

**UNIVERSITY OF DELHI**  
**UNDERGRADUATE**  
**CURRICULUM**  
**FRAMEWORK – 2022 BASED**  
**ON NEW EDUCATION**  
**POLICY-2020**  
**B.A. (Vocational Studies)**  
**HUMAN RESOURCE**  
**MANAGEMENT**

# SEMESTER- V

**B.A. (VS) Human Resource Management**  
**Semester V**  
**DISCIPLINE SPECIFIC CORE COURSE (DSC- 5.1)**  
**Analytics For HRM**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Analytics for HRM (DSC-5.1)</b>	<b>4</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** The course aims to improve the understanding of HR Analytics, identifying effective data sources, developing metrics, designing long-term measures and its applications.

**Learning Outcomes:**

After completion of the course, learners will be able to:

1. demonstrate understanding of the conceptual framework of HR Analytics and different concepts encompassing it.
2. explain and apply the HR Metrics through evaluation and measurement
3. identify the various HR tools used for evaluation and effective statistical measurement.
4. develop an appropriate HR analytical framework and state the process along with the different levels for an organization
5. develop a suitable HR scorecard for critical decision making within an organization assessing HR's contribution to the organization's strategic goals.

**Unit 1: Introduction**  
**hours**

**7**

Concept of Analytics, Concepts of Analytics in HR Context: People and Workforce Analytics, Importance of HR Analytics, Understanding HR indicators conceptually, Introduction to HR metrics: meaning, importance.

**Unit 2: HR Metrics**

**11 hours**

Key HR metrics measured by HR Analytics; HR Functional / process related metrics: Workforce planning metrics, HR Deployment metrics, Recruitment metrics; Selection metrics, Performance metrics, Training / Learning metrics, Compensation and Benefits metrics, Employee Relations metrics; Qualitative and Quantitative HR outcome metrics (Attrition, Absenteeism, Job satisfaction, employee engagement, perceptions and attitude, HRD climate, Safety, wellness, and employee health); Social, Demographic

and Occupational metrics (Diversity); Difficulties in Obtaining data, Ethics of Measurement and Evaluation. Forbes top 10 HR Metrics.

### **Unit 3: Statistical Tools for HR analysis hours**

**9**

Overview of data sources, data formats; Quantitative and Qualitative data analysis techniques in HR analytics; Statistical analysis for HR (Measures of central tendency-Mean, Median, Mode; Basics of Regression Analysis), Graphs, Tables, Spreadsheets.

### **Unit 4: HR Analytics Process Frameworks**

**9 hours**

Introduction to Benchmarking, Frameworks for HR Analytics: LAMP Framework, HCM 21 Framework, Talentship Framework, HR Analytics Process/ Cycle, Introduction to levels of HR Analytics.

### **Unit 5: Contribution of HR Analytics for decision making**

**9 hours**

Developing HR Scorecard, Developing HR Analytics, HR Analytics and HR Decisions (Improved Productivity and Efficiency): Predictive analytics: basic methods and techniques, scenario planning, integration with strategic decisions; Effectiveness and Efficiency – Outcome and Impact analysis; HR Dash Boards;. Data Integrity and Security Issues.

### **Practical Exercises:**

**Note: Hands on practice on real time data will be conducted using appropriate software like excel application.**

### **The learners are required to:**

1. Effectively discuss and explain the concept of HR analytics that is popular among organizations today through the classroom presentation in order to ensure comprehensive understanding.
2. Review and discuss case-based study involving HR analytics challenges or opportunities. They should analyze the case, identify relevant HR metrics, and develop data-driven recommendations or solutions to address the specific HR issues.
3. Assess the understanding of conceptual and practical framework in HR analytics by objective and subjective assessment (Class test, assignments, MCQs, Fill in the blanks and quiz). For instance, assign students the task of collecting HR data from a hypothetical organization. They should clean and organize the data, ensuring its accuracy and consistency for analysis
4. Organize student-oriented workshops and labs to gain hands on experience on the application of statistical tools available these days for data analysis. The instructor may provide sample HR data to forecast employee turnover, identify high-potential employees, or predict future recruitment needs. They should use appropriate statistical models to make predictions and validate their accuracy

5. Understand the HR analytics process and its framework through focused group discussions and class presentations. They should explain the framework, provide examples of its application, and demonstrate how it contributes to strategic HR decision-making.
6. Create a visual representation of the HR scorecard that includes the identified HR objectives, key metrics, and target values. Use a balanced scorecard format or a table to present the information clearly. Ensure that the scorecard provides a comprehensive overview of the HR's contribution to the organization's strategic goals.

### **Suggested Readings**

1. Bassi, L., Carpenter, R., and McMurrer, D., (2012). *HR Analytics Handbook*. Reed Business
2. Becker, B.E., Huselid, M.A., Ulrich, D. (2001). *The HR Scorecard: Linking People, Strategy and Performance*. Harvard Business School Press.
3. Bhattacharya, D. K. (2017). *HR analytics: Understanding Theories and Application*.
4. Jac, F. E. (2010). *The new HR analytics: predicting the economic value of your Company's human capital investments*. Amacom.
5. Kumar, P. C., Rao, S and Nayana N. (2019). *Fundamentals of HR analytics*.
6. Prasad, B. V. S., and Sangeetha, K., *HR Metrics: An Introduction*, IUP.
7. Rao, P. H. (2013). *Business Analytics- An Application Focus*. PHI Learning
8. Smith, T. (2013). *HR Analytics: The what, why and how*. Numerical Insights LLC.
9. Walsh, M. J. (2021). *HR analytics Essentials: You Always Wanted To Know*. Vibrant Publishers

### **Notes:**

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**B.A. (VS) Human Resource Management  
Semester V**

**DSC 5.2: FIRMS IN THE GLOBALISING WORLD  
DISCIPLINE SPECIFIC CORE - (DSC, 5<sup>th</sup> Semester)**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

<b>Course Title and Code</b>	<b>Total Credits</b>	<b>Lectures</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Eligibility criteria</b>	<b>Pre-requisites of the course</b>
<b>Firms in the Globalizing World (DSC 5.2)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>Nil</b>

**Learning Objectives:** Globalization since the early 1990s has created a connected world and many firms participate in cross-border activities assisted by acceleration in the access to information and communication technology and the internet. This paper covers topics in contemporary international business comprising trade theory, trans-national corporations and their choice of the host country and entry modes. It covers the theoretical and empirical issues in trade and investment and risks of international business. The students will conceptually understand these topics and will also follow case studies. The course also brings out the consequences of globalization and internationalization of value chains for firms and the functioning of the international monetary and financial system including the determination of exchange rates, currency risks and financial crises.

**Learning Outcomes:** After the completion of the course the learners will be able to:

- Understand how and why firms internationalize in a globalized world. They will be able to appreciate the differences in the business environments in the domestic economy and in the foreign location.
- Understand the basis of trade and why firms locate production activity abroad either in full or in a segmented manner through value chains and learn about trade barriers and trade costs faced by firms when they enter the international market.
- Appreciate the pros and cons of economic integration in the context of international monetary and trade institutions. The students will also understand the basics of exchange rate determination, the international capital market and global financial crises.

**Unit I.** Globalization: Phases and dimensions of globalization and consequences of participation in the international economy, globalization of markets and firms, internationalization of value chains and cultural and ethical challenges in international business. Risks in international business. Causes and Types of country risks. Managing country risks. Opportunities and challenges of doing business in emerging markets. Role of the WTO, IMF and WB.

**(10**

**hours)**

**Unit II.** International Trade and Investment, Comparative and competitive advantage, The strategies of internationalizing firms to gain and sustain competitive advantage. Economies of scale and new trade theories. Gains from trade. Difference between inter and intra-industry trade.

Building a global firm and market entry strategies of a Transnational Firm - FDI and GVCs. Outsourcing, global sourcing, offshoring, re-shoring and supply chain management. Benefits and Risks. Types of FDI (Greenfield /brownfield (M&A)), choice of the host country and modes of entry. Risks, challenges and successful strategies of FDI into and from emerging markets.

**(15 hours)**

**Unit III.** Government intervention in international trade and investment: Causes, types and effects - tariffs, quotas, VRS, Subsidies, LCRs, etc. Firm-response to intervention - FDI - (horizontal and vertical), GVCs. Reasons for and benefits of Economic Integration - customs unions, FTAs/RTAs - trade creation and diversion. Examples - EU, NAFTA, RECP.

**(10 hours)**

**Unit IV.** International Monetary and Financial system: Foreign exchange market and Exchange rate determination - Asset market approach and the purchasing power parity approach, currency risks, capital flight and speculation. Exchange rate pass through and the J-curve effect of currency depreciation/appreciation. Modern Exchange rate regimes. Global financial system and monetary institutions and global financial crises.

**(10 hours)**

### **Practical Exercises:**

**The learners are required to:**

1. Discussion - The role of cultural differences in the MNCs' decision to enter a host country market? The students can study different multinationals in the fast-food sector, in the automobile sector and in the consumer goods sector and see how they have altered their strategy in host countries and comment on its success/failure in doing so. (Unit 1).
2. Discussion - Highlight the role of various factors in the success of IT exports from India. (Unit 2).
3. Group Presentation - The class can be divided into groups and asked to make a presentation of various FTAs and the European Union to discuss the benefits and costs of economic integration. (Unit 3).
4. Fieldwork-based exercises - Use the examples of smart phones and automobiles/auto-components to understand the meaning of value chains. (Unit 1 & 3).
5. Group projects based on data collection from the internet - Study India's export-import structure and compare it with the structure of the BRICS. Is India's export structure in line with the trade theories studied? (Unit 1).

6. Project - Compare and contrast the causes of the various currency crises since the 1990s across Asia and Latin America. Use the data on current account balance and the exchange rates from the internet to see whether phases of rupee depreciation in India coincide with phases of an improvement in India's current account balance. Do you see a lagged effect? (Unit 4).

7. Group projects based on data collection from the internet - Collect data on the ease of doing business from the World Bank website and compare India with China and other emerging markets. (Unit 1).

### **Suggested Readings:**

1. Cavusgil, S. T., Knight, G. and Riesenberger, J. (2020). *International Business: The New Realities*. Fifth edition (Global edition). London: Pearson.

2. Salvatore, D. (2013). *International Economics*. Eleventh Edition. USA: Wiley.

### **Additional Reading:**

Krugman P. R., Obstfeld, M. and Melitz, M. J. (2018) *International Economics: Theory and Policy*. (11<sup>th</sup> edition). Pearson.

### **Notes:**

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**DISCIPLINE SPECIFIC CORE COURSE (DSC- 5.3)**  
**Competency Mapping**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Competency Mapping DSC-5.2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** The course aims to give input regarding competency aspect of human resource management and also integrates competency of an employee with the human resource practices.

**Learning Outcomes:**

After completion of the course, learners will be able to:

1. identify the basic concepts of competency, its components, types and limitations of competencies
2. demonstrate understanding the overall framework for Competency Management and the different models based on it.
3. identify the different stages involved in developing competency models, develop and design the same.
4. define and articulate the need for competency mapping and identify the steps involved in it.
5. align and integrate Competency Mapping to various HR decisions and applications.

**Unit 1: Introduction to the concept of Competency**

**10 hours**

Concept and Definition of Competency, History of Competency, Basic Components of Competency-Knowledge, Skill, Attitude (KSA), Compare Competence and Competency, Performance vs Competency, Types of Competencies- Generic/Specific Competency, Threshold/Performance Competency, Managerial/Human Competency, Limitations Of Competency.

**Unit 2: Framework of Competency Management**  
**hours**

**8**

Need and Importance of Competency framework, Types of Competency Models- The Iceberg Model, The Lancaster Model of Managerial Competence, Competency Models for HR

Professionals.

