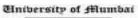# As Per NEP 2020

**MASTER IN HUMAN RESOURCE
DEVELOPMENT (MHRD)
2024-25**

Syllabus for

Year I

Ref: GR dated 16ᵗʰ May, 2023 for Credit Structure of PG

University of Mumbai

Sr. No.	Heading	Particulars
1	**Title of program**	**MASTER IN HUMAN RESOURCE DEVELOPMENT (MHRD)** **a) PG Diploma in Human Resource Development** **b) Master in Human Resource Development**
2	**Eligibility**	**a) PG Diploma in Human Resource Development** Candidates having a bachelor's degree (minimum three years) in any faculty are eligible to apply for admission to the Master in Human Resource Development (MHRD) Program provided the candidate has scored the prescribed minimum percentiles/percentages for MAH- MBA/MMS CET or CAT (The Common Admission Test) and Past Academic Record. In-person assessment is conducted by JBIMS. **b) Master in Human Resource Development** PG Diploma in Human Resource Development or equivalent
3	**Duration of program**	a) 1 year b) 2 years
4	**Intake Capacity**	30
5	**Scheme of Examination**	NEP 40% Internal, Continuous Assessment

		60% External, Semester End Examination Individual Passing in Internal Continuous Assessment and External Semester End Examination
6	**Standards of Passing**	50%
7	**Credit Structure**	Attached herewith
8	**Semesters**	Sem. I, II, III & IV
9	**Program Academic Level**	a) 6.0 b) 6.5
10	**Pattern**	Semester
11	**Status**	Old
12	**To be implemented from Academic Year Progressively**	2024-25

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Preamble

1) **Introduction**

MASTER IN HUMAN RESOURCE DEVELOPMENT (MHRD) is a 2-year Full-time Master's Degree Program of, Jamnalal Bajaj Institute of Management Studies, University of Mumbai.

Businesses are continuously in search of professionals for understanding the new organization and changing needs of people. Corporate world is in search of innovative HR professionals who can change the context of the organization, people and contribute to nation building. This requires a different kind of mind-set, technical as well as behavioral competencies and value systems. With MHRD Program in JBIMS, we are committed to create new generation of HR professionals who can be the Change Leaders and Change Management Catalysts.

In the revised curriculum of MHRD, the AICTE Model Curriculum standards have been considered by integrating pertinent new topics into the program. Additionally, adherence to the National Higher Education Qualification Framework 2023 (NHEQF 2023) and National Education Policy 2020 (NEP 2020) principles, which place a strong emphasis on developing skills through projects and practical work that outlines the goals and learning outcomes for each topic also have been taken into consideration. The curriculum has incorporated the opportunity for multiple entry and multiple exit based on NHEQF guidelines. This curriculum places a high focus on qualitative, quantitative and analytics techniques for aiding the students in comprehending corporate practical knowledge.

2) **Aims and Objectives**

In order to ensure that Human Resource Management students are able to attain necessary levels of industry relevant knowledge, skills and practical outlook, it is necessary to incorporate emerging industry practices in instructional process. The students are also expected to benefit from short- term live projects, field projects, On-the-job training opportunities, industry internships and research projects as these can provide students an understanding of the industry environment and working methods. It is also increasingly expected to that management studies should be able to equip the Human Resource Management students to launch their own start-ups and to become entrepreneurs. Hence, in view of above, the curriculum of Master in Human Resource Development (MHRD) becomes pertinent.

3) Learning Outcomes

- PO1: Apply knowledge of Human Resource Management theories and practices to solve business problems

- PO2: Foster analytical and critical thinking abilities for data-based decision- making in Human Resource Management

- PO3: Ability to develop value-based leadership

- PO4: Ability to provide innovative solutions to problems in the fields of HRM.

- PO5: Ability to lead themselves and others in the attainment of organizational goals contributing effectively to team environment

4) Credit Structure of the Program (Sem I, II, III & IV) (Table as per Parishisht 1 with sign of HOD and Dean)

Year	Level	Semester	Major		R M	OJT/F P	R P	Cu m. Cre.	Degree / Diploma
			Mandatory (Sub.*Cr.)	Elective (Sub.*C r.)					
Year I	6.0	Semester I	24 (4*4+4*2)	2 (1*2)	-	-	-	26	PG Diploma in Human Resource Development after 3 year UG Degree
		Semester II	16 (2*4+4*2)	2 (1*2)	4	4 (FP)	-	26	
Cumulative Credits FY			40	4	4	4	-	52	
Exit Option: PG Diploma with additional 4 credits of OJT									
Year II	6.0	Semester III	16 (3*4+2*2)	2 (1*2)	-	8 (Internship)	-	26	PG Degree after 3 year UG Degree
		Semester IV	16 (2*4+4*2)	2 (1*2)	-	-	8	26	
Cumulative Credits SY			32	4	-	8	8	52	
Cumulative Credits FY+SY			72	8	4	12	6	104	

Sign of HOD
Name of the Head of the Department
Name of the Department

Sign of Dean,
Name of the Dean
Name of the Faculty

Semester - I

FY MHRD Syllabus: Outline of Semester I

Semester I					
Mandatory Courses					
Sr. No.	Course Type	Course	Number of Credits	Number of 60 minutes sessions	IA / UA*
1	Mandatory - General Management	Fundamentals of Management Theory and Practice	4	60	**IA**
2	Mandatory - Human Resource	Organizational Behavior – Individual Psychology	4	60	**IA**
3	Mandatory - Quantitative Techniques	Business Statistics	4	60	**IA**
4	Mandatory- Economics	Managerial Economics	4	60	**IA**
5	Mandatory - Marketing	Fundamentals of Marketing	2	30	**IA**
6	Mandatory – Operations	Operations Management	2	30	**IA**
7	Mandatory – Finance	Financial Accounting for Business	2	30	**IA**
8	Mandatory – Systems	Information Technology for Business	2	30	**IA**

		Elective Courses (Any One)				
1	Elective	Managerial Communication	2	30	**IA**	
2	Elective	Creativity and Design Thinking	2	30	**IA**	

*IA – Internal Assessment; UA – University Assessment

Suggested Workshops

Semester I:

1. Basic Software Tools: MS Excel & Advance Excel
2. Personality Development, Grooming & Presentation Skills Training

Mandatory Course 1: Fundamentals of Management Theory and Practice

Course Credits: 4

Course Outcomes:

- CO1: Understand the relationship between organization vision, mission, values and Objectives
- CO2: Apply the concepts and frameworks to business contexts
- CO3: Analyze the impacts of internal and external environment of a firm on its responses
- CO4: Evaluate issues in planning, organizing, leading and controlling functions of management
- CO5: Create a plan to address contemporary organizational issues based on the frameworks and theories covered.

Unit / Module	Content	CO Mapping	Hours Assigned
1	Personal aspirations: vision, mission, values; Personal aspirations: vision, mission, values; Differences in Vision, mission amongst different kinds of organisation and types of environments they operate in; Models of motivation;	CO1	6
2	Framework of analysing aspirations - Campbell & Yeung model; Coherence and alignment of organisation aspirations; Link between aspiration and business performance	CO1, CO2	6
3	Business environment: Operating in a Pluralistic Society, Technological and Innovative Environments	CO2, CO3	6

4	Social responsibility and Ethics: Ecological Environment, Social Responsibility of Managers, Ethics in Managing - An Integrative Approach	CO2, CO3	6
5	Planning, decision making & their impact: Types of Plans, Steps in Planning Objectives, Evolving Concepts in Management	CO1, CO2, CO3	6
6	Elements of organizing: The Nature of Organizing, Entrepreneurship and Reengineering, Formal and Informal Organizations, Organizational Division: The Department, Organizational Levels and the Span of Management	CO2, CO3, CO4	6
7	Managing change: Managing Change, Organizational Conflict, Organization Development, The Learning Organization	CO2, CO3, CO4	6
8	Leadership: Ingredients of Leadership, Trait Approaches to Leadership, Charismatic Leadership Approach, Leadership Behaviour and Styles, Situational, or Contingency, Approaches to Leadership	CO2, CO3, CO4	6
9	Organization controls: The System and Process of Controlling, The Basic Control Process, Business Analytics, Critical Control Points, Standards, and Benchmarking, Control as a Feedback System, Real- Time Information and Control	CO2, CO3, CO4	6
10	Contemporary issues in management practice	CO3, CO4, CO5	6

Textbooks:

1. Koontz, H., & Weihrich, H. (2015). Essentials of Management: An International, Innovation, And Leadership Perspective (10th ed.). McGraw-Hill Education.

Reference Books:

1. Waterman, R. H., Jr., & Peters, T. (2003). In Search of Excellence: Lessons from America's Best-Run Companies (Revised ed.). Harper Business.

2. Morita, A. (2009). Made in Japan: Akio Morita and Sony (Revised ed.). Penguin Books.

3. Welch, J. (2005). *Get Better or Get Beaten*. McGraw-Hill Education.

4. Drucker, P. F. (2008). *Management* (Revised ed.). Harper Business.

5. Drucker, P. F. (1990). *People and Performance*. Harvard Business Review Press.

Suggested Pedagogy -

1. Lectures and discussions

2. Case Studies

3. Book presentations of recommended readings

Mandatory Course 2: Organizational Behavior – Individual Psychology

Course Credits: 4

Course Outcomes:

- CO1: Students shall be able to relate to others effectively and demonstrate the importance of interpersonal skills in the success of their professional and personal life. (Level 1 & 2)
- CO2: Students shall analyze and interpret how and why people behave in a certain manner and grasp the basic concepts and theories underlying individual behavior and develop better insights into one's own self. (Level 4, 5, 6)
- CO3: Students shall understand leadership frameworks and leadership development to apply the learnings and understand the impact of individual behavior in the organizational setting. (Level 2 & 3)
- CO3: Students shall be equipped to predict and manage the patterns of interpersonal relations in the organization and adapt their behavior as per the demands of the organization for the healthy work environment. (Level 6)

Unit / Module	Content	CO Mapping	Hours Assigned
1	**<u>Introduction to OB</u>** ● Origin, Nature and Scope of Organizational Behavior ● The role of psychology in understanding OB ● OB models and frameworks ● Relevance to Organizational Effectiveness and Contemporary Issues.	CO1	6

2	**Personality and Individual Differences** ● Meaning and Determinants of Personality ● Process of Personality Formation ● Personality Types ● Assessment of Personality Traits for Increasing Self Awareness	CO1	9
3	**Perception and Attribution** Perceptual Processes, Effect of Perception on Individual Decision-Making, Attitude and Behavior. Attribution theory: Internal vs. external attribution Effects of Perception on Decision Making & Work Performance	CO2, CO3	3
4	**Attitudes** Work related attitudes Job satisfaction and employee involvement	CO1	3
5	**Values** ● Role of personal values and ethics in organizational behaviour ● Ethical dilemmas and decision-making ● Promoting ethical behaviour in organizations	CO2	3
6	**Motivation** ● Motives ● Theories of Motivation ● Their Applications for Behavioral Change.	CO1, CO2, CO3	6
7	**Leadership** ● Concepts and Skills of Leadership ● Leadership and Managerial Roles ● Leadership Styles and Effectiveness ● Contemporary Issues in Leadership. ● Power and Politics: Sources and Uses of Power Politics at Workplace ● Tactics and Strategies. ● Defense Mechanism Sources, types and Strategies to cope-up	CO1, CO2, CO3	9

8	**Emotions Moods and Emotional Intelligence** • Emotional intelligence and its relevance in the workplace • Managing emotions at work (emotional labor)	CO1, CO2	6
9	**Learning and Behavior Modification** • Theories of learning (e.g., Classical Conditioning, Operant Conditioning, Social Learning Theory) • Reinforcement and punishment in behaviour shaping • Applications of learning theories in the workplace	CO1	3
10	**Decision-Making and Problem-Solving** • Individual decision-making processes • Rational and bounded rationality models • Common decision-making biases • Tools and techniques for effective decision-making	CO1	3
11	**Stress Management** ● What is stress? ● Eustress & Distress ● General Adaptation Syndrome ● A Stress Model- Stressors & stress outcomes ● Potential sources of stress- Environmental factors, Organizational factors, Personal factors ● Consequences of stress- Psychological, Physiological, Behavioral.	CO1, CO2	6
12	**Contemporary Topics in Individual Psychology** • The impact of technology and remote work on individual behaviour • Cultural diversity and its influence on individual psychology • Generational differences in the workplace • Emerging trends and research in OB and individual psychology	C03	3

Text Books:

1. Pareek, U. (2017). Understanding Organizational Behavior (3rd ed.). Oxford University Press.

2. Robbins, S. P. (2022). Organizational Behavior (18th ed.). Pearson.

3. Luthans, F. (2018). Organizational Behavior (13th ed.). McGraw-Hill Education

4. Haldar, U. K. (2010). Leadership and Team Building. Oxford University Press.

Reference Books:

1. McShane, S. L., Von Glinow, M. A., & Sharma, R. (2017). Organizational Behavior (8th ed.). McGraw-Hill Education.

2. Prasad, L. M. (2011). Organizational Behavior (6th ed.). Sultan Chand & Sons.

3. Shankar, M. (2010). Organizational Behavior. International Book House Ltd.

4. Mullins, L. J. (2016). Management and Organizational Behavior (11th ed.). Pearson Education.

Mandatory Course 3: Business Statistics

Course Credits: 4

Course Outcomes:

- CO1. RECALL the basic terminologies related to the concepts of Business Statistics
- CO2. UNDERSTAND statistics as a crucial tool for data analysis and making justifiable business decisions
- CO3. MAKE USE OF appropriate data to calculate statistical measures for solving business problem
- CO4. ANALYZE the data and draw inferences from statistical findings for various business solutions
- CO5. COMPARE the results of statistical tests for taking informed business decisions
- CO6. DEVELOP a statistical report for a given business situation

Unit / Module	Content	CO Mapping	Hours Assigned
1	Introduction to Statistics Types of variables (dependent, independent, mediating, moderating, extraneous, discrete, continuous), charts and graphs	CO1	6
2	Descriptive Statistics Measure of Central Tendency, Measure of variability, Interquartile Range, and Dispersion, Measure of shapes (Kurtosis and Skewness)	CO1, CO2	6
3	Probability & Permutations & Combinations Introduction to the concept of probability and permutations and combinations, Axioms, Addition and Multiplication rule, Theories of Probability, Types of probability, Independence of events, probability tree, Bayes' Theorem	CO2	6

17

4	Probability Distribution	CO2, CO3	6
	Concept of Random variable, Probability distribution, Expected value and variance of random variable, conditional expectation, Binomial distribution and its business application, Poisson and its business application, Normal and its business application		
5	Sampling and Estimation	CO3, CO4	6
	Sampling Distribution, Types of sampling, Central Limit Theorem, Estimation- Point estimation, Interval estimation		
6	Hypothesis Testing	CO3, CO4	6
	Introduction to Hypothesis testing, Importance of significance level (confidence level), margin of error, type I error and type II error, criteria for selection of right test		
7	Parametric Test	CO4, CO5	6
	Univariate -Z test, one sample t-test significance Bivariate - T-test (paired and independent), Pearson's correlation, simple linear regression, one way-ANOVA		
8	Non-parametric Test	CO4, CO5	6
	Univariate - Chi-square goodness for fit for uniform distribution		
	Bivariate - Spearman's rank correlation, Mann Whitney U test, Wilcoxon sign paired rank test, Chi-square test of independence		
9	Multivariate Analysis	CO2	6
	Overview of multiple Regression, Factor analysis, Multi- dimensional scaling and Discriminant Analysis (Theoretical Concepts only)		
10	Practical	CO4, CO5, CO6	6
	Students should apply the statistical hypothesis testing on assumed/ hypothesized data using statistical software's		

Text Books:

1. Black, K. (2019). Business Statistics for Contemporary Decision Making (5th ed.). Wiley.

2. Jaggia, S., & Kelly, A. (2015). Business Statistics (2nd ed.). McGraw-Hill Education.

3. Levin, R. I., & Rubin, D. S. (2007). Statistics for Management (8th ed.). Pearson.
4. Keller, G., & Arora, H. (2021). Business Statistics (9th ed.). Cengage.

Reference Books:

1. Francis, J. (2020). Business Statistics (2nd ed.). Cengage.

2. Srivastava, T. N., & Rego, S. (2013). Statistics for Management (3rd ed.). Tata McGraw-Hill Education.

3. Akhilesh, K. B., & Balasubrahmanyam, S. B. (2014). Mathematics and Statistics for Management. Vikas Publishing House.

4. Bajpai, N. (2011). Business Statistics (2nd ed.). Pearson Education.

5. Apte, D. P., & M. S. (2008). Excel: Statistical Tools for Managers. Excel Publications.

6. Zameerudin, Q., Khara, V. K., & Bhamri, S. K. (2012). Business Mathematics (2nd ed.). Vikas Publishing House.

Mandatory Course 4: Managerial Economics

Course Credits: 4

Course Outcomes:

- CO1: Remember and explain the basic concepts of Managerial Economics (L1, L2)
- CO2: Explain different concepts like consumer behaviour, Utility analysis demand, supply, production, cost and revenue, etc. (L1, L2)
- CO3: Apply the principles of Managerial Economics in business decisions for attaining objectives of the firms. (L4, L5)
- CO4: Analyze and Evaluate the competitiveness in the different market and decide on pricing and other policies. (L4, L5)

Unit / Module	Content	CO Mapping	Hours Assigned
1	**Introduction:** Concept of Economy, Economics, Microeconomics, Macroeconomics. Nature and Scope of Managerial Economics, Managerial Economics and decision- making - The basic process of decision making; Concept of Firm, Market; **Objectives of Firm:** Profit Maximization Model, Economist Theory of the Firm, Cyert and March's Behavior Theory, Marris' Growth Maximisation Model, Baumol's Static and Dynamic Models, Williamson's Managerial Discretionary Theory	CO1	6
2	**Consumer Behaviour & Utility Analysis:** Cardinal utility approach, equi- marginal utility principle, ordinal utility analysis,	CO2	6

3	**The Basics of Demand and Supply:** Determinants of Demand / Supply, Law of Demand and Supply, Individual Demand / Supply and Market Demand/Supply, Exception to Law of Demand; Determinants of Supply, Change in Demand / Supply, market mechanism and price determination, Impact of Price Ceiling & Price Floor **Demand forecasting:** Significance of demand forecasting, Various approaches to demand forecasting,	CO2, CO3, CO4	6
4	**Elasticity of Demand and Supply:** The concept of elasticity of demand, Types of elasticity of demand, types of price and income elasticity of demand, factors affecting elasticity of demand. Elasticity of supply, factors determining elasticity of supply.	CO3, CO4	6
5	**Production Function:** Production function, Law of Diminishing Marginal Return (short run), Laws of Returns to scale (long run), Isoquant, Optimization analysis.	CO2, CO3, CO4	6
6	**Cost Analysis:** Types of cost, Estimation of cost function, Cost- output analysis - Short run cost curves & Long run Cost curves, traditional theory of cost, modern theory of costs, Learning Curve, Economies of Scale; Break- Even Analysis; Determination of Break-even level, Breakeven chart	CO2, CO3, CO4	6
7	**Revenue Analysis:** Revenue concept, Relation between price and revenue under perfect competition and imperfect competition**.**	CO2, CO3, CO4	6

