

HRM Semester 4 Lesson Plan

Name of the Faculty – Sekh Raunak Mondal

Unit	Lecture Hours	Methodology	Evaluation
Unit I: Introduction to Human Resource Management * Human Resource Management: Concept, Functions, Roles, Skills & Competencies. * HRD: Definition, Goals and Challenges. * The Changing Environment of HRM: Globalization, Cultural Environment, Technological Advances, Workforce Diversity, Corporate Downsizing, Changing Skill Requirements. * HRM Support for Improvement Programmes, Work Life Balance, HR Role in Strategy Formulation & Gaining Competitive Advantage. * HRM Issues in Indian Organisations.	15	* Lectures: Introduce key concepts and theories. * Case Studies: Analyze real-world examples of HRM practices in Indian organizations. * Guest Speakers: Invite HR professionals to share their experiences and insights.	* Class Participation: Encourage active engagement in discussions. * Quizzes: Assess understanding of key concepts. * Assignments: Require students to apply HRM principles to specific scenarios.
Unit II: Human Resource Planning, Recruitment, Selection & Orientation * Human Resource Planning: Process, Forecasting Demand & Supply, Skill Inventories. * Human Resource Information System (HRIS), Succession Planning. * Job Analysis: Uses, Methods, Job Description & Job Specifications. * HR Accounting and Human Resource Development (HRD) Audit Concepts. * Recruitment, Selection & Orientation: Internal &	20	* Lectures: Explain the steps involved in HR planning, recruitment, and selection. * Group Activities: Simulate recruitment and selection processes, such as conducting mock interviews.	* Class Participation: Evaluate students' contributions to group activities and discussions. * Assignments: Design job descriptions and specifications for specific roles. * Tests: Assess understanding of HR planning and recruitment concepts.

Redressal Machinery. * Discipline: Concept, Aspects of Discipline & Disciplinary Procedure. * Collective Bargaining: Concept, Types, Process, Problems, Essentials of Effective Collective Bargaining.			students present on the role of trade unions in India.
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Note: This lesson plan provides a framework for teaching Human Resource Management in Semester 4 of a BBA Honours programme. The specific content and methodologies may be adapted to suit the needs of the students and the instructor. For example, lecture hours may be adjusted, different methodologies may be used and various evaluation methods can be employed. The course structure in the source material is for the University of North Bengal, and this lesson plan is based on that document.

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Entrepreneurship Semester 3 Lesson Plan

Name of the Faculty – Sekh Raunak Mondal

This lesson plan is for Entrepreneurship in Semester 3 of the BBA Honours programme at the University of North Bengal. It uses a choice-based credit system and includes the unit, lecture hours, methodology and evaluation.

Unit	Lecture Hours	Methodology	Evaluation
Unit 1: Introduction * Meaning, elements, determinants and importance of entrepreneurship and creative behaviour. * Entrepreneurship and creative response to society's problems and at work. * Dimensions of entrepreneurship: intrapreneurship, technopreneurship, cultural entrepreneurship, international entrepreneurship, netpreneurship, ecopreneurship and social entrepreneurship.	7	* Lectures: Introduce key concepts and theories, highlighting the diverse dimensions of entrepreneurship and its impact on society and the workplace. * Case Studies: Examine successful entrepreneurs and their ventures, focusing on different types of entrepreneurship, such as social, technological, or cultural entrepreneurship. * Guest Speakers: Invite local entrepreneurs to share their experiences and insights, providing real-world perspectives on starting and running a business.	* Class Participation: Encourage active engagement in discussions and analysis of case studies. * Quizzes: Assess comprehension of key concepts, definitions and types of entrepreneurship. * Assignments: Require students to apply entrepreneurial thinking by identifying problems and proposing creative solutions.
Unit 2: Entrepreneurship and Micro, Small and Medium Enterprises * Concept of business groups and the role of business houses and family business in India. * Contemporary role models in Indian business: their values, business philosophy and behavioural orientations. * Conflict in family business and its resolution.	10	* Lectures: Discuss the characteristics, advantages and challenges of different business structures, with a focus on family businesses and business houses in the Indian context. * Group Discussions: Explore the role of values, ethics and leadership in entrepreneurial success. Encourage debate on the pros and cons of family businesses and the complexities of	* Class Participation: Evaluate students' engagement and quality of contributions to discussions and group activities. * Assignments: Research and present case studies on prominent Indian business houses or family businesses, analysing their successes, challenges, and family dynamics.