### **Unit 3: Designing Competency Models hours**

**11**

Stages in Developing and Implementing Competency Models-Understanding job positions,

Data collection instruments for job descriptions, Validation of the competency model after data gathering, Competency Gap Analysis, Validation, and Benchmark; Competency assessment - 360 degrees.

### **Unit 4: Competency Mapping**

**8 hours**

Define Competency Mapping, Need for Competency Mapping, Purpose of Competency Mapping, Compare Competence Map and Competency Mapping, Steps in developing Competency Mapping.

### **Unit 5: Scope of Competency Mapping hours**

**8**

Use of Competency Mapping in HR decisions like Assessment Centres, Recruitment and

Selection, Training and Development, Performance Management, Compensation and Rewards, Succession Planning.

### **Practical Exercises:**

#### **The learners are required to:**

1. Develop and discuss in groups competency frameworks (KSA's) for various job levels identified in a sample organization and create competency role matrix by keeping in mind Critical Level of Competency
2. Identify the Proficiency, Functional skills required for different jobs that of Sales, Marketing or Human Resource at different levels say Managerial, Executive and Administrator in an organisation of your choice
3. Select a key job in an organisation and conduct its job analysis and prepare a job description. Further using a suitable method of Competency mapping, collect data about key competencies of the employee. Classify the obtained data into required data into required skills. Evaluate the results and identify the performance gaps.
4. Analyse a case study of the sales department of any manufacturing company, identify and map key competencies of job, key roles of job, performance gaps and reasons for the same.
5. Undertake group discussion and review how core competencies related to a job impact key HR decision on recruitment, compensation, training and succession planning.

### **Suggested Readings:**

- McClelland, D. (2013.). Competence at Work. Spencer and Spencer.
- Sanghi, S. (2007). The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations (2nd ed.). SAGE Publications Pvt. Ltd.
- Sharma, R. (2003). 360 degree feedback, competency mapping & assessment centers. Tata McGraw Hill.
- Shermon, G. (n.d.). Competency-based HRM (1st ed.). Tata McGraw Hill.
- Whiddett, S., & Hollyforde, S. (2005). The Competencies Handbook. Jaico Publishing House.

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**B.A. (VS) Human Resource Management**  
**Semester V**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 5.1)**  
**Conflict Management at Workplace**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Conflict Management at workplace (DSE-5.1)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** To expose students to the different concepts, theories and practices of conflicts and Conflict management and impart conflict management skills and techniques to effectively manage conflicts at the work place and community.

**Learning Outcomes:**

After completion of the course, the learners will be able to:

1. define, comprehend, and apply the key practical and theoretical concepts of managing and resolving conflicts.
2. identify the various strategies for dealing with conflict when it happens and using the same.
3. develop a greater awareness and understanding of the methods involved in conflict resolution.
4. identify the skills and techniques for resolving conflicts at workplace;
5. analyze the critical role of leadership, their communication styles, their impact in a conflict situation.

**Unit 1: Introduction: Concept and Theories**

**9 hours**

Conflict: Definition, Theories, Sources: Values, Interests, communication, Relationship, Role, Structure, Data & Information, Escalation and Effects: Cyclic and Chain reaction, Productive (functional) and Destructive (dysfunctional) – views of conflict: traditional, Contemporary and Integrationist, Causes for work place conflicts – Harassment and discrimination – cost and effects of conflict - organizational and individuals perspectives of conflict.

**Unit 2: Approaches and Strategies of Dealing with Conflicts**

**9 hours**

Resolution and Conflict transformation - Five conflict handling styles: competing, collaborating, avoiding, accommodating and compromising. Win – win approach - Different strategies of dealing with conflict: Strike, boycott and other noncooperation methods; coercion, violence and grievance redressal, investigation, arbitration, adjudication and litigation, conflict coaching and Lobbying.

**Unit 3: Methods of Conflict Resolution****9 hours**

Methods: Negotiation: hard, Soft, competitive and win-win, Outcome of negotiation: zero sum, positive sum and negative sum. - Mediation: evaluative and facilitative, Conciliation and hybrid.

**Unit 4: Skills and Techniques for Conflict Management****9 hours**

Lobby, Persuasion, Dialogue, consultation, Trust building, defusing anger, anger management, building rapport, empathetic listening, one-on-one conversation, recognizing different issues and viewpoints, transparent and empathetic communication, sharing of information and position, conflict analysis and joint costing, transforming competitive negotiation to collaborative, exploring and choosing alternatives and formalizing agreements.

**Unit 5: Role of Managers in Conflict Management****9 hours**

Kinds of leadership in management: The demagogue, manager and mediator (facilitator) – Keys for leader as mediator: visioning, systems thinking, presence, inquiry, conscious conversation, dialogue, bridging, innovation and crisis intervention and management.

**Practical Exercises:****The learners are required to:**

1. Assign students the task of writing a research paper on conflict management at workplace, documenting and discussing the concept, its causes, and the views shared by authors on the same.
2. Identify conflicts that you have encountered or witnessed in their personal or professional lives. Analyze these conflicts by applying different conflict management theories and concepts. Students can reflect on the effectiveness of the theories in understanding the conflicts and propose alternative approaches based on different theories.
3. Select a hypothetical situation of conflict within an organization and analyze the situations, identify the underlying causes of conflict, and propose appropriate conflict management strategies. Encourage students to consider factors such as communication breakdowns, differing interests, power dynamics, and cultural differences. They should present their analysis and recommendations, highlighting the potential outcomes of each approach.
4. Develop the right skills and competencies to achieve harmony within the organisation. Students can simulate a situation in which they act as mediators in a workplace conflict between two parties. Provide them with a conflict scenario and guide them through the mediation process, including setting ground rules, facilitating communication, and guiding the parties toward a resolution. Students should practice active listening, reframing perspectives, and fostering collaboration, and thereafter reflect on their mediation skills and techniques to discuss the effectiveness of their strategies.
5. Participate in a role play exercise wherein students take up the role of demagogue, manager and mediator to resolve a simulated conflict. Create the right strategy and tactics to effectively deal with disputes at workplace.

**Suggested Readings:**

- Asish Kumar Das, (2008), Contemporary Conflict Resolution, Sarup & Sons, New

Delhi.

- John Paul Lederach, (2003), *The Little book of Conflict Transformation*, Good Books, Intercourse, PA.
- Madhusudan Saharay, (2011), *Text book on Arbitration and Conciliation with Alternative Dispute Resolution*, Universal Law Publishing Co. Pvt. Ltd. New Delhi
- Mark Gerzon, (2006) *Leading Through Conflict*, Harvard Business School Press, Boston, USA.
- Rahim, M. A. (2023). *Managing conflict in organizations*. Taylor & Francis.
- Raines, S. S. (2019). *Conflict management for managers: Resolving workplace, client, and policy disputes*. Rowman & Littlefield.
- Robert J Edelman, (2000), *Interpersonal Conflicts at work*, University Press, Hyderabad.

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**B.A. (VS) Human Resource Management**  
**Semester V**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 5.2)**  
**Strategic Human Resource Management**

**Credit Distribution, Eligibility and Pre-Requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Strategic Human Resource Management (DSE- 5.2)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** The aim of the course is to familiarise students with concept and factors of strategic human resource management and help them understand how they may provide a company an edge in a competitive market, with a focus on Indian and international businesses. Students will learn to think strategically and align HR efforts with organisational objectives with the skills they acquire in this class.

**Learning outcomes:**

Upon completion of this course, learners will be able to:

1. describe the strategic management process, and demonstrate understanding of its dimensions and different models and strategies used in organizations.
2. develop short term and long-term objectives with regard to effective utilization of human resources and formulate strategies that are aligned with overall business strategy.
3. evaluate the critical role of HR manager/specialist in strategy formulation, and design and manage HR systems aligned with this strategy.
4. identify the key issues and challenges faced during management of human resource within the organizations and the understand the implications of the same.
5. determine the impact created by strategic HRM on organizational performance for different organizations.

**Unit 1: Strategic Management: An Overview**

**9 hours**

Strategic Management: Nature and Significance; Dimensions of Strategic Decisions; Strategic Management Model and components; Strategy Formulation: Formulating a Company Mission; Forces Influencing the Strategy Formulation; Porter's Model; Setting strategy- Corporate Strategies, Business unit Strategies, An introduction to market driven strategy, Resource driven strategy



**Unit 2: Strategy Formulation****9 hours**

Environment Forecasting: Analyzing the Company Profiles; Formulating Long-Term Objectives and Grand Strategies; Strategy Implementation; Institutionalizing the Strategy; Structure, Leadership and Culture, Evaluating the Strategy; Corporate Strategy and Global Strategy.

Human Capital Management Defined, The Concept of Human Capital, Intellectual Capital, Social Capital and Organizational Capital, Human Capital Measurement and Approaches to Measurement

**Unit 3: Strategic Human Resource Processes****9 hours**

The Evolving/ Strategic Role of Human Resource Management: Strategic HR versus Traditional HR, Theoretical perspectives of SHRM, Barriers to Strategic HR, Strategic approach to management structure, job design. Reward and development systems; Strategically Oriented Performance Management Systems, Design and Resign of Work Systems: Design of work systems, Job rotation, Redesign of work systems, Strategic work redesign in Action, Mergers and Acquisitions.

**Unit 4: New Economic Policy and HRM Strategy****9 hours**

Role of Human Resources in Strategy Formulation: Integrating Human Resources in Strategic Decisions; Ulrich's HR model: HR value proposition, HRS and HRIS; Human Resource Strategy: Some Key Issues, HRM Strategy for Future, Challenges in strategic Human Resource Management: Impact of technology, HR issues and challenges related to technology, Ethical Behavior, Workforce Demographic changes and diversity

**Unit 5: Impact of SHRM on Business Performance****9 hours**

The strategic impact of Human Resource Practices, Human Resource Evaluation: Definition and Overview, Rationale for HR Evaluation, Measures of HRM Performance, Approaches to HR Evaluations, Evaluating the Effectiveness of SHRM.

**Exercises:****The learners are required to:**

1. Engage in group discussions on the role of strategic HRM in an organization. Select an organization and interview an HR specialist/manager around his role in HR strategy formulation within the firm.
2. Develop a comprehensive strategic HR plan for a hypothetical organization after undertaking the above exercise and explain how it can contribute directly and indirectly to organizational goals.
3. Analyze specific job roles within a particular organization and break down the tasks and responsibilities associated with each role and evaluate the alignment between the tasks and the overall goals of the organization. Students should propose improvements in job design, such as task redistribution, task automation, or skill development, to enhance efficiency and employee satisfaction.
4. Assess the reality of strategic HRM in India by summarizing the recent developments on the subject through examples of Indian firms. This will help answer- how well do employers and HR managers implement and 'land' HR policies.

5. Consider yourself to be an HR manager for an organization which is a medium-sized manufacturing company operating in the automotive industry. The company had been experiencing declining business performance, including low productivity, high employee turnover, and a lack of innovation. Recognizing the need for improvement, the company's leadership decided to invest in strengthening their human resource management (HRM) practices. The HR department along with top management has identified the following areas which need improvement: Recruitment and Selection, Training and Development, Employee Engagement and Recognition, and Talent Retention. Suggest appropriate strategies as to how they can be improved.