8	**Market Structure 1 - Perfect and monopoly competition**: Short run equilibrium of the competitive firm, long run equilibrium of the firm and industry. **Monopoly:** Types & Sources of monopoly, Monopoly Power, monopoly equilibrium in short run, Long run monopoly equilibrium, Monopoly wisdom.	CO4, CO5	6
9	**Markets Structure 2 – Oligopoly Monopolistic Competition:** Oligopoly - Kinked demand curve, Cournot's Oligopoly model, Game Theory application in Oligopoly, Cartels Monopolistic Competition - Product differentiation, Selling cost & advertising outlay, equilibrium output and price under monopolistic competition	CO4, CO5	6
10	**Price Discrimination:** Forms of price discrimination, degree of discrimination, Dumping, economic effects of price discrimination.	CO4, CO5	6

Text Books:

1. Mithani, D. M. (2017). Managerial Economics: Theory and Applications. Himalaya Publishing House.

2. Seth, A. K., & Devi, S. (2015). Managerial Economics. International Book House Pvt. Ltd.

3. Damodaran, S. (2014). Managerial Economics. Oxford University Press.

4. Salvatore, D. (2012). Managerial Economics: Principles and worldwide applications (7th ed.). Oxford University Press.

5. Gupta, S. L. (2011). Managerial Economics. International Book House Pvt. Ltd.

Reference Books:

1. Wilkinson, N., & Klaes, M. (2018). An Introduction to Behavioral Economics (3rd ed.). Palgrave Macmillan.

2. Mote, P., & Gupta, S. (2017). Managerial Economics. Tata McGraw-Hill Education.

3. Mehta, P. L. (2016). *Managerial Economics: Analysis, problems, and cases*. Sultan Chand & Sons.

Mandatory Course 5: Fundamentals of Marketing

Course Credits: 2

Course Outcomes:

- CO1: Understand fundamental concepts of marketing management.
- CO2: Apply the frameworks and models to marketing situations.
- CO3: Analyze the marketing environment and its impact on business
- CO4: Evaluate marketing decisions and choose appropriate solutions keeping in mind organizational opportunities, competition, resources and constraints
- CO5: Create a marketing strategy applying the theories and frameworks

Unit / Module	Content	CO Mapping	Hours Assigned
1	**Introduction to Marketing:** Concept, Understanding the Basics: Transfer Vs Transactions, Concept of Need, Want and Demand, Concept of Product and Brand, Scope of Marketing	CO1	1
2	4C framework, DMU, Product – Company Fit, Capabilities in R&D, Finance, Manufacturing; Collaborators, and Competitors; Context.	CO1, CO2	1
3	**New 4 Cs' Framework:** Co-creation, Currency, Communal Activation, Customer Conversation,	CO1, CO2	1
4	**Evolution of Marketing:** Evolution of Marketing from Production to Sustainability & Customer Orientation,	CO1, CO2	3
5	**Experience Economy:** Time as currency, theme from history, religion, politics, psychology, art and pop culture; Types of experiences – educational, entertainment, aesthetic, escapist.	CO1, CO2, CO3	3

6	**Marketing Environment:** External Environment & Internal Environment – Components and Characteristics, Need for Analyzing the Marketing Environment. Analyzing the Demographic, Economic, Sociocultural, Natural, Technological, and Political-Legal Environment (PESTLE, SWOT)	CO2, CO3, CO4	3
7	**Managing Marketing Information to gain customer insights:** Market Research, Analysing and Using Marketing Information, Demand Forecasting and Market Potential Analysis	CO2, CO3, CO4	3
8	**Marketing Mix – 4P's:** **Product:** Definition, classification based on consumer buying behaviour, levels of involvement in the buying process, types of benefits; Product Mix-Definition, Product Line and Dimensions, Line Stretching Decisions	CO3, CO4	3
9	**Product Life Cycle –** Market Potential and Marketing Strategy – Resources commitment as drivers of PLC; Stages in the PLC; Diffusion of Innovation, Entry strategies at different stages of the PLC – Pioneers, follow the leader, segmenters, Me-too; New Product Development Process	CO3, CO4	3
10	**Market Segmentation** – Objectives, Need for Segmentation, Assumptions underline Segmentations, Criteria for Segmentation; Segmentation variables – Geographic, Psychographic, Demographic, Benefits; Segmentation Analysis – Data Collection, Profiling the segment, evaluating the segment, selecting target segment.	CO3, CO4	2

11	**Targeting**: Long term objectives, Segment wise Competitor Capability Matrix – Ability to conceive and design, ability to produce, ability to market, ability finance, ability to execute.	CO3, CO4	1
12	**Positioning**: Target Customers, need for the product; Elements of the positioning statements – Target market, frame of reference, point of parity, point of difference, reason to believe your claims; Criteria for evaluating the positioning statement – Relevance, clarity, uniqueness, attainability, sustainability; Marketing Mix linkage to the positioning statement	CO3, CO4, CO5	3
13	**5A Framework –** Aware, Appeal, Ask, Act, Advocate; Omni channel.	CO3, CO4	1
14	Field Based Live Projects and Presentations by capturing insights from Markets; Capstone Case – Starbucks: Delivering Customer Value (Suggested Case)	CO3, CO4, CO5	2

Text Books:

1. Kotler, P., Keller, K. L., Chernev, A., Sheth, J. N., & Shainesh, G. (2016). Marketing Management (15th ed.). Pearson Education.

2. Stanton, W. J., Etzel, M. J., & Walker, B. J. (2007). Fundamentals of Marketing (14th ed.). McGraw-Hill Education.

3. Lamb, C. W., Hair, J. F., & McDaniel, C. (2012). Essentials of Marketing (6th ed.). Cengage Learning.

4. Zimmerman, A. (2011). *Business to Business Marketing Management: A Global Perspective*. Pearson Education.

Reference Books

1. Winer, R. S. (2013). Marketing Management (4th ed.). Pearson Education.

2. Perrault, W. D., Cannon, J. P., & McCarthy, E. J. (2013). Essentials of Marketing (12th ed.). McGraw-Hill Education.

3. Rangan, K., Lal, R., & Quelch, J. (2017). Marketing Management: Text and cases (SIE). McGraw-Hill Education.

Mandatory Course 6: Operations Management

Course Credits: 2

Course Outcomes:

- CO1: RECALL basic concepts of operations management and cite its evolution
- CO2: ASSOCIATE the concepts of operations management and connect with business scenarios
- CO3: APPLY basic principles of operations management in production and operation functions
- CO4: EXAMINE the problems related to operations management in day-to-day functioning
- CO5: RECOMMEND solutions to the problems related to operations management
- CO6: PROPOSE innovative solutions related to operations management.

Unit / Module	Content	CO Mapping	Hours Assigned
1	Introduction to Operations Management Meaning, evolution and importance in management, Understanding goods and services, Transformation Process and its types, OM functions, Role of Operations Manager	CO1	1.5
2	Process View of Operations Process Choice Decisions (E.g. Projects, Job-shop, flow-shop and continuous flow), Product-process matrix, Process Design (Task, Activity, Process and Value Chain) in manufacturing and service industry, Process map (Flow chart), Process Analysis and Improvement	CO3, CO4	1.5
3	Facility Location Factors affecting location decisions, Location Planning Models (Center of Gravity, Load-distance, Factor Rating)	CO3	1.5
4	Facility Layout Types of layout (Product, Process, Cellular Technology, Fixed Position and hybrid) Performance measures for layout design	CO2	1.5

5	Inventory Management I Nature of Inventory (RM, MRO, WIP, FG, GIT), Types and Function of Inventory (Seasonal, Decoupling, Cyclic, Pipeline, Safety Stock), Inventory Cost (Inventory Carrying, Cost of Ordering, Cost of Shortages)	CO2	1.5
6	Inventory Management II Inventory Classification (ABC, HML, XYZ, VED, FSN, SDE, GOLF and SOS), Inventory Ordering Policies (EOQ, EPQ, ROP and Quantity Discounts)	CO3	1.5
7	Capacity Planning Definition of Production Capacity, Measurement of Capacity, Ways of changing capacity, Economies of Scale, Analysing Capacity Planning Decisions (Make or Buy Decisions), Aggregate Planning (Level Production and Chase Demand Strategy)	CO5	1.5
8	Materials Requirement Planning (Master Production Schedule, Product structure, BOM, Lot Sizing Rule (Lot for lot, Fixed Order Quantity, Periodic Order Quantity)	CO4	1.5
9	Sequencing and Scheduling Scheduling Rules (Shortest Processing Time, Longest, Processing Time, Earliest Due Date), Gantt Chart, Johnson's Rule (N Jobs on Two machine/ Three machine)	CO4	1.5
10	Foundation of Quality Management Gurus - Walter Shewhart, Deming, Juran, Crosby, Ishikawa, Tagochi, Ohno and Shingo, Core elements of Quality, Continuous Improvement, Cost of Quality	CO2	1.5

11	Quality in Operations Management Quality Control, Statistical Quality Control, Statistical Process Control, Quality Management System (QMS), Quality Assurance, Environment Sustainability Governance, Sustainable Development Goals, PDCA Cycle (Plan Do Check Act)	CO2	1.5
12	Value Engineering: its aims, examples, advantages, stages, types of values (use, cost, esteem, exchange), steps of value engineering, value engineering vs value analysis Value Analysis: Meaning, Stages of Value Analysis, Merits & Limitations	CO3	1.5
13	Introduction to Logistics and Warehouse Management Mode of logistics, Vendor Managed Inventory (VMI), software's for warehouse management (Warehouse Management System- WMS), tools and equipment for material handling, Automating ware-houses	CO2	1.5
14	Operations Strategies in a Global Economy Contemporary business situation, Competitive Priorities, Elements of Operations Strategy, Operations Strategy in Services, Linking Operations with marketing	CO5	1.5
15	Introduction to Operations Technologies Types of manufacturing automations, Automated Production Systems, Automation Issues, Business Applications	CO2	1.5
16	Lean Management Introduction to lean management in manufacturing and services, Theory of Constraints (TOC), Business Applications	CO2, CO3	1.5

17	Demand Forecasting Qualitative (Educated Guess, Delphi Method, Survey of Sales Force, Historical Analogy) and Quantitative methods (Moving Average, Weighted Moving Average, Exponential Smoothening), Short term, medium term and long-term forecasting, forecast accuracy, Business Applications	CO4	1.5
18	Introduction to Supply Chain Management Information and Material Flows, Supply Chain Components (In-house and out-bound), Supply Chain Structure, Measures of Supply Chain Performance, Design of Supply Chain	CO2	1.5
19	Service Operations Management Nature of Services, Operations Strategies for Services, Challenges in Services	CO2	1.5
20	Employee Productivity Productivity and Human Behavior, Work Method Analysis, Work Measurements, Time Study, Learning Curves, Employees Health and Safety	CO2	1.5

Text Books:

1. Gaither, N. (2013). Operations Management (9th ed.). Cengage Learning.

2. Stevenson, W. J. (2019). Operations Management (13th ed.). McGraw-Hill Education.

3. Mahadevan, B. (2015). Operations Management: Theory and practice (3rd ed.). Pearson Education.

Reference Books:

1. Chary, S. N. (2017). Production and Operations Management (6th ed.). Tata McGraw-Hill Education.

2. Chunawalla, S. A., & Patel, D. R. (2013). Production and Operations Management. Himalaya Publishing House.

3. Chase, R. B., & Jacobs, F. R. (2013). Operations Management for Competitive Advantage (13th ed.). McGraw-Hill Education.

Mandatory Course 7: Financial Accounting for Business

Course Credits: 2

Course Outcomes:

- CO1: Acquire the basic knowledge on accounting concepts and conventions, Accounting Standards, components of the financial statements and notes to accounts.
- CO2: Understand and explain the components of corporate financial statements and corporate annual reports.
- CO3: Analyze the movement of Assets, Liabilities, Income and Expenses in the financial statements across the previous year and current year.
- CO4: Apply Accounting Standards, GAAP, IFRS and Concepts to the Financial Statements.
- CO5: Create Financial Statements with basic adjustments and analyse the impact of transactions and adjustments on the Income Statement, Balance Sheet and Cash Flow Statement.

Unit / Module	Content	CO Mapping	Hours Assigned
1	Introduction to Financial Accounting- Meaning and concept of accounting, Need for accounting, Users of financial statements, Forms of business organization, Accounting and the form of business organization, Branches of accounting and interrelationship – Financial Accounting, Cost and Management Accounting, and Corporate Finance, Indian Accounting Standards, GAAP and IFRS.	CO1	1
2	Accounting Cycle-The Recording Stage, The classification stage, Verification of the correctness of the ledger accounts, the summarizing stage, Restarting the cycle	CO1	1

3	Accounting concepts and conventions – with Emphasis on Dual Aspect Concept- Accounting Equation.	CO2, CO3	1
4	Accounting process - the recording stage, Two aspects of accounting transactions, Debit and credit of a transaction, Specimen / format of journal	CO4	1
5	Accounting process - the classification stage Meaning and need for classification, Specimen / format of ledger, Posting, Balancing an account, Trial Balance.	CO4	1
6	Accounting process - Financial Statements- Vertical Statements. · Part I – Balance Sheet · Part II – Statement of Profit and Loss Notes to Accounts · Part III- general instructions for the preparation of consolidated Financial statements	CO5	10
7	Adjustments on Inventory, Outstanding and Prepaid Income and Expenses, Depreciation and Fixed Assets Schedule	CO4	3
8	Income measurement- Revenue recognition and measurement, Capital and revenue items, Deferred revenue expenditure.	CO3	2
9	Banking Financial Statements and Insurance Company Financial Statements	CO2	2
10	Cash Flow Statement	CO5	3

11	Corporate Financial Reporting – Reading of Annual Report, Governance Report, Presentation and analysis of audit reports and directors report and Analyst Presentations and Podcasts [ST1]	CO2	2
12	Presentations /Vivas/Internal Assessments of students	CO5	3

Text Books

1. Dearden, J., & Bhattacharya, S. (2007). Financial Accounting: Text & cases (9th ed.). Tata McGraw-Hill Education.

2. Anthony, R. N., & Reece, J. S. (2004). Accounting: Text and cases (12th ed.). McGraw-Hill Education.

3. Harsolekar, D. D. (2012). Financial Accounting for Management. Himalaya Publishing House.

4. Narayanaswamy, R. (2018). Financial Accounting (7th ed.). Prentice-Hall India.

5. Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2018). Financial Accounting (10th ed.). Vikas Publishing House.

6. Horngren, C. T., Sundem, G. L., Elliott, J. A., & Philbrick, D. (2013). Introduction to Financial Accounting (11th ed.). Pearson Education.

Reference Books

1. Dearden, J., & Bhattacharyya, A. (2008). Financial Accounting: Text and cases (9th ed.). Tata McGraw-Hill Education.

2. Ghosh, T. P. (2009). Accounting & Finance for Managers (2nd ed.). Prentice-Hall India.

3. Stice, E. K., & Diamond, D. (2010). Financial Accounting: Reporting and Analysis (11th ed.). Cengage Learning.

4. Ahuja, N. L., & Dawar, V. (2012). Financial Accounting and Analysis. Excel Books.

Mandatory Course 8: Information Technology for Business

Course Credits: 2

Course Outcomes:

- CO1: Acquire the knowledge on information Technology, and its functional perspectives.
- CO2: Understanding the emerging trends of information technology, the Information Technology Infrastructure and its role to changing Business environment.
- CO2: Analyzing the emerging trends of information technologies and its integration to business application across the functions and verticals of the industry.
- CO4: Apply the knowledge of data management and data analytics tools to solve the business problems
- CO5: Develop and Design Various Information Technology strategies for successful digital transformation.

Unit / Module	Content	CO Mapping	Hours Assigned
1	Introduction to Information Technology in Business Overview of IT infrastructure and its role in business operations. Emerging trends and technologies in Information Technology	CO1, CO2	3
2	Big Data Management, Data Analytics and Business Intelligence Introduction to database, data mining, Data warehouse, data analytics tools and techniques and big data management. Business intelligence for decision-making and competitive advantage	CO2, CO4, CO5	4
3	Telecommunication, Wireless Technology, Cloud Computing and Virtualization Introduction to Telecommunication, the Internet and wireless Technology Cloud computing models (IaaS, PaaS, SaaS) and their business applications. Virtualization technologies and their benefits in business operations.	CO2, CO3	5

4	E-Business & Digital Transformation Strategies Introduction to E-commerce & E –Business, Digital Markets and Digital Goods Understanding digital transformation and its impact on businesses. Case studies on E-Business & successful digital transformation initiatives.	CO1, CO4, CO5, CO6	4
5	IT Governance and Compliance & Ethical and social issues IT governance frameworks and their implementation. Ethical and social issues in Information Technology Compliance and regulatory issues in IT management	CO1, CO2, CO3	4
6	Privacy & Cybersecurity and Risk Management Fundamentals of Privacy Issues & cybersecurity in business environments. Risk assessment and management strategies	CO2, CO4, CO5, CO6	4
7	Business Applications of IT Business application of Information Technology across function and Verticals of the Industry Enterprise resource planning (ERP) systems and their implementation. Case studies on Business Application of Information Technology	CO2, CO3	4
8	Emerging Technologies and Innovation Exploration of emerging technologies such as Artificial Intelligence, (AI), ML, IoT, and Blockchain, Digital Payments, Mobile Computing, Social Media Innovation management and fostering a culture of innovation in IT.	CO4, CO5, CO6	2

Text Books:

1. Turban, E., Rainer, R. K., & Potter, R. E. (2018). *Introduction to Information Technology* (6th ed.). Wiley.

2. Cummings, M. (2012). *Management Information Systems for The Information Age* (9th ed.). McGraw-Hill/Irwin.
3. Laudon, K. C., & Laudon, J. P. (2018). *Management Information Systems: Managing the Digital Firm* (15th ed.). Pearson.
4. Chavan, C. R., & Lal, B. (2010). *Information Technology for Management*. Universal Publication.
5. Stair, R. M., & Reynolds, G. (2013). *Principles of Information Systems* (11th ed.). Cengage Learning.

Reference Books:

1. Chavan, C. R. (2015). *Digital Business*. KBI International.

2. O'Brien, J. A. (2013). *Management Information Systems* (10th ed.). Tata McGraw-Hill Education.

3. Chavan, C. R., & Patankar, A. (2019). *Introduction to Financial Technologies (FINTECH)*. Pearson Education.

4. Gore, M. (2007). *Elements of Systems Analysis and Design*. Galgotia Publications.

5. Davis, G. B., & Olson, M. H. (2003). *Management Information Systems: Conceptual framework* (7th ed.). McGraw-Hill Education.

6. Senn, J. A. (2005). *Analysis and Design of Information Systems* (5th ed.). Pearson Education.

7. Jessup, L. M., & Valacich, J. S. (2013). *Information Systems Today* (7th ed.). Prentice Hall India.

8. Jaiswal, M., & Mittal, R. (2017). *Management Information Systems*. Oxford University Press.

Elective Course 1: Managerial Communication

Course Credits: 2 Course Outcomes:

- CO1: Ability to use specific and direct language when giving instructions to and encourage open dialogue and sharing of diverse perspectives to reach mutually beneficial outcomes.
- CO2: Develop competency to give and receive feedback constructively.
- CO3: Develop listening and comprehension abilities for facilitation in decision making and problem solving and personal and professional development.
- CO4: Applying effective communication skills for the expression of emotions and demonstration of empathy to create strong relationships with colleagues and clients and to foster a collaborative environment.
- CO5: Create effective digital communication such as emails and social media posts and use video conferencing and collaborative tools to maintain clear communication with remote team members.

