## Department of CSE

## Details of Lesson Plan

| S.No. | Particulars | Details |
|---|---|---|
| 1. | Course Name | Principles of Management |
| 2. | Course Code | HSMC-301 |
| 3. | Academic Year | 2024-2025 |
| 4. | Semester | 3 |
| 5. | Number of Lesson plans | 28 |
| 6. | Faculty Assigned | Ms Sunanjita Mahajan |

Faculty Signature

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| Lesson Plan No. 1.1 | Course Name: Principles of Management Topic: Management: Definition, Nature, Purpose, and Scope. | Course No.: HSMC 301 |
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| Objectives | At the end of the lesson the student shall be able to: <br> a. Understand the fundamental concepts of management, including its definition, nature, purpose, and scope. |
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| **Teaching Aids (if any)** | a. PPT |
| **Teaching Development** | 1. **Introduction** (5 minutes) <br> - Ask questions. <br>   What is Management? <br>   Concept of Organization? <br>   What do you think management involves? <br>   Why is management important in organizations? <br> - Introduce the key concepts: <br>   Definition of management <br>   Nature of management (as a process and as a discipline) <br>   Purpose of management (achieving organizational goals effectively and efficiently) <br>   Scope of management (functions and levels) <br><br> 2. **Development** (30 minutes) <br> a. Definition of Management: <br>   - Introduce the concept of management. <br>   - Provide examples of different types of organizations and how they apply management principles. <br> b. Nature of Management: <br>   - Discuss management as both a science and an art. <br>   - Explain its dynamic and evolving nature, influenced by external factors such as technology, globalization, and socio-economic changes. <br>   - Highlight the interdisciplinary nature of management, drawing on fields such as psychology, economics, sociology, and engineering. <br> c. Purpose of Management: <br>   - Explore why management is essential for organizations. <br> d. Scope of Management: <br>   - Outline the scope of management through its key functions: Planning, Organizing, Leading, Controlling. <br> e. 5M's <br>   - Define each M: Man (human resources), Money (financial resources), Machines (technological resources), Materials (physical resources), and Methods (processes and procedures). <br>   - Discuss why these resources are critical for organizational management and how they interact with each other. |

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|  | 3. Exercise (5 minutes) – <br> Ask students to <br><br> - Analyse what can be the inputs and outputs to management. |
| **Closure** | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. <br> 2. Suggested Reading <br> - https://harappa.education/harappa-diaries/nature-and-scope-of-management/ <br><br> 3. Homework <br> - Provide examples and case studies to illustrate key points and demonstrate practical applications of management concepts. <br> Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 1. Reflective Questions (What, why, Who?). Allow students to answer and discuss. <br><br> Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 1.2 | Course Name: Principles of Management<br>Topic: Scope of management, Skills and roles of a manager | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>b. Define the scope of management and its significance.<br>c. Identify key skills required for effective management.<br>d. Describe the roles and responsibilities of managers in organizations. |
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| Teaching Aids (if any) | b. PPT |
| Teaching Development | 4. **Introduction** (5 minutes)<br>- Ask questions.<br>What is the scope of management? Why is it important for organizations?<br>What skills do you think are essential for a manager to possess?<br>What roles do you believe managers play in achieving organizational goals?<br>- Introduce the components of the scope of management.<br>- Importance of understanding the scope in organizational settings.<br>- Introduce the Essential skills of a manager: technical, human, and conceptual.<br><br>5. **Development** (30 minutes)<br>f. Scope of Management<br>- Discuss the breadth and depth of management activities including planning, organizing, leading, and controlling.<br>- Show how the scope varies at different levels of management (top, middle, first-line).<br>g. Skills of a Manager<br>- Define technical, human, and conceptual skills with examples.<br>- Discuss their relevance in different managerial contexts.<br>h. Roles of a Manager<br>- Explore Henry Mintzberg's managerial roles framework (interpersonal, informational, decisional). Discuss how these roles manifest in real-world managerial situations.<br><br>6. Exercise (5 minutes) –<br>One minute paper on: Give a detailed note on real-life manager whose skills have inspired you |
| Closure | - Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>- Suggested Reading<br>- Chapter 2 from "Essentials of Management" by Koontz and O'Donnell. |