### **Suggested Readings:**

- Agarawala, Tanuja. (2007). Strategic Human Resource Management, Oxford University Press.
- Armstrong, Michael. (2007). Strategic Human Resource Management: Strategy and Action, Kogan Page
- Das, Pulak (2011). Strategic Human Resource management, , Cengage Learning
- Mello Jeffrey A., (2008). Strategic Human Resource Management, Thompson Press Publishing.
- Mahey, C. & Salman, G. (1996). Strategic Human Resource Management, Oxford Blackwell.
- Rajib Lochan Dhar (2010) : Strategic Human resource Management Excel Books New Delhi.
- Srinivas R. Kandula. (2002). Strategic Human Resource Development, Prentice Hall India.
- Storey, J., Wright, P. M., & Ulrich, D. (Eds.). (2009). *The Routledge companion to strategic human resource management* (pp. 299-315). London: Routledge

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**B.A. (VS) Human Resource Management**  
**Semester V**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 5.3)**  
**Entrepreneurship Development**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
<b>Entrepreneurship Development (DSE-5.3)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Objective:** The course aims to equip the learners with the knowledge and skills relevant for successful entrepreneurial venture so that they are inspired to look at entrepreneurship as a viable, lucrative, and preferred option of professional life.

**Learning Outcomes:**

After completion of the course, learners will be able to:

1. develop a clear understanding of the concept of entrepreneurship, including its definition, characteristics, and significance in the business world.
2. outline the values, philosophies, and behavioural aspects of successful business entrepreneurs and describe several entrepreneurial practices in India
3. develop knowledge about the dynamics within an entrepreneurial ecosystem and learn about the flow of resources, information, and ideas among different actors (government, industries, investors, others) in the ecosystem.
4. identify the different sources of business idea and develop different strategies for successful exploitation of the same.
5. develop understanding of the resource mobilization process, identify the required resources and plan their allocation.

**Unit 1: Introduction**

**08**

**Hours**

Meaning, elements, determinants and importance of entrepreneurship and creative Behaviour; Entrepreneurship and creative response to the society's problems and at work; Dimensions of entrepreneurship: intrapreneurship, technopreneurship, cultural entrepreneurship, international entrepreneurship, netpreneurship, ecopreneurship, and social entrepreneurship.

**Unit 2: Entrepreneurship in India**

**10**

**Hours**

Concept of business houses and role of business houses and family business in India; The contemporary role models in Indian business: their values, business philosophy and

Behavioural orientations; Conflict in family business and its resolution. Initiatives of Government of India to promote entrepreneurship - Start Up India, Stand Up India, Make in India, etc.

### **Unit 3: Entrepreneurship Ecosystem**

**9 Hours**

Requirement, availability and access to finance, marketing assistance, technology, and industrial accommodation, Role of government, Institutions, industries/entrepreneur's associations and self-help groups, Concept, role and functions of business incubators, angel investors, venture capital, start-up finance and private equity fund.

### **Unit 4: Sources of business ideas and tests of feasibility**

**10**

**Hours**

Significance of writing the business plan/ project proposal including feasibility analysis; Contents of business plan/ project proposal; Designing business processes, location, layout, operation, planning & control; preparation of project report (various aspects of the project report such as size of investment, nature of product, sourcing of material, market potential may be covered); Project submission/ presentation and appraisal thereof by external agencies, such as financial/non-financial institutions

### **Unit 5: Mobilizing Resources**

**8 Hours**

Mobilizing resources for start-up. Accommodation and utilities; Preliminary contracts with the vendors, suppliers, bankers, principal customers; Contract management: Basic start-up problems.

#### **Exercises:**

#### **The learners are required to:**

1. Identify potential business opportunities. Divide students into small groups and ask each group to come up with an innovative business idea. Encourage them to brainstorm and think creatively while considering the elements and determinants of entrepreneurship. Each group should present their business idea, highlighting the innovative aspects, potential market demand, and the entrepreneurial mindset required for its implementation.
2. Review and discuss case studies given by the instructor on successful entrepreneurs and businesses in India. They will be asked to analyze the entrepreneurial journey, business strategies, challenges faced, and lessons learned from these role models. Further the task is to critically assess the factors contributing to their success and identify key takeaways that can be applied to their own entrepreneurial ventures.

3. Arrange for guest speakers who are successful entrepreneurs or creative individuals to share their experiences with the class. Students can prepare interview questions to explore the meaning, elements, and determinants of entrepreneurship and creative behaviour
4. Create a simulation exercise where students play different roles within an entrepreneurship ecosystem. Some students will be entrepreneurs, others to be investors or mentors, and some to represent support organizations or government agencies. Students can interact and simulate the dynamics of the ecosystem, negotiating deals, seeking funding, and accessing resources. This exercise will provide students with a hands-on experience of the ecosystem's complexities and challenges.
5. Prepare an elevator pitch for their business idea. Students should practice presenting their idea succinctly and persuasively, highlighting the value proposition and the potential impact of their venture
6. Measure and evaluate the effectiveness of strategic human resource practices and their impact on business performance using various approaches to HR evaluation.

### **Suggested Readings:**

- Desai, V. (2009). Dynamics of Entrepreneurial Development and Management. Mumbai: Himalaya Publishing House.
- Dollinger, M. J. (2008). Entrepreneurship: Strategies and Resources. New Jersey: Prentice Hall.
- Hisrich, R., Peters, M., & Shepherd, D. (2017). Entrepreneurship. New York: McGraw Hill Education.
- Jyotsana, Shaifali & Poswal L. Entrepreneurship (Concepts & Fundamentals) Kitab Mahal Delhi
- Mukherjee and Roy(2018). Entrepreneurship development and Business ethics.Oxford University Press.
- Rao, T. V., & Kuratko, D. F. (2012). Entrepreneurship: A South Asian Perspective. Boston: Cengage Learning.
- Roy R (2020). Entrepreneurship. Oxford University Press.
- Sharma, S. Entrepreneurship Development, 2nd ed. PHI Learning

### **Notes:**

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- 2. Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi from time to time.**

## PUBLIC POLICY AND GOVERNANCE

### DSE 5.4: DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-5<sup>th</sup> Semester)

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility criteria	Pre- requisite of the course
Public Policy and Governance (DSE 5.4)	4	3	1	0	Class XII	Nil

**Learning Objectives:** This course is designed to provide working knowledge of policy making actors and processes. It will provide knowledge on good governance and governing agencies at different levels. It explains basic concepts of Public policy and governance. The course also provides a comprehensive view of major Public policies and discusses the role of the state in the economy. It also discusses the role of public policy and governance in the globalized world. It analyses various policies adopted by Indian government for socio economic development of the country.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Recognise the essential elements of public policy and governance.
- Identify and describe principles of Governance and the process of public policy making.
- Demonstrate an understanding of various economic and financial policies of the government and will be able to understand its impact on the people.
- Use the theoretical knowledge provided by the paper to analyse India government's policy decisions and their impact on society and the economy.
- Understand and evaluate changes in public policy in a globalizing world

**Unit 1:** Nature, Scope and Importance of Public Policy, Instruments of public policy, Theories of Public Policy Making, good governance: Agency theory, Principles of good governance.

(12 hours)

**Unit 2:** The economics and Finance of Public Policy, Fiscal Policy, Monetary Policy, Budget Process, Macroeconomic policy.

(12 hours)

**Unit 3:** Globalization and Public Policy, Transnational Actors: Impact on Public Policy Making, Impact of Globalization on Policy Making, Global governance system: UN, World Bank, IMF, WTO

(12 hours)

**Unit 4:** Governance and Public Policy in India, Public policy for socio economic development: NREGA, NRHM, Grass root governance, e-governance, Reforming Institutions: The State, Market and Public domain

( 12 hours)

**Practical Exercises:**

**The learners may do the following:**

1. Organize classroom debates on public policies, the Role of the state etc
2. Design a policy blueprint in a group of two to four. The students may choose the topic in consultation with the course instructor, and the policy can be presented in class for discussion.
3. Conduct mock Youth Parliament debate. The topic may be assigned by the course instructor.
4. Visit the local governing body (Panchayat/Municipal body) to understand its' functioning and role in public life.

#### Suggested Readings:

- Anderson, J. E., Moyer, J., & Chichirau, G. (2022). *Public policymaking*. Cengage Learning.
- Ayyar, R. V. (2009). *Public policymaking in India*. Pearson Education India.
- Birkland, T. A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Routledge
- Chakrabarti, R & Sanyal, K (2017). *Public Policy in India*. Oxford University Press.
- Puri, V.K.& Misra, S.K (2022). *Indian Economy*. Himalaya Publishing House.
- Singh, A.P. & Murari, K. (2018). *Governance: Issues and Challenges*. Pearson

#### Notes:

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2. Examination scheme and mode shall be prescribed by the Examination branch, University of Delhi from time to time.

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**B.A. (VS) Human Resource Management**  
**Semester V**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 5.5)**  
**Basics Of Financial Management**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Introduction to Financial Management (DSE-5.5)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

#### Learning Objectives:

The course aims to enable students to acquire knowledge of principles and practice of financial management.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. analyse the conceptual framework of financial management and get an insight into

- the concept of time value of money, and risk and return.
2. estimate cash flows for projects, and evaluate their profitability using capital budgeting techniques.
  3. estimate the cost of capital; and critically analyse different capital structure theories and factors affecting capital structure decision of a firm.
  4. analyse different theories of dividend and factors affecting dividend policy.
  5. estimate working capital requirements of a firm, and device optimum credit policy for a firm.

### **Unit 1: Financial Management: An Overview**

**3 Hours**

Nature, scope and objectives of financial management. An overview of time value of money and risk and return.

### **Unit 2: Capital Budgeting Decision**

**12 hours**

The Capital Budgeting Process, Cash Flow Estimation, Different techniques of Capital budgeting: Payback Period Method, Discounted Payback Period Method, Accounting Rate of Return, Net Present Value (NPV), Internal Rate of Return (IRR) and Profitability Index.

### **Unit 3: Cost of Capital and Financing Decision**

**15 Hours**

**Cost of Capital:** Estimation of components of cost of capital: Method for calculating cost of equity, Cost of retained Earnings, Cost of Debt, Cost of Preference Capital, Weighted Average Cost of Capital (WACC) and Incremental (Marginal) Cost of Capital.

**Capital Structure:** Theories of Capital Structure (Net Income, Net Operating Income, MM Hypothesis, Traditional Approach). Operating, Financial and Combined Leverage. EBIT-EPS Analysis. Determinants of Capital Structure.



**Unit 4: Dividend Decision****6 Hours**

Theories for relevance and irrelevance of dividend decision for corporate valuation-MM Approach, Walter's Model, Gordon's Model. Determinants of Dividend policy.

**Unit 5: Working Capital Decision****9 hours**

Concepts of Working Capital, Operating & Cash Cycles, Risk-return Trade off, working capital estimation, Receivables Management.

**Note: Use of Spreadsheet should be encouraged for doing basic calculations for various topics in the course and giving students subject related assignments for their internal assessment purposes.**

**Exercises:**

The learners are required to:

1. compute risk and return of various investment alternatives using excel spreadsheet. 2. Estimate cash flows for a hypothetical Start-up. Using excel, evaluate the project's profitability by employing capital budgeting evaluation techniques.
2. extract data from financial statements of different firms/financial databases and estimate the cost of capital using appropriate software.
3. extract historical data and evaluate different dividend policies followed by companies of specific industries.
4. estimate working capital requirements for any two companies belonging to different industries and compare them.