Unit / Module	Content	CO Mapping	Hours Assigned
1	**Fundamentals of Communication** - Introduction and Theory of Communication. - Definition, Cycle, Models, Strategies, Channels and Types. - 7 C's of Communication. - Channels. - Barriers.	CO1	3
2	**Personality Assessment** - Personality Development – - Self - discovery. - Developing a positive attitude. - Grooming. - Career Planning. - Stress Management. - Time Management.	CO1, CO2, CO3	6

3	**Listening Skills**
	
	    - Hearing Vs. Listening
	
	    - Process, Principles, Types, Barriers
		CO1,
		CO2,
		CO3
			3

4	**Reading and Comprehension Skills**
	
	    - Developing Reading Skills.
	    - Process, types and reading rate adjustment.
	    - Tips for improving reading skills
	    - Speed Reading
	    - Reading Comprehension
	    - Reading Business papers
	    - Researching for Business
	    - Review of a book/journal
		CO1,
		CO2,
		CO3
			3

5	**Developing Effective Writing Skills**
	
	    - Progression of thoughts /ideas
	    - Paragraph writing.
	    - Mechanics and Semantics of sentences.
	    - Writing sentences that communicate
	    - brevity, clarity, and simplicity.
	    - Improving the tone and style of sentences.
	    - Structure of Essays
		CO3,
		CO4
			3

6	**Effective Writing Skills**
	    - Paraphrasing
	    - Summarizing
	    - Note –taking
	    - Proof - reading
	    - Editing
	    - Comprehension
	    - Precis Writing
	
	Types of Reports -
	
	    - Purpose and Scope of a Report
	    - Fundamental Principles of Report Writing
		CO3,
		CO4
			3

7	**Corporate Correspondence** - Resume/CV/Profile, Cover Letters, E-mails, Etiquettes, Netiquettes - Appropriate usage of AI Tools	CO3, CO4, CO5	3
8	**Non-verbal Communication** - Kinesics (body language), Oculesics (eye contact), Haptics (touch), proxemics (distance), Chronemics (use of time), Paralinguistics (vocalics)	CO3, CO4, CO5	3
9	**Presentation Skills** - Public Speaking - Audience Analysis - Delivery Techniques (Impromptu, Manuscript, Memorized, and Extemporaneous.) - Visual Aids (PPTs, infographics, Audio-Visual Presentations, etc.)	CO3, CO4, CO5	3

Text Books:

1. Kaul, A. (2004). *Business Communication* (Eastern Economy ed.). Prentice-Hall of India Pvt. Ltd.

2. Taylor, S., & Chandra, A. (2013). *Communication for Business: A practical approach*. Pearson Education.

3. Singh, N. (2009). *Business Communication: Principles, methods & techniques*. Deep & Deep Publications.

4. Mohan, K., & Banerji, M. (2012). *Developing Communication Skills*. Macmillan.

5. Murphy, H., Hildebrandt, H., & Thomas, H. (2008). *Effective Business Communication*. McGraw-Hill Education.

Reference Texts & Material:

1. Richte, T. (2015). *The 3 Pillars of Personal Effectiveness*. CreateSpace Independent Publishing Platform.

2. Covey, S. R. (1989). *The 7 Habits of Highly Effective People: Powerful lessons in personal change*. Free Press.

3. Doctor, D., & Doctor, S. (2007). *Business Communication*. Sheth Publishers.

4. Raman, M., & Singh, P. (2011). *Business Communication*. Oxford University Press.

5. R. K., M. (2010). *Business Communication*. Vikas Publishing House.

6. McKay, M., Davis, M., & Fanning, P. (2009). *Communication Skills*. B. Jain Publishers Pvt. Ltd.

Suggested Pedagogy – Lectures, Audio-Visual Aids, Case Studies, Presentations, Role-

plays, Assignments – Oral and Written

Elective Course 2: Creativity & Design Thinking

Course Credits: 2

Course Outcomes:

- CO1: Demonstrate the understanding of critical theories of design, systems thinking, and design methodologies
- CO2: Demonstrate the understanding of diverse methods employed in design thinking and establish a workable design thinking framework to use in their practices
- CO3: Conceive, organize, lead and Design interdisciplinary domain while addressing social concerns with innovative approaches

Unit / Module	Content	CO Mapping	Hours Assigned
1	Creativity, innovation and design - Core concepts of creativity, design and innovation Creative people, Creative organizations, & Creativity Impact– Case Analysis & Discussions Distributed creativity How diversity and collaboration through networks support the creativity process	CO1	3
2	Design Thinking Overview: Concept of Design thinking; Importance of Design Thinking Method; Design Thinking Skills; Design Thinking Mind-set; Principles of Design Thinking; Design Think Process & Stages	CO1, CO2	3
3	General Design Thinking Practices: Listening and Empathizing Techniques; Observation. Ideation Techniques - Brainstorming, innovation heuristics, behaviour models, Unpacking; Personas; Pattern Recognition and Connecting the Dots	CO1, CO2	3

4	Visualization Techniques and Diagrams, Use of Diagrams and Maps in Design Thinking - Exercise: Create an Empathy Map; Exercise; Create an Affinity Diagram; Exercise: Create a Mind Map; Exercise: Create a Journey Map	CO1, CO2	6
5	Prototype and Test Techniques; Types of Prototypes; Forms of Testing in Design Thinking	CO1, CO2	3
6	Experiments Designing and executing experiments for value creation: Empathize with the Customers and/or Users - Exercise: Engage the Customer /User; Define the Problem - Exercise: Define the Point of View; Ideate - Exercise: Develop Potential Solutions & Feedback on the Solutions; Prototype Alternate Solutions - Exercise: Create a Prototype of the Solution & Review the Prototype and Gain Feedback; Test the Solutions	CO3	6
7	Moving from ideas to impact Bring the ideas presented in this course together and show how organizations can create impact from ideas	CO1, CO2	3
8	Cautions and Pitfalls: Assumptions &, Pitfalls, Cautions in Design Thinking Workgroups – case Discussions	CO1, CO2, CO3	3

Text Books:

1. Brown, T. (2009). *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*. HarperCollins Publishers.

2. Mootee, I. (2013). *Design Thinking for Strategic Innovation*. John Wiley & Sons, Inc.

Reference Books:

1. Laurel, B. (2003). *Design Research: Methods and Perspectives*. MIT Press.

2. Terwiesch, C., & Ulrich, K. T. (2009). *Innovation Tournaments: Creating and Identifying Exceptional Opportunities*. Harvard Business Press.

3. Ulrich, K. T., & Eppinger, S. D. (2015). *Product Design and Development* (6th ed.). McGraw-Hill Education.

4. Hallgrimsson, B. (2013). *Prototyping and Model Making for Product Design*. Laurence King Publishing Ltd.

Semester – II

FY MHRD Syllabus: Outline of Semester II

Semester II					
Mandatory Courses					
Sr. No.	Course Type	Course	Number of Credits	Number of 60 minutes sessions	IA / UA*
1	Mandatory - General Management	Research Methodology	4	60	**IA**
2	Mandatory - Human Resource	Strategic Human Resource Management	4	60	**IA**
3	Mandatory - Human Resource	Industrial Relations and Labour Laws	4	60	**IA**
4	Mandatory - Human Resource	Organizational Behavior– Group Dynamics	2	30	**IA**
5	Mandatory - Human Resource	Performance Management	2	30	**IA**
6	Mandatory - Human Resource	Learning & Development	2	30	**IA**
7	Mandatory - Human Resource	Leadership Development (IQ, EQ, SQ)	2	30	**IA**

8	OJT / Field Project	Field Project	4	-	**IA**
Elective Courses (Any One)					
1	Elective	Entrepreneurship and Innovation	2	30	**IA**
2	Elective	Diversity Equity Inclusion and Belongingness	2	30	**IA**

Suggested Workshops

Semester II:

- Advanced Software Tools: Power Bi, Tableau, R Programming, SPSS
- Interpersonal effectiveness

Mandatory Course 1: Research Methodology

Course Credits: 4

Course Outcomes:

- CO1: Identify research problem and develop research hypothesis on the basis of review of literature and research design (Understand and apply L2, L3)
- CO2: Construct the research process which includes research flow charts and organize the various attitude & measurement scales, Questionnaire design, and various sampling techniques (Apply, L3)
- CO3: Understand the methods of data collection with application in different research designs and demonstrate knowledge for proper sampling design and data processing methods (Understand, L2, Apply L3)
- CO4: Apply modern statistical tools as univariate& bivariate analysis, Chi-square, and ANOVA to analyze and to evaluate the data applying critical thinking abilities for given research problems/questions (Apply, Analyze and Evaluate, L3, L4, L5)
- CO5: Prepare and Analyze/Evaluate various research reports maintaining ethical practices to solve business problems. (Analyze L4, Evaluate L5, Create, L6)

Unit / Module	Content	CO Mapping	Hours Assigned
1	**Introduction to Research:** What is research, objectives of research, types of research, difference between basic and applied research, research approaches, criteria for good research, research methods vs research methodology, Social research, social research approaches. Research applications in social and business sciences, and research process.	CO1	3
2	**Research Problem, Literature review and Formulation of Research Hypotheses:** what is research problem, problem selection, necessity of defining the problem, Management Decision Problem vs Management Research Problem; Problem identification process; Components of the research problem; Objectives of literature review, Use of literature review, search for related literature, reading the literature, importance of	CO1	4

	literature review, sources of literature, literature review gaps, Types of Research hypothesis, and important terms. Writing research proposal- Contents of a research proposal		
3	**Research Design:** Nature and Classification of Research Designs, need for research design, features of a good design, research design frame work, Induction and deduction, Dependent, independent variables. Exploratory research design, descriptive, diagnostic research design, Experimental research design.	CO1	4
4	**Sampling:** Sample design, Sampling design process, sampling and non-sampling errors, types of sampling (probability and non-probability), sample vs census, sample size decision. Determination of Sample size- Sample size for estimating population mean, Determination of sample size for estimating the population proportion	CO2, CO3	7 [3 hours session + 4 hours field work for the selected research topic]
6	**Data collection and Data processing:** Data collection: Primary Data; Observation methods, survey methods, questionnaire, process of questionnaire, Types of Questionnaires, Process of Questionnaire Designing; Advantages and Disadvantages of Questionnaire Method. Pilot survey, sample questionnaire, difference between questionnaire and schedule. Interviews: types of interviews. Secondary data; classification of data (internal and external data), research authentication (Methodology check and accuracy check) Data processing: Editing Field Editing (centralized in house editing) Coding- Coding Closed ended structured Questions, Coding open ended structured Questions; Classification and Tabulation of data. Data cleaning, data adjusting. **[Use of SPSS/EXCEL/JASP in Activity Based Learning is encouraged]**	CO2, CO3	7

7	**Univariate and Bivariate Analysis of Data: Descriptive vs inferential analysis, descriptive analysis of univariate data** (Missing data, analysis of multiple responses, grouping large data), descriptive analysis of bivariate data (cross-tabulation), calculating rank order, data transformation. Microsoft EXCEL: Working in the spreadsheet, creating a worksheet Reliability test- Cronbach alpha [Use of SPSS/EXCEL/JASP in Activity Based Learning is encouraged]	CO4	7
8	**Testing of Hypothesis:** Concepts in Testing of Hypothesis – Steps in testing of hypothesis, Test Statistic for testing hypothesis about population mean; Tests concerning Means- the case of single population; Tests for Difference between two population means; Use of SPSS in testing Hypothesis. Parametric and non-parametric test Z-test, t-test, f-test, One sample test, Two independent sample test, two related samples test. [Use of SPSS/EXCEL/JASP in Activity Based Learning is encouraged]	CO4	4
9	**Analysis of variance:** The ANOVA techniques, basic principles, one-way ANOVA, two-way ANOVA, ANOCOVA, MANCOVA [Use of SPSS/EXCEL/JASP in Activity Based Learning is encouraged]	CO4	3
10	**Chi-Square Tests:** Chi square test for the Goodness of Fit; Chi square test for the independence of variables; Chi square test for the equality of more than two population proportions [Use of SPSS/EXCEL/JASP in Activity Based Learning is encouraged]	CO4	2
11	**Data analysis:** Statistical analysis, multivariate analysis, correlation analysis, regression analysis, Principal component analysis. Cluster Analysis [Use of SPSS/EXCEL/JASP in Activity Based Learning is encouraged]	CO4	6

49

12	**Research Report Writing and Ethics in research:** Need for effective documentation, types of research report, report preparation and presentation, report structure, general tips for writing research report, presentation of data, bibliography and references. Guidelines for presenting tabular data, Guidelines for visual Representations. Meaning of Research Ethics; Clients Ethical code; Researchers Ethical code; Ethical Codes related to respondents; Responsibility of ethics in research Plagiarism check and understanding consequences of unethical practices [Suggested Activity Research paper writing; Use of Plagiarism software]	CO5	6
13.	**Research ThemeBased Research Papers/ Presentation**	CO5, CO6	6

Text Books:

1. Cooper, D. R., & Schindler, P. S. (2014). *Business Research Methods* (12th ed.). McGraw-Hill Education.

2. Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd ed.). New Age International.

3. Levin, R. I. (2014). *Statistics for Management* (8th ed.). Pearson Education.

4. Sekaran, U., & Bougie, R. (2016). *Research Methods for Business: A Skill-Building Approach* (7th ed.). Wiley.

Reference Books:

1. Bhattacharya, D. K. (2007). *Research Methodology*. Excel Books.

2. Tripathy, P. C. (2003). *A Textbook of Research Methodology in Social Science*. Sultan Chand & Sons.

3. Saunders, M. (2012). *Research Methods for Business Students* (6th ed.). Pearson Education.

4. Hair, J. F., Bush, R. P., & Ortinau, D. J. (2006). *Marketing Research* (2nd ed.). Tata McGraw-Hill Education.

5. Bryman, A., & Bell, E. (2015). *Business Research Methods* (4th ed.). Oxford University Press.

6. Bajpai, N. (2011). *Business Research Methods*. Pearson Education.

7. Murthy, S. N., & Bhojanna, U. (2010). *Business Research Methods*. Excel Books.

8. Kothari, C. R., & Garg, G. (2014). *Research Methodology: Methods & Techniques* (3rd ed.). New Age International Limited.

9. Vinod Chandra, S., Anand, S., & Hareendran, S. (2016). *Research Methodology*. Pearson Education.

10. Sarangi, P. (2015). *Research Methodology*. Taxmann Publications Pvt. Ltd.

11. Cooper, D. R., Schindler, P. S., & Sharma, J. K. (2014). *Business Research Methods* (12th ed.). McGraw-Hill Education.

Mandatory Course 2: Strategic Human Resource Management

Course Credits: 4

Course Outcomes:

CO1: Understanding the importance of the most crucial asset of any business, i.e. Human Resource and to show how different modern concepts, techniques and practices in the management of human resources are important in the organizational set-up. (Bloom's Taxonomy Level 1 &2)

CO2: Analyzing different functions of Human Resource Management which are important for the organizational effectiveness and to develop strategic acumen among the students about the influence of SHRM on the business and its' strategies. (Bloom's Taxonomy Level 2, 3, 5 & 6)

CO3: Using the latest theoretical concepts and techniques to examine the problems with respect to the human resource in an organizational set-up and solve such problems to build and improve organizational effectiveness. (Bloom's Taxonomy Level 3, 4 & 6)

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to SHRM: Definition, Importance, Challenges, Models of SHRM, Structure and Functions of HR department. Levels of strategy &strategic planning in HRM, steps involved and developing a HRM plan	CO1, CO2	8
2.	HR Policies: Human Resource Planning: Importance and the process of Human Resource Planning, Succession Planning & Job Analysis.	CO2	4
3.	Talent Acquisition: Definition, Characteristics, Talent Acquisition process and methods.	CO2, CO3	6
4.	Learning and Development: Definition, Importance, Methods of Learning and Development & Evaluation.	CO2, CO3	6
5.	Performance Management System: Definition, Methods of Performance Management System,	CO2, CO3	6

	Difference between Performance Appraisal and Performance Management, Errors in Performance Appraisal, Competency Based PMS.		
6.	Compensation and Benefits: Definition, Direct & Indirect Compensation and Types of benefits.	CO2, CO3	6
7.	HR Accounting and HR Auditing – HR Capital Management	CO3	3
8.	Human Resource Information Systems	CO3	3
9.	Strategic HRM, HR Balance Scorecard & Workforce Diversity Managing human capital in executing strategy, HR architecture as a strategic asset, the measurement challenge – aligning performance measurement and strategy implementation, clarifying, and measuring HR strategic influence. Creating and implementing an HR scorecard, cost benefit analysis for HR interventions, roles of CEO, executive team, line managers and HR function. Strategic competencies for HR professionals	CO3	4
10.	Trends in HRM: Definition, Importance and Applications of HR Analytics. Definition, Importance, and benefits of AI in HRM. Green HRM and Sustainability Definition, Introduction, Benefits of Green HRM and Sustainability practices, Flexible Work Strategies, International HRM	CO3	8
11.	Industrial Relations: Definition, Importance and Benefits of IR	CO1, CO2, CO3	3

| 12. | Introduction to Labour Laws and Statutory Employment Laws. | CO1, CO2, CO3 | 3 |

Text Books:

1. Schuler, R. S., & Jackson, S. E. (2014). *Strategic Human Resource Management* (4th ed.). Wiley.
2. Agrawal, T. (2017). *Strategic Human Resource Management*. Oxford University Press.
3. Dessler, G., & Varkkey, B. (2017). *Human Resource Management* (14th ed.). Pearson Education.
4. Aswathappa, K. (2013). *Human Resource Management* (7th ed.). McGraw-Hill Education.
5. Rao, P. S. (2010). *Human Resource Management*. Himalaya Publishing House.

Reference Books:

1. Ganesh, S., & Anandhavalli, M. (2020). *AI in HRM: Concepts and Applications*. Springer.
2. Aswathappa, K., & Premavathy, M. S. (2018). *Green HRM: A Sustainable Approach to People Management*. Wiley India.
3. Baishya, S., & Sengupta, S. (2016). *Analytics for HR: A Practical Approach*. Sage Publications India.
4. Snell, S. A., Bohlander, G. W., & Vora, D. (2011). *Human Resource Management: A South Asian perspective* (4th ed.). Cengage Learning India.
5. Jyothi, P., & Venkatesh, D. N. (2011). *Human Resource Management*. Oxford University Press.

