Sinha, K.K., Business Communication, Galgotia and Sons, New Delhi.
6. Reuben, Ray; Communication today – understanding creating skills, Himalaya Publishing House, 2001.
7. E. H. McGraw, S. J.; Basic Managerial Skills for All. Fourth Edition, Prentice Hall of India Pvt. Ltd., New Delhi.
8. Stephen R. Covey; The seven habits of highly effective people

## Teaching Learning Process

The teaching learning process will consist of lectures, tutorials , Powerpoint presentations, class discussions with students and group discussions among the students themselves.

## Assessment Methods

The assessment will be done on the basis of class tests, assignments, multiple choice questionnaires, semester exams.

## Keywords

Communication skills , Globalisation, Business correspondence, Verbal skills, Vocabulary , Social/Business etiquette, Leadership skills.

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## 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
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## Course Learning Outcomes

- When given a number system, the student will be able to convert it into any other number system with ease
  - When given a task, the students will be able to identify the required MS-Office component and apply the comprehensive knowledge to deliver the task
  - Identify components of a computer system and use them appropriately to achieve a task
  - Grasp the significance and terminology of computer networking and Internet. The students can apply their comprehensive knowledge to real life situations
  - Whenever required, the students will be able to demonstrate the Explorer and File functions in an operating system
  - When given a new or an unfamiliar situation, the students will be able to apply their disciplinary knowledge and professional skills to identify and solve the issue at hand
  - Fully appreciate and comprehend the latest development in the field of computers
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## Unit 1

### Basic Concepts

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.

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## Unit 2



## Components of Computers

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.

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### Unit 3

#### Operating System

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.

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### Unit 4

#### Introduction to Networks and Internet

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

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### Unit 5

#### Office Applications

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

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## Unit 6

### Latest developments

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) ONLY	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

The programme of study in computer concepts and software packages focuses on acquiring subject knowledge, understanding and skills to identify and resolve computer related issues in a professional setup. As a result thereof, the learning process must revolve around active and participative learning. The teaching-learning process should incorporate the development of practical skills. An amalgamation of engaging pedagogy must be used including group discussions, case studies, practical implementation of actual scenarios, e-learning resources, use of prescribed textbooks and other references.

### Assessment Methods

The assessment of students taking this programme of study must be aligned to the course learning outcomes. The assessment methods must identify the academic and professional skills in the students for the course learning outcomes to be successfully delivered. A variety of assessment methods must be used such as:

- open-book tests to evaluate the student's academic and professional orientation
- closed-book tests
- case-study analysis and reports
- viva-voce
- practical assignments
- observation and evaluation of practical skills

## Keywords

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

## Human Resource Information System (HRM 6.4) Skill-Enhancement Elective Course - (SEC) Credit:4

### 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

The student shall be able to explain

- The use of technology and the various types of information systems to fulfil human resource management functions
- The prevalent automatic user friendly technologies existing in organizations to handle their routine as well as non-routine work.
- The benefit of using technology.
- The different phases of development and implementation of HRIS in any organization.
- The roles and responsibilities of HRM in implementing and making use of technology for performing their respective functions.

### Unit 1

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

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### Unit 2

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

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### Unit 3

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
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### Unit 4

Implementation of HRIS:

- Tools in HRIS Development
  - Cases and Exercises
- 

### Unit 5

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.

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### References

1. Ceriello, Vincent, with C. Freeman. Human Resource Management Systems: Strategies,

Tactics, and Techniques. Lexington, MA: Lexington Books, 1991.

2. Frantzreb, R. B. The Personnel Software Census. Roseville, CA: Advanced Personnel Systems, 1993.

3. Greengard, Samuel. "Extranets: Linking Employees with Your Vendors." Workforce 76, no. 11 (November 1997): 28-34.

4. Holtz, Shel. "Strategizing a Human Resources Presence on the Intranet." Compensation and Benefits Management 13, no. 4 (autumn 1997): 31-37.

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.