**Suggested Readings:**

- Brealey, R. A., Myers, S. C., Allen F., & Mohanty, P. (2020). *Principles of Corporate Finance*. McGraw Hills Education.
- Khan, M. Y. & Jain, P. K. (2011). *Financial Management: Text, Problems and Cases*. New Delhi: Tata McGraw Hills.
- Kothari, R. (2016). *Financial Management: A Contemporary Approach*. New Delhi: Sage Publications Pvt. Ltd.
- Maheshwari, S. N. (2019). *Elements of Financial Management*. Delhi: Sultan Chand & Sons.
- Maheshwari, S. N. (2019). *Financial Management – Principles & Practice*. Delhi: Sultan Chand & Sons.
- Pandey, I. M. (2022). *Essentials of Financial Management*. Pearson.
- Rustagi, R. P. (2022). *Fundamentals of Financial Management*. New Delhi: Taxmann. New Delhi.
- Sharma, S. K. & Sareen, R. (2019). *Fundamentals of Financial Management*. New Delhi: Sultan Chand & Sons (P) Ltd.
- Singh, J. K. (2016). *Financial Management: Theory and Practice*. New Delhi: Galgotia Publishing House.
- Singh, S. and Kaur, R. (2020). *Basic Financial Management*. New Delhi: SCHOLAR Tech Press.
- Tulsian, P. C. & Tulsian, B. (2017). *Financial Management*. New Delhi: S. Chand.

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**B.A. (VS) Human Resource Management  
Semester V  
GENERIC ELECTIVE COURSE (GE- 5.1)**

**Stress Management**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Stress Management (GE-5.1)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objectives:** This course is aim at developing the knowledge and skills necessary to effectively recognize, understand, and manage stress in one's personal and professional life

**Learning Outcomes:** After completion of the course, learners will be able to:

1. demonstrate understanding of the nature, causes, symptoms and consequences of stress in personal and professional life.
2. assess stress from a scientific perspective using various theories and apply them to stress reactivity.
3. recognise the different stressors and analyze adaptive and maladaptive behaviour as a consequence to stress.
4. examine different scales that measure stress and develop their own scale to measure the stress among individuals in a particular context.
5. analyze the various coping strategies and styles used by individuals in a stressful situation and recognize the significance of techniques like yoga, meditation, mindfulness, etc. to overcome stress.

**Unit 1: Meaning and Nature of Stress**

**7 hours**

Stress: Definition, causes (Internal and external), monkey mind syndrome, types, symptoms, Difference between eustress and distress; Frustration, conflict and pressure; difference between

stress and stressors, WHO report on Social determinants of mental health (2014), common stressors at work place: Stressors unique to age and gender

## **Unit 2: Cognitive appraisal of stress**

**10 hours**

Theories of Stress: Selye, Lazarus, General adaptation to stress; Models for studying job stress: Person-Environment fit theory, Job demands-control model, Job demands-resource model, model, Consequences of Stress- Response Mechanism: physiological, psychological and behavioral responses associated with stress; Stress and Memory; Stress and Other Cognitive Variables (eg. Burnout, depression, etc.); Stressful environmental conditions on performance.

## **Unit 3: Behavioural aspects of Stress**

**10 hours**

Adaptive and Maladaptive Behaviour; Individual and Cultural Differences: Sources of Stress- Across the Lifespan; College and Occupational Stress, Role of communication in managing stress and work performance: Emotional regulation and coping; Emotional intelligence and conflict management: Emotional Basis and Stress

## **Unit 4: Performance and Stress Intervention**

**9 hours**

The relationship between stress and performance; Stress intervention – interpersonal, Management Standards and Management Competencies, Universal scales to measure Stress- perceived stress scale (PSS) by Cohen, Depression Anxiety and Stress Scale (DASS), Examples of Job stress scales - Job stress questionnaire, coping scales.

## **Unit 5: Coping with stress**

**9 hours**

Challenging Stressful Thinking; Coping Theories: Types of coping- Trait-Oriented Theories versus State-Oriented Theories, Microanalytic Approach versus Macroanalytic Approach, Coping Styles- Problem Solving; Emotional and cognitive coping styles: Strategies of Synthesis and Prevention: Resilience and Stress; Optimal functioning; Making changes last; Small changes and large rewards; Preparing for future: Care of the Self, Stress reduction practices: Time management; Exercise; Relaxation techniques; yoga; meditation, mindfulness.

### **Exercises:**

The learners are required to:

1. document the various sources of stress and pressure as a student and its symptoms.
2. apply the different theories of stress in different situational contexts depending on the stimulus, response, or personality trait.
3. review and document various empirical studies that discuss several determinants, and moderators in the stress process and understand the role of emotional regulation in it.
4. develop a stress scale using appropriate Likert anchors indicating low, medium or high stress levels and operationalize it among fellow students to assess their stress levels. Discuss the results and causes thereof in class.
5. practice meditation and mindfulness in class and reflect upon it to overcome stress. Share the experience in class.

### **Suggested Readings**

- Clayton, M. (2011). Brilliant stress management: How to manage stress in any situation. Great Britain Pearson Education.
- Dutta, P.K. (2010) Stress management Himalaya, Himalaya Publishing House
- Ghosh, M. (2015). Health Psychology: Concepts in Health and Well-being. Pearson Education.
- Lee, K. (2014). Reset: Make the Most of Your Stress: Your 24-7 Plan for Well-being. Universe Publishing.
- Roy, S. (2012) Managing stress, Sterling Publication
- Taylor, S. E. (2012). Health Psychology (7th Edn). New Delhi: Tata McGrawHill.
- [https://apps.who.int/iris/bitstream/handle/10665/112828/9789241506809\\_eng.pdf](https://apps.who.int/iris/bitstream/handle/10665/112828/9789241506809_eng.pdf)

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**B.A. (VS) Human Resource Management**  
**Semester V**  
**GENERIC ELECTIVE COURSE (GE- 5.2)**  
**Team Building and Development**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Team Building and Development GE-5.2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** The course aims to teach students importance of building and working in teams in business and industry. The course will examine basic structure of a team, the stages of their development and their management and evaluation.

**Learning Outcomes:**

**After completion of the course, learners will be able to:**

1. learn about teams within an organization, their types and analyze the unique features of each of its types.
2. discuss and demonstrate understanding of the various ways of building an effective team.
3. evaluate techniques to manage teams at each stage of Development.
4. design shared vision and articulate business strategy of a hypothetical organisation to create high performing team.
5. examine and explore methods and techniques of assessing team performance.

**Unit 1: Understanding Teams**

**8 hours**

Define Team and Group, Difference between Team and Group, Characteristics of a Team, Strength of a Team, Limitations of a Team, Types of Teams: Functional or Department Team, Cross Functional Teams, Self-Managing Team, Virtual Team, Operational Team, Problem Solving Team.

**Unit 2: Team Building**

**8 hours**

Meaning and importance of Team Work, Psychology of Team Building, Team Building Process, Goal Setting and Problem Solving.

### **Unit 3: Stages of Team Building hours**

8

Stages of Team Development- Tuckman's Model etc, Team Leader, Belbin Team Roles- Action Oriented Roles, People Oriented Roles and Cerebral Roles; Team Meetings and Leadership; Ginnett-Team Effectiveness Leadership Model (TELM).

### **Unit 4: Leading Transformation through high Performance Teams 8 hours**

Leading Transformation: Context, Shared Vision, Strategy, Wheel of Transformation Model,  
Determinants of High Performing Teams: 12 Cs; Leading Innovative Teams – Employee First Customer Second.

### **Unit 5: Evaluation of Team Performance hours**

8

Measuring Team Effectiveness-Creating Objectives, Measuring Productivity, Time Management, 360 Degree Feedback; Problem Solving and Conflict Resolution in Teams.

#### **Exercises:**

The learners are required to:

1. Form small groups of students in class and assign each group a scenario involving a team or a group. Ask them to analyze the characteristics and behaviors that are exhibited by members in the scenario and determine whether it represents a team or a group.
2. Build a skill matrix for your team to develop right skills and competencies to achieve desired goals of organisation. Also identify various training needs of your team in the process.
3. Search and look out for online tools to maintain effective communication with virtual team members so they always feel welcome in organisation. Team members working in remote mode or working in different time zones can often feel left out from mainstream and could fail to build rapport.
4. Create a Team Charter of your team and provide it to your team member's. students should collaborate with fellow classmates forming small groups to complete a task as assigned. Together they would develop a set of team norms or guidelines that will govern their behavior and interactions throughout the project. They should consider aspects such as communication, decision-making, accountability, and conflict resolution. Students can share their team norms with the class, highlighting the importance of establishing clear expectations for team behavior
5. Review and discuss a case study that presents a hypothetical transformational change initiative. Ask students to apply the Wheel of Transformation Model to analyze the case and identify the key components required for successful transformation. They should assess the alignment of each component, including

leadership, vision, strategy, resources, and processes. Students can present their analysis, discussing the strengths and areas for improvement in the transformational process.

6. Work in teams and assign them a project or task to complete within a specific timeframe. After the completion of the task, ask each team to conduct a self-assessment of their performance. They should evaluate their teamwork, communication, problem-solving, and overall effectiveness as a team. Students can use a standardized evaluation form or develop their own criteria for assessment.

### **Suggested Readings:**

- Dyer, W. G. J., Dyer, J. H., & Dyer, W. G. (2013). Team Building: Proven Strategies for Improving Team Performance. New Jersey: John Wiley & Sons.
- Gratton, L. E. (2007). Eight ways to build collaborative teams. Harvard Business Review. 85 (11), 100-109.
- Katzenbach, J. R., Douglas S. K. (2001). Discipline of Teams. Harvard Business Review. 71(2). 111-120.
- Kohn, S. E., & O'Connell, V. D. (2007). 6 Habits of Highly Effective Teams.
- Mittal, R. (2015). Leadership: Personal Effectiveness and Team Building. Uttar Pradesh: Vikas Publishing House Pvt. Ltd.

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# SEMESTER- VI

**B.A. (VS) Human Resource Management**  
**Semester VI**  
**DISCIPLINE SPECIFIC CORE COURSE (DSC- 6.1)**  
**International Human Resource Management**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>International Human Resource Management (DSC-6.1)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** The course aims to provide learners with an understanding of the key concepts and practices in International Human Resource Management (IHRM). It explores the unique challenges and dynamics of managing human resources in a global context, covering topics such as the international environment, HRM practices, behavioral dynamics, and HRM relations in an international setting.

**Learning Objectives:**

After completion of the course, learners will be able to:

1. develop a clear understanding of the concept and scope of International Human Resource Management (IHRM) and its significance in a global business environment.
2. gain a comprehensive understanding of the challenges and complexities involved in managing a global workforce.
3. appraise and analyze the impact of culture and cultural diversity on HRM practices in international settings and develop cross-cultural competencies.
4. identify and address ethical issues in international business, develop ethical frameworks for decision-making, and promote ethical behavior in a global workforce.
5. develop effective practices for staffing international assignments, including the selection, preparation, and management of expatriates.

**Unit 1: The Environment of International Human Resource Management      9 Hours**

International HRM - An Overview: Introduction to the field of IHRM, its scope, and relevance in the global business environment. The Organizational Context of International HRM: Examining the influence of organizational factors on IHRM practices, including structure, strategy, and global workforce planning. Culture and Cultural Diversity: Understanding the impact of culture on HRM practices, managing cultural diversity, and developing cross-cultural competencies.

**Unit 2: HRM Practices in International Context****9 Hours**

Staffing for International Assignments: Selecting, preparing, and managing employees for international assignments, including expatriate management and repatriation. Training and Development in International Context: Designing and implementing training programs for global employees, addressing cultural and language barriers, and promoting international knowledge transfer.

**Unit 3: International Performance Management Systems****9 Hours**

Developing performance management systems in a global setting, setting performance standards, and addressing performance appraisal challenges. International Compensation Management: Managing compensation and benefits in a global context, including expatriate compensation, global pay systems, and managing international employee benefits.