		<p>conflict resolution. *</p> <p>Field Trips: Visit local micro, small and medium enterprises to observe their operations and interact with entrepreneurs.</p>	
<p>Unit 3: Support and Sustainability of Entrepreneurship * Public and private systems of stimulation, support and sustainability of entrepreneurship. *</p> <p>Requirement, availability and access to finance, marketing assistance, technology and industrial accommodation. *</p> <p>Role of industries/entrepreneurs' associations and self-help groups. * Concept, role and functions of business incubators, angel investors, venture capital and private equity funds.</p>	10	<p>* Lectures: Explain the support systems available to entrepreneurs, focusing on the roles of government agencies, financial institutions, and support organisations. *</p> <p>* Guest Speakers: Invite representatives from business incubators, venture capital firms, or angel investor networks to provide insights into funding opportunities and the support they offer. *</p> <p>* Workshops: Conduct practical workshops on developing business plans, pitching ideas and seeking funding from various sources.</p>	<p>* Class Participation: Assess students' engagement and contributions to discussions and workshops. *</p> <p>* Assignments: Require students to research and evaluate various funding options for entrepreneurs, such as bank loans, venture capital, or government grants. *</p> <p>* Presentations: Have students present their findings on different support systems or present a mock pitch for their entrepreneurial idea.</p>
<p>Unit 4: Business Ideas and Feasibility * Significance of writing a business plan/project proposal. * Contents of a business plan/project proposal. *</p> <p>* Designing business processes, location, layout, operation, planning & control. * Preparation of a project report. * Project submission/presentation and appraisal by external agencies.</p>	10	<p>* Lectures: Introduce the elements of a comprehensive business plan and its importance in securing funding and guiding business development. *</p> <p>* Workshops: Conduct hands-on workshops on developing business plans, focusing on market research, financial projections, and operational planning. *</p> <p>* Guest Speakers: Invite entrepreneurs or business consultants to</p>	<p>* Class Participation: Evaluate students' active participation in workshops and their understanding of business plan components. *</p> <p>* Assignments: Require students to develop a complete business plan for a new venture, incorporating market research, financial projections, and operational strategies. *</p> <p>* Presentations: Have students present their business plans to the class or a panel of</p>

		share their expertise in crafting successful business plans and securing funding.	faculty and industry experts, simulating a real-world pitch scenario.
Unit 5: Mobilising Resources * Mobilising resources for start-up. * Accommodation and utilities. * Preliminary contracts with vendors, suppliers, bankers and principal customers. * Contract management. * Basic start-up problems.	8	* Lectures: Discuss the practical aspects of starting a business, focusing on resource mobilisation, legal considerations, and common challenges faced by entrepreneurs. * Guest Speakers: Invite legal professionals or experienced entrepreneurs to discuss contract negotiation, intellectual property protection, and other legal aspects of starting a business. * Simulations: Conduct interactive simulations where students negotiate contracts with suppliers, secure funding from investors, or handle typical start-up problems.	* Class Participation: Assess student engagement and participation in discussions and simulations. * Assignments: Require students to research and analyze legal requirements for starting a business in their local area. * Presentations: Have students present their findings on specific start-up challenges and propose solutions based on their research.

Note: This lesson plan is based on the University of North Bengal's syllabus and draws from the content of the course materials provided. It can be tailored to suit specific teaching styles, student needs, and available resources. Remember to adjust the methodologies and assessment methods to create an engaging and effective learning experience for students.