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| | - Homework<br>Reflect on a manager you know or have observed in an organization. Write a brief analysis discussing:<br>- How their skills align with the technical, human, and conceptual framework.<br>- Which managerial roles they most frequently exhibit and how it contributes to their effectiveness.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 2. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 1.3 | Course Name: Principles of Management<br>Topic: Management Functions | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>a. Understand the fundamental functions of management and their significance in organizational effectiveness.<br>b. Importance and interrelationship between each function of management |
| --- | --- |
| Teaching Aids (if any) | a. PPT |
| Teaching Development | 1. **Introduction** (5 minutes)<br>  - Ask questions.<br>    What are the essential roles of a manager in an organization?<br>    What do you think are the key responsibilities of a manager?<br>  - Introduce the concept of five main management functions: Planning, Organizing, Staffing, Leading, and Controlling.<br>  - Explain their importance in achieving organizational goals.<br>2. **Development** (30 minutes)<br>  a. Define Management Functions:<br>    - Planning: Setting objectives and determining actions.<br>    - Organizing: Structuring resources and activities.<br>    - Staffing: Recruiting and training employees.<br>    - Leading: Guiding and motivating teams.<br>    - Controlling: Monitoring progress and making adjustments.<br>    A detailed understanding of their interrelationship will be built while setting the reasoning for why management is a continuous process.<br>  b. Types of Managers:<br>    - Top-Level Managers**:** Responsible for overall direction and strategy.<br>    - Middle-Level Managers: Implement policies and coordinate departments.<br>    - First-Line Managers: Oversee day-to-day operations and supervise employees.<br>  c. Roles and Responsibilities of a Manager:<br>    - Interpersonal Roles: Figurehead, leader, and liaison.<br>    - Informational Roles: Monitor, disseminator, and spokesperson.<br>    - Decisional Roles: Entrepreneur, disturbance handler, resource allocator, and negotiator.<br>  d. Skills of a Manager:<br>    - Technical Skills: Knowledge and expertise in a specific field.<br>    - Human Skills: Ability to work with, understand, and motivate people. |

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|  | - Conceptual Skills: Ability to analyze and diagnose complex situations.<br>   e.  Types of Managerial Skills:<br>   - Administrative Skills: Planning, organizing, and managing tasks.<br>   - Leadership Skills: Inspiring and guiding teams.<br>   - Problem-Solving Skills: Identifying issues and developing solutions.<br><br>3.  Exercise (5 minutes) –<br>Ask students to<br><br>   - Explain Mintzberg's role of a manager. |
| **Closure** | 1.  Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2.  Suggested Reading<br>   -  https://www.merospark.com/content/361/managerial-roles-and-skills/<br>   -  https://www.mindtools.com/a9j93be/henri-fayols-five-functions-of-management<br><br>3.  Homework<br>   -  Reflect on which function you think is the most challenging and why.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 1.  Reflective Questions (What, why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 1.4 | Course Name: Principles of Management<br>Topic: Principles of Management and<br>evolution of management thought | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>   c.  Understand and assess the principles of management |
| --- | --- |
| Teaching Aids (if any) | b.  PPT |
| Teaching Development | 4. **Introduction** (5 minutes)<br>   -  Ask questions.<br>     What do you think are the main functions of a manager?<br>     How do management principles apply in everyday organizations?<br>     Who is Henri Fayol?<br>   -  Introduce different management theories.<br>5. **Development** (30 minutes)<br>   f.  Henri Fayol's Administrative Management Theory<br>     - Overview of Henri Fayol and his contributions.<br>     - Emphasize the focus on efficiency and organizational structure.<br>   g.  14 Principles of Management<br>     - Show a video on 14 principles of Management:<br>      https://www.youtube.com/watch?v=tUrjAn24ZiA<br>   h.  Comparison with Other Theories<br>     - Briefly introduce Taylor's Scientific Management and contrast with Fayol's approach.<br><br>6. Exercise (5 minutes) –<br>   Principles in Action<br>   -  Divide students into small groups. Assign each group one principle of management. Have them discuss real-life examples where this principle is applied or can be improved in a familiar organization (e.g., school, local business). |
| Closure | 4.  Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>5.  Suggested Reading<br>   -  https://nanoglobals.com/glossary/henri-fayol-management-theory/<br><br>6.  Homework<br>   -  Write a short essay (300-400 words) on how Henri Fayol's principles can be applied to improve efficiency in a modern organization of your choice. Use examples to illustrate your points.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |

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| Evaluation | 2. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. |
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| | Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 1.5 | Course Name: Principles of Management | Course No.: HSMC-301 |
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| | Topic: Management of Objectives | |

| Objectives | At the end of the lesson the student shall be able to:<br><br>d. Understand the concept and purpose of Management by Objectives and Management by Exception.<br><br>e. Analyse how MBO integrates with Scientific Management.<br><br>f. Analyse the relevance MC Kinsey's 7 S framework |
|---|---|
| Teaching Aids (if any) | c. PPT |
| Teaching Development | 7. **Introduction** (5 minutes)<br><br>- Ask questions.<br><br>What do you understand by objectives in a management context?<br><br>How do you think organizations ensure they achieve their goals?<br><br>Have you heard of Management by Objectives? What does it imply?<br><br>- Introduce the concept of Management by Objectives (MBO) as a process where managers and employees work together to set, record, and monitor goals for a specific period.<br><br>8. **Development** (30 minutes)<br><br>i. Management By Objectives and Exception<br><br>- Introduce the concept of MBO/MBE<br><br>- Need for MBO/MBE<br><br>j. Process of MBO<br><br>- Explain the steps involved:<br><br>- Define organizational goals<br><br>    - Define employees objectives<br><br>    - Continuous monitoring |