Mandatory Course 3: Industrial Relations and Labour Laws

Course Credits: 4

Course Outcomes:

CO1: The students shall be able to understand and articulate grievance management and comprehend Indian industrial relations in India. (level 2, 3)

CO2: The students shall be able to appraise and reflect on the role of trade unions collective bargaining and the negotiation processes. (level 4, 5)

CO3: The students shall be able to familiarize with law of the land, legal aspects of HR and Indian labor laws and know the leading cases and judgments under each law (level 1)

CO4: The students shall be able to interpret and examine the rationale behind the laws and their enforcement problems (level 2, 3)

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Concept causes/sources of a grievance, need of a grievance procedure, model grievance procedure, and managerial practices to prevent grievances, grievance resolution, and union's perspective on grievance resolution.	CO1	6
2.	Collective bargaining: the state of collective bargaining, and the Indian industrial relations system, Hick's analysis of wages setting under collective bargaining, collective bargaining practice and trends. Behavioral theory of labor negotiation, negotiating a contract the negotiation process, and collective bargaining.	CO2	6
3.	Meaning, characteristics, objectives, functions, types, growth, and development of trade unions TU movement in India. Central organizations of Indian trade unions. Problems of Indian trade unions.	CO2	6
4.	Industrial relations scope, objectives, principles. Parties to industrial relations. Industrial relations policy in India. Structures and function of labor courts.	CO1	6
5.	Industrial disputes and its prevention and settlement: Industrial disputes: meaning, classes, causes, consequences, prevention and settlement	CO1	6

6.	Workers' participation management in India. Works committee, joint management council, scheme of workers' participation on board of directors, shop councils and plant council, workers' participation in share capital.	CO1	6
7.	Brief in jurisprudence, main features of the constitution of India, judicial system ILO, labor administration, an orientation of IPC, CRPC, the Indian evidence act pollution control laws, public interest litigation. Liabilities under tort, social norms of 21st century gender justice, legal aspects of employment, POSH	CO3 CO4	6
8.	Laws related to employment and IR Industrials: Employment (Standing Orders) Act, The Industrial Disputes Act, Bombay Industrial Relations Act, The Migrant Workers Act Trade Unions Act, Maharashtra Recognition of Trade Union Act, The Contract Labor (Regulation & Abolition) Act	CO3 CO4	6
9.	Laws related to compensation benefits and welfare: the equal remuneration act, the payment of wages act, the minimum wages act, the payment of bonus act, the employees provident fund (and misc. Provisions) act, the workmen's compensation act, the employees' state insurance act, the payment of gratuity act, the maternity benefit act, the factories act, and the shops & establishments act	CO3 CO4	6
10	Dispute resolution, management of conflict, employment, and termination of employment legal processes	CO1	6

Text Books:

1. Mamoria, C. B., Mamoria, S., & Gankar, S. V. (2011). *Dynamics of Industrial Relations in India*. Himalaya Publishing House.
2. Pillai, K. M. (2008). *Labor and Industrial Laws*. S. Chand Publishing.

Reference Books:

1. Virmani, B. R. (1988). *Participative Management Vs Collective Bargaining*. Vision Books.

2. Sinha, G., & Sinha, P. R. (2015). *Industrial Relations and Labor Legislation*. Pearson Education.

3. Sharma, A. N. (2010). *Industrial Relations, Industrial Jurisprudence, and Labor Legislation*. Sultan Chand & Sons.

4. *Bare acts of the respective laws*.

5. Ghosh, P. (2008). *Industrial Relations and Labor Laws*. McGraw-Hill Education.

6. Malik, H. L. (2013). *Labor Law* (6th ed.). Eastern Book Company.

7. Salmond, J. (2012). *Jurisprudence* (12th ed.). Universal Law Publishing Co.

Mandatory Course 4: Organizational Behavior – Group Dynamics

Course Credits: 2

Course Outcomes:

- CO1: Students shall be able to understand organizational behavior at the group level, and decision making in groups and teams (level 2, 3)
- CO2: Students shall analyze and interpret how and why teams behave in a certain manner and predict the impact of such behavior on the performance of their team & organization as a whole. (Level 4, 5, 6)
- CO3: Students shall be equipped in team building & development, intergroup process, negotiation and conflict management to per the demands of the organization for the healthy work environment. (Level 6)

Unit / Module	Content	CO Mapping	Hours Assigned
1	**Group Dynamics & Teamwork** ● Work Groups, Formal and Informal Groups and Stages of Group Development. ● Concepts of Group Dynamics, Group Conflicts and Group Decision Making. ● Team Effectiveness: High Performing Teams, Team Roles, Cross Functional and Self-Directed Teams	CO1, CO2, CO3	9
2	**Understanding Power and Politics** ● Types of Power ● Political tactics and strategies	CO2	3
3	**Conflict Management** ● Introduction to conflict, Ways of resolving conflict, ● Games, and conflict resolution: ● Personality types and conflict a formula for prevention, Conflict and third-party intervention, ● Team building Processes, team conflict: conflict in teams, conflict over discipline, organizational conflict	CO3	6

4	**Organizational Design** ● Structure, Size, Technology ● Hybrid Work Structures ● Environment of Organization; ● Organizational Roles: -Concept of Roles; Role Dynamics; Role Conflicts and Stress. ● Organizational Conflicts	CO3	3
5	**Organizational Culture** ● Definition, Characteristics of Organizational Culture ● Strong Versus Weak Culture ● Functions of Organizational Culture	CO1, CO2, CO3	6
6	**Organization Development and Change Management** ● Organizational Change and Culture Environment ● Organizational Culture and Climate ● Contemporary Issues relating to Business Situations ● Process of Change and Organizational Development	CO1, CO2, CO3	3

Text Books:

1. Pareek, U. (2006). *Understanding Organizational Behavior* (2nd ed.). Oxford University Press.
2. Robbins, S. P. (2018). *Organizational Behavior* (18th ed.). Pearson Education.
3. Luthans, F. (2010). *Organizational Behavior* (12th ed.). McGraw-Hill Education.
4. Haldar, U. K. (2010). *Leadership and Team Building*. Oxford University Press.

Reference Books:

1. McShane, S. L., Von Glinow, M. A., & Sharma, R. (2014). *Organizational Behavior* (6th ed.). McGraw-Hill Education.
2. Prasad, L. M. (2010). *Organizational Behavior*. Sultan Chand & Sons.
3. Shankar, M. (2010). *Organizational Behavior*. International Book House Ltd.
4. Mullins, L. J. (2010). *Management & Organizational Behavior* (9th ed.). Pearson Education.

Mandatory Course 5: Performance Management

Course Credits: 2

Course Outcomes:

CO1: The students shall be able to understand the concept of performance management and articulate its application in the workplaces (level 2, 3)

CO2: The students shall be able appraise the value of performance feedback and

counseling (level 4)

CO3: The students shall be able to validate and facilitate Performance

management systems at workplaces (level 5, 6)

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Efficiency, Effectiveness Excellence and Performance and the application of PMRS	CO1	6
2.	Performance management - conceptual framework and applications	CO1	6
3.	Performance appraisal - techniques and Process, MBO, MBR, 360°-degree appraisal, competency-based appraisal, balanced score card, identification of key result areas - goal setting, PIP	CO1, CO3	6
4.	Performance review, performance counseling techniques and strategies of coaching, behavioral skills of a coach and creation of an individual development plan	CO2	6
5.	Building blocks of talents management, performance excellence and performance culture	CO3	6

Text Books:

Singh, B. D. (2009). Performance Management System: A Holistic

Approach. S. Chand Publishing.

Reference Books:

1. Freeman, J. (2017). *Performance Management* (2nd ed.). Kogan Page.
2. Chadha, P. (2016). *Performance Management* (2nd ed.). Macmillan India.

Mandatory Course 6: Learning and Development

Course Credits: 2

Course Outcomes:

CO1: The students shall be able to determine and analyze the role and need of learning and development in an organization (Level 3, 4)

CO2: The students shall be able to design, conduct, deliver and evaluate training programs (Level 5, 6)

CO3: The students shall be able to analyze and integrate L&D strategies with broader organizational goals and long-term business plans (Level 4)

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Strategic Role of L&D • Evolution of L&D in modern organizations • Aligning L&D with business objectives and key performance indicators (KPIs)	CO1 CO3	3
2.	Organizational Needs Assessment • Identifying skill gaps and future workforce requirements • Stakeholder engagement and consultation	CO1	3
3.	Learning methods • On job vs Off job • E-learning • Formal vs. informal training methods	CO2	3
4.	Innovative Learning Methodologies • Blended learning, gamification, and microlearning strategies • Case studies on successful program designs	CO2	3
5.	Technology in L&D • Role of AI, VR, AR, and learning management systems (LMS) • Tools for personalized and adaptive learning experiences	CO2	3
6.	Instructional Design Best Practices • Advanced instructional design models (ADDIE, SAM, etc.)	CO2	3

61

	• Developing inclusive and accessible learning materials		
7.	Leadership and Talent Development • Identifying and developing future leaders • Coaching, mentoring, and succession planning	CO2	3
8.	Building a Learning Organization • Promoting a culture of continuous learning • Change management and overcoming resistance to training	CO3	3
9.	Evaluation and ROI of L&D Programs • Kirkpatrick's and Phillips' ROI models • Continuous feedback loops for improvement	CO2	3
10.	Data and Analytics in L&D • Using learning analytics dashboards • Tracking and reporting on learner progress and organizational impact	CO2 CO3	3

Text Books:

Noe, R. A. (2020). Employee Training and Development (7th ed.).

McGraw-Hill Education.

Reference Books:

1. Blanchard, P. N., & Thacker, J. W. (2013). *Effective Training: Systems, Strategies, And Practices* (5th ed.). Pearson Education.
2. Craig, R. L., & Brittle, L. R. (2009). *The Handbook of Training and Development*. Pfeiffer.

Tools and Software:

- Learning Management Systems (LMS) like Moodle, Canvas
- Analytics tools such as Tableau, Power BI

Mandatory Course 7: Leadership Development (IQ, EQ, SQ)

Course Credits: 2

Course Outcomes:

CO1: The students shall be able to understand and integrate the concepts of intellectual (IQ), emotional (EQ), and spiritual (SQ) intelligence and display skills like holistic decision-making and effective communication. (LEVEL 2, 3, 4)

CO2: The students shall be able to reflect and develop critical thinking and problem-solving skills using IQ. (LEVEL 5, 6)

CO3: The students shall be able to reflect and enhance interpersonal skills and empathy through EQ. (LEVEL 5, 6)

CO4: The students shall be able to cultivate purpose-driven leadership and values alignment via SQ. (LEVEL 6)

Unit / Module	Content	CO Mapping	Hours Assigned
1.	**Introduction to Leadership Theories and Models** • Transformational, transactional, and servant leadership • Understanding the interplay of IQ, EQ, and SQ in leadership	CO1	3
2.	**Overview of IQ, EQ, and SQ** • Defining and measuring each type of intelligence • The role of each in effective leadership	CO1	3
3.	**Intellectual Intelligence (IQ) for Leadership** Strategic Thinking and Decision-Making • Tools for logical analysis and data-driven decisions • Developing foresight in complex business scenarios Problem-Solving and Innovation • Creativity techniques and lateral thinking • Case studies: Leaders known for intellectual prowess	CO2	6

4.	**Emotional Intelligence (EQ) in Leadership** Self-Awareness and Emotional Regulation • Identifying and managing one's emotions • Techniques for maintaining composure under pressure Empathy and Relationship Management • Building trust and understanding team dynamics • Resolving conflicts effectively Social Intelligence and Team Building • Strengthening communication and collaboration • Motivating and inspiring diverse teams	CO3	6
5.	**Spiritual Intelligence (SQ) in Leadership** Core Values and Purpose • Identifying personal and organizational values • Aligning actions with a greater purpose Ethical Decision-Making • Principles for leading with integrity • Balancing short-term gains with long-term impact • Focus on sustainable business practices Resilience and Mindfulness • Practices for maintaining inner peace and clarity • Strategies for leading during uncertainty and change	CO4	6
6.	**Integration and Application** Blending IQ, EQ, and SQ in Leadership • Holistic leadership practices • Case studies: Iconic leaders balancing all three intelligences	CO1	3

7.	**Project: Leadership Development Plan**	C01	3
	• Develop a personal leadership development strategy		
	• Present actionable steps to apply IQ, EQ, and SQ in real-life scenarios		

Text Books:

• Yukl, G. (2016). Leadership in Organizations (8th ed.). Pearson.

Reference Books:

1. Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Harvard Business Review Press.

2. Wheatley, M. J. (2006). *Leadership and The New Science: Discovering Order in A Chaotic World* (3rd ed.). Berrett-Koehler Publishers.

3. Zohar, D. (2000). *Spiritual Intelligence: The Ultimate Intelligence*. Bloomsbury Publishing.

Tools and Techniques:

1. Myers-Briggs Type Indicator (MBTI) for personality insights

2. Emotional Intelligence assessments (e.g., EQ-i 2.0)

3. Mindfulness and meditation apps (e.g., Headspace, Calm)

Mandatory Course 8: OJT / Field Project

Course Credits: 4

Course Outcomes:

- CO1: Apply concepts learned in classrooms to real-world work environments, enhancing their understanding and skills.
- CO2: show insights into the challenges, opportunities, and culture of different workplaces, preparing them for future employment.
- CO3: Use and appreciate the use of emerging technologies and their applications, enhancing their technological literacy and adaptability.
- CO4: Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
- CO5: Build ability to work in teams and collaborate to achieve common goals in diverse work environments through collaborative projects.

On-the-job training course / Field Projects offer students the chance to develop essential skills that employers highly value. These include communication skills, problem- solving abilities, teamwork, and adaptability. By working in a professional environment, students gain valuable experience that enhances their employability. They also learn to navigate professional environments, manage responsibilities, and overcome challenges. This experiential learning fosters independence, confidence, and self-awareness, which are essential for success in both career and life. Furthermore, students get a first-hand look at various industries and career paths. This exposure allows them to explore different fields, understand industry trends, and identify areas of interest. OJT / Field Projects provide the students opportunities to practice skills and apply their knowledge under the most realistic conditions possible, which are the actual job conditions. The OJT work conducted in direct connect with industry should be minimum of 60-80 hours during the Semester.

- The OJT Guidelines applicable of University of Mumbai will apply for OJT component.
- The field project will be completed and assessment will be undertaken as per the Project Assessment guidelines in the syllabus.

An OJT course in general sets out to achieve objectives such as:

1. Align classroom learnings with workplace outcomes.
2. Provide students with real-world work experience and align their expectations with job demands.

3. Combine physical and digital learning modes in industry settings, blended with mentorship.
4. Foster research skills, including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Introduce students to emerging technologies and their applications in various fields.
6. Strengthen students' entrepreneurial skills and encourage job creation.
7. Facilitate problem-solving, decision-making, teamwork, and collaboration.
8. Foster social awareness and philanthropic values among students.
9. Encourage collaboration between Higher Education Institutes (HEIs), industry, and academia for internships and research opportunities.
10. Instill professional principles, ethics, values, and integrity to meet employment market demands and social needs.

Elective Course 1: Entrepreneurship and Innovation

Course Credits: 2

Course Outcomes:

- CO1: REMEMBER Concepts of Entrepreneur, Entrepreneurship, and Enterprise
- CO2: UNDERSTAND the frameworks and key concepts in entrepreneurship management.
- CO3: APPLY the model of the entrepreneurial process for new venture development
- CO4: ANALYSE the entrepreneurial environment, legal framework, and expansion strategies.
- CO5: EVALUATE various types of entrepreneurships (social, opportunity, techno, intra & women) and suitable routes to start a business
- CO6: CREATE a business plan/model based on the innovative ideas and concepts of entrepreneurship.

Unit / Module	Content	CO Mapping	Hours Assigned
1	**Entrepreneurial Perspective:** Definition and Evolution of the Concept of Entrepreneurship; Definition and Concept of Entrepreneur, Concept of Enterprise; Entrepreneurship - Functions, Needs and Importance; Entrepreneurial Traits, Characteristics and Skills; Role of entrepreneurship in economic Development; Introduction to various forms of business organization (sole proprietorship, partnership, corporations, Limited Liability Company); Introduction of Start-up and types of Start-ups, Start-up Ecosystem in India	CO1, CO2	3
2	**Types of Entrepreneurs and Entrepreneurship:** Innovators, Creators, Market makers, Expanders and scalers, Intrapreneurship, Social Entrepreneurship, Woman Entrepreneurship, Technopreneurship, Rural Entrepreneurship; Entrepreneurs, Managers and Intrapreneurs: Similarities and Differences.	CO1, CO2, CO3	3

	Entrepreneurial Pathways: Understanding New Venture Life-Cycle - Pre-Seed, Early Stage, Launch; **Business Life Cycle**: Start-up, Launch, Growth, Maturity, Harvest, Re-Birth, Exit; **Frameworks to Inform Your Entrepreneurial Path** **-** Introduction to Business Model Canvas, Lean Model Canvas, Design Thinking Process			
3	**Identifying Entrepreneurial Opportunity:** Analysis of Business Opportunities in both the Domestic and Global Economies, including the Analysis of PEST Factors; Entrepreneurial Opportunity; Joseph Schumpeter's Theories & Key Drivers of Opportunity; Researching Potential Business Opportunities,	CO1, CO2, CO3	3	
4	**Drivers of Entrepreneurship:** Creativity, Innovation and Invention; Tools for Creativity and Innovation **Idea Generation & Evaluation:** Sources of business ideas, Find & Assess ideas, Data for ideation, Identify the problem, Problem – Solution Fit, Ideation to Prototyping Process.	CO2, CO3, CO4	3	
5	**Feasibility Analysis** Product/Service Feasibility Analysis; Industry & **Competitive Analysis:** SWOT, Three Circles (Company, Competitors, Customers); Financial Feasibility Analysis.	CO3, CO4	3	
6	**The Enterprise Launching:** Entrepreneurial Process; Product/ Project Identification; **Developing a Business Plan**: Meaning and Purpose of a business plan, Contents of a business plan, Guidelines for writing a Business Plan, Prerequisites from the perspective of an investor, (Creating Pitch Deck)	CO3, CO4, CO5, CO6	3	

7	**Product/ Market Fit:** Concept, Importance for start-ups. Minimum Viable Product, **Business Financing:** Various Sources of Funding to Start-ups including venture capital finance and private equity Managing early growth of the business; New venture expansion - strategies and issues.	CO3, CO4, CO5, CO6	3
8	**Legal framework for starting a business in India** Quick start routes to establish a business (franchising, ancillarisation, and acquisitions); Support Organizations for an entrepreneur and their role; The Make in India and Digital India Campaigns – For Entrepreneurship support; Other Start-up Ecosystem in India	CO3, CO4	3
9	**Learning by Doing:** Activity – Create a Business Model Canvas / Business Plan based on an idea (Ideation till Pitch deck) and Presentations	CO6	6

Text Books:

- Desai, V. (2011). *The Dynamics of Entrepreneurial Development and Management* (6th ed.). Himalaya Publishing House.

Reference Books:

1. Hisrich, R. D., & Manimala, M. J. (2015). *Entrepreneurship* (9th ed.). McGraw-Hill Education.
2. Charantimath, P. M. (2023). *Entrepreneurship Development and Small Business Enterprises* (9th Impression). Pearson Education.

Elective Course 2: Diversity Equity Inclusion and Belongingness

Course Credits: 2

Course Outcomes:

CO1: The student shall be able to understand and articulate the concepts of diversity, equity, inclusion, and belongingness and their significance in organizations. (Level 2, 3)

CO2: The student shall be able to develop and validate strategies to foster inclusive practices and equitable environments. (Level 5, 6)

CO3: The student shall be able to analyze the role of leadership in promoting DEIB initiatives. (Level 4)

CO4: The student shall be able to create tools to address biases and promote cultural competence (Level 6)

Unit / Module	Content	CO Mapping	Hours Assigned
1.	**Foundations of DEIB** Introduction to Diversity, Equity, Inclusion, and Belongingness • Definitions and distinctions between DEI and belongingness • The business and social case for DEIB	CO1	3
2.	**Understanding Bias and Privilege** • Types of bias (implicit, explicit, systemic) • The impact of privilege on workplace dynamics	CO1 CO4	3
3.	**Cultural Competence and Awareness** Exploring Identity and Intersectionality • Identity dimensions (race, gender, age, etc.) • Intersectionality and its role in inclusion	CO4	3
4.	**Cross-Cultural Communication** • Overcoming cultural barriers in the workplace	CO4	3

	• Enhancing collaboration in multicultural teams			
5.	**Equity and Inclusive Practices** Equity vs. Equality • Identifying and addressing systemic inequities • Developing equitable policies and practices	CO1		3
6.	**Inclusive Recruitment and Retention** • Strategies for unbiased hiring • Creating pathways for career development and inclusion	CO4		3
7.	**Leadership and Advocacy in DEIB** Leadership's Role in DEIB • Traits of inclusive leaders • Advocating for underrepresented groups Building Psychological Safety and Belongingness • Creating environments where employees feel valued and included • The link between belongingness and organizational performance	CO3		3
8.	**DEIB in Practice** Designing and Implementing DEIB Strategies • Frameworks for effective DEIB programs • Case studies of successful DEIB initiatives	CO2		3
9.	**Measuring DEIB Impact** • Key performance indicators (KPIs) for DEIB • Tools and methods for assessment and continuous improvement	CO2		3
10.	**Project** • Develop a comprehensive DEIB action plan			3

	tailored to a specific organization or scenario		
	• Present DEIB strategies and receive feedback		
	• Reflect on learnings and identify actionable next steps		

Text Books:

Malhotra, R. T. (2023). Inclusion on Purpose: An intersectional approach to creating a culture of belonging at work. The MIT Press.