6. Walker, Alfred. Handbook of Human Resource Information Systems: Reshaping the Human Resource Function with Technology. New York: McGraw-Hill, 1993.

## Teaching Learning Process

§ Student-centered methods of instruction are followed in the teaching learning process.

§ Inquiry based teaching is imparted where teacher acts as a facilitator to students.

§ Cooperative & collaborative teaching that involves high level of student interaction.

§ Frequent use of projector and slides while delivering lectures.

§ Creative teaching that uses case studies, business games and role play exercises for in-depth learning.

§ Frequent cross questions are asked in between the lecture to keep students alert in classroom.

§ Proper feedback is given to every student after the lecture for improvement.

## Assessment Methods

Descriptive/critical reasoning home assignments, MCQ, Quizes, problem solving exercises, case studies, role plays, presentations, assignments, internal test and end-semester examination constitute the different components of the overall assessment. Moreover, students are provided feedback on their work with a view to improve their academic performance.

## 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

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Labour Welfare and Legislative Framework  
(HRM 5.4)  
Skill-Enhancement Elective Course - (SEC) Credit:4

### 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.

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### Course Learning Outcomes

The student shall be able to gain understanding

- of the various legal provisions that influence employee welfare and industrial relations
  - about the types of welfare services that are mandatory under law
  - the rules for computation of wages & bonus as well as penalties for non-implementation
  - of the concept and administration of social security schemes (Provident fund, pension, insurance)
  - of the rules and regulations that govern the running of factories and industrial employment, including penalties for non-compliance
  - of the legal provisions relating to industrial Disputes and the regulation of trade unions
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### Unit 1

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

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### Unit 2

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.

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### Unit 3

The Employees Provident Fund And Miscellaneous Provisions Act 1952: Application of the Act, Definitions, Employees' provident Fund Scheme, Employees' Pension Scheme and fund ,Employees' 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.

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### Unit 4

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.

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### Unit 5

The Trade unions Act 1926 : definitions, Registration of trade unions, cancellation of Registration and Appeal , Rights and Privileges of registered trade union, duties and liabilities of a registered trade union , Amalgamation of trade unions , dissolutions of a trade union , Penalties

The Industrial Disputes Act 1947: Objectives and extent of the Act , Definition of industrial dispute and other Definitions, Reference of certain individual disputes to grievance settlement authorities, Conciliation machinery, Adjudication machinery, Strikes and lock outs , lay-offs and retrenchment , Unfair labour practices, penalties

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### References

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.
3. Barya J.K. (2000) Industrial Law,Galgotia Publishing House, New Delhi.
4. Beaumont PB (1995) The Future of Employment Relations, Sage,London.

5. Bhargav A. (ed) (2003) Labour Laws, Taxman Publications, New Delhi.
6. Blytan P. L.,TurnbillP. (2004) The Dynamics of Employee Relations, Palgrane, Macmillan.
7. Chhabra T.N. (2002) Human Resource Management, DhanpatRai and Co. Delhi.
8. Malik P.L. (1991) Industrial Law, Eastern, Lucknow.
9. Memoria C.B. (1995) Dynamics of Industrial Relations in India, Himalaya Publishing House, Mumbai.
- 10.Monappa A. (1995) Industrial Relations, Tata McGraw-Hill, India.
- 11.Punekar, S.D., Deodhar, S.B. Sankaran, S.LabourWelfare Trade Unionism and Industrial Relations (5thed 1995) Himalaya Publishing House, New Delhi.
- 12.Ramaswasmi E. A. (1988) Workers Consciousness and Trade Union Responsibility, OxfordUniversity, Press New Delhi.
- 13.Ramaswami E.A. and Ramaswami V. (1981) Industry and Labour, Oxford publications, New Delhi.
- 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.