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|  | - Providing feedback |
|  | - Performance appraisal |
|  | - Performance evaluation |
|  | k. Merits and Demerits of MBO/MBE |
|  | l. Mc Kinsey's 7'S framework |
|  | - Strategy |
|  | - Structure |
|  | - System |
|  | - Skill |
|  | - Style |
|  | - Staff |
|  | - Shared Values |
|  | 9. Exercise (5 minutes) – |
|  | - Quiz on MBE and MBO |
| **Closure** | 7. Summarize the Lesson Learning Outcomes and get affirmation from students on these. |
|  | 8. Suggested Reading |
|  | - https://www.investopedia.com/terms/m/management-by-objectives.asp |
|  | - https://study.com/learn/lesson/management-exception-pros-cons.html#quiz-course-links |
|  | 9. Homework |
|  | - Write a one-page reflection on how MBO could be implemented in a company you are familiar with. |
|  | Spend 5 minutes to wrap up and consolidate the learnings |

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| **Evaluation** | 3. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 2.1 | Course Name: Principles of Management<br>Topic: Types of Plans | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>g. Understand the nature and purpose of planning.<br>h. Identify and differentiate various types of plans.<br>i. Apply planning concepts through class exercises. |
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| Teaching Aids (if any) | d. PPT |
| Teaching Development | 10. **Introduction** (5 minutes)<br>- Ask questions.<br>  What are plans?<br>  Why is it essential in management?<br>  How do organizations use planning to achieve their goals?<br>- Introduce the concept of planning and its importance.<br>- Discuss how planning helps in setting objectives and coordinating activities.<br>11. **Development** (30 minutes)<br>m. Planning<br>- Introduce the concept of Planning as a function of Management.<br>- How planning helps in achieving the goal of an organization.<br>n. Types of Plans on the Basis of Hierarchy:<br>  - Strategic Plans<br>  - Tactical Plans<br>  - Operational Plans<br>o. Types of Plans on the Basis of Use:<br>  - Single-use Plans<br>  - Standing Plans<br>p. Types of Plans on the Basis of Flexibility:<br>  - Rigid Plans<br>  - Flexible Plans<br>q. How planning can be proactive or reactive.<br>r. The role of contingency planning in organizations.<br>- Introduce the role of contingency ( Back-up) in case of emergency.<br>12. Exercise (5 minutes) –<br>Ask students to<br><br>- Quiz on various types of Plans |
| Closure | 10. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>11. Suggested Reading<br>- https://www.mindtools.com/azhch7u/developing-your-strategy<br>- https://www.toppr.com/guides/business-studies/planning/types-of-plan/<br>12. Homework |

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| | - Write a short essay (200-300 words) on how an organization you are familiar with uses strategic planning to achieve its long-term goals.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 4. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan

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Kot Bhalwal, Jammu

| Lesson Plan No. 2.2 | Course Name: Principles of Management Topic: Nature and purpose of organizing, Determinants of organization structure. | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>   j. Understand the concept of organizational structure.<br>   k. Discuss the purpose and importance of organizing in management. |
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| **Teaching Aids (if any)** | e. PPT |
| **Teaching Development** | 13. **Introduction** (5 minutes)<br>  - Ask questions.<br>   What is organizational structure, and why is it important?<br>   How does organizational structure impact an organization's efficiency and effectiveness?<br>  - Introduce the concept of organization structure.<br>14. **Development** (30 minutes)<br>  s. Concept of Organizational Structure:<br>   - Definition and significance.<br>   - Elements/components of organizational structure.<br>  t. Types of Structures:<br>   - Functional<br>   - Divisional<br>   - Matrix<br>  u. Importance:<br>  v. Determinants of Organization Structure<br>   - Size of the Organization<br>   - Nature of the Business<br>   - Business Environment<br>   - Technology Used<br>   - Strategy and Goals<br><br>15. Exercise (5 minutes) –<br><br>  - Divide students into small groups. Each group chooses a company and sketches its possible organizational structure. Discuss why they chose that structure based on the determinants.<br>  - |
| **Closure** | 13. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>14. Suggested Reading<br>  - https://www.wallstreetmojo.com/organizational-structure/<br><br>15. Homework<br>  - Write a brief report on a company of your choice, describing its organizational structure and explaining how it reflects the company's goals and strategies. |