**Unit 4: Behavioral Dynamics of IHRM****9 Hours**

Cross-Cultural Communication and Negotiation: Understanding the impact of cultural differences on communication and negotiation processes, developing inter-cultural communication skills, and managing cross-cultural conflicts. Leadership and Motivation in a Global Context: Exploring leadership styles in different cultures, motivating and managing a diverse global workforce, and fostering cross-cultural collaboration. Global Ethical Environment: Examining ethical issues in international business, developing ethical frameworks for decision-making, and promoting ethical behavior in a global workforce.

**Unit 5: HRM Relations, Issues, and Challenges****9 Hours**

International Employee Relations: Managing employee relations in an international context, addressing cultural differences, labour regulations, and resolving global labour disputes. Mergers and Acquisitions - HR Perspective: Understanding the HR implications of mergers and acquisitions, managing cultural integration, organizational restructuring, and change management in a global context. IHRM Trends and Future Challenges: Exploring emerging trends and challenges in IHRM, such as globalization, technology, and sustainability, and their impact on HRM practices in the future.

**Exercises:****The learners are required to:**

1. Analyze a real-life case study for conducting an assessment of an organization's international HRM practices. They should evaluate the alignment between the organization's HR policies, strategies, and organizational factors with the demands of managing a global workforce.
2. Design and deliver a training program for expatriates, considering cultural nuances, language barriers, and global leadership development.
3. Participate in a simulation exercise where they are tasked with staffing a multinational company with operations in different countries. Students should consider factors such as local labor laws, talent availability, cultural fit, and diversity. They can develop staffing strategies, create job descriptions, conduct interviews (simulated or role-play), and make

hiring decisions. This exercise will help students understand the complexities of international staffing and the importance of considering local contexts.

4. Conduct interviews with HR professionals or managers with experience in global performance management. Students can prepare questions to understand real-world examples of setting performance standards, overcoming challenges, and effectively appraising performance in a global setting.
5. Participate in a cross-cultural negotiation simulation by forming two groups. Students should engage in negotiations, addressing issues such as collective bargaining, working conditions, and labor laws. This exercise will help students understand the complexities of labor relations in an international context and develop their negotiation and conflict resolution skills demonstrating effective communication and negotiation strategies in an international context.
6. Research and present on a global ethical issue, examining its impact on HRM practices, and the challenges it poses to HR managers. For this, students may collect information on international HR policies pertaining to different organizations or countries. They can analyze the policies, identifying similarities, differences, and best practices. Students should critically evaluate the policies based on legal compliance, cultural sensitivity, and effectiveness in managing a global workforce. They can propose improvements or modifications to the policies based on their analysis.

### **Suggested Readings:**

- Dowling, P. J., Festing, M., & Engle, A. D. (2020). *International Human Resource Management* (7th ed.). Cengage Learning.
- Brewster, C., Sparrow, P., & Vernon, G. (2016). *International Human Resource Management* (4th ed.). Kogan Page.
- Edwards, T., & Rees, C. (2018). *International Human Resource Management: Globalization, National Systems and Multinational Companies* (4th ed.). Pearson.
- Mendenhall, M., Oddou, G., & Stahl, G. (2018). *Readings and Cases in International Human Resource Management* (6th ed.). Routledge.
- Scullion, H., & Collings, D. G. (Eds.). (2018). *Global Talent Management* (2nd ed.). Routledge.
- Tarique, I., & Schuler, R. (Eds.). (2016). *International Human Resource Management: Policies and Practices for Multinational Enterprises* (5th ed.). Routledge.
- Taylor, S., Beechler, S., & Napier, N. (2016). *International Human Resource Management* (4th ed.). Cambridge University Press.

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**B.A. (VS) Human Resource Management**  
**Semester VI**  
**DISCIPLINE SPECIFIC CORE COURSE (DSC- 6.2)**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

<b>Course Title &amp; Code</b>	<b>Total Credits</b>	<b>Lectures</b>	<b>Tutorial</b>	<b>Practical</b>	<b>Eligibility criteria</b>	<b>Pre-requisite of the course</b>
Digital Economy (DSC 6.2)	4	3	1	0	Class XII	Nil

**Learning Objectives:** The course aims to familiarise the student with the economics of the digital goods and services, characterized by transient market behaviour, feedback mechanisms, international impact, global markets, many stakeholders, and technological dependencies never seen in any markets before. It will cover the complex ecosystem, logic of the structures of the digital economy and its outcomes - such as powerful companies & non-monetary pricing, ethical and legal aspects & insights into digital consumer behaviour.

**Learning Outcomes:** After completion of the course, learners will be able to:

- explain the structural peculiarities of the digital economy and the consequences for market structures and market outcomes.
- develop expedient solutions by identifying structural incentives using prevalent economic models and concepts.
- examine structural incentives underlying the digital economy and its alterations to achieve different outcomes.
- identify ethically desirable states and behaviours and examine how to achieve these via adequate incentive structures.
- explain the logic underlying global efforts to regulate the digital economy
- appraise the consequences and ethical implications of various business models and behaviours in the digital economy.

**Unit 1:** Introduction to the digital economy: Evolution and digital economy eco-system, digital goods and services, production and value creation models. (10 hours)

**Unit 2:** Fundamentals of digital economics: multi-sided platforms, network effects and positive feedbacks, path dependence, lock-in and switching costs, formation of monopolies in the digital economy, the “long tail”. (13 hours)

**Unit 3:** Digital markets: Stakeholders and relationships in digital markets, the layered internet model, competition, cooperation, and coopetition;  
 Digital business, strategy and innovation: Digital innovations, Business models, Strategic positioning. (12 hours)

**Unit 4:** Some legal developments: Digital Markets Act, Digital Services Act; Ethical challenges in the digital economy; challenges for the Digital payment systems, Challenges for society, Challenges for ethics. (10 hours)

**Practical Exercises:**

**The learners are required to:**

1. make a group presentation on how digitization of the economy is impacting your neighbourhood. Search for news articles (2-3) and discuss how digitization influences the various sectors of the economy, the public sector and business domains. (Unit 1)
2. engage in a classroom discussion on the 5G systems and its linkage with the digital economy in India & globally. (Unit2)
2. prepare group presentations describing and discussing the eco-system for the Apple App store, Uber, or any other such platform. (Unit 3)
3. prepare a presentation on services offered in several market segments by any two-sided and multi-sided platform. (Unit 3)
4. engage in a group discussion on the business of streaming services and real-time online gaming with reference to net neutrality, resource sharing and network performance. (Unit 4)

### **Suggested Readings:**

- Harald. Ø., & Audestad. J. A., (2021), *Intoduction to Digital Economics: Foundations, Business Models and the Case Studies* (2<sup>nd</sup> ed.). Sweden: Springer.
- Harald. Ø., & Audestad. J. A. (2018), *Digital Economics: How Information and Communication Technology is Shaping Markets, Businesses, and Innovation*, Scotts Valley: CreateSpace.
- Belleflamme, P., & Peitz M., (2015), *Industrial Organization: Markets and Strategies* (ch. 20-23). Cambridge: Cambridge University Press.

### **Notes:**

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**B.A. (VS) Human Resource Management**  
**Semester VI**  
**DISCIPLINE SPECIFIC CORE COURSE (DSC- 6.3)**  
**Diversity Management**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Diversity Management (DSC-6.3)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** The course aims to provide up-to-date knowledge about the new realities of the workforce and understanding of impact of diversity on various human resource

functions and dynamics of team diversity, ability to critically examine organisational culture and its various aspects so as to get a better understanding of individual differences in the organisation and knowledge of various strategies through which diversity can be managed so as to increase the effectiveness of the organisations.

**Learning Outcomes:**

After completion of the course, learners will be able to:

1. acquire the knowledge and abilities necessary to effectively manage diversity in the workplace.
2. analyse and interpret the individual differences at the workplace and their impact on critical HR decisions.
3. describe the various dimensions of diversity and how these differences impact the interpersonal relationships of the individuals.
4. review the different approaches and strategies to manage workplace diversity and use tools of diversity management.
5. identify the different trends and practices adopted by organisations in India to manage their diverse workforce.

**Unit 1: Diversity- An Overview**  
**hours**

**8**

Diversity-concept & meaning, Types & Dimensions of Diversity, concept & significance of Diversity management, Drivers for diversity management, Diversity issues & challenges.

**Unit 2: Workplace Diversity**

**10 hours**

Meaning & significance, Diversity & inclusion at workplace, Impact of Workforce diversity on HR functions, Workforce Diversity – Key to organisational Performance, Role of Diversity as a Determinant of Sustainable Competitive Advantage, Diversity in

interpersonal relationships and cross-cultural communication, Team Diversity.

### **Unit 3: Cultural Diversity**

**9 hours**

Organisational Culture: meaning & significance, values and ethics of global work culture- task related, individual & interpersonal values, Diversity in Organisational Culture, Culture as a multi-level dynamic construct, Complexity & challenges in global Organisations.

### **Unit 4: Managing Workplace Diversity**

**10 hours**

Diversity Management, Approaches to Diversity management- Colour-blind approach, multicultural approach, All- inclusive multiculturalism, organisational Strategies for Managing Workplace Diversity – Workplace Inclusion, Strategies through Corporate Leadership, Diversity Training and Mentoring, Employee Resource Groups, corporate social responsibility & initiatives Flexible work programs.

### **Unit 5: Recent Trends and Developments** **hours**

**8**

Diversity & multiculturalism Global Workplace Diversity management, Recent trends of workplace diversity: Role of Technology in managing diversity, Diversity and innovation. Ethical & Legal issues in managing diversity.

### **Exercises:**

The learners are required to:

1. Work in groups in class to identify the diverse composition of workforce in organisations situated in India with special reference to those where the ratio of workforce is unequally distributed among men and women.
2. Create a diversity climate survey to assess the perceptions and experiences of employees regarding diversity and inclusion in the workplace. They can design the survey questions, distribute it to a sample population (such as fellow students or employees), and analyze the results. Students should interpret the findings and propose recommendations for improving the diversity climate based on the survey results.
3. Analyse the cultures of public and private organizations, domestic and global organizations and discuss cultural diversity aspects. Also discuss the complexity & challenges of global organizations
4. Conduct a simulation exercise where students take on the role of recruiters in a diverse organization. The instructor can provide them with a pool of diverse candidate profiles and assign them different job positions. Review the profiles, conduct interviews (simulated or role-play), and make hiring decisions based on merit and diversity considerations. This exercise will help understand the various approaches, strategies and challenges involved in diversity management.
5. Organize a panel discussion with guest speakers who have expertise in diversity and inclusion. Thereafter, examine and discuss the recent trends, key issues, inclusive strategies adopted by Indian organisations to manage their diverse workforce

### **Suggested Readings:**



- De Anca, C., & Vega, A. V. (2016). Managing diversity in the global organisation: Creating new Business values. Springer.
- Kirton, G., & Greene, A. M. (2021). The Dynamics of Managing Diversity and Inclusion: A Critical Approach. Routledge.
- Klarsfeld, A., Booysen, L. A., Ng, E., Tatli, A., & Roper, I. (2014). International handbook on diversity management at work: country perspectives on diversity and equal treatment. Edward Elgar Publishing.
- Konrad, A. M., Prasad, P., & Pringle, J. (Eds.). (2005). Handbook of workplace diversity. Sage.
- Machado, C., & Davim, J. P. (2017). Managing organisational Diversity. Springer International Publishing.
- Moss, G. (2012). Lessons on profiting from diversity. In Lessons on profiting from diversity (pp. 1-18). Palgrave Macmillan, London.
- Nkomo, S. M. (1997). Managing diversity: Human resource strategies for transforming the workplace.
- Schwabenland, C. (2012). Metaphor and dialectic in managing diversity. Palgrave Macmillan.
- Triana, M. (2017). Managing diversity in organisations: A global perspective. Routledge.