Human Resource Development Semester 5 (Paper 5HB) Lesson Plan

Name of the Faculty – Sekh Raunak Mondal

This comprehensive lesson plan is designed for the "Human Resource Development" (Paper 5HB) course, a Discipline Specific Elective (DSE) in Semester 5 of the BBA Honours Programme at the University of North Bengal. This plan is structured around the four columns: Unit, Lecture Hours, Methodology, and Evaluation, incorporating insights from our previous conversation and drawing upon the detailed syllabus provided in the source.

Unit	Lecture Hours	Methodology	Evaluation
UNIT I: Human Resource Development in Industry * Perspectives on HRD in industry. * Concept, origin, and need for HRD. * Human Development: Millennium goals of Human Resource Development. * Dimensions and targets of development.	14	* Lectures and Interactive Discussions: Introduce the foundational concepts of HRD, its historical evolution and significance within the industrial context. Facilitate discussions to explore the multifaceted perspectives on HRD and its alignment with organizational goals and societal development targets, including the Millennium Development Goals. * Case Studies: Present real-world examples of successful HRD initiatives in various industries. Analyse these cases to illustrate the practical application of HRD principles and their impact on organizational performance. * Guest Speakers: Invite HRD professionals from different industries to share their experiences and insights on contemporary HRD practices and challenges.	* Class Participation: Encourage active engagement and thoughtful contributions during lectures and discussions. * Assignments: Assign short essays or case study analyses that require students to apply HRD concepts to specific organizational scenarios. * Presentations: Allow students to choose a particular industry and research the HRD practices prevalent within that sector. They can then present their findings and engage in peer learning.
UNIT II: Learning and Training * Learning – Nature, scope, and theories: *	17	* Lectures and Conceptual Frameworks: Explain the various learning	* Quizzes: Test understanding of key learning theories and training concepts. * Assignments: Task students

<p>organizational development (OD) or systems development. * - Rewards. * - Employee Welfare and Quality of Work life (QWL). * - Human Resource Information Systems (HRIS).</p>		<p>performance appraisal feedback sessions or career counselling. * Guest Speakers: Invite HR professionals with expertise in specific interventions, such as OD consultants or performance management specialists, to share their practical insights. * Field Visits (Optional): Arrange visits to organizations known for their effective HRD practices, allowing students to observe and learn from real-world implementations. * Technology in HRD: Explore the use of HRIS and other digital tools in managing HRD processes.</p>	<p>recommendations for its implementation in a chosen organization. * Software Demonstrations (Optional): Allow students to demonstrate their proficiency in using HR software or tools relevant to HRD practices.</p>
<p>UNIT IV: Recruitment and HRIS * Recruitment area: * - Thompson profiling. * - Person-job match. * Training data management through software. * Enterprise Resource Planning (ERP): Concept and its application in HRM. * HRIS: * - Information needs in HRM. * - HRIS models. * - Acquiring and implementing HRIS. * - The role of computers and databases in HRIS.</p>	<p>17</p>	<p>* Lectures and Technology Demonstrations: Provide an overview of recruitment techniques, focusing on the use of technology and profiling methods. Explain the concept of ERP and its application in managing HR functions. Introduce students to various HRIS models and their features. * Guest Speakers: Invite HR technology vendors or consultants to demonstrate their software solutions and discuss current trends in HRIS. * Hands-on Software Training (Optional): If resources permit, provide students with access to HR software and guide them</p>	<p>* Class Participation: Evaluate student engagement and contribution during technology demonstrations and software training sessions. * Quizzes/Assignments: Assess understanding of key concepts related to HRIS, ERP, and data management in HR. * Software Proficiency Assessment (Optional): Test students on their ability to use specific HR software or tools. * Presentations: Allow students to research and present on emerging trends in HR technology, such as AI-powered recruitment or blockchain applications in HR.</p>

		through basic operations and applications. * Data Analysis Project: Assign a project where students analyse HR data using spreadsheet software or statistical tools.	
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Note: The lecture hours for each unit are allocated as per the source material. This lesson plan provides a flexible framework that can be tailored to your specific teaching context and the resources available.