Reference Books:

1. Zheng, L. (2022). *DEI Deconstructed: Your No-Nonsense Guide to Doing the Work and Doing It Right*. Berrett-Koehler Publishers.
2. Meyer, E. (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. Public Affairs.

MHRD Program - Guidelines under 10-point grading system

- The MHRD degree program shall be of two years duration consisting of Four (04) Semesters.
- The semester examinations for the Master of Management Studies will be held at the end of every semester i.e. at the end of Semester I, Semester II, Semester III and Semester IV.
- The Semester I examination will be held in the Second half of the academic year in which the learner was admitted (i.e. November/December)
- Semester II examination will be held in the first half of the calendar year (April/May)
- The Semester III examination will be held in the Second half of the academic year (i.e. November/December)
- Semester IV examination will be held in the first half of the calendar year (April/May) respectively.

Examination / Assessment and Grading:

(I) Mode of Assessment of Theory courses:

- Semester wise performance assessment of every registered learner is to be carried out through various modes of examinations. These include Internal Assessment and End Semester Examination.
- Internal Assessment includes class tests, home assignments based on live problems, course projects & presentations either in a group or individually, any other innovative assessment methods.
- The weightage of Internal Assessment and End Semester Examination is 40 and 60 percentage respectively.
- The Relative weightage for Internal Assessment is typically 40 percent and will be evaluated by the faculty as per his/her Teaching Learning Plan submitted at the beginning of the academic year.
- The end semester examination will be held at the end of the semester planned by the Institute and the relative weightage for this would be 60 percent.
- The end semester examination will normally be of 2 hours duration and will cover the full syllabus of the course. The end semester examination is mandatory.
- The grade for theory courses can be awarded only after successful completion of both Internal Assessment and End Semester Examination of the respective course.

(II) Mode of Evaluation of Projects

- If the performance of a student is to be evaluated through a Project work for any course, then End Term Examination (written) may not be suitable method of evaluation. The project evaluation to be done as per the following guidelines keeping the ratio of Internal and External Viva

74

Examination and presentation in ratio of 50:50

- The learner (individual / Group) to be given a Project (Problem or a situation) for which he needs to Prepare the solution. This Project is to be graded, at the end of the respective semester.
- The projects are supervised or guided, and need regular interaction (at least once a week) with the mentor/guide.
- Learner has to submit a project report and defend it in front of a panel of examiners. Panel of examiners for Project evaluation will be appointed by Head of Department/Institute.
- The project report will not be accepted if learner does not complete the project successfully and submit report on or before the deadline given for the project submission.
- The grade for Project can be awarded only after successful completion of Term Work and Oral Presentation / viva-voce as per the schedule.

(III) Mode of Evaluation of OJT

- If the performance of a student is to be evaluated through an On-the-Job training, then End Term Examination (written) may not be suitable method of evaluation. The project evaluation to be done as per the following guidelines keeping the ratio of Internal and External Viva Examination and presentation in ratio of 50:50
- The learner will work on on-the-job project which will be supervised or guided through regular interaction (at least once a week) with the mentor/guide.
- Learner will submit an OJT project report and defend it in front of a panel of examiners. Panel of examiners for Project evaluation will be appointed by Head of Department/Institute.
- The project report will not be accepted if learner does not complete the project successfully and submit report on or before the deadline given for the project submission.
- The grade for Project can be awarded only after successful completion of Term Work and Oral Presentation / viva-voce as per the schedule.

(IV) Grading of Performance

The program will have 10-point grading system. The illustrative Grade Table is as follow

Table 1: Grade Allocation under 10-point grading scale

Range of percentage of Marks	Letter Grade	Grade Point	Performance	SGPA / CGPA Range
80 and above	O	10	Outstanding	9.51 – 10
75-79.99	A+	9	Excellent	8.51 – 9.50
70-74.99	A	8	Very Good	7.51 – 8.50
65-69.99	B+	7	Good	6.51 – 7.50
60-64.99	B	6	Fair	5.51 – 6.50
55-59.99	C	5	Average	4.51 – 5.50
50-54.99	P	4	Pass	4.0 – 4.50
Below 50	F	0	Fail	< 4
Absent	AB	0	Fail	

A learner who remains absent in any form of evaluation/examination, letter grade allocated to him/her should be AB and corresponding grade point is zero. He / She should reappear for the said evaluation/examination in due course.

(V) SGPA/ CGPA Calculation

Semester Grade Point Average (SGPA):

- The performance of a learner in a semester is indicated by a number called Semester Grade Point Average (SGPA).
- The SGPA is the weighted average of the grade points obtained in all the courses by the learner during the Semester. For example, if a learner passes five courses (Theory/Projects etc.) in a semester with credits C1, C2, C3, C4 and C5 and learners grade points in these courses are G1, G2, G3, G4 and G5 respectively, then learners' SGPA is equal to:

$$SGPA = C1G1 + C2G2 + C3G3 + C4G4 + C5G5 / C1 + C2 + C3 + C4 + C5$$

The SGPA is calculated to two decimal places. The SGPA for any semester will take into consideration the "F or AB" grade awarded in that semester. For example, if a learner has failed in Course 4, the SGPA will then be computed as:

$$SGPA= C1G1 + C2G2 + C3G3 + C4*ZERO + C5G5 / C1 + C2 + C3 + C4 + C5$$

Cumulative Grade Point Average (CGPA):

- An up-to-date assessment of the overall performance of a learner from the time s/he entered the University of Mumbai is obtained by calculating a number called the Cumulative Grade Point Average (CGPA), in a manner similar to the calculation of SGPA.
- The CGPA therefore considers all the courses mentioned in the curriculum/syllabus manual, towards the minimum requirement of the degree learner have enrolled for.
- The CGPA will be calculated for the completed academic year/s as follows:
    - Semester I & II
    - Semester I, II, III & IV
- The CGPA will reflect the failed status in case of F grade(s), till the course(s) is/are passed. When the course(s) is/are passed by obtaining a pass grade on subsequent examination(s) the CGPA will only reflect the new grade and not the fail grades earned earlier.

Illustration of Computation of SGPA and CGPA:

Computation of SGPA and CGPA:

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. SGPA $(S_i) = \Sigma (C_i \times G_i) / \Sigma C_i$

  where C_i is the number of credits of the ith course and
  G_i is the grade point scored by the student in the ith course.

- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a program, i.e.

  $CGPA = \Sigma (C_i \times S_i) / \Sigma C_i$

  where S_i is the SGPA of the ith semester and
  C_i is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. A Successful learner who has passed in all the courses of each Semesters i.e. Semester I, Semester II, Semester III and Semester IV shall be awarded grades as shown in the table given below:

Grade Table: Grade Allocation under 10-point grading scale.

Range of percentage of Marks	Letter Grade	Grade Point	Performance	SGPA / CGPA Range
80 and above	O	10	Outstanding	9.51 – 10
75-79.99	A+	9	Excellent	8.51 – 9.50
70-74.99	A	8	Very Good	7.51 – 8.50
65-69.99	B+	7	Good	6.51 – 7.50
60-64.99	B	6	Fair	5.51 – 6.50
55-59.99	C	5	Average	4.51 – 5.50
50-54.99	P	4	Pass	4.0 – 4.50
Below 50	F	0	Fail	< 4
Absent	AB	0	Fail	

Semester I

Subject	Marks	Grade	Grade Point (Gi)	Credits (Ci)	CI*Gi	SGPA
Sub - 1	95	O	10	4	40	SGPA = 108/16 = 6.75
Sub - 2	59	C	5	4	20	
Sub - 3	59	C	5	4	20	
Sub -4	58	B+	7	4	28	
Credits Earned				16	108	
Remarks					Grade: B+	Range 65-69.99

Semester II

Subject	Marks	Grade	Grade Point (Gi)	Credits (Ci)	CI*Gi	SGPA
Sub - 1	60	B	6	4	24	SGPA = 120/16 = 7.50
Sub - 2	65	B+	7	4	28	
Sub - 3	5966	B+	7	4	28	
Sub -4	80	O	10	4	40	
Credits Earned				16	120	
Remarks: Successful					Grade: B+	Range 65-69.99

Calculation of CGPA (Semester I & II)

Semester	SGPA (Si)	Credits (Ci)	Si*Ci	CGPA	
I	6.75	16	108	CGPA = 228/36 = 6.33	Grade: B
II	7.5	16	120		
Total Credits Earned		36	228		Range 5.51 – 6.50

Semester III

Subject	Marks	Grade	Grade Point (Gi)	Credits (Ci)	CI*Gi	SGPA
Sub - 1	62	B	10	4	24	SGPA = 128/16 = 8.00
Sub - 2	68	B+	5	4	28	
Sub - 3	85	O	5	4	40	
Sub -4	78	A+	6	4	36	
Credits Earned:				16	128	
Remarks: Successful					Grade: A	Range 70-74..99

Semester IV

Subject	Marks	Grade	Grade Point (Gi)	Credits (Ci)	CI*Gi	SGPA
Sub - 1	89	O	10	4	40	SGPA = 96/12 = 8.00
Sub - 2	63	B	6	4	24	
Sub - 3	72	A	8	4	32	
Credits Earned				12	96	
Remarks: Successful					Grade: A	Range 70-74.99

Calculation of CGPA (Semester I, II, III & IV)

Semester	SGPA (Si)	Credits (Ci)	Si*Ci	CGPA	
I	6.75	16	108	CGPA = 452/60 = 7.53	Grade: A
II	7.5	16	120		
III	8	16	128		
IV	8	12	96		
Total Credits Earned		60	452		Range 70-74.99

(VI) Standard of Passing & ATKT:

1. A learner in order to pass has to obtain minimum 50% marks in aggregate consisting of minimum 50% marks in each set of the examinations separately i.e. internal examination and external examination, as per the standard of passing.

2. Learner(s), who does not obtain minimum 50% marks in subject(s)/paper(s)/course(s) either in the internal assessment or in the external examination or both, shall be declared as "Fail" as per the standard of passing of examination.

3. A learner failing in not more than two subjects/papers/courses in the Semester I exam shall be allowed to keep terms in Semester II of the MHRD program.

4. A learner who has failed in more than two subjects/papers/courses in the Semester-I exam, shall not be permitted to proceed to Semester II of his/her first year MHRD program. Learner will, however, be eligible to re – appear for the subjects in which learner has failed in the first semester by re – registering himself/herself in the supplementary examination to be conducted by the institute.

5. A learner who has passed in both the semester examinations conducted by the institute i.e.: Semester I and Semester II examinations shall be eligible for admission into Semester III of the MHRD program.

6. A learner for being eligible for admission to Semester III must have passed both the Semester I and Semester II examinations.

7. A learner failing in not more than two subjects/papers/courses in the Semester III examination shall be allowed to keep terms in Semester IV of the MHRD program.

8. A learner, who has failed in more than two subjects/papers/courses in Semester III, shall not be permitted to proceed to Semester IV of his/her second year MHRD program. Learner will, however, be eligible to re – appear in the subjects in which he

   /She has failed in the third semester by re – registering himself/herself in the supplementary examination to be conducted by the institute/university or both.

9. A learner who has passed in all of the semester examinations of MHRD i.e. Semester I, Semester II, Semester III, Semester IV examinations shall not be allowed to re – register himself/herself for improvement of his/her semester examination results.

10. A learner who has not appeared in the internal examinations conducted by the institute for due to hospitalization shall as a special case be permitted to appear in those subject(s)/course(s)/paper(s) in the supplementary examination conducted by the institute after learner furnishes a valid medical certificate certified by the rank of a civil surgeon or superintendent of Government hospital to the satisfaction of the Principal/Director of the institute.

Semester I Examination:

1. A learner will be declared to have passed the Semester I examination if learner has secured minimum 50% marks in aggregate consisting of minimum 50% marks in each of the examinations separately i.e. Internal Examination & Semester End Examination as per the standard of passing.

2. For a course of 100 marks, the learners shall obtain minimum of 50% marks i.e. 20 out of 40 in the Internal Assessment and i.e. 30 out of 60 in the Semester End examination separately.

3. For a course of 50 marks, the learners shall obtain minimum of 50% marks i.e. 10 out of 20 in the Internal Assessment and 15 out of 30 in the Semester End examination separately.

4. A learner who has failed in the semester examination but has obtained Grade E (50% Marks) in some subject(s)/paper(s)/course(s) shall at his option be granted exemption from appearing in those subject(s)/paper(s)/course(s) in the subsequent examinations to be conducted by the institute.

Semester II Examination:

1. A learner who has passed in all the paper(s)/subject(s)/course(s) of his semester I examination shall proceed to semester II of the MHRD program.

2. A learner failing in two or less than two subjects/papers/courses in Semester I examination shall be allowed to keep terms into Semester II of the MHRD program. Learner will however be required to pass in those respective subjects/papers/courses (two or less) in the supplementary examinations, to be held by the institute. Such supplementary examination for Semester I shall be held before first week of April, as per the schedule of the individual institution.

3. A learner who has failed in more than two subjects/papers/courses in Semester

I, shall not be permitted to proceed to Semester II of the course. Learner will, however be eligible to re – appear in the subjects in which learner has failed, in the supplementary examination of Semester I to be conducted by the institute. Such supplementary examination of Semester I can be held as per the institute's schedule before April of the academic year.

4. A learner will be declared to have passed the Semester II examination if learner has secured minimum 50% marks in aggregate consisting of minimum 50% marks in each of the examinations separately i.e. Internal Examination & Semester End Examination as per the standard of passing.

5. For a course of 100 marks i.e. (60+40), the learners shall obtain minimum of 50% marks in the Internal Assessment i.e. 20 out of 40 marks and 30 out of 60 marks in the Semester End examination.

6. For a course of 50 marks i.e. (30+20), the learners shall obtain minimum of 50% marks in the Internal Assessment i.e. 10 out of 20 marks and 15 out of 30 marks in the Semester End examination.

7. A learner who has failed in the semester examination but has obtained Grade E (50% Marks) in some subject(s)/paper(s)/course(s) shall at his option be granted exemption from appearing in those subject(s)/paper(s)/course(s) in the subsequent examinations to be conducted by the institute.

Semester III Examination:

1. A learner for being eligible for admission to Semester III must have passed both the Semester I and Semester II examinations

2. A learner failing in two or less than two subjects in Semester I or Semester II or both (Semester I and Semester II taken together), shall be required to re appear in the supplementary examination and pass. Such supplementary examinations can be held for Semester I and for Semester II, as per individual institution's schedule before April/May or commencement of Semester III and upon passing of which, the learner will become eligible to enroll for the Semester III MHRD Program.

3. A learner who has failed in more than two subjects/papers/courses in Semester II or Semester I and Semester II taken together, shall not be permitted to proceed to Semester III of the course. Learner will, however be eligible to re – appear

in the subjects in which learner has failed, in the supplementary examination of Semester I and/or Semester II to be conducted by the institute. Such supplementary examinations can be held as per the institute's schedule before April/May for Semester I and before November/December for Semester II of the academic year.

4. A learner will be declared to have passed the Semester III examination if learner has secured minimum 50% marks in aggregate consisting of minimum 50% marks in each of the examinations separately i.e. Internal Examination & Semester End Examination as per the standard of passing.

5. For a course of 100 marks i.e. (60+40), the learners shall obtain minimum of 50% marks in the Internal Assessment i.e. 20 out of 40 marks and 30 out of 60 marks in the Semester End examination.

6. For a course of 50 marks i.e. (30+20), the learners shall obtain minimum of 50% marks in the Internal Assessment i.e. 10 out of 20 marks and 15 out of 30 marks in the Semester End examination.

7. A learner who has failed in the semester examination but has obtained Grade E (50% Marks) in some subject(s)/paper(s)/course(s) shall be granted exemption from appearing in those subject(s)/paper(s)/course(s) in the subsequent examinations to be conducted by the institute/university.

Semester IV Examination:

1. A learner who has passed in all the paper(s)/subject(s)/course(s) of his semester III examination shall proceed to semester IV of the MHRD program.

2. A learner failing in not more than two subjects/papers/courses in his/her Semester III examination shall be allowed to keep terms in Semester IV. Such learner will be required to pass in those respective subject(s)/paper(s)/course(s) (two or less) of semester III in the supplementary examinations of Semester III conducted to be by the Institute/ University.

3. A learner, who has failed in more than two subjects/papers/courses in Semester III, shall not be permitted to proceed to Semester IV of the course. Learner will however be eligible to re – appear in those subjects in which he /she has failed by re – registering himself/herself in the supplementary examinations to be conducted by the institute/university.

4. A learner failing in any subject(s) /paper(s) /course(s) in his/her Semester IV examination and shall be required to re appear in the supplementary examinations conducted by the institute/university to pass in those subjects/papers/courses.

5. A learner will be declared to have passed the Semester IV examination if learner has secured minimum 50% marks in aggregate consisting of minimum 50% marks in each of the examinations separately i.e. Internal Examination & Semester End Examination as per the standard of passing.

6. For a course of 100 marks i.e. (60+40), the learners shall obtain minimum of 50% marks in the Internal examination i.e. 20 out of 40 marks and 30 out of 60 marks in the Semester End examination separately as per the standard of passing.

7. For a course of 50 marks i.e. (30+20), the learners shall obtain minimum of 50% marks in the Internal examination i.e. 10 out of 20 marks and 15 out of 30 marks in the Semester End examination separately.

8. A learner who has failed in the semester examination but has obtained Grade E (50% Marks) in some subject(s)/paper(s)/course(s) shall be granted exemption from appearing in those subject(s)/paper(s)/course(s) in the subsequent examinations to be conducted by the institute/university.

9. To facilitate the convenience of students, who are employed on completion of their Semester IV, but have failed in their Semester III and/or Semester IV University examinations, the University shall hold such examinations twice a year in the subjects/papers/courses that are assessed by the university. I.e. Semester

   III university examination shall be held in May along with Semester IV examination and Semester IV university examination shall be held in November/December along with Semester III examination.

10. A learner shall be declared to have passed his MHRD degree course if learner has secured minimum 50% marks in aggregate consisting of minimum 50% marks in Internal examination & 50% marks in External examination separately in Semester I, Semester II, Semester III and Semester IV examinations as per the standard of passing.

11. A learner who has passed in all the semester examinations of MHRD degree shall not be allowed to reregister himself/herself for improvement of his/her earlier

semester results.

12. A Successful learner who has passed in all the courses of each Semesters i.e. Semester I, Semester II, Semester III and Semester IV shall be awarded grades as shown in the table given below:

Heads of Passing:

- Internal Assessment (IA) and End Semester Examination (ESE) should be two separate heads for passing. E.g. 40 marks (IA), 60 marks (ESE). Passing standard will be 50% in each individually, i.e. 20 marks in (IA) and 30 marks in ESE.