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**B.A. (VS) Human Resource Management**  
**Semester VI**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.1)**  
**Creativity And Innovation In HRM**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Creativity and Innovation in HRM DSE-6.1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

**Learning Objective:** The course aims to enable learners to explore approaches used by managers and organisations for creating and sustaining high levels of innovation.

**Learning Outcomes:**

After completion of the course, the learners will be able to:

1. demonstrate understanding and analyse the creativity concept, its nature, process and assess related concepts like thinking, innovation, etc.
2. identify the sources of innovative business ideas, understand the idea generation process and the various stages involved in it,
3. generate Innovative idea for business and defend/ justify the same.
4. interpret the Business Competence achieved by various organisations by using the Innovative Business Model.
5. describe the significance of Innovative Leadership and articulate understanding
6. articulate understanding of various types of intellectual property rights, the legal implications attached to each, their significance and applications for a business perspective.

**Unit 1: Introduction**  
**hours**

**9**

Meaning & Concept of Creativity; Creativity Process; Nature & Characteristics of Creativity and Creative Persons; Factors affecting Creativity; Recognizing and Avoiding Mental Blocks; Thinking Preferences; Risk Taking; Creativity Styles; Creative Thinking Tools; Innovation vs Creativity; Types of Innovations: Incremental & Radical.

**Unit 2: Idea Generation & Creativity in Problem Solving**

**9 hours**

Ideation; Pattern Breaking Strategies; Mind stimulation: games, brain-twisters and puzzles; Idea-collection processes: Brainstorming/Brain-writing, SCAMPER methods, Metaphoric thinking, Outrageous thinking, Mapping thoughts; Eight-Dimensional (8D) Approach to Ideation; Systematic Inventive Thinking: TRIZ methodology.

### **Unit 3: Innovation Management hours**

**9**

Invention and Discovery- Process and Typology; Methods and Techniques; Arenas of Innovative Competence; Categories of Innovation: Product, Process, and Service Finance (Venture Capital, Angel Investors), Offerings, Delivery. Evaluation of Effectiveness of Innovation.

### **Unit 4: Setting the Right Ecosystem for Innovation**

**9 hours**

The Essence of Right Ecosystem; Dimensions of the Ecosystem for Innovation; Intrinsic Motivation & Extrinsic Motivation; Leadership Styles fostering Innovation; Organisational Alignment; Creating Self-Sustaining Culture of Innovation; Organisational Enrichment.

### **Unit 5: Intellectual Property**

**9 hours**

Introduction to intellectual property: Patents (novel, useful, and not obvious), Copyrights, Trademarks; Transforming Innovations into Proprietary Assets: significance and steps; Strategizing Intellectual Property; Issues of IP Enforcement, Piracy, Counterfeiting, Copyright violation, etc. IPR and New Product Development. Government Policies and Issues on National and International IP Legislations and Treaties.

### **Exercises:**

The learners are required to:

1. identify a creative person to comprehend, study, analyse, and present a report highlighting the contribution of his/her creative work.
2. generate a creative idea for business and present the same in the class for critical evaluation by other learners regarding its uniqueness and feasibility
3. analyse the creative thoughts of renowned personalities in the past and its contribution towards the success and shortcomings of business model.
4. identify an Innovative Business Model (like Amazon, Redubs, Flipkart, Ola, Uber, Big Basket, Zomato, Swiggy, etc.) used by an organisation recently and present a report on Business Competence achieved by it.
5. review and analyze the case study on Innovative Leader or innovation (for example: Steve Jobs who launched Apple's iPod & iPhone or any other) for which a patent or copyright has been filed and present a report on the key learnings.
6. select an aspect (in the field of their interest) on which patent has been granted already and think of an innovative idea so that it makes a case for filing a new patent application.

### **Suggested Readings:**

- De Leede, J., & Looise, J. K. (2005). Innovation and HRM: Towards an integrated framework. *Creativity and innovation management*, 14(2), 108-117.
- Harvard Business Essentials. (2003). *Managing Creativity and Innovation*. Boston: Harvard Business School Publishing.
- Loewenberger, P. (2016). Human resource development, creativity and innovation. In *Human resource management, innovation and performance* (pp.48-65). London: Palgrave Macmillan UK.
- Prather, C. (2010). *The Manager's Guide to Fostering Innovation and Creativity in Teams*. New York: McGraw-Hill Education.
- West, M., & Sacramento, C. (Eds.) (2006). *Flourishing in teams: Developing creativity and innovation*. SAGE Publications Ltd.  
<https://doi.org/10.4135/9781446213704>

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**B.A. (VS) Human Resource Management**  
**Semester VI**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.2)**  
**Emotional Intelligence in The Workplace**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Emotional Intelligence in the Workplace DSE-6.2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

**Learning Objective:** The course aims to create a positive mindset of the future leaders (students) in order to make them ready to face any challenges that the world might throw at them. Further, the course will also help the students to become emotionally intelligent human beings.

**Learning Outcomes:**

After completion of the course, learners will be able to:

1. describe the meaning and need of emotional intelligence.
2. manage their emotions and understand others.
3. interpret the emotions of self and others to maintain healthy relations with others.
4. apply the strategies to improve their emotional intelligence.
5. understand and apply the components of emotional intelligence.

**Unit 1: Introduction:**

**10 hours**

The Nature, characteristics of Emotions and types/ kinds of emotions, mood, and feelings, factors affecting emotions, difference between thoughts, emotions, and actions, meaning and components of emotional intelligence, Evolution from IQ to EQ.

**Unit 2: Self Awareness & Self-Management:**

**10 hours**

Meaning of self-awareness, role of consciousness in self-awareness, self-motivation. knowing your strengths and weaknesses meaning of self-management, appreciative inquiry, time management, self-control and assertiveness

**Unit 3: Social Awareness & Relationship Management:**  
**hours**

**8**

Elements of social skills such as empathy, social connect, body language, listening actively, law of energy & positive vibrations, gratitude, celebrate life- spending quality

time with family, friends and colleagues in order to build trust and team spirit

#### **Unit 4: Techniques and strategies to improve emotional intelligence: 9 hours**

Show you care, keep your word, law of patience, role of emotional intelligence in success and happiness, strategies to improve emotional intelligence.

#### **Unit 5: Application of Emotional Intelligence: 8 hours**

At work and personal life with the help of case studies and role plays, emotional intelligence and mental wellbeing of human beings, and the role of emotional intelligence in conflict management.

#### **Exercises:**

The learners are required to:

1. Select a standardised scale/ questionnaire after due permission from the author to be administered in practical in order to know the emotional quotient of the students.
2. prepare a daily reflection journal will be maintained by each student in order to understand his/ her feelings and the causes behind those feelings. This activity will make learners aware about what they feel, how they feel and why do they feel the way they do.
3. Let us Acknowledge Exercise: It is a must to appreciate and acknowledge the work of people around you. Build a culture in your class where every small and big positive act of students is appreciated and acknowledged by using the words —let us acknowledge followed by a big round of applause. Every learner can share his one biggest achievement till date and all can acknowledge it. This helps learners to understand how to apply emotional intelligence in real life.
4. Count your blessings: Everyone should write down all the good things he/ she has in his/ her life, it can be anything like a roof over your head, a smartphone, loving parents. Now exchange your list with your partner and read his/ her list.
5. Gratitude Notes: Make gratitude notes for all those people whom you wish to thank. Writ what you feel for them and how grateful you are to them. This will help in building healthy relationships.

#### **Suggested Readings:**

- Ciarrochi, J., Mayer, J.D. (2007). Applying Emotional Intelligence: A practitioner's guide. Psychology Press.
- Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
- Goleman, D. (2020). Emotional intelligence: Why it can matter more than IQ. Bloomsbury Publishing.
- Mangal, S.K., Mangal, S. (2015). Emotional intelligence: Managing emotions to win in life. PHI Learning Private Limited.
- Payne, R., & Cooper, C. L. (2001). Emotions at work: Theory, research, and applications in management. Wiley.

- Robbins, S. P., Judge, T. A., & Vohra , N. (2018). organisational Behaviour (18 ed.). Pearson..
- Mastering Emotional Intelligence: Making Emotions Work “For” you and not “Against” you.
- Singh, D. (2015). Emotional intelligence at work. New Delhi: Response Books.

**Notes:**

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**B.A. (VS) Human Resource Management**  
**Semester VI**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.3)**  
**Ethics And Corporate Governance**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Ethics and Corporate Governance (DSE-6.3)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

**Course Objective:** This course is designed keeping in view the dominant role that modern corporations play in creating desirable economic, social and environmental outcomes for the society. The aim of the course is to impart basic knowledge of business ethics and values and its relevance in modern day context. The course outlines the key theoretical and practical issues underpinning the study of both corporate governance (CG) and corporate social responsibility (CSR) in an integrated fashion.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. analyze the concepts, tools and theories of ethics and the issues in ethics.
2. recognize the essence of ethics in business.
3. develop decision-making skills with regard to ethical governance.
4. explain the structure and aspects of corporate governance principles and various theories and forums of corporate governance.
5. provide opportunities for reflection on the roles and responsibilities of directors, promoters, and management towards the shareholders and other stakeholders covering both theory and relevant practices.
6. recognise and demonstrate understanding of emerging issues and challenges in corporate governance.

**Unit 1: Introduction to Ethics**

**9 hours**

Concept of moral reasoning and ethics; Contributions of moral thinkers and philosophers to the concepts of morality; Approaches to Moral reasoning; Essence of Ethics, Dimensions of Ethics; Human Values; Ethical concerns and dilemmas

**Unit 2: Business Ethics**

**9 hours**

Concept; Principles; Theories of Business Ethics; Ethical Organisations, Ethical Dilemmas in Organization, Code of Ethics; Ethical issues in business, Ethics training programme.



**Unit 3: Governance of Business Entities****9 hours**

The philosophical basis of governance; Corporate Governance- Meaning and significance; Conceptual framework; Corporate governance systems across the world; Corporate governance in India, CII code on corporate governance – features - Various Corporate Governance forums – CACG, OECD, ICGN AND NFCG.

Cases of corporate frauds and scams- Enron, Lehman Brothers; Satyam Computer Services; PNB Heist; IL&FS Fraud, ABG Shipyards, Yes Bank; Governance issues and challenges

**Unit 4: Corporate Social Responsibility****9 hours**

Corporate Social Responsibility – definition – nature – levels – phases and approaches, principles, Indian models – dimensions. Corporate social reporting - Objectives of Corporate Social Reporting and case studies.

**Unit 5: Recent Issues and Challenges of Governance****9 hours**

Insider Trading; Whistle Blowing; Shareholders Activism; Class Action suits; Gender Diversity in Boards; Governance of Family entities; Governance of multi-national corporations.

**Exercises:**

The learners are required to:

1. review and discuss the ethical dilemmas in various scenarios as presented by the teacher in class with respect to a given organization and discuss the ethical concerns in each situation.
2. Conduct a comparative analysis of corporate governance practices in different countries or industries. Ask them to examine the philosophical underpinnings and conceptual frameworks of governance systems in each context. Students should identify similarities, differences, and any potential challenges in implementing effective governance practices
3. Research and evaluate the governance structures of different organizations, such as corporations, non-profit organizations, or government bodies. Ask them to identify the philosophical basis and conceptual framework underlying each governance structure. Students should critically assess the effectiveness of these structures in promoting transparency, accountability, and stakeholder interests.
4. Discuss in class real-life examples of insider trading cases and ask them to analyze the case, identifying the key actors, the unethical practices involved, and the consequences faced by those involved. Encourage students to discuss the legal and ethical implications of each case and propose alternative actions that could have been taken.
5. Research and Presentation: Students will be asked to research a specific aspect of insider trading, such as its impact on market efficiency or the legal framework in different countries. Ask them to prepare a presentation summarizing their findings and conclusions. This exercise will not only enhance their understanding but also improve their research and presentation skills.