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| | Spend 5 minutes to wrap up and consolidate the learnings |
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| **Evaluation** | 5. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <br><br> Spend 5 minutes to evaluate student assimilation of the lesson contents |

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Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan

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Kot Bhalwal, Jammu

| Lesson Plan No. 2.3 | Course Name: Principles of Management Topic: Line and Staff concept | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the student shall be able to: |
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| | l. Understand the differences between line, line and staff, and functional organizational structures. |
| | m. Analyse the advantages and disadvantages of each structure. |
| | n. Apply knowledge to real-world examples. |
| **Teaching Aids (if any)** | f. PPT |
| **Teaching Development** | 16. **Introduction** (5 minutes) |
| | - Ask questions. |
| | What do you know about organizational structures? |
| | How do you think different roles interact in a company? |
| | - Briefly discuss the importance of organizational structure in achieving business objectives. |
| | 17. **Development** (30 minutes) |
| | w. Line Organization Structure |
| | - Introduce the concept of Line structures in an organisation. |
| | - Explain the various characteristics of Line structure. |
| | - Explain the Advantages of Line structure. |
| | - Explain the various Disadvantages of Line structure. |
| | x. Line and Staff Organization Structure |
| | - Introduce the concept of Staff structures in an organisation. |
| | - Explain the concept of Line and staff in an orgainzation |
| | - Explain the various characteristics of Line and staff structure. |
| | - Explain the Advantages and Disadvantages of Line and staff structure |
| | y. Functional Organization Structure |
| | - Introduce the concept of Functional structures in an organisation. |
| | - Explain the concept of Functional structures in an orgainzation |
| | - Explain the various characteristics of Functional structures |
| | - Explain the Advantages and Disadvantages of Functional structures. |
| | 18. Exercise (5 minutes) – |
| | Ask students to |
| | - Compare and Contrast Line and Line and Staff Organisation Structure |
| **Closure** | 16. Summarize the Lesson Learning Outcomes and get affirmation from students on these. |
| | 17. Suggested Reading |
| | - https://www.mbaknol.com/management-principles/organization-structure/ |

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|  | 18. Homework<br>- Write a short essay (200-300 words) on which organizational structure you think is most effective for a tech company and why.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
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| **Evaluation** | 6. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

| Lesson Plan No. 2.4 | Course Name: Principles of Management Topic: New Approaches in organization Design | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>o. Understand new approaches in organizational design.<br>p. Identify key concepts like flat structures, network organizations, and virtual organizations.<br>q. Analyze the advantages and challenges of these approaches. |
|---|---|
| **Teaching Aids (if any)** | g. PPT |
| **Teaching Development** | 19. **Introduction** (5 minutes)<br>- Ask questions.<br>What do you think are the limitations of traditional organizational structures?<br>How can new technologies impact organizational design?<br>- Introduce traditional organizational structures and their limitations.<br>20. **Development** (30 minutes)<br>z. Flat Structures:<br>- Definition and characteristics.<br>- Benefits<br>- Challenges<br>aa. Network Organizations:<br>- Definition and characteristics.<br>- Benefits<br>- Challenges<br>bb. Virtual Organizations:<br>- Definition and characteristics.<br>- Benefits<br>- Challenges<br>cc. Downsizing<br>- Concept<br>- Examples: BYJU's, Google, Tesla, etc.<br>dd. Reasons for Downsizing<br>- Economic downturns<br>- Technological advancements<br>- Mergers and acquisitions<br>- Shift in company strategy<br><br>21. Exercise (5 minutes) – |

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| | - Class Discussion: COVID and downsizing reasons and implications<br>- |
| **Closure** | 19. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>20. Suggested Reading<br>   - https://hbr.org/2011/02/the-importance-of-organization<br>21. Homework<br>   - Write a one-page reflection on how a company you are familiar with could benefit from adopting a new organizational design approach. Consider the potential benefits and challenges.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 7. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 2.5 | Course Name: Principles of Management Topic: Span of Management, Authority, responsibility, Delegation and Decentralization | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>r. Understand how departments are created, and Span of Management is determined.<br>s. Concept and relationship between authority and responsibility<br>t. Critically evaluate decentralisation and delegation |
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| Teaching Aids (if any) | h. PPT |
| Teaching Development | 22. **Introduction** (5 minutes)<br>- Ask questions.<br>What do you think influences how many people a manager can effectively oversee?<br>How might organizational structure impact communication and decision-making?<br>- Introduce the concept of organizational structure and its impact on management efficiency.<br><br>23. **Development** (30 minutes)<br>ee. Concept of Span of Management<br>- Definition: Explain the span of management as the number of subordinates directly reporting to a manager.<br>- Importance**:** Discuss why an appropriate span is critical for effective management.<br>ff. Factors Influencing Span of Supervision<br>- Complexity of Tasks<br>- Employee Competence<br>- Geographical Dispersion<br>- Administrative Support<br>gg. Concept of Authority<br>- Definition<br>- Importance<br>hh. Authority Relationships<br>- Types: Line, staff, and functional<br>- Purpose: Clarify roles and responsibilities<br>e. Delegation and Decentralisation: Basic overview and understanding.<br><br>24. Exercise (5 minutes) –<br>Ask students to<br><br>- Class quiz- Span of management<br>- Class discussion- Balancing authority and responsibility. |