Promotion of Learner and Award of Grades:

- A learner will be declared PASS and be eligible for Grade in MHRD course (Post Graduate Program) if a learner secures at least 50% marks separately in each head of passing as mentioned above.

- At the end of each Semester the Grade card which states the performance of the learner in that Semester, is prepared and issued to the leaner. The Grade Card will contain the courses undertaken by the learner, credits of each course, Grade obtained by the learner and SGPA / CGPA in the format given by the University.

Carry Forward of Marks:

In case of a learner who does not fulfill criteria mentioned in section above and fails in the Internal Assessment and/or End Semester Examination in one or more courses:

- A learner who PASSES in the Internal Assessment but FAILS in the End Semester Examination of the course shall reappear for the End Semester Examination of that course. However, his/her marks of the Internal Assessment shall be carried over and learner shall be entitled for grade obtained by him/her on passing.

- A learner who PASSES in the End Semester Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Assessment of that course. However, his/her marks of the End Semester Examination shall be carried over and learner shall be entitled for grade obtained by him/her on passing.

Re-examination of Internal Assessment and End Semester Examination:

- Re-examination for Internal Assessment and End Semester Examination should be

completed, as per the schedule planned by the respective institutes, before the commencement of next semester theory examination.

- Example: A learner who is supposed to reappear for Internal Assessment or End Semester Examination in semester-I course will appear for the re-examination before commencement of End Semester Examination of semester -II. However, if a learner has to appear for the re- examination for a subject in semester II, then the examination should be conducted and the result should be declared by the institute before the examination forms for the semester III are sent to the University.

- Re-examination of Internal Assessment will be based on single examination having same marks as of original assessment. A learner who supposed to reappear for Internal Assessment will be given course project/ assignment problems/ test/ tutorials etc., by the concerned teacher. A learner will do the submission of the assigned work in the predefined period. Records should be maintained properly for all the re-examinations as well as Internal Assessments.

Rules for Standard of Passing and Allowed to Keep Terms (ATKT):

- A learner in order to pass has to obtain minimum 50% marks in aggregate consisting of minimum 50% marks in each set of the examinations separately i.e. internal examination and external examination, as per the standard of passing.

- Learner, who does not obtain minimum 50% marks in subject(s)/paper(s)/course(s) either in the internal assessment or in the external examination or both, shall be declared as "Fail" as per the standard of passing of examination.

- A learner failing in not more than two subjects/papers/courses in the Semester I exam shall be allowed to keep terms in Semester II of the MHRD program.

- A learner who has failed in more than two subjects/papers/courses in the Semester I exam, shall not be permitted to proceed to Semester II of his/her first year MHRD program. He/ She will, however, be eligible to re – appear for the subjects in which he /she has failed in the first semester by re – registering himself/herself in the supplementary examination to be conducted by the institute.

- To move to semester III a learner should not be failing in more than two subjects/papers/courses in the Semester I & II exam combined together.

- A learner failing in not more than two subjects/papers/courses in the Semester III examination shall be allowed to keep terms in Semester IV of the MHRD program.

- A learner, who has failed in more than two subjects/papers/courses in Semester III, shall not be permitted to proceed to Semester IV of his/her second year MHRD program. Learner will, however, be eligible to re – appear in the subjects in which he /she has failed in the third semester by re – registering himself/herself in the supplementary examination to be conducted by the institute/university or both.

- A learner who has passed in all of the semester examinations of MHRD i.e. Semester I, Semester II, Semester III, Semester IV examinations shall not be allowed to re – register himself/herself for improvement of his/her semester examination results.

- A learner who has not appeared in the internal examinations conducted by the institute for due to hospitalization shall as a special case be permitted to appear in those subject(s)/course(s)/paper(s) in the supplementary examination conducted by the institute after learner furnishes a valid medical certificate certified by the rank of a civil surgeon or superintendent of Government hospital to the satisfaction of the Principal/Director of the institute.

Suggested Question Paper Format

(i) Question Paper of 60 Marks (4 Credit Course) – 2 Hours Written Examination

● Total Questions – 6 Questions ● Question 1 - Compulsory (20 Marks) ● Option to Attempt Any 4 Questions from Question 2 to Question 6 (Each Question 10 Marks)	
Q1: Case Study	20 Marks
Q2 to Q 6 ● Covering important of topics / concepts across syllabus ● Mix of theoretical and quantitative questions based on requirement of the subject content. ● COs to be mentioned against each question in Question paper	Each Question 10 Marks

(ii) Question Paper of 30 Marks (2 Credit Course) - 1 Hour Written Examination

● Total Questions – 4 Questions ● Question 1 - Compulsory (10 Marks) ● Option to Attempt any 2 Questions from Question 2 to Question 4 (Each Question 10 Marks)	
Q1: Case Study	10 Marks
Q2 to Q 4 ● Covering important of topics / concepts across syllabus ● Mix of theoretical and quantitative questions based on requirement of the subject content. ● COs to be mentioned against each question in Question paper	Each Question 10 Marks

Team for Creation of MHRD Syllabus

Name	College Name	Sign

Sign of HOD

Name of the Head of the Department

Name of the Department

Sign of Dean,

Name of the Dean

Name of the Faculty

Appendix B

Justification for
MHRD (MASTER IN HUMAN RESOURCE DEVELOPMENT)

1.	Necessity for starting the course:	The program is designed for aspirants with a strong desire to specialize in Human Resource Management. It focuses on developing HR leaders integrated with the Business as Partners excelling in for Strategic planning and Decision making.
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2023-24	No, the course commenced from AY 2019-20
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	Self-financed
5.	To give details regarding the duration of the Course and is it possible to compress the course?	Two Years Full Time
6.	The intake capacity of each course and no. of admissions given in the current academic year:	30
7.	Opportunities of Employability / Employment available after undertaking these courses:	Yes

Sign of the BOS Chairman

Name of the Chairman

BOS in

Sign of the
Offg. Associate Dean

Name of the Associate
Dean

Faculty of

Sign of the
Offg. Associate Dean

Name of the Associate
Dean

Faculty of

Sign of the
Offg. Dean

Name of the Dean

Faculty of

As Per NEP 2020

MASTER IN HUMAN RESOURCE DEVELOPMENT (MHRD)
2025-26

Syllabus for

Year II

Ref: GR dated 16th May, 2023 for Credit Structure of PG

Sr. No.	Heading	Particulars
1	Title of program	**MASTER IN HUMAN RESOURCE DEVELOPMENT (MHRD)** a) **PG Diploma in Human Resource Development** b) **Master in Human Resource Development**
2	Eligibility	Candidates having a bachelor's degree (minimum three years) in any faculty are eligible to apply for admission to the Master in Human Resource Development (MHRD) Program provided the candidate has scored the prescribed minimum percentiles/percentages for MAH- MBA/MMS CET or CAT (The Common Admission Test) and Past Academic Record. Shortlisted applicants undergo In-person assessment conducted by JBIMS.
3	Duration of program	a) 1 year b) 2 years
4	Intake Capacity	30
5	Scheme of Examination	NEP 40% Internal, Continuous Assessment 60% External, Semester End Examination Individual Passing in Internal Continuous Assessment and External Semester End Examination
6	Standards of Passing	50%

7	**Credit Structure**	Attached herewith
8	**Semesters**	Sem. I, II, III & IV
9	**Program Academic Level**	**6.0**
10	**Pattern**	Semester
11	**Status**	Old
12	**To be implemented from Academic Year Progressively**	2024-25

Preamble

1) **Introduction**

MASTER IN HUMAN RESOURCE DEVELOPMENT (MHRD) is a 2-year Full-time Master's Degree Program of, Jamnalal Bajaj Institute of Management Studies, University of Mumbai.

Businesses are continuously in search of professionals for understanding the new organization and changing needs of people. Corporate world is in search of innovative HR professionals who can change the context of the organization, people and contribute to nation building. This requires a different kind of mind-set, technical as well as behavioral competencies and value systems. With MHRD Program in JBIMS, we are committed to create new generation of HR professionals who can be the Change Leaders and Change Management Catalysts.

In the revised curriculum of MHRD, the AICTE Model Curriculum standards have been considered by integrating pertinent new topics into the program. Additionally, adherence to the National Higher Education Qualification Framework 2023 (NHEQF 2023) and National Education Policy 2020 (NEP 2020) principles, which place a strong emphasis on developing skills through projects and practical work that outlines the goals and learning outcomes for each topic also have been taken into consideration. The curriculum has incorporated the opportunity for multiple entry and multiple exit based on NHEQF guidelines. This curriculum places a high focus on qualitative, quantitative and analytics techniques for aiding the students in comprehending corporate practical knowledge.

2) **Aims and Objectives**

In order to ensure that Human Resource Management students are able to attain necessary levels of industry relevant knowledge, skills and practical outlook, it is necessary to incorporate emerging industry practices in instructional process. The students are also expected to benefit from short- term live projects, field projects, On-the-job training opportunities, industry internships and research projects as these can provide students an understanding of the industry environment and working methods. It is also increasingly expected to that management studies should be able to equip the Human Resource Management students to launch their own start-ups and to become entrepreneurs. Hence, in view of above, the curriculum of Master in Human Resource Development (MHRD) becomes pertinent.

3) Learning Outcomes

- PO1: Apply knowledge of Human Resource Management theories and practices to solve business problems

- PO2: Foster analytical and critical thinking abilities for data-based decision- making in Human Resource Management

- PO3: Ability to develop value-based leadership

- PO4: Ability to provide innovative solutions to problems in the fields of HRM.

- PO5: Ability to lead themselves and others in the attainment of organizational goals contributing effectively to team environment

4)   Credit Structure of the Program (Sem I, II, III & IV) (Table as per Parishisht 1 with sign of HOD and Dean)

Year	Level	Semester	Major		RM	OJT/F P	RP	Cum. Cre.	Degree / Diploma
			Mandatory (Sub.*Cr.)	Elective (Sub.*Cr.)					
Year I	6.0	Semester I	24 (4*4+4*2)	2 (1*2)	-	-	-	26	PG Diploma in Human Resource Development after 3 year UG Degree
		Semester II	16 (2*4+4*2)	2 (1*2)	4	4 (FP)	-	26	
Cumulative Credits FY			40	4	4	4	-	52	
Exit Option: PG Diploma with additional 4 credits of OJT									
Year II	6.0	Semester III	16 (3*4+2*2)	2 (1*2)	-	8 (Internship)	-	26	PG Degree after 3 year UG Degree
		Semester IV	16 (2*4+4*2)	2 (1*2)	-	-	8	26	
Cumulative Credits SY			32	4	-	8	8	52	
Cumulative Credits FY+SY			72	8	4	12	6	104	

Sign of HOD
Name of the Head of the Department
Name of the Department

Sign of Dean,
Name of the Dean
Name of the Faculty

Semester – III

SY MHRD Syllabus: Outline of Semester III

Semester III					
Mandatory Courses					
Sr. No.	Course Type	Course	Number of Credits	Number of 60 minutes sessions	IA / UA*
1	Mandatory – Human Resource	Talent Acquisition, Talent Retention and Employer Branding	4	60	**IA**
2	Mandatory – Human Resource	HR Analytics: Big data, AI & Deep Tech in HRM	4	60	IA
3	Mandatory – Human Resource	Compensation Management	4	60	IA
4	Mandatory – Human Resource	Employee Engagement	2	30	**IA**
5	Mandatory – Human Resource	Organizational Development	2	30	**IA**
6	OJT / Field Project	Summer Internship	8	-	**IA**
Elective Courses (Any One)					
1	Elective	Coaching and Mentoring	2	30	**IA**
2	Elective	Mental Health and Well-being	2	30	**IA**

Mandatory Course 1: Talent Acquisition, Talent Retention and Employer Branding

Course Credits: 4

Course Outcomes:

- CO1: Understand the principles and frameworks of talent acquisition, retention, and employer branding, and explain their role in achieving organizational goals.
- CO2: Apply structured approaches to sourcing, assessing, selecting, and onboarding candidates using best practices in recruitment and selection.
- CO3: Analyze factors influencing employee retention and evaluate the impact of engagement, performance management, and organizational culture on turnover.
- CO4: Evaluate the effectiveness of various employer branding strategies and assess how branding influences talent attraction and retention.
- CO5: Create integrated talent strategies that combine acquisition, retention, and branding to address complex workforce challenges and support long-term organizational success.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	**Introduction to Talent Management** - Overview of Talent Management, Talent Acquisition, Retention, and Employer Branding - Importance of Talent Management in Organizational Success - Current Trends in Talent Management	CO1	3
2.	**TA Fundamentals** - Introduction to Talent Acquisition - TA vs. Recruitment - Key Talent Acquisition Metrics and KPIs	CO2	3
3.	**Talent Acquisition Strategies** - Developing TA strategy in alignment with Business strategy - Workforce Planning, Talent Forecasting and Job Analysis - Recruitment Channels	CO1, CO2	6

4.	**Candidate Sourcing, Screening & Selection**	CO2	12
	• Sourcing channels (Traditional vs. Modern)		
	• Utilizing Social Media and Online Platforms for Talent Sourcing		
	• Developing an Employee Referral Program		
	• Competency based Job Descriptions		
	• Screening Resumes and Applications		
	• Behavioral and Situational Interviews		
	• Assessment Tools		
	• Interviewing Techniques		
	• Negotiation and Offer Management		
	• Effective Onboarding		
5.	**Talent Retention Strategies**	CO1, CO3	6
	• Factors Influencing Employee Retention		
	• Onboarding and Engagement Programs		
	• Career Development and Succession Planning		
	• Performance Management and Feedback Systems		
	• Compensation and Benefits as Retention Tools		
6.	**Leveraging Technology in Talent Acquisition**	CO1, CO2, CO5	6
	• Applicant Tracking Systems (ATS) and their Benefits		
	• Using Metrices and Data Analytics for Talent Acquisition Insights		
	• The Role of AI and Automation in TA		
	• Predictive analytics and personalized candidate experiences		
7.	**Diversity, Equity, and Inclusion (DEI) in Talent Management**	CO5	6
	• Strategies for Building a Diverse Talent Pipeline		
	• Inclusive Hiring Practices		

	• Unconscious Bias Training for Recruiters • Measuring and Improving DEI Hiring Metrics		
8.	**Employer Branding Essentials** • What is Employer Branding? • Building and Communicating a Strong EVP • Role of Social Media in Employer Branding • Creating Employee Experiences • Measuring Employer Brand Success	CO4	12
9.	**Integration of TA, Retention, and Branding** • Aligning Talent Acquisition and Retention with Employer Branding • Technology in Talent Management: ATS, Analytics, and Tools • Crisis Management in Talent Strategies (e.g., mass layoffs, reputation issues)	CO5	6

Text Books:

- Sundararajan, V. (2016). Talent acquisition and management: Strategies for organizations. Sage Publications India.

- Krishnan, V. R. (2012). Talent Retention: Best practices and strategies. Tata McGraw-Hill Education.

- Pillai, R., & Gupta, R. (2014). Employer branding and talent management: A case study approach. Pearson Education India.

Reference Books:

- Anderson, N., & Shaw, J. (2013). The Oxford handbook of recruitment. Oxford University Press.

- Berger, L. A., & Berger, D. R. (2013). The talent management handbook: Creating a sustainable competitive advantage by selecting, developing, and promoting the best people. McGraw-Hill Education.

Mandatory Course 2: HR Analytics: Big data, AI & Deep Tech in HRM

Course Credits: 4

Course Outcomes:

- CO1: Understand the fundamental concepts of HR analytics, big data, AI, and deep technologies.

- CO2: Apply statistical and data visualization techniques to analyze HR data and generate actionable insights

- CO3: Analyze HR datasets using predictive and prescriptive analytics

- CO4: Evaluate the effectiveness and ethical implications of implementing AI-driven tools

- CO5: Create dashboards and HR data models using advanced analytics tools for real-time decision-making and strategic HR planning

Unit / Module	Content	CO Mapping	Hours Assigned
1	**Introduction to HR Analytics and Big Data in HRM** - Overview of HR Analytics - Evolution of HR from traditional practices to tech-driven solutions - Role of Big Data in HR decision-making - Applications of analytics in recruitment, retention, and performance management	CO1	6
2	**Foundations of Analytics in HR** - Types of analytics: Descriptive, Predictive, and Prescriptive - Metrics and KPIs in HR (e.g., employee turnover rate, time-to-hire, cost-per-hire) - Data collection methods in HR - Ethical considerations in HR data handling - Hands on Analytics	CO2	6
3	**Big Data and Workforce Planning** - Understanding Big Data and its sources in HR - Workforce planning and predictive analytics - Analyzing employee trends: Productivity, engagement, and turnover	CO1, CO2	6

4	**Artificial Intelligence (AI) in HRM**	CO1,	6
		CO2	
	• Introduction to AI: Key concepts and applications		
	• AI-driven recruitment: Resume screening, chatbots, and candidate experience		
	• AI for performance evaluation and talent development		
	• Managing biases in AI algorithms for fair HR practices		
5	**Deep Tech in HR: Automation and Beyond**	CO1,	6
		CO6	
	• Overview of deep technologies: Machine Learning (ML), Natural Language Processing (NLP), Blockchain		
	• Automation of repetitive HR tasks (e.g., payroll, benefits administration)		
	• Blockchain for secure employee data management		
	• Future trends in deep tech and their HR implications		
6	**HR Analytics Tools and Platforms**	CO3,	6
		CO5	
	• Overview of popular HR analytics tools (e.g., Tableau, SAP SuccessFactors, Workday)		
	• Text analytics for sentiment analysis in employee surveys		
	• Case studies on effective use of HR technology platforms		
	• Hands-on exercises with sample HR datasets		
7	**Data-Driven Decision-Making in HRM**	CO2,	6
		CO3,	
	• Steps for implementing analytics in HR decision-making	CO5	
	• Real-life applications of data-driven strategies: Performance management, training needs analysis		
	• Dashboard creation and data visualization		
	• Using data storytelling to influence stakeholders		

8	**Challenges and Ethical Considerations in Tech-Driven HRM**	CO4	6
	• Privacy and security issues in employee data		
	• Managing resistance to technology adoption in HR		
	• Ethical dilemmas in AI and analytics usage		
	• Regulatory and legal frameworks for HR tech compliance		
9	**Emerging Trends in HR Analytics and AI**	CO3. CO5	6
	• Predictive and prescriptive analytics for talent management		
	• Personalized employee experiences through AI		
	• Role of IoT and wearable tech in monitoring employee well-being		
	• The metaverse and virtual reality in employee training		
10	**Capstone Projects and Case Studies**	CO6	6
	• Analyzing real-world HR challenges using analytics		
	• Designing AI-driven HR solutions for a hypothetical organization		
	• Presenting findings and actionable insights based on data analysis		

Text Books:

- HR Analytics, 2ed: Understanding Theories and Applications, By: Dipak Kumar Bhattacharyya (Author) | Publisher: Wiley

- Saxena, A., & Sharma, R. (2018). Human resource analytics: Strategies for better decision-making. Sage Publications India.

Reference Books:

- Levenson, A. (2018). Advanced analytics in human resources: Using data to drive decisions in HR. Routledge.
- Fitz-enz, J., & Mathews, J. A. (2014). The new HR analytics: A data-driven approach to people management. Wiley.