**Suggested Readings:**

- Monks, Robert A.G. and Minow, Nell, *Corporate Governance*, Wiley.
- Reddy, Nanda Kishore and Ajmera, Santosh, *Ethics, Integrity and Aptitude*, McGraw-Hill Education.
- Sharma, J.P. *Corporate Governance, Business Ethics, and CSR*, Ane Books Pvt Ltd, New Delhi.
- Khanka, S., S. (2014). *Business Ethics and Corporate Governance (Principles and Practices)*. S.Chand Publishing.
- Tricker, Bob. *Corporate Governance-Principles, Policies, and Practice (Indian Edition)*. Oxford University Press, New Delhi.
- Weiss, Joseph W. *Business Ethics*, Berrett-Koehler Publishers.

**Additional Readings:**

- Mallin, Christine A. *Corporate Governance (Indian Edition)*, Oxford University Press, New Delhi.
- Rani, Geeta D., and Mishra, R.K. *Corporate Governance- Theory and Practice*, Excel Books, New Delhi.

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**B.A. (VS) Human Resource Management  
Semester VI**

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.4)**

**DSE 6.4 Basic Development Economics**

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Basic Development Economics (DSE 6.4)	4	3	1	0	Passed 12th standard	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course discusses different concepts and features of development
- It distinguishes between growth with development
- It discusses historical experiences of poverty, inequality and growth in different countries
- It discusses recent experiences of growth and development
- It analyses governance issues- institutional mechanism- role of state, market and other institutional

mechanisms, reforms and development policies

### Learning outcomes

The Learning outcomes of this course are as follows:

- The course would enable the students to understand the different dimensions of development that are distinct from growth.
- The students will understand the underlying factors that kickstart, sustain and restrict growth and development.
- They will understand why the inequality and poverty are so sticky and thus be able to suggest policy intervention and institutional changes

### Syllabus

#### UNIT I: Concepts of Economic Development (12 hours)

Multiple dimensions of development and alternative measures of development; historical experience of growth and development across countries; understanding poverty, growth, development and their interrelationship; colonialism and underdevelopment; international comparison - PPP

#### UNIT II: Escaping Under-Development - Recent Attempts and Experiences (12 hours)

Recent development experiences – escaping poverty trap, accumulation of physical and human capital, improvement in health and education, R&D, innovations, and technology adoption; population growth and demographic dividends.

#### UNIT III: Reform Policies for Sustainable Development (12 hours)

Triple bottom-line of sustainability – economic, social and environmental dimensions; trends in growth,

inequality and poverty; various policies for generating economic growth, reducing inequality and poverty, freeing from deprivation; Washington consensus and reform measures; natural and manmade catastrophes, like covid19, Aids in Africa, hyperinflation in Latin America and reversal of improvements; economic growth and global warming – trends in emissions and mean temperature, future projection; observed impact of warming, future consequences, policies adopted to mitigate the global warming problem in IPCC meets.

#### UNIT IV: Institutions and Development (9 hours)

Institutions facilitating development – efficacy of market, state and commons in mobilisation and efficient use of resources. Experiences of India, China, and East Asian countries.

*Practical Exercise: Students are required to*

1. go observe graphs/diagrams presented in Ch 2 (section 2.4) of Partha Dasgupta and see how different indicators/parameters of development are related to PCI (Unit I)
2. go through data on human development and correlate them with income growth (Unit II)
3. from Ch1 of Rodrik (2009) find out countries that witnessed high growth but could not sustain and trace the possible reasons
4. list major reform policies in China and the institutional changes that facilitated rapid growth and compare it with India's experience using Bardhan (2010) and Rodrik (2009)

#### Recommended readings

- Dasgupta, Partha, (2007), *Economics: A Very Short Introduction*, (AVSI), Oxford University Press.
- Ray, Derbraj, (1998). *Development Economics*, Princeton University Press
- Todaro, M. P., & Smith, S. C. (2020). *Economic Development*. Pearson UK.
- Acemoglu, D., Johnson, S., & Robinson, J.A. (2001). "[The Colonial Origins of Comparative Development: An Empirical Investigation](#)." *American Economic Review*. 91: 1369–1401.
- Banerjee, A., & Duflo, E. (2011). *Poor Economics: A Radical Rethinking of the Way to fight Global Poverty*.
- Deaton, A., (2013), *The Great Escape*, Princeton University Press
- Hall, Robert E. & Jones, C. I. (1999). "[Why Do Some Countries Produce So Much More Output Per Worker Than Others?](#)" *Quarterly Journal of Economics*, 114(1): 83-116.
- Elinor Ostrom (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
- Ranis, G., et.al, (2000) *Economic Growth and Human Development*, *World Development* Vol. 28, No. 2, Elsevier Science Ltd.
- Galor, Oded & M. (2004). "[From Physical to Human Capital Accumulation: Inequality and the Process of Development](#)." *Review of Economic Studies*, 71(4): 1001–1026.
- Rossi, Federico. (2020). [Human Capital and Macroeconomic Development: A Review of the Evidence](#). *The World Bank Research Observer*, 35 (2): 227–262.
- Bardhan, P.(2010), *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*, OUP.
- Dietz, T., Ostrom, E. & Stern, P.C. (2003). 'The Struggle to Govern the Commons', *Science*, vol. 302, No. 5652 (Dec. 12, 2003), pp. 1907-1912.
- Rodrik, Dani (2009), *One Economics, Many Recipe's: Globalization, Institutions and Economic Growth*, Princeton University Press.
- Rodrik, Dani. (2014). "[The Past, Present, and Future of Economic Growth](#)," in Franklin Allen et al., *Towards a Better Global Economy: Policy Implications for Citizens Worldwide in the 21st Century*, Oxford University Press, Oxford and New York.
- Piketty, Thomas & Saez, E. (2014). 'Inequality in the Long Run', *Science*, 344 (838).
- Heal, G. (2012), *Reflections—Defining and Measuring Sustainability*. *Review of Environmental Economics and Policy*, volume 6, issue 1, winter 2012, pp. 147–163

- Harris, J. & Roach, B.(2018). *Environmental and Natural Resource Economics: A Contemporary Approach*, Routledge. Chapters 12, 13.

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**B.A. (VS) Human Resource Management**  
**Semester VI**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.5)**  
**Financial Statement Analysis**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility criteria	Pre-requisite of the course
<b>Financial Statement Analysis DSE 6.5</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>Pass in class 12<sup>th</sup></b>	<b>-</b>

**Learning Objectives:** The course aims to familiarize students with the information contained in corporate annual reports. The course will equip students to understand and evaluate financial statements from the perspectives of different stakeholders.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. identify financial information located in different financial statements which are a part of any corporate annual report.
2. compare the financial changes in any listed Indian company through the vertical or horizontal analysis.
3. appraise the financial performance of any listed Indian company through a financial ratio analysis.
4. judge the effectiveness of cash management of any listed Indian company.

**Unit 1: Introduction**

**16 Hours**

Financial statements, uses & limitations, users of accounting information, brief introduction to Indian accounting standards, a brief introduction to the financial information contained in the statement of profit & loss, balance sheet, cash flow statement, board of directors' report, and disclosure of significant accounting policies in the corporate annual reports of listed companies. Financial statements format as per Companies Act, 2013, Content of annual reports, Quality of financial reporting, Reporting regulation in India.

**Unit 2: Techniques of financial statements analysis**

**10 Hours**

Comparative and common-size statements: horizontal and vertical analysis, and trend analysis, study from the Annual reports of a few listed Indian companies. Report preparation of financial statement analysis, Types of business combinations, consolidated financial statements, Consolidated financial, statements, Consolidated financial statements. Window dressing, Window dressing, Recent scandals in financial reporting, Recent scandals in financial reporting.

**Unit 3: Ratio Analysis**

**9 Hours**

Analysis of liquidity, solvency, profitability, activity and market ratios; Du Pont analysis, ratio analysis from the Annual reports of a few listed Indian companies.

**Unit 4: Cash Flow Analysis****10 Hours**

Importance and objectives, structure of Cash flow statement (Financing, investing and operating activities), Preparation of Cash Flow statement as per prevailing accounting standard, Cash flow analysis from the Annual reports of a few listed Indian companies.

**Exercises:**

The learners are required to:

1. download soft copies of corporate annual reports of any listed Indian company & identify relevant financial information
2. differentiate at least two listed Indian companies after preparing their comparative & common size financial statements for three years.
3. appraise the operating efficiency, solvency, profitability and liquidity position of any listed Indian company on the basis of the ratio analysis from its financial statements.
4. appraise the cash management of any listed Indian company using the cash flow statements stated in the corporate annual report.

**Suggested Readings:**

- Bhattacharyya, Asish K. (2019) Corporate Financial Reporting and Analysis, Second Edition: PHI Learning Pvt. Ltd.
- Dhamija. S. (2020). *Financial Reporting and Analysis*. Sultan Chand. New Delhi.
- Friedson, M. S., & Alvarez, F. (2022). *Financial Statement Analysis: A practioners' Guide*. New Jersey: Wiley.
- Lal, J., & Gauba, S. (2018). *Financial Reporting and Analysis*. Delhi: Himalaya Publishing House.
- Rao, P.M., *Financial Statement Analysis and Reporting*. (2021): PHI Learning Pvt. Ltd.
- Subramanyam, K. R.(2020). *Financial Statement Analysis*. McGraw Hill.
- S. Agnihotri, (2021). *Financial Statement Analysis and Reporting*. A.K. Publications, New Delhi.
- Tulsian, P. C., Tulsian, B., & Tulsian, T. (2022). *Analysis of Financial Statements*. New Delhi/NCR: T com Prints.
- Young S. D, Cohen, J. , Bens, A. D.,(2018) *Corporate Financial Reporting and Analysis: A Global Perspective*, 4th Edition. Wiley.

**Notes:**

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2. Examination scheme and mode shall be prescribed by the Examination branch, University of Delhi from time to time.

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.6)****Financial Accounting****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Financial accounting (DSE-6.6)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** The course aims to help learners to acquire conceptual knowledge of financial accounting, to impart skills for recording various kinds of business transactions and to prepare financial statements.

**Learning Outcomes:**

1. apply the generally accepted accounting principles while recording transactions and preparing financial statements.
2. demonstrate the accounting process under a computerized accounting system.
3. measure business income applying relevant accounting standards.
4. evaluate the impact of depreciation and inventories on Business Income.
5. prepare the Financial Statements of sole proprietor firms and Not-For-Profit Organisations.
6. prepare the accounts for Inland Branches, Departments and Leases.