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| Closure | 22. Summarize the Lesson Learning Outcomes and get affirmation from students on these. |
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| | 23. Suggested Reading |
| | - https://www.masterclass.com/articles/span-of-control |
| | |
| | 24. Homework |
| | - Write a short essay on how the span of management might differ in a tech startup vs. a large manufacturing firm. Include factors that influence these differences. |
| | |
| | Spend 5 minutes to wrap up and consolidate the learnings |
| Evaluation | 8. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. |
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| | Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 3.1 | Course Name: Principles of Management<br>Topic: Human Resource Management | Course No.: HSMC: 301 |
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| **Objectives** | At the end of the lesson the student shall be able to:<br>    u.  Understand the features and process of HRM.<br>    v.  Learn about strategies used in HRM. |
| **Teaching Aids (if any)** | i.  PPT |
| **Teaching Development** | 25. **Introduction** (5 minutes)<br>   -  Ask questions.<br>     Define Human Resource Management<br>     Define Personnel Management<br>     Differentiate between the two.<br>   -  Introduce the concept of HRM: Definition and importance in organizations.<br>26. **Development** (30 minutes)<br>   ii.  Introduction to HRM<br>     - Introduce the concept of Human resource management<br>     - Explain the benefits of HRM for an organization.<br>     - Explain the concept of Manpower planning and its role in achieving orgainsational goals.<br>   jj.  Key functions of HRM<br>     - Discuss the key functions of HRM such as manpower planning, recruitment, selection, etc. in detail along with the examples.<br>   kk. Challenges in HRM<br>   ll.  Future Trends in HRM<br>     - Digital Transformation: Utilizing AI and HR tech for efficiency.<br>     - Remote Work: Managing distributed teams effectively.<br><br>27. Exercise (5 minutes) –<br>  Ask students to<br><br>   -  Split into small groups and discuss the most important qualities for a successful HR manager. Share key points with the class. |
| **Closure** | 25. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>26. Suggested Reading<br>   -  https://www.coursera.org/in/articles/human-resource-management<br><br>27. Homework<br>   -  Research a company of your choice and create a presentation (5-7 slides) covering the following points:<br>     Overview of the company's HRM strategies.<br>     Description of their selection process and tools used. |

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| | Evaluation of how effective their HRM practices are. Suggestions for improvement based on what you've learned in class. <br> Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 9. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <br><br> Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 3.2 | Course Name: Principles of Management Topic: Performance Appraisal and Career Strategy | Course No.: HSMC: 301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>w. Understand the concept and importance of performance appraisal.<br>x. Understand career strategy and its role in professional development. |
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| Teaching Aids (if any) | j. PPT |
| Teaching Development | 28. **Introduction** (5 minutes)<br>- Ask questions.<br>What do you mean by Performance Appraisal?<br>How do you think performance appraisals can impact career growth?<br>- Introduce the concept of performance appraisal and its significance in organizations.<br>- Explain that performance appraisals are systematic evaluations of employee performance and how they contribute to career development and organizational success.<br>29. **Development** (30 minutes)<br>mm. Concept of Performance Appraisal<br>- Explain the concept of Appraisal.<br>- Explain how performance appraisal is different from potential appraisal.<br>- Explain how an organization can use performance appraisal in helping an employee achieve his full potential and how in turn it can help an organization.<br>nn. Methods of Performance Appraisal<br>- Traditional methods: Rating scales and essay method.<br>- Modern methods: 360-degree feedback and Management by Objectives (MBO).<br>oo. Barriers to Effective Appraisal<br>- Common obstacles such as bias, inconsistency, lack of feedback, and resistance.<br>pp. Measures for Overcoming Barriers to Appraisal<br>- Strategies like training, standardization, clear communication, and regular feedback to improve the appraisal process.<br>qq. Career Strategy<br>- Explain the concept of career strategy and career succession.<br>- What are the Components of Career Strategy.<br>- Explain the Importance of career strategy for an organization.<br><br>30. Exercise (5 minutes) –<br>Ask students |