Important Considerations:

- **Relevance to Indian Context:** Ensure that the case studies, examples, and discussions are relevant to the Indian business environment and labour laws.
- **Practical Application:** Emphasize the practical application of HRD concepts and theories, encouraging students to connect theoretical knowledge with real-world scenarios.
- **Engagement and Interaction:** Foster an interactive learning environment through discussions, debates, role-playing, and group activities.
- **Technology Integration:** Incorporate technology tools and platforms relevant to HRD practices, enabling students to gain practical skills in utilizing these resources.
- **Assessment Diversity:** Employ a variety of assessment methods to cater to different learning styles and evaluate students' understanding of HRD concepts.

Remember that this is a template and can be modified. Good luck teaching the course.

Organisational Development Semester 5 (Paper 5HC) Lesson Plan

Name of the Faculty – Sekh Raunak Mondal

This lesson plan is designed for "Organisational Development" (Paper 5HC), offered in Semester 5 of the BBA Honours Programme at the University of North Bengal. It follows the structure of our previous conversation about Human Resource Development, using four columns: Unit, Lecture Hours, Methodology, and Evaluation. This plan is informed by the source material describing the course.

Unit	Lecture Hours	Methodology	Evaluation
UNIT I: Introduction to Organisational Development * Definition and foundations of OD. * Managing the OD process. * Action research and OD. * Overview of OD interventions. * Comprehensive OD interventions. * Structural interventions. * * Applicability of OD.	10	* Lectures and Discussions: Begin by introducing the core concepts of OD, defining its scope and purpose within organisations. Explore its historical foundations and the theoretical frameworks that underpin OD practices. * Case Study Analysis: Analyse classic and contemporary case studies of OD interventions in various organisations. This will help students understand the practical application of OD principles and the challenges involved in implementation. * Guest Speaker (Optional): Invite an experienced OD consultant to share their insights and real-world experiences, illustrating the complexities and rewards of OD work.	* Class Participation: Encourage active engagement and thoughtful contributions during lectures and discussions. Evaluate the quality and depth of student insights. * Assignments: Assign short essays or case study analyses requiring students to apply OD concepts to specific organisational scenarios. * Quizzes: Test understanding of fundamental OD definitions, theories, and processes.
UNIT II: The Nature of Planned Change * Theories of planned change. * General model of planned change. * Different types of planned change. *	10	* Lectures and Conceptual Frameworks: Present the different theories of planned change, highlighting their strengths and limitations.	* Class Participation: Assess the level of student engagement and the quality of their contributions during workshops and debates. * Assignments: Task

Critique of planned change. * Development and change process.

Discuss the various models of planned change, examining their applicability in different organisational contexts. *

Interactive Workshops:

Facilitate workshops where students work in groups to develop a change management plan for a hypothetical organisation. This will allow them to apply the theories and models learned in a practical setting. *

Debates:

Organise debates on the critiques of planned change, encouraging students to critically evaluate the potential pitfalls and ethical considerations of implementing change initiatives. *

Guest Speaker (Optional):

Invite a leader who has successfully implemented significant change within their organisation to share their experiences and lessons learned.

students with analysing a real-world change initiative, evaluating its success based on the theories and models studied. *

Presentations:

Allow students to choose a specific type of planned change and present its key features, benefits, and challenges.

UNIT III: The OD Practitioner *

Competencies of an effective OD practitioner. * The professional OD practitioner. * Professional values. * Professional ethics. * Entering into an OD relationship. * Developing a contract. * Interpersonal process issues in entering and contracting.

15

*** Interactive**

Discussions and Role-Playing:

Engage students in discussions about the essential qualities and skills of an effective OD practitioner. Use role-playing activities to simulate common scenarios encountered by OD consultants, such as initial client meetings and contract negotiations.