**Unit 1: Theoretical Framework and Accounting Process:****6 hours****(A) Theoretical Framework**

- (i) Accounting as an information system, the users of financial accounting information and their needs. An overview of Artificial Intelligence and Data Analytics in Accounting.
- (ii) Qualitative characteristics of accounting information. Functions, advantages and limitations of accounting. Branches of accounting. Basis of accounting: cash basis and accrual basis. Capital and revenue expenditures and receipts. Events occurring after the balance sheet date, Extraordinary Items, Prior Period Items, Accounting Estimate. Accounting Policies, Fair Value, Meaning, Recognition and Disclosure Requirements of Provision, Contingent Liability and Contingent Asset.
- (iii) Financial Accounting Principles: Meaning and need; Generally Accepted Accounting Principles (GAAP): Entity, Money Measurement, Going Concern, Cost, Revenue Recognition, Realization, Fundamental Accounting Assumptions, Accruals, Periodicity,



Full Disclosure, Consistency, Materiality, and Prudence (Conservatism). Fundamental Accounting Assumptions as per AS 1

- (iv) Accounting Standards: Concept, benefits, and Process of formulation of Accounting Standards including Ind AS (IFRS converged standards) and IFRSs; convergence vs adoption; Application of accounting standards (AS and Ind AS) on various entities in India. International Financial Accounting Standards (IFRS) –meaning, need, and scope.
- (B) Accounting Process From the recording of a business transaction to the preparation of trial balance including adjusting, transfer and closing entries. Application of Generally Accepted Accounting Principles in recording financial transactions and preparing financial statements and accounting treatment of GST.

**Unit 2: Business Income, Accounting for Property, Plant and Equipment, and Valuation of Inventory: 6 hours**

- (a) Business income: Concept of Revenue and Business Income, Measurement of business income; relevance of accounting period, continuity doctrine and matching concept in the measurement of business income; Objectives of measurement of Business income.
- (b) Revenue recognition with reference to AS 9.
- (c) Accounting for Property, Plant, and Equipment with reference to AS 10. Impact of Depreciation on measurement of business income. Accounting for Intangible Assets with reference to AS 26.
- (d) Valuation of Inventory with reference to AS 2. Impact of inventory valuation on measurement of business income by using FIFO, LIFO, and Weighted Average Method.

**Unit 3: Financial Statements of Sole Proprietorship and Not-for-Profit Organisations: 6 hours**

Preparation of Financial Statements of Sole Proprietorship and Not-for-Profit Organisations

**Unit 4: Accounting for Inland Branches, Departments and Leases: 6 hours**

- (a) Accounting for Inland Branches: Concept of Dependent branches; Branch Accounting as per- Debtors System, Stock and Debtors' System
- (b) Accounting for Departments (excluding Mark-up Account)
- (c) Accounting for Leases with reference to AS 19

**Unit 5: Computerized Accounting Systems: 6 hours**

Computerized Accounting Systems: Computerized Accounts by using any popular accounting software Creating a Company; Configure and Features settings; Creating Accounting Ledgers and Groups; Creating Stock Items and Groups; Vouchers Entry including GST; Generating Reports - Cash Book, Ledger Accounts, Trial Balance, Profit and Loss Account, Balance Sheet, Cash Flow Statement. Selecting and shutting a Company; Backup, and Restore data of a Company.

Notes: (1) The relevant Accounting Standards (both AS and Ind AS) for all of the above topics should be covered. (2) Any revision of the relevant Indian Accounting Standard/Accounting Standard would become applicable.

### **Exercises:**

The learners are required to:

1. download 'Framework for the Preparation and Presentation of Financial Statements' from the websites of the Institute of Chartered Accountants of India (ICAI) to analyse the qualitative characteristics of accounting information provided therein
2. collect and examine the balance sheets of business Organisations to study how these are prepared.
3. examine the accounting policies and revenue recognition policies by collecting necessary data from small business firms.
4. prepare Trading and Profit & Loss Account and Balance Sheet collecting necessary data from small business firms.
5. prepare financial statements manually and using appropriate software. 6. prepare accounts of Inland Branches.
6. collect data from your college and prepare a Receipt and Payment Account, Income and Expenditure Account and Balance Sheet.

### **Suggested Readings:**

- Kumar, A. (2018). "Financial Accounting" Singhal Publication.
- Lal, J., Srivastava, S. & Abrol. Shivani. (2022). "Financial Accounting Text & Problems" Himalaya Publishing House, Mumbai.
- Lt Bhupinder "Financial Accounting – Concepts and Applications" Cengage.
- Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2018). "Financial Accounting" Vikas Publishing House Pvt. Ltd., New Delhi.
- Monga, J. R. & Bahadur, R. (2022). "Financial Accounting: Concepts and Applications" Scholar Tech Press, New Delhi.
- Sah, R.K. (2019) "Concept Building Approach to Financial Accounting" Cengage Learning India Pvt. Ltd.
- Shukla, M. C., Grewal, T. S., & Gupta, S. C. (2022) "Advanced Accounts. Vol.-I." Sultan Chand Publishing, New Delhi.

### **Notes:**

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**B.A. (VS) Human Resource Management**  
**Semester VI**  
**GENERIC ELECTIVE COURSE (GE- 6.1)**  
**People Management**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>People Management GE-6.1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

**Learning Objective:** The course aims to provide an overview to the learners of what it means to be an effective people manager. The programme is designed in such a manner so that the learners can develop leadership and communication skills and manage people in an Organisation effectively.

**Learning Outcomes:**

After completion of the course, learners will be able to:

1. (a) perform meditation techniques (Brain stilling exercise) for mind management;  
(b) create a personal development plan for oneself;  
(c) demonstrate decision making skills and prepare Time Management framework in real life situations;
2. analyse the applicability of People First Strategy in an Organisation;
3. assess and explain how individuals and teams work in an organization and apply different techniques and strategies to improve people management in organizations;
4. demonstrate team building skills and leadership qualities;
5. demonstrate skills to resolve conflicts in an Organisation and lead teams.

**Unit 1: Managing and Evaluating Oneself**

**8 hours**

Mind Management, Time Management, Tackling Time Robbers, Planning workload, Active Listening, Decision Making - steps, managing your Manager, Evaluating and building a personal development plan for oneself.

**Unit 2: Managing and Motivating Others**  
**hours**

**8**

Basics of People Management and its significance, Difference between People Management and Human Resource Management; impact of individual and Organisational factors on people management, Motivating Others - Employee First Strategy: Employee First Customer Second. Developing Intrinsic Motivation amongst People - People First Strategy: Emerging cases.

### **Unit 3: Building Team and Peer Networks**

**11 hours**

Team Building Process, Managing Diversity in Teams, Competency mapping, Team Roles, Team Identity, Team Charter, Team Performance, Managing Behaviour of people in groups, 360 Degree Feedback as a Development tool. Group Dynamics, Challenges of getting work done; Significance of prioritization and assigning work to team members, Importance of peer networks in an Organisation.

### **Unit 4: Managing Evaluation and Assessment** **hours**

**10**

Managing Performance, Appraisal methods, Role Reviews and performance management, Dealing with Poor Performers, Agreeing Performance Targets, Negative Feedback, Performance Management System, 360 Degree Feedback as a Performance Appraisal Tool.

### **Unit 5: Leading People & Resolving Conflicts** **hours**

**8**

Leading people to achieve the vision and mission of the Organisation. Leadership for high performance culture, Leadership Styles for creating conducive Organisational climate and culture of excellence. Managing different types of conflicts in an Organisation, Problem solving and quality improvement process.

### **Exercises:**

The learners are required to:

1. conduct a personal SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. They should reflect on their strengths and weaknesses, identify opportunities for growth and improvement, and evaluate potential threats or challenges that may hinder their progress.
2. practice different meditation techniques (brain stilling exercise) for mind management and participate in exercises that strengthen mindfulness, time management and enhance listening skills of the participants.
3. participate in simulation exercise on preparing a workload plan in an organisation based on a case study.
4. participate in simulation activity wherein learners are divided into groups with one leader in each group wherein each team is assigned responsibility of planning and executing a business activity that shows the team work and leadership qualities followed by its presentation.

5. Simulate role play of 360-degree appraisal in groups (as formed in previous activity) and appraising the performance of each member of the group.
6. discuss and analyse case study on High Performing Organisational culture, High Performing Organisational climate and Leadership
7. discuss case study of HCL on Employee First Customer Second by Vinit Nayar. And case studies of Organisations where People first strategy is being used.

**Suggested Readings:**

- Purcell, J., Kinnie, N., Swart, J., Rayton, B., & Hutchinson, S. (2008). People management and performance. Routledge.
- Randall, J., & Sim, A. J. (2013). Managing People at Work. Abingdon: Routledge.
- Thomas, M. (2007). Mastering People Management. London: Thorogood Publishing.
- Thomson, R., & Thomson, A. (2012). Managing People. Abingdon: Routledge.
- Wellington, P. (2011). Effective People Management: Improve Performance Delegate More Effectively. London: Kogan Page Publishers.

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**B.A. (VS) Human Resource Management**  
**Semester VI**  
**GENERIC ELECTIVE COURSE (GE- 6.2)**  
**Learning And Development**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Learning and Development (GE-6.2)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Pass in class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objective:** The course aims at equipping the learners with the concept and practice of Learning and Development in the modern organizational setting through the pedagogy of case study, counselling, discussions and recent experiences.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. analyse the various learning strategies used in real situations.
2. compare individual development in terms of intelligence, creativity and personality.
3. develop the learning needs to create learning environment.
4. demonstrate various techniques for enhancing decision-making and interpersonal skills.
5. examine the need and importance of guidance & counselling

**Unit 1: Introduction**

**9 hours**

Learning- concept, characteristics, principles, types, learning theories; Classical conditioning, operant conditioning, cognitive, observational and social learning; Learning strategies and constructivist approach to learning, learning in a digital world.

**Unit 2: Individual Learning and Development**

**9 hours**

Individual development: Meaning and stages; Role of creativity in learning; process and measures of creativity; Personality- concept and determinants, approaches of development of personality; Intelligence – concept, measurement of intelligence; emotional intelligence and its relevance in learning and development of an individual.

**Unit 3: Developing Learning Environment**

**9 hours**

Overview of learning methodologies- logic and process of learning; Principles of learning, Learning process, learning curve, learning management system; Criteria for method selection; skills of an effective trainer; Computer aided instructions- distance learning, e-learning; technologies convergence and multimedia environment

**Unit 4: Development Methodologies**

**9 hours**

Development techniques for enhancing decision-making and interpersonal skills, casestudy, in-basket exercise, special projects, action learning, syndicate work, games, action maze, role play,

experience learning, discovery learning, brainstorming, position rotation, team building, and sensitivity training.

### **Unit 5: Guidance and Counselling**

**9 hours**

Guidance: meaning, needs, principles, types, importance; counselling; meaning, nature objectives and importance, techniques of counselling; directive, nondirective, eclectic, ethics in counselling, effect of guidance and counselling on individual learning and development.

#### **Exercises:**

#### **The learners are required to:**

1. analyse and interpret case study of any Indian organisations learning strategies.
2. participate in simulation exercise in the classroom to conduct learning assessment of oneself with respect to a concept thereby preparing a questionnaire on learning and development of an individual.
3. develop a learning and development module on the basis of selected strategies in the previous exercise.
4. to compare different learning requirements of individuals in the organisations as per their individual learning abilities.
5. to restructure the strategies after assessing the learning and development report

#### **Suggested Readings**

- A.K. Narayana Rao (2002) Guidance and counselling, APH Publishing Corporation, New Delhi.
- Bernard, H.W. & Fullner, D.W. (1987); Principles of Guidance, A Basic Text (Indian Education), New Delhi: Allied publishers Pvt.Ltd.,.
- Carson, B. (2021). L&D's Playbook for the Digital Age. United States: American Society for Training & Development.
- Clifford, J., Thorpe, S. (2007). Workplace Learning and Development: Delivering Competitive Advantage for Your organisation. United Kingdom: Kogan Page.
- Mishra , R.C. (2005); Guidance & Counselling (2 vols); New Delhi: APH, Publishing Cooperation.
- Parry-Slater, M. (2021). The Learning and Development Handbook: A Learning Practitioner's Toolkit. India: Kogan Page.
- Page-Tickell, R. (2018). Learning and Development: A Practical Introduction (Vol. 15). Kogan Page Publishers.

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