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| | | - What are the various types of Performance Appraisal? |
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| **Closure** | | 28. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>29. Suggested Reading<br>- https://www.aihr.com/blog/performance-appraisal/<br><br>30. Homework<br>- Develop a personal career strategy plan outlining short-term and long-term career goals, steps to achieve them, and potential challenges.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | | 10. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 3.3 | Course Name: Principles of Management Topic: Change Management | Course No.: HSMC: 301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>y. Know the concept of Change management.<br>z. Understand the forces and different types of changes. |
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| Teaching Aids (if any) | k. PPT |
| Teaching Development | 31. **Introduction** (5 minutes)<br>- Ask questions.<br>What are some examples of changes that organizations undergo?<br>Why do you think change is important for organizations?<br>Have you ever experienced resistance to change, either personally or professionally?<br>- Introduce the concept of organizational change and its significance.<br>- Explain that change management involves understanding and implementing changes within an organization to improve efficiency, adapt to new conditions, or achieve strategic goals.<br>32. **Development** (30 minutes)<br>rr. Concept of Organization Change:<br>- Explain the concept of Organisation change with examples such as Twitter, etc.<br>- Explain the process of change in detail<br>ss. Factors in Organizational Change:<br>- Internal Factors: Organizational structure, employee behavior, technological advancements.<br>- External Factors: Market trends, economic conditions, regulatory changes, and competition.<br>tt. Types of Organizational Change:<br>- Strategic Change: Changes in the organization's mission, vision, or strategic direction.<br>- Structural Change: Modifications in the organization's hierarchy or work processes.<br>- Process Change: Improvements or modifications in the workflows or systems.<br>- Cultural Change: Shifts in the organizational culture or values.<br>uu. Process for Planned Change:<br>- **Assessment:** Identify the need for change.<br>- **Planning:** Develop a detailed plan for implementing the change.<br>- **Implementation:** Execute the change according to the plan.<br>- **Evaluation:** Assess the effectiveness of the change and make adjustments if necessary.<br>vv. Human Resistance to Change: |

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| | - **Causes:** Fear of the unknown, loss of control, lack of trust, and perceived negative impact.<br>- **Impact:** Resistance can lead to reduced morale, lower productivity, and higher turnover rates.<br>ww.    Overcoming Resistance to Change:<br> - **Communication:** Clearly communicate the reasons for the change and its benefits.<br>- **Involvement:** Engage employees in the change process to gain their support.<br>33. Exercise (5 minutes) –<br>Ask students to<br>-    Explain why change is important in an organization? |
| **Closure** | 31. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>32. Suggested Reading<br>-    https://www.prosci.com/resources/articles/what-is-change-management-and-how-does-it-work<br><br>33. Homework<br>-    Write a 1-2 page analysis of a recent organizational change in a company of your choice. Include details on the type of change, the process followed, the resistance faced, and how it was managed. Submit the assignment by the next class.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 11. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 3.4 | Course Name: Principles of Management<br>Topic: Motivation and Leadership | Course No.: HSMC: 301 |
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| Objectives | At the end of the lesson the student shall be able to:<br>    aa. Define motivation and explain its significance in management and personal development.<br>    bb. Apply these theories to real-life scenarios and analyse their effectiveness. |
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| Teaching Aids (if any) | l. PPT<br>m. Nearpod |
| Teaching Development | 34. **Introduction** (5 minutes)<br>    - Ask questions.<br>      Define need and aspirations.<br>      What motivates you to work hard or achieve your goals?<br>      Can you think of a time when you felt highly motivated? What factors contributed to it?<br>      How does understanding motivation help managers and leaders?<br>    - Introduce the concept of Motivation with examples.<br>    - Importance of motivation in our personal and professional life.<br>35. **Development** (30 minutes)<br>    xx. Concept and Significance of Motivation<br>      - Explain the concept of Motivation and how it helps a person achieve their goals.<br>      - Explain the various driving factors<br>      - How Motivation can help an organization achieve their goals.<br>    yy. Maslow's Need Hierarchy of Motivation<br>      - Discuss the Maslow's need hierarchy theory by giving an example.<br>      - Discussion: How each level must be satisfied before moving to the next.<br>      - Examples of how these needs apply in the workplace.<br>    zz. Herzberg's Hygiene-Motivation Theory<br>      - Herzberg distinguishes between hygiene factors and motivators<br>      - Discuss how hygiene factors prevent dissatisfaction but don't necessarily motivate, while motivators enhance job satisfaction and performance.<br>    aaa. McClelland's Three Need Model<br>      - McClelland identifies three key needs: need for achievement, need for power, and need for affiliation.<br>      - Discuss how these needs influence behaviour and performance at work.<br>    bbb. Types of Motivation<br>      - Intrinsic<br>      - Extrinsic |