Mandatory Course 3: Compensation Management

Course Credits: 4

Course Outcomes:

- CO1: Understand the core principles, theories, and legal aspects of compensation management, including job evaluation, pay structures, and incentive plans.
- CO2: Apply compensation tools and techniques to design salary structures, performance-based rewards, and benefits packages that align with organizational goals.
- CO3: Analyze internal and external equity issues, labor market trends, and organizational policies to ensure fair and competitive compensation practices.
- CO4: Evaluate the effectiveness of various compensation strategies—including fixed pay, variable pay, and non-monetary rewards—on employee motivation and organizational performance.
- CO5: Design comprehensive compensation systems that integrate job analysis, performance metrics, and reward strategies tailored to specific organizational contexts.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	**Introduction to Compensation Management** • Concept and objectives of compensation • Components of compensation: Fixed, variable, benefits, and non-monetary rewards • Strategic compensation and total rewards philosophy • Factors influencing compensation (economic, organizational, legal, behavioural)	CO1	12
2.	**Job Evaluation and Internal Equity** • Job analysis and its linkage to compensation • Job evaluation methods: Ranking, classification, point factor, factor comparison • Internal alignment and pay structure design • Competency-based and skill-based pay	CO2	8

3.	**External Competitiveness and Market Pricing** • Wage surveys and benchmarking • Designing competitive pay structures • Pay grades, pay ranges, and broad-banding • Salary progression and pay compression	CO3	12
4.	**Incentives, Benefits, and Performance-Linked Compensation** • Individual and group incentives • Executive compensation and long-term incentives (ESOPs, profit sharing, bonuses) • Fringe benefits and perquisites • Linking performance management to pay Employee benefits: Health, retirement, work-life balance Cafeteria benefits and flexible benefit plans	CO4	12
5.	**Legal & Ethical Issues in Compensation** • Minimum Wages Act, Payment of Wages Act, Bonus Act, Equal Remuneration Act • Tax implications and statutory compliance • Ethical issues in compensation (disparities, transparency, gender pay gap) • Global compensation and expatriate pay	CO1	6
6.	**Compensation Analytics and Emerging Trends** • Use of HR analytics in compensation decisions • Pay equity audits and predictive compensation modelling • AI and tech in compensation (automation, salary benchmarking tools) • Gig economy and flexible compensation models • Future trends: Digital rewards, cryptocurrency pay, wellness-linked incentives	CO5	10

Text Books:

- Milkovich, G. T., Newman, J. M., & Vohra, N. (2017). Compensation (11th ed.).
  McGraw Hill Education (India).

Reference Books:

- Henderson, R. I. (2017). Compensation Management in a knowledge-based world (10th ed.).
  Pearson Education.

- Armstrong, M., & Taylor, S. (2020). Armstrong's handbook of Human Resource
  Management Practice (15th Ed.). Kogan Page.

Mandatory Course 4: Employee Engagement

Course Credits: 2

Course Outcomes:

- CO1: Understand the concepts, drivers, and models of employee engagement and their impact on individual and organizational performance.
- CO2: Apply employee engagement frameworks to assess engagement levels across different functions, industries, and workforce segments.
- CO3: Analyze the relationship between engagement, motivation, leadership, organizational culture, and employee well-being.
- CO4: Evaluate the effectiveness of various engagement initiatives, communication strategies, and feedback mechanisms using real-time data and employee voice.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	**Foundations of Employee Engagement** • Definition, evolution, and significance of engagement • Difference between engagement, satisfaction, and motivation • Business case for employee engagement • Gallup Q12, AON, and other global models	CO1	5
2.	**Drivers and Enablers of Engagement** • Key drivers: leadership, communication, role clarity, career development, and recognition • Role of emotional intelligence and psychological safety • Line managers and their impact on engagement • Engagement across generations (Gen Z, Millennials, etc.)	CO1, CO2, CO3	5
3.	**Measuring and Diagnosing Engagement** • Designing and deploying engagement surveys • Engagement indices, Net Promoter Score (eNPS), pulse surveys	CO2, CO4	6

	• Analytics in engagement: interpreting survey results, dashboards • Linking engagement to performance, retention, and culture		
4.	**Strategies and Interventions** • Designing employee engagement strategies • Engagement through onboarding, learning & development, recognition, and wellness • Communication and feedback channels • Role of HR technology in engagement (platforms, gamification, mobile apps)	CO3, CO4	6
5.	**Leadership, Culture, and Engagement** • Impact of organizational culture and values • Leadership styles and their influence on engagement • Role of senior management in shaping engagement climate • Case studies of high-engagement organizations	CO3, CO4	4
6.	**Future Trends and Challenges in Engagement** • Hybrid work and its impact on engagement • Diversity, equity, inclusion (DEI) and engagement • Technology-driven personalization of engagement • Challenges in sustaining engagement	CO4	4

Text Books:

- Saksena, K. (2019). Employee Engagement: A practical approach. Notion Press.
- Maylett, T. M., & Wride, M. (2017). The employee experience: How to attract talent, retain top performers, and drive results. Wiley.

Reference Books:

- Macey, W. H., Schneider, B., Barbera, K. M., & Young, S. A. (2011). Employee engagement: Tools for analysis, practice, and competitive advantage. Wiley.
- Robinson, D., Perryman, S., & Hayday, S. (2004). The drivers of Employee Engagement. Institute for Employment Studies.

Mandatory Course 5: Organizational Development

Course Credits: 2

Course Outcomes:

- CO1: Explain the foundational concepts and theories of Organizational Development
- CO2: Diagnose organizational issues using appropriate OD models and tools
- CO3: Design effective OD interventions based on diagnostic data
- CO4: Apply change management strategies to facilitate successful organizational transformation

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to Organizational Development - Definitions and nature of OD - History and evolution - OD values and assumptions	CO1	3
2.	The OD Practitioner - Roles and competencies of an OD consultant - Professional ethics - Entry and contracting phase	CO1	3
3.	Organizational Change and Development Theories - Lewin's change model - Action research model - Systems theory and open systems	CO1, CO4	3
4.	Diagnosis in OD - Types of diagnosis (organizational, group, individual) - Diagnostic models (Weisbord's Six-Box, McKinsey 7S) - Data collection methods	CO2	3
5.	OD Interventions: Individual Level - Coaching and mentoring - Career planning - Role analysis technique	CO3	3
6.	OD Interventions: Group Level - Team building - Conflict resolution - Process consultation	CO3	3

7.	OD Interventions: Organizational Level - Structural interventions - Culture change - Strategic change interventions	CO3	3
8.	Implementation and Evaluation of OD Programs - Managing resistance to change - Change agents - Evaluating OD effectiveness	CO4	3
9.	Emerging Trends in OD - Digital transformation & OD - Agile OD - Diversity, Equity & Inclusion (DEI) as an OD agenda	CO4	3
10.	Capstone: OD in Practice - Case studies - Simulations/Role-plays - Group presentations	CO4	3

Text Books:

- Cummings, T. G., & Worley, C. G. (2020). Organization Development and Change (11th ed.). Cengage Learning.

- French, W. L., Bell, C. H., & Vohra, V. (2009). Organization Development: Behavioral science interventions for organization improvement (6th ed.). Pearson Education.

Reference Books:

- Burke, W. W. (2017). Organization change: Theory and practice (5th ed.). Sage Publications.

- Anderson, D. L. (2019). Organization development: The process of leading organizational change (4th ed.). Sage Publications.

Mandatory Course 6: Summer Internship

Objectives:

- The summer internship aims to bridge the gap between academic learning and industry practices. It provides practical exposure to HR functions such as recruitment, training, employee relations, compensation, HR analytics, and compliance.

- Students are exected to apply their theoretical knowledge to solve real-world HR challenges.

Duration and Timeline:

- The internship duration is 8 weeks and it is scheduled between April to June after the completion of the second semester.

Guidelines:

- The internship must be undertaken at a registered company, NGO, consultancy, or government body with a structured HR department.

- The organization must assign a mentor and provide substantial HR work exposure.

- The primary objective is to understand the HR policies, systems, and processes of an organization.

- Students should gain hands-on experience in areas such as talent acquisition, learning and development, performance management, compensation and benefits, HR operations and compliance, industrial relations, employee engagement, and HR analytics.

Evaluation Criteria:

- Students must maintain a diary highlighting their weekly progress, summarizing their activities and learnings.

- They are also required to prepare a final internship report of 25 to 30 pages that includes an introduction of the organization, an overview of HR practices, a description of the project undertaken, analysis and findings, recommendations, a conclusion, bibliography, and annexures if any.

- Additionally, a certificate of completion must be obtained from the organization and included in the final report.

- The internship will be evaluated by the Institute based on viva voce of the final report.

Elective Course 1: Coaching and Mentoring

Course Credits: 2

Course Outcomes:

- CO1: Understand the theoretical foundations and differences between coaching and mentoring.
- CO2: Analyze various coaching and mentoring models and their applicability in organizational settings.
- CO3: Develop skills to effectively plan, initiate, and conduct coaching and mentoring conversations.
- CO4: Evaluate the ethical, cultural, and psychological considerations in coaching and mentoring relationships.
- CO5: Apply coaching and mentoring techniques to support individual and organizational development.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to Coaching and Mentoring - Definitions and distinctions - Importance in learning and development - Benefits for individuals and organizations	CO1	3
2.	Theoretical Foundations - Adult learning theory (Knowles) - Transformational learning - Behavioral and humanistic approaches	CO1	3
3.	Models of Coaching - GROW Model - CLEAR Model - Cognitive Behavioral Coaching - Performance vs. developmental coaching	CO2	3
4.	Models of Mentoring - Kram's Phases of Mentoring - Formal vs. informal mentoring - Developmental mentoring models	CO2	3

5.	Skills for Effective Coaching & Mentoring	CO3	3
	- Active listening - Powerful questioning		
	- Feedback and goal setting		
	- Building trust and rapport		
6.	Designing and Managing Programs	CO3, CO5	3
	- Structuring coaching/mentoring programs		
	- Selection and matching processes		
	- Program evaluation and metrics		
7.	Ethical and Cultural Considerations	CO4	3
	- Confidentiality and boundaries		
	- Cultural sensitivity		
	- Dealing with power dynamics and dependency		
8.	Challenges in Coaching and Mentoring	CO4	3
	- Managing resistance - Avoiding dependency		
	- Coach/mentor burnout		
9.	Applications in Organizational Settings	CO5	3
	- Executive coaching - Peer mentoring		
	- Coaching for performance vs. potential		
10.	Capstone and Practice	CO3, CO5	3
	- Role plays & simulations - Case study analysis		
	- Reflection on personal coaching/mentoring style		

Text Books:

- Wallace, M., & Poulson, L. (2003). Mentoring and coaching: A lifelong learning perspective. Routledge Falmer.

Reference Books:

- Whitmore, J. (2017). Coaching for performance: The principles and practice of coaching and leadership (5th ed.). Nicholas Brealey Publishing.

- Egan, G. (2013). The skilled helper: A problem-management and opportunity-development approach to helping (10th ed.). Cengage Learning.

- Rogers, J. (2021). Coaching skills: A handbook (5th ed.). Open University Press.

Elective Course 2: Mental Health and Well-Being

Course Credits: 4

Course Outcomes:

- CO1: Understand key concepts, theories, and determinants of mental health and well-being in the workplace.
- CO2: Analyze the impact of organizational culture, leadership, and work design on employee mental health.
- CO3: Evaluate workplace risks and stressors that affect psychological well-being, including burnout, harassment, and workload.
- CO4: Assess and design strategies for promoting mental health and well-being, including policies, programs, and interventions.
- CO5: Develop practical skills to support individuals and teams through supportive communication, mental health first aid, and resilience-building techniques.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to Mental Health at Work - Definitions of mental health & well-being - WHO perspective - Importance for individuals and organizations	CO1	3
2.	Theoretical Foundations - PERMA model (Seligman) - Job Demand-Control model - Maslow's hierarchy and workplace application	CO1	3
3.	Organizational Influences on Mental Health - Role of leadership and management style - Organizational culture and psychological safety - Work design and job satisfaction	CO2	3
4.	Workplace Stressors and Mental Health Risks - Burnout, fatigue, role ambiguity - Workplace bullying and harassment - Work-life imbalance	CO3	3

5.	Assessing Mental Health and Well-Being	CO3	3
	- Tools and surveys (e.g., GHQ, WEMWBS)		
	- Identifying early warning signs		
	- Workplace audits		
6.	Promoting Mental Health: Policies and Programs	CO4	3
	- Well-being frameworks		
	- Employee Assistance Programs (EAPs)		
	- Mental health days and flexible work arrangements		
7.	Interventions and Resilience Strategies	CO4, CO6	3
	- Mindfulness, CBT techniques		
	- Resilience training		
	- Positive psychology in practice		
8.	Legal and Ethical Considerations	CO3	3
	- National and international labor laws		
	- Disability inclusion and mental health		
	- Confidentiality, consent, and stigma reduction		
9.	Building a Supportive Environment	CO5	3
	- Mental health first aid		
	- Manager as a mental health ally		
	- Peer support and communication skills		
10.	Capstone and Reflection	CO4, CO5	3
	- Case studies, Group presentations and policy proposals		

Text Books:

- Quick, J. C., & Henderson, D. F. (2016). Occupational stress: Preventing suffering, enhancing wellbeing. Cambridge University Press.

Reference Books:

- Kelloway, E. K., Nielsen, K., & Dimoff, J. K. (Eds.). (2017). Leading to occupational health and safety: How leadership behaviors impact organizational safety and well-being. Wiley-Blackwell.

- Cooper, C. L., & Dewe, P. J. (2008). Well-being—Absenteeism, presenteeism, costs and challenges. Palgrave Macmillan.

Semester – IV

SY MHRD Syllabus: Outline of Semester IV

Semester IV					
Mandatory Courses					
Sr. No.	Course Type	Course	Number of Credits	Number of 60 minutes sessions	IA / UA*
1	Mandatory – Human Resource	Competency Mapping, Assessment Centers and Psychometric Testing	4	60	**IA**
2	Mandatory – Human Resource	Business Ethics, CSR and ESG	4	60	**IA**
3	Mandatory – General Management	Strategic Management	2	30	**IA**
4	Mandatory – Human Resource	Learning Org. & Knowledge Management	2	30	**IA**
5	Mandatory – Human Resource	International HRM	2	30	**IA**
6	Mandatory – Human Resource	Organizational Structure, Theory &Design	2	30	**IA**
7	Research Project	Dissertation	8	-	**IA**
Elective Courses (Any Two)					
1	Elective	Change Mgmt. and Culture Building	2	30	**IA**
2	Elective	Bhartiya Management	2	30	**IA**

Mandatory Course 1: Competency Mapping,Assessment Centers and Psychometric Testing

Course Credits: 4

Course Outcomes:

CO1: Understand the principles and frameworks of competency mapping and its application in HRM

CO2: Analyze and evaluate the design and implementation of assessment centers for recruitment, development, and succession planning.

CO3: Apply psychometric tests to assess cognitive abilities, personality traits, and behavioral competencies.

CO4: Develop the ability to interpret and use the results of assessment centers and psychometric testing for decision-making in talent management.

CO5: Design competency frameworks and create integrated assessment solutions using psychometric tools and assessment centers for various organizational needs.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	**Introduction to Competency Mapping** - Definition and importance of competencies - Competency frameworks: Functional, Behavioral, and Technical competencies - Steps in competency mapping	CO1	4
2.	**Competency Models and Frameworks** - Types of competency models (e.g., leadership, managerial) - Theoretical models (Spencer & Spencer, Boyatzis, etc.) - Applications of competency frameworks in HR functions	CO1	4
3.	**Competency Mapping Process** - Job analysis and role profiling - Identifying competencies and behaviors - Competency assessment methods (interviews, surveys, focus groups)	CO1	4
4.	**Designing Competency Frameworks** - Identifying key competencies for various roles - Tailoring frameworks to organizational needs	CO5	4

	- Aligning competencies with strategic goals		
5.	**Introduction to Assessment Centers (ACs)** - Definition and history of assessment centers - Key components of an AC: Exercises, simulations, and observer ratings	CO2	4
6.	**Designing an Assessment Center** - Step-by-step process of designing an AC - Types of exercises (role plays, group discussions, in-tray exercises) - Structuring and organizing the center	CO2	4
7.	**Assessing Candidates through Assessment Centers** - Evaluation criteria and observation methods - Scoring models and assessment techniques - Feedback delivery and candidate development	CO2	4
8.	**Introduction to Psychometric Testing** - Overview of psychometrics - Types of psychometric tests: Cognitive, personality, and behavioural - Key principles of test reliability and validity	CO3	4
9.	**Psychometric Test Design and Application** - Designing psychometric tests - Administering psychometric tests - Interpreting test results	CO3, CO4	4
10.	**Cognitive Ability Tests** - Types of cognitive tests (verbal, numerical, abstract reasoning) - Applications and limitations in recruitment and development	CO3	4

11.	**Personality and Behavioral Assessments** - Big Five Personality Traits - Situational Judgment Tests (SJTs) - Emotional intelligence assessments	CO3	4
12.	**Advanced Psychometric Techniques** - Projective techniques - 360-degree feedback systems - Multidimensional assessment tools	CO3, CO4	4
13.	**Interpretation and Decision-Making** - Analyzing and interpreting competency and psychometric data - Using results for talent management and development - Combining psychometric data with other selection tools	CO4	4
14.	**Practical Applications and Case Studies** - Case studies of successful competency mapping and assessment center implementation - Real-world psychometric test applications - Group discussions and reflections	CO6	4
15.	**Designing Integrated Assessment Solutions** - Creating a comprehensive assessment solution combining psychometrics and assessment centers - Tailoring assessments for specific organizational needs (e.g., leadership, talent acquisition) - Best practices for integrating assessment tools into HR processes	CO6	4

Text Books:

- Sanghi, S. (2016). The handbook of competency mapping: Understanding, designing and implementing competency models in organizations (3rd ed.). SAGE Publications India.

- Pareek, U. (2018). Understanding organizational behaviour (4th ed.). Oxford University Press.

- Kandula, S. R. (2013). Competency-based human resource management. PHI Learning Pvt. Ltd.

- Rao, T. V. (2007). Assessment Centers: Identifying and developing competencies. Excel Books India.

Reference Books:

- Thornton, G. C., & Rupp, D. E. (2006). Assessment centers in human resource management: Strategies for prediction, diagnosis, and development. Routledge.

- Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.

- Rothwell, W. J., & Sensenig, S. (2011). Competency-based human resource management. Wiley-Blackwell.