*** Guest Speaker:** Invite a seasoned OD professional to share their experiences,

*** Class Participation:**

Evaluate the depth of student engagement and the sensitivity they demonstrate in role-playing exercises and discussions involving ethical considerations. *

Reflective Journals:

Encourage students to maintain reflective journals documenting their learning about the personal qualities and ethical considerations relevant to OD practice. *

Assignments: Assign

	<p>challenges, and ethical dilemmas faced in their practice. * Professional Development Workshop: Conduct a workshop on professional values and ethics in OD, emphasizing the importance of maintaining confidentiality, building trust, and navigating power dynamics. * Case Study Analysis: Examine case studies that highlight ethical challenges faced by OD practitioners and facilitate discussions on appropriate responses.</p>	<p>essays or research papers that require students to explore specific competencies required for effective OD practice.</p>
15	<p>* Lectures and Diagnostic Tools: Introduce the concept of organisational diagnosis, explaining its purpose and importance in the OD process. Present various diagnostic models and tools, illustrating their application in assessing organisational effectiveness. * Group Activities: Divide students into groups and provide them with simulated organisational data. Task them with conducting a diagnosis using a specific model and presenting their findings. * Case Study Analysis: Utilize case studies to demonstrate the process of diagnosing organisational issues at different levels – individual, group, and organisational. * Role-Playing: Conduct role-</p>	<p>* Class Participation: Evaluate the active engagement and analytical skills demonstrated by students during group activities and case study discussions. * Assignments: Assign reports where students conduct a diagnostic assessment of a chosen organisation using a specific model and develop recommendations for improvement. * Presentations: Allow students to present their diagnostic findings from group activities, emphasizing their chosen methodology and the implications of their analysis.</p>

		playing exercises where students practice providing feedback on diagnostic findings to different stakeholders, focusing on delivering sensitive and constructive information.	
UNIT V: Designing Interventions * Effective interventions and design. * Types of interventions. * Process consultation. * Third-party interventions. * Team building. * Techno-structural interventions: Structural Design, Downsizing, Reengineering. * Types of employee involvement interventions. * Work design: - The Engineering Approach - The Motivational Approach - The Socio-technical System Approach.	15	* Lectures and Frameworks: Introduce the different types of OD interventions, explaining their underlying principles and intended outcomes. Discuss the criteria for selecting appropriate interventions based on the diagnosed needs and organisational context. * Interactive Workshops: Conduct workshops where students work in groups to design specific interventions for hypothetical organisational issues. Encourage them to consider the ethical implications and potential resistance to change when developing their intervention plans. * Case Study Analysis: Analyse case studies that illustrate the implementation and impact of different OD interventions, drawing attention to both successes and failures. * Guest Speaker (Optional): Invite practitioners with expertise in specific intervention types, such as team building or process consultation, to share their experiences and practical tips.	* Class Participation: Assess the creativity, critical thinking, and collaborative skills demonstrated by students during workshops and case study analyses. * Assignments: Task students with developing a comprehensive intervention plan for a specific organisational issue, outlining the objectives, activities, timelines, and evaluation methods. * Presentations: Allow students to present their intervention designs, explaining their rationale and demonstrating their understanding of the chosen intervention type.

Note: The lecture hours for each unit are assigned as per the source material. This plan offers a adaptable structure which you can modify to suit your specific teaching environment and available resources.

Important Considerations:

- **Ethical Practice:** Emphasize the ethical dimensions of OD throughout the course, encouraging students to consider the potential impact of their actions on individuals and organisations.
- **Experiential Learning:** Create opportunities for experiential learning through simulations, role-playing, and group activities, allowing students to practice applying OD concepts in a safe environment.
- **Real-World Application:** Connect theoretical concepts to practical application by using case studies, guest speakers, and (if possible) field visits to organisations.
- **Reflective Practice:** Encourage students to develop self-awareness and critical thinking skills through reflective writing assignments and discussions on their personal learning journey in the field of OD.
- **Assessment Diversity:** Utilize a variety of assessment methods to evaluate student learning, including class participation, assignments, presentations, and (optionally) project work that allows for deeper exploration of specific OD topics.