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| | - The impact of each type on employee performance and satisfaction.<br>f. Leadership:<br>- Concept<br>-Types of leaders<br>- Need for leaders<br><br>36. Exercise (5 minutes) –<br>Ask students to<br>- Quick Quiz on Motivation Theories<br><br>Use Nearpod to collect the answers. |
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| **Closure** | 34. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>35. Suggested Reading<br>- https://www.psychologytoday.com/us/basics/motivation<br>36. Homework<br>- Divide students into small groups. Each group receives a case study describing a work scenario with different motivational challenges.<br>- Ask them to identify which motivational theory (Maslow, Herzberg, McClelland) best explains the situation and suggest strategies for improvement based on that theory.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 12. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 3.5 | Course Name: Principles of Management<br>Topic: Communication | Course No.: HSMC: 301 |
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| **Objectives** | At the end of the lesson the student shall be able to:<br>cc. Describe the meaning and importance of communication in administration<br>dd. Identify the main elements and essentials of communication |
| **Teaching Aids (if any)** | n. PPT |
| **Teaching Development** | 37. **Introduction** (5 minutes)<br>- Ask questions.<br>  How do you usually communicate with others in different situations (e.g., at work, with friends, in social media)?<br>  What is the role of Communication in an Organisation?<br>- Introduce the concept of communication and its importance.<br>38. **Development** (30 minutes)<br>ccc.   Concept of Communication<br>  - Explain the concept of formal and informal communication.<br>  - Explain the different types of verbal and non-verbal communication.<br>ddd.   Elements and tools of communication<br>  - Elements like sender, encoder, receiver, decoder, etc.<br>  - tools like verbal and non-verbal communication.<br>eee.   Process of Communication<br>  - Explain in detail the process of communication.<br>fff. Barriers to Effective Communication<br>  - Discuss the different types of barriers to communication.<br><br>39. Exercise (5 minutes) –<br>Ask students to<br>- Perform two-Way Communication Role Play<br>- |
| **Closure** | 37. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>38. Suggested Reading<br>- https://www.britannica.com/topic/communication<br><br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 13. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 3.6 | Course Name: Principles of Management<br>Topic: Team and Teamwork | Course No.: HSMC: 301 |
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| **Objectives** | At the end of the lesson the student shall be able to:<br>ee. Understand what constitutes a team and distinguish between teams and groups.<br>ff. Formulate strategies for improving team performance and resolving conflicts. |
| **Teaching Aids (if any)** | o. PPT |
| **Teaching Development** | 40. **Introduction** (5 minutes)<br>- Ask questions.<br>  What is the difference between a team and a group?<br>  What do you think makes a team effective?<br>- Introduce the concept of teams are and why they are important in organizational settings.<br>- Introduction to key concepts such as team roles, team dynamics, and stages of team development.<br>41. **Development** (30 minutes)<br>  ggg. Distinguish between Teams vs. Groups<br>    - Differentiate using examples<br>  hhh. Characteristics of Effective Teams<br>    - Clearly explain the features of team<br>  iii. Team Roles and Dynamics<br>    - Different roles within a team (e.g., leader, facilitator, recorder, etc.)<br>    - Stages of team development (Forming, Storming, Norming, Performing, Adjourning)<br>    - Team dynamics and how they affect performance<br>  jjj. Strategies for Improving Team Performance<br>    - Building trust and fostering open communication<br>    - Setting clear goals and expectations<br>    - Regular feedback and conflict resolution techniques.<br><br>42. Exercise (5 minutes) –<br><br>- Team Role Identification |
| **Closure** | 39. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>40. Suggested Reading<br>- https://hbr.org/2007/11/eight-ways-to-build-collaborative-teams<br><br>41. Homework |

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| | - Write a brief reflection (200-300 words) on a team experience you have had. Discuss the roles you played, the dynamics you observed, and how the team managed (or failed to manage) conflicts. Relate your experience to the concepts discussed in class.<br><br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 14. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br><br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 24 | Course Name: Principles of Management Topic- Direction as a management process: its significance | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the students shall be able to:<br>a. Understand the definition and importance of direction in management.<br>b. Identify the key components of the directing process. |
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| Teaching Aids (if any) | a. Power Point Presentation<br>b. Live Examples<br>c. News from ET |
| Teaching Development | 1. **Introduction** (05 minutes)<br>- Briefly explain the concept of direction in management and its role in achieving organizational goals.<br>2. **Development** (25 minutes)<br>- Definition of Direction: Direction is the process of guiding, supervising, and motivating employees to achieve organizational goals.<br>- Components of Direction: Discuss the four key elements: Supervision, Motivation, Leadership, and Communication.<br>- Significance of Direction: Explain how direction initiates action, integrates efforts, and enhances communication within an organization.<br>3. **Exercise** (5 minutes) –<br>Group discussion on how effective direction can improve team performance. |
| Closure | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2. Discuss the Analytical Questions from the Syllabus.<br>3. Suggested Reading: Principles of Management by L. M. Prasad<br>https://www.geeksforgeeks.org/directing-meaning-characteristics-and-importance/<br>https://www.adda247.com/school/directing-in-management/<br>Spend 5 minutes to wrap up and consolidate the learnings |
| Evaluation | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br>2. Conduct Quiz<br>What is the primary purpose of direction in management?<br>A) Planning<br>B) Guiding employees towards goals<br>C) Monitoring performance<br>Answer: B |