## Teaching Learning Process

Classroom teaching is not only lecture based but there is extensive use of power point software & projector to enhance the learning experience of the student

Student presentations encourage student interest in the subject and supplement the formal classroom teaching

there is enough time planned for question, answers and discussion

legal cases & tribunal judgements are used as effective tools for teaching

## Assessment Methods

MCQs, presentations, assignments, class tests, open book tests and end-semester examination are a part of the overall assessment. Students are given personal attention by the teacher during tutorial group interactions.

## 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

Business Law  
(HRM 6.3.1)  
Generic Elective - (GE) Credit:6

### Course Objective(2-3)

Objectives: 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

Learning Outcome:="">

- The students will have skills to understand different provisions of Indian contract Act.
- The students will have understanding of specific contracts like contract of indemnity and guarantee , bailment and agency.
- The students will be able to distinguish between condition and warranty, Performance of contract of sale and rights of unpaid seller.
- The students will be able to understand consumer rights and consumer grievance redressal mechanism.
- 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.
- The students will be equipped with the various provisions of Information Technology Act such as digital signature and E-Governance.

### Unit 1

## The Indian Contract Act, 1872

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.

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### Unit 2

#### The Indian Contract Act, 1872: Specific Contracts

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

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### Unit 3

#### The Sale of Goods Act, 1930

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.

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### Unit 4

#### LLP 2008 and Negotiable instruments Act

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.

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### Unit 5

Information Technology Act 2000: 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.

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## References

### Essential Readings

1. Kuchhal, M.C. and Vivek Kuchhal, Business Law, Vikas Publishing House, New Delhi.
2. Dagar Inderjeet and Agnihotri Anurag "Business Law" Galgotia Publishing Company, New Delhi
3. Singh, Avtar, Business Law, Eastern Book Company, Lucknow.

### Additional Resources:

- Maheshwari & Maheshwari, Business Law, National Publishing House, New Delhi.
- Goyal Bhushan Kumar and Jain Kinneri, Business Laws, International Book House

Note: Latest edition of text books may be used.

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## Teaching Learning Process

Teaching learning process: The teaching learning process will involve two way communication between teacher and students. It will include Lecture, Tutorial, seminar, lecture by industry experts for enriching the learning experience for students.

Tools: The tools to be used by teachers include PPT, Lecture, case study, role playing, Field visit to court.

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## Assessment Methods

Evaluation and assessment: Assignment, Group discussion, MCQ, Case study, term paper, Test, Viva for internal assessment. For end term assessment university written examination will be held.

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## Keywords

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

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Financial Accounting  
(HRM 5.3)  
Generic Elective - (GE) Credit:6

## 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.

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## Course Learning Outcomes

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

- Understand the theoretical and practical framework of financial accounting and to acquire a basic understanding of IFRS, Ind-AS and latest Accounting Standards.
  - 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.
  - Develop understanding of Depreciation Accounting as per AS-10 ( PPE) .
  - Explain the concept of Partnership and preparation of accounts for reconstruction as well as dissolution of partnership firms.
  - Analyse the financial statements by preparing common size Balance Sheet, calculating various ratios and preparing Cash Flow statement.
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## Unit 1

### Introduction to Accounting

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.

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## Unit 2

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

(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.

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### Unit 3

Depreciation Accounting and accounting for Hire purchase transactions

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

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

### Unit 5

Managerial decision making

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. NarayanaSwamy, "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

The teaching learning process will be student focussed to help students gain requisite knowledge. A variety of approaches will be adopted . Formal lectures will be supplemented with less formal tutorials in small groups. This will enable students to develop written and oral communication skills, problem solving skills, ability to reason and analyse .

Lectures will be augmented by presentations ,quizzes, oral tests, interactive discussions, case studies etc

## Assessment Methods

Appropriate assessment methods will be used to evaluate progress towards the course learning outcomes . Internal assessment will be based on assignments ,projects, tests, presentations, quizzes and oral tests. Semester end assessment will be based on university written examination .

## Keywords

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

Financial management  
(HRM 6.3.2)  
Generic Elective - (GE) Credit:6

## Course Objective(2-3)

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

## Course Learning Outcomes

- 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.
- Develop ability to understand and make long term investment decisions by using various techniques Like, PB Period, ARR, NPV, IRR, PI, methods.
- 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.