Mandatory Course 2: Business Ethics, CSR and ESG

Course Credits: 4

Course Outcomes:

- CO1: Understand the foundational concepts of business ethics, CSR, and ESG frameworks.
- CO2: Analyze ethical dilemmas and decision-making processes in business using ethical theories and principles.
- CO3: Evaluate CSR strategies and initiatives undertaken by organizations to address stakeholder interests and social impact.
- CO4: Examine ESG criteria and their role in sustainable business practices, reporting, and investor decision-making.
- CO5: Assess global and Indian regulatory frameworks, standards, and guidelines related to ethics, CSR, and ESG.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	**Introduction to Business Ethics** - Meaning, scope, and significance of ethics in business - Evolution of business ethics - Role of personal and organizational values	CO1	5
2.	**Theoretical Frameworks in Ethics** - Utilitarianism, deontology, virtue ethics - Rights and justice theories - Ethical relativism vs. universalism	CO2	5
3.	**Ethical Decision Making** - Ethical decision-making models - Moral intensity and awareness - Corporate ethical dilemmas and real-life examples	CO2	5
4.	**Corporate Social Responsibility (CSR): Foundations** - Evolution of CSR - Carroll's CSR Pyramid - Strategic vs. philanthropic CSR	CO1, CO3	5

5.	**CSR in Practice**	CO3	5
	- CSR implementation and planning		
	- Stakeholder theory		
	- Measuring CSR effectiveness		
6.	**CSR in the Indian Context**	CO3, CO5	5
	- Companies Act 2013 – Section 135		
	- CSR Policy Rules and Schedule VII		
	- Reporting and audit requirements in India		
7.	**ESG: Concept and Components**	CO1, CO4	5
	- Introduction to ESG: Environmental, Social, and Governance dimensions		
	- ESG vs CSR		
	- Key drivers for ESG adoption		
8.	**ESG Reporting and Metrics**	CO4, CO5	5
	- ESG disclosures and KPIs		
	- Global frameworks: GRI, SASB, TCFD, UNGC		
	- SEBI BRSR (Business Responsibility and Sustainability Report)		
9.	**ESG Investing and Corporate Strategy**	CO4	5
	- ESG and capital markets		
	- Role of ESG in investor decision-making		
	- Integrating ESG into business strategy and risk management		
10.	**Corporate Governance and Ethics**	CO2, CO5	5
	- Governance structures and ethical leadership		
	- Board responsibilities and codes of conduct		
	- Transparency, accountability, and whistleblower policies		
11.	**Global and Indian Regulatory Landscape**	CO5	5
	- SDGs, UNGC, OECD guidelines		
	- Indian regulations: MCA, SEBI, RBI, CSR Committees		

	- ESG and corporate law compliance		
12.	**Case Studies and Best Practices** - Indian and global company case studies (e.g., Tata Group, Infosys, Unilever, Patagonia) - Failures in ethics (e.g., Satyam, Enron) - Group presentations and discussions	CO2, CO3, CO4	5

Text Books:

- Baxi, C. V., & Prasad, A. (2005). Corporate social responsibility: Concepts and cases – The Indian experience. Excel Books India.

- Fernando, A. C. (2019). Business ethics and corporate governance (3rd ed.). Pearson Education India.

- Kaushik, K. (2022). Environmental, social and governance (ESG): The India perspective. Taxmann Publications.

Reference Books:

- Carroll, A. B., Brown, J. A., & Buchholtz, A. K. (2018). Business and society: Ethics, sustainability, and stakeholder management (10th ed.). Cengage Learning.

- Ferrell, O. C., Fraedrich, J., & Ferrell, L. (2021). Business ethics: Ethical decision making and cases (13th ed.). Cengage Learning.

- Rasche, A., Morsing, M., & Moon, J. (2017). Corporate social responsibility: Strategy, communication, governance (2nd ed.). Cambridge University Press.

Mandatory Course 3: Strategic Management

Course Credits: 2

Course Outcomes:

- CO1: Understand the fundamental concepts, frameworks, and schools of thought in strategic management.
- CO2: Analyze internal and external environments of an organization using strategic tools.
- CO3: Formulate strategic alternatives at various organizational levels.
- CO4: Understand the process of strategy implementation.
- CO5: Assess and monitor strategic performance using control tools.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to Strategic Management -Definition, levels of strategy, -Strategic management process, -Vision, Mission, and Objectives -Stakeholder expectations	CO1	4
2.	External Environment Analysis -PESTLE, Porter's Five Forces, Industry Analysis	CO2	3
3.	Internal Environment Analysis -SWOT, Value Chain, VRIO framework, Resource-Based View	CO2	3
4.	Business-Level Strategies -Cost leadership, differentiation, focus strategies	CO3	3
5.	Corporate-Level Strategies -Diversification, vertical integration, strategic alliances, M&A	CO3, CO4	3
6.	Strategy Formulation Tools -BCG Matrix, GE-McKinsey Matrix, Ansoff Matrix	CO3, CO4	3
7.	Strategy Evaluation and Selection -Evaluation criteria, strategic fit, feasibility, and acceptability	CO4	3

8.	Strategy Implementation -Role of structure, systems, leadership, culture, change management	CO4	3
9.	Strategic Control and Performance -Balanced Scorecard, KPIs, benchmarking, feedback loops	CO5	3
10.	Emerging Trends and Wrap-up -Blue Ocean Strategy, ESG in strategy, digital strategy overview	CO4	2

Text Books:

- Kazmi, A. (2008). Strategic Management and Business Policy (3rd ed.). McGraw Hill Education India.

- Jauch, L. R., & Glueck, W. F. (2006). Business policy and strategic management. Frank Bros. & Co. (Indian adaptation).

Reference Books:

- Hill, C. W. L., Schilling, M. A., & Jones, G. R. (2020). Strategic management: Theory: An integrated approach (13th ed.). Cengage Learning.

- Wheelen, T. L., Hunger, J. D., Hoffman, A. N., & Bamford, C. E. (2018). Strategic management and business policy: Globalization, innovation and sustainability (15th ed.). Pearson Education.

- Johnson, G., Scholes, K., & Whittington, R. (2017). Exploring corporate strategy: Text and cases (11th ed.). Pearson Education.

- David, F. R., & David, F. R. (2017). Strategic management: A competitive advantage approach, concepts and cases (16th ed.). Pearson Education.

- Grant, R. M. (2021). Contemporary strategy analysis: Text and cases edition (11th ed.). Wiley.

Mandatory Course 4: Learning Organizations and Knowledge Management

Course Credits: 2

Course Outcomes:

- CO1: Understand the concept of learning organizations and their significance in today's dynamic business environment.
- CO2: Analyze key models and theories related to organizational learning
- CO3: Understand the principles and processes of knowledge management and its strategic importance.
- CO4: Apply KM tools and practices for capturing, sharing, and leveraging knowledge.
- CO5: Design strategies to build learning capabilities and implement KM systems effectively.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to Learning Organizations -Definition, importance, characteristics, and evolution	CO1	3
2.	Models of Organizational Learning -Single- and double-loop learning, Senge's Five Disciplines, Argyris and Schön's theory	CO2	3
3.	Systems Thinking and Organizational Change -Mental models, feedback loops, systems thinking in practice	CO2	3
4.	Leadership and Culture in Learning Organizations -Role of leadership, culture, values, and structure in learning enablement	CO2	3
5.	Introduction to Knowledge Management -Definitions, types of knowledge (explicit vs. tacit), knowledge life cycle	CO4	3
6.	KM Processes and Frameworks -Knowledge creation, sharing, retention, SECI model (Nonaka & Takeuchi), knowledge audit	CO4, CO5	3

7.	KM Tools and Technologies -Communities of practice, knowledge repositories, intranets, AI and KM, case examples	CO5	3
8.	Strategic Role of KM -KM and competitive advantage, innovation, and organizational memory	CO4, CO5	3
9.	Implementing Learning and KM Strategies -Designing KM systems, change management, challenges, best practices	CO5	3
10.	Case Studies & Presentations -Indian and global cases on LO & KM (e.g., Infosys, Wipro, Toyota, NASA)	CO5	3

Text Books:

- Sengupta, N., Bhattacharya, M., & Sengupta, N. (2007). Managing change in organizations. PHI Learning.

- Debowski, S. (2007). Knowledge management. Wiley India.

Reference Books:

- Senge, P. M. (2006). The fifth discipline: The art and practice of the learning organization (Revised ed.). Currency/Doubleday.

- Hislop, D., Bosua, R., & Helms, R. (2018). Knowledge management in organizations: A critical introduction (4th ed.). Oxford University Press.

- Wiig, K. M. (2004). People-Focused Knowledge Management: How effective decision-making leads to corporate success. Elsevier Butterworth-Heinemann.

Mandatory Course 5: International Human Resource Management

Course Credits: 2

Course Outcomes:

- CO1: Understand the concept of International Human Resource Management (IHRM) and its significance in the global business environment.
- CO2: Analyze the key challenges in managing HR functions in multinational corporations (MNCs), including cross-cultural differences, legal environments, and international labor markets.
- CO3: Examine various HRM strategies, policies, and practices employed by organizations in different countries.
- CO4: Develop strategies for managing diversity and fostering global talent mobility in multinational organizations.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to IHRM -Definition, scope, and significance of IHRM, global HRM vs domestic HRM, challenges in IHRM	CO1	3
2.	Globalization and its Impact on IHRM -Effects of globalization on HRM, global workforce, cross-border management	CO1, CO2	3
3.	Cross-Cultural Management -Cultural dimensions (Hofstede, Trompenaars), managing cross-cultural teams, communication and negotiation across cultures	CO2	3
4.	International HRM Strategy -Types of HRM strategies (ethnocentric, polycentric, geocentric), HRM in global business models	CO3	3
5.	International Recruitment and Staffing -Staffing policies for international operations, expatriate vs local hiring, recruitment methods, selection criteria	CO3	3

6.	Training and Development in IHRM	CO3	3
	-Cross-cultural training, global leadership development, training programs for expatriates, and host country nationals		
7.	Performance Management in IHRM	CO3	3
	-International performance appraisal systems, managing performance in diverse cultural environments		
8.	Compensation and Benefit	CO3	3
	-International compensation systems, expatriate compensation, balancing equity and consistency		
9.	Expatriate Management	CO4	3
	-Pre-departure training, repatriation, expatriate failure, managing international assignments		
10.	Managing Diversity and Global Talent Mobility	CO4	3
	-Managing a diverse global workforce, policies for talent mobility, leadership in multicultural teams		

Text Books:

- Vohra, N. (2012). Human Resource Management in Global Context. Oxford University Press India.
- Kumar, S., & Saini, A. (2010). Managing Human Resources in Multinational Companies. Sage Publications.

Reference Books:

- Tarique, I., & Schuler, R. S. (2010). International Human Resource Management: A multinational company perspective. Routledge.
- Dowling, P. J., Festing, M., & Engle, A. D. (2013). International human resource management (6th ed.). Cengage Learning.
- Briscoe, D. R., Schuler, R. S., & Tarique, I. (2012). International human resource management: Policies and practices for multinational enterprises (4th ed.). Routledge.

Mandatory Course 6: Organizational Structure, Theory and Design

Course Credits: 2

Course Outcomes:

- CO1: Understand the basic concepts of organizational structure, theory, and design.
- CO2: Analyze various organizational theories and their application in contemporary organizations.
- CO3: Assess the relationship between organizational structure, culture, and strategy.
- CO4: Understand the different types of organizational designs and their suitability in varying business environments.
- CO5: Evaluate the factors that influence the choice of organizational structure and design in different industries and settings.

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to Organizational Structure, Theory, and Design -Definition, importance, and basic concepts, key elements of organizational structure, organizational theory overview	CO1	3
2.	Classical and Modern Organizational Theories -Classical theories (Weber, Fayol, Taylor), Modern theories (Contingency theory, Systems theory, Resource dependency theory)	CO2	3
3.	Theories of Organizational Design -Mechanistic vs. organic designs, Mintzberg's configurations, bureaucratic and adhocracy structures	CO2	3
4.	Organizational Structure and Strategy -Relationship between structure and strategy, strategy implementation, structure aligning with strategic goals	CO3	3
5.	Types of Organizational Structures -Functional, divisional, matrix, network, team-based, and flat structures, advantages and disadvantages	CO4	3
6.	The Role of Culture in Organizational Design Influence of organizational culture on structure, cultural dimensions (Hofstede, Trompenaars), cross-cultural implications	CO3	3

7.	Designing for Innovation and Change -Flexibility, adaptability, design for innovation, handling change, agile organizations	CO4	3
8.	Global Organizational Structures -Global versus local organizational structures, managing international businesses, cross-border coordination	CO5	3
9.	External and Internal Factors in Organizational Design -Environmental factors (economic, political, technological), internal factors (size, lifecycle, strategy)	CO5	3
10.	Case Studies in Organizational Structure and Design -Real-world case studies of companies, application of theories and design in organizational problems, group analysis	CO5	3

Text Books:

- Daft, R. L. (2015). Organization Theory and Design (12th ed.). Cengage Learning.

Reference Books:
- Bolman, L. G., & Deal, T. E. (2017). Reframing organizations: Artistry, choice, and leadership (6th ed.). Wiley.
- Pareek, U. (2005). Organizational behaviour and human resources management. Oxford University Press.
- Venkataratnam, C. S., & Srivastava, B. N. (2004). Managing organizations: Text and cases. Pearson Education India.

Mandatory Course 7: Dissertation

Objectives:

- The dissertation research project aims to develop analytical thinking and research capabilities in students.

- It allows students to explore contemporary HR issues, test HR theories, and suggest practical solutions for real-world business problems.

Guidelines:

- Each student will be assigned a faculty guide who will provide direction and feedback throughout the research process. Students are expected to meet regularly with their guides and incorporate suggestions given during reviews.

- Students should select a topic relevant to Human Resource Management and aligned with current trends and organizational needs. The topic must be approved by the faculty guide before the research begins.

- Students are required to submit a research proposal to the faculty guide that outlines the research problem, objectives, methodology, and expected outcomes. The proposal must be approved before proceeding to the next stage of the dissertation.

- The research should follow a structured methodology, which includes defining the problem, reviewing literature, formulating hypotheses or research questions, selecting appropriate tools for data collection, and analyzing data using statistical or qualitative techniques.

- The final dissertation should be structured with the following sections: Introduction, Review of Literature, Research Methodology, Data Analysis and Interpretation, Findings, Recommendations, Conclusion, Bibliography, and Annexures if applicable. The report should be 60–80 pages in length, typed in Times New Roman, size 12, and 1.5 line spacing.

- Students must ensure the originality of their work. The dissertation should not exceed 15% similarity on plagiarism detection tools. Proper citations and referencing in APA format must be maintained throughout the document.

Evaluation Criteria:

- The final dissertation should be submitted in both hard copy (black book) and soft copy (PDF format) by the deadline set by the Institute. Late submissions may result in grade penalties or disqualification.

- Students will be required to present and defend their dissertation findings before an internal and/or external panel. The viva voce will test the student's understanding of the topic, clarity of thought, and ability to apply HRM concepts in a practical context.

- Evaluation will be based on the quality of research, report writing and formatting, analytical depth, recommendations and conclusions, and overall viva voce performance.

Elective Course 1: Change Management and Culture Building

Course Credits: 2

Course Outcomes:

   CO1: Understand the key concepts, theories and models of change management and
   organizational culture.

   CO2: Evaluate the impact of organizational culture on change management processes and vice
   versa.

   CO3: Design and implement culture-building and change management initiatives that align with
   organizational objectives

Unit / Module	Content	CO Mapping	Hours Assigned
1.	Introduction to Change Management and Organizational Culture -Definitions, significance, and key concepts of change management and organizational culture. Introduction to their interrelationship.	CO1	3
2.	Theories and Models of Change Management -Lewin's Change Model, Kotter's 8-step Change Model, ADKAR Model, Bridges Transition Model, McKinsey 7S Framework	CO1	3
3.	Understanding Organizational Culture -Defining organizational culture, key dimensions (Hofstede, Trompenaars), and cultural types; how culture impacts organizational behavior	CO1	3
4.	Impact of Culture on Change Management How culture affects the success or failure of change initiatives, diagnosing organizational culture, cultural readiness for change	CO2	3
5.	Resistance to Change and Culture -Understanding resistance to change, cultural factors contributing to resistance, strategies to overcome resistance in different cultural contexts	CO2	3

6.	Leadership's Role in Change Management and Culture Building -Leadership styles (transformational, transactional) and their impact on organizational culture and change processes	CO1, CO2	3
7.	Designing Change Management and Culture-Building Initiatives -Steps to design change management initiatives, aligning culture with organizational objectives, creating a culture that embraces change	CO3	3
8.	Implementing Change and Culture Building Programs -Practical implementation of change and culture-building initiatives, addressing barriers to implementation, ensuring alignment with organizational goals	CO3	3
9.	Evaluating the Effectiveness of Change and Culture Initiatives -KPIs, feedback loops, and metrics for measuring the success of change and culture-building efforts; continuous improvement	CO3	3
10.	Case Studies in Change Management and Culture Building -Real-world case studies of successful and unsuccessful culture-building and change management initiatives; group analysis	CO1, CO2, CO3	3

Text Books:

- Vohra, N. (2011). Managing change in organizations. Oxford University Press.

Reference Books:

- Cameron, E., & Green, M. (2019). Making sense of change management: A complete guide to the models, tools, and techniques of organizational change (5th ed.). Kogan Page.

- Ravichandran, R. (2012). Managing organizational change in India: Strategic and operational perspectives. Sage Publications.

Elective Course 2: Bhartiya Management

Course Credits: 2

Course Outcomes:

- CO1: Understand the management lessons from ancient Indian philosophy and texts
- CO2: Applying the contexts from Indian philosophy in management discussion
- CO3: Analyzing the Indian philosophical approaches to Leadership, Sarvodaya, Satyagraha and Trusteeship
- CO4: Evaluating the impact of Indian philosophical approaches in management of self and life skills
- CO5: Formulate Bhartiya Management Thought for Management Decision making, Leadership development

Unit / Module	Content	CO Mapping	Hours Assigned
1	Bharatiya Management - Tenets & Relevance: A. Tenets of Bharatiya Management: The synthesis of important dimensions of Indian Culture, Indian Philosophy & Management B. Role & Relevance of Self-Management & Social development; Swami Vivekananda's Four Yoga (Bhakti, Karma, Jnana & Raja Yoga)	CO1, CO2	5
2	Human Values Enrichment & Dimensions of Good Governance: A. Human Values Enrichment: Significance of the Theory of the Purusarthas (Dharma , Artha, Kama & Moksha) B. Good Governance approach: Bhagvad Gita's approach on Lokasamgraha & Mahatma Gandhi's emphasis on Sarvodaya.	CO1, CO2, CO3	5
3	Management Lessons from Ancient Texts: A. Management Insights from Mahabharata - Lessons of Strategic Management from Mahabharata & Bhagwat Gita B. Management Lessons from Arthashastra C. Management Lessons from Panchatantra	CO2, CO3, CO4	5

4	Leadership Lessons from Indian Philosophy: A. Philosophy of Yoga : Patanjali's Yoga approach on Astanga Marga B. Saptanga Model of Leadership: Reflections on Kautilya's Arthashastra C: Samkhya philosophy, 'Guna' concept of Indian Vedic philosophy D: Rajarshi Leadership; Indian Philosophy and Servant Leadership	CO4, CO5	5
5	A. Focus on life Skills Management & Significance of Indian scriptures B. Indian Philosophy & context of Social Responsibility & Sustainable Development. C. Trusteeship concept of Mahatma Gandhi D. Practical Application of Indian Philosophical Principles in Business - Discussion on Case Studies	CO4, CO5	5

Text Books:

Management by Values, by Chakraborty S K

Values of Ethics for Organization: Theory and Practice,by Chakraborty S. K.

Rajarshi Leadership, by S.K. Chakraborty & Debangshu Chakraborty

Reference Books

Leadership & Motivation: Cultural Comparisons, by Debangashu Chakraborty, S. K. Chakraborty

Spirituality in Management: Means or End?, by S.K. Chakraborty, Debangshu Chakraborty

Leadership and Power: Ethical Explorations, by S. K.Chakraborty, Pradip Bhattacharya

The Arthashastra - Kautilya (translation by L N Rangarajan), Penguin Books

Indian Models of Economy, Business and Management Paperback,

by Kanagasabapathi P, Third Edition, Prentice Hall India Learning Private Limited

Economic Sutra: Ancient Indian Antecedents to Economic Thought, by Satish Y Deodhar, Penguin Portfolio