- Develop ability to learn concept of dividend, theories for relevance and irrelevance of dividend decision for corporate valuation; Cash and stock dividends; Determinants of dividend policy.
- Develop understanding of the concept of estimation of working capital needs of a firm. Also, develop decision making ability in the areas of cash, receivables and inventory management.

## Unit 1

### Introduction

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

## Unit 2

### Long term Investment Decisions

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

(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

Theories for Relevance and irrelevance of dividend decision for corporate valuation; Cash and

stock dividends; Determinants of dividend policy.

## Unit 5

### Working Capital Decisions

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

1. Horne, J.C. Van and Wackowich. Fundamentals of Financial Management. 9th ed. New Delhi Prentice Hall of India
2. Joy, O.M. Introduction to Financial Management. Homewood: Irwin
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).
7. Singh, J.K. Financial Management- text and Problems.. Dhanpat Rai and Company, Delhi.
8. Brigham and Houston, Fundamentals of Financial Management, 13th Ed., Cengage Learning

Note: Latest edition of the textbooks should be used.

### Teaching Learning Process

Student-centered approach is followed in the teaching learning process.

Frequent use of projector and white board is done while delivering lecture.

Each student is motivated to take the ownership of his or her learning and reflect on the learning



process.

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## Assessment Methods

Quiz, problem solving exercise, presentations, assignments, Excel application in financial management, internal test and end-semester examination constitute the different components of the overall assessment. Moreover, students are provided feedback on their work with a view to improve their academic performance.

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## Keywords

### Unit 1

Financial Management, Risk, Return

### Unit 2

Capital Budget, Investment Decisions NPV, IRR

### Unit 3

Cost of Capital, Capital Structure

### Unit 4

Dividend, Dividend Decisions, Dividend Policy

### Unit 5

Working Capital, Cash management, Inventory management

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Internship Project / Project  
(HRM 5.2)  
Generic Elective - (GE) Credit:6

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

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## 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

It will provide the theoretical knowledge about research methods, data analysis, interpretation of data, report writing etc. This component of the course carries 50 marks and the student will be examined at the end of the semester.

#### 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

This course ensures that the students know about the different aspects of the vocational subject. The practical knowledge gained in this course commensurate with the classroom teaching will equip the student to make a place for himself in the competitive business industry. Awareness about data analysis, different statistical techniques, data interpretation as well as the understanding of the practices adopted by organizations adds to the theoretical knowledge gained in the classroom.

### Syllabus

#### Part A

Max. Marks: 50

Time Duration: 2 Hours

#### Unit 1

Introduction: Research: meaning, objectives, types, approaches, significance, methods, process, criteria of good research, problems encountered

#### Unit 2

Selecting and defining the research problem; literature Review; Research & Sampling design; Measurement & Data collection (primary & secondary); construction of questionnaire

### Unit 3

Parametric & non parametric tests (basic understanding); Data Analysis (central tendency, dispersion, correlation, t test, f test, z test), interpretation of results & presentation

### Unit 4

Report writing: significance, steps, layout, types of Reports, contents, Referencing

### Part B

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
5. SPSS in simple steps - Kiran Pandya, Smruti Bulsari, Sanjay Sinha

The book on the topic selected by the student and the teacher.

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### Teaching Learning Process

- Lecture
- Use of power point presentations
- Case studies

- Field surveys
  - Use of MS excel
  - Softwares for data analysis
  - Internship
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## Assessment Methods

- Semester exam to evaluate theoretical knowledge
  - Classroom discussions,
  - Presentations,
  - Project evaluation by external and internal examiner
  - MCQs on the subject
  - Oral presentation of research papers in the classroom for further improvement
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## Keywords

Human resource, management, placement techniques, welfare of human resource, development of human resource. sample design, research problem, primary data, secondary data, techniques of data analysis, report writing

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