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| | Which of the following is NOT a component of direction?<br>A) Supervision<br>B) Motivation<br>C) Budgeting<br>Answer: C<br>Why is communication important in the directing process?<br>A) To avoid conflicts<br>B) To ensure clarity of goals<br>C) To reduce costs<br> Answer: B |
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| | Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 25 | Course Name: Principles of Management<br>Topic- Coordination-its importance and techniques | Course No.:<br>HSMC-301 |
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| **Objectives** | At the end of the lesson the students shall be able to:<br>a. Define coordination and its significance in management.<br>b. Identify different types of coordination.<br>c. Explore techniques for effective coordination. |
| **Teaching Aids (if any)** | a. Power Point Presentation<br>b. Live Examples<br>c. News from ET<br>d. Discussion |
| **Teaching Development** | 1. **Introduction** (05 minutes)<br>- Introduce the concept of coordination, emphasizing its role in achieving organizational goals and enhancing teamwork.<br>2. **Development** (25 minutes)<br>- Definition of Coordination: Coordination as the process of linking activities to achieve common goals.<br>- Importance of Coordination: Discuss how coordination minimizes conflicts and ensures smooth functioning within organizations.<br>- Types of Coordination: Overview of internal vs. external coordination, vertical vs. horizontal coordination.<br>- Objectives of Coordination<br>3. **Exercise** (5 minutes) –<br>Group discussion on how effective direction can improve team performance. |
| **Closure** | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2. Discuss the Analytical Questions from the Syllabus.<br>3. Suggested Reading: Principles of Management by L. M. Prasad<br>https://www.nou.ac.in/econtent/PGDHRM%20Paper%20I/PGDHRM%20Paper-I%20Unit-9.pdf<br>https://egyankosh.ac.in/bitstream/123456789/13351/1/Unit-14.pdf<br>https://www.egyankosh.ac.in/bitstream/123456789/77169/1/Unit-2.pdf<br>https://www.toppr.com/guides/business-management-and-entrepreneurship/direction-and-coordination/importance-and-limitation-of-coordination/<br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. |

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| | 2. Conduct Quiz<br>What is the primary purpose of coordination?<br>a) To create conflicts<br>b) To achieve common goals<br>c) To manage resources<br>Answer: b) To achieve common goals<br>Which of the following is NOT a type of coordination?<br>a) Internal<br>b) External<br>c) Financial<br>Answer: c) Financial<br>Effective communication is essential for:<br>a) Coordination<br>b) Competition<br>c) Isolation<br>Answer: a) Coordination<br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 26 | Course Name: Principles of Management<br>Topic- Controlling: Concept, planning-control relationship | Course No.:<br>HSMC-301 |
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| **Objectives** | At the end of the lesson the students shall be able to:<br>  a.  Understand the concept of controlling in management.<br>  b.  Recognize the importance of controlling in achieving organizational goals.<br>  c.  Identify the relationship between planning and controlling. |
| **Teaching Aids (if any)** |   a.  Power Point Presentation<br>  b.  Live Examples<br>  c.  News from ET<br>  d.  Discussion |
| **Teaching Development** | 1.    **Introduction** (05 minutes)<br>  -  Introduce the concept of controlling as a critical management function that ensures organizational goals are met by monitoring and adjusting performance.<br>2.    **Development** (25 minutes)<br>  -  Definition of Controlling: Controlling is the process of measuring performance against goals and taking corrective action when necessary.<br>  -  Importance of Controlling: It helps in ensuring that the organization is on track to achieve its objectives and can adapt to changes.<br>  -  Interrelationship with Planning: Controlling is dependent on planning; effective control requires clear objectives set during the planning phase.<br>3.  **Exercise** (5 minutes) –<br>    Group discussion on how controlling can impact a project's success. |
| **Closure** | 1.  Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2.  Discuss the Analytical Questions from the Syllabus.<br>3.  Suggested Reading: Principles of Management by L. M. Prasad<br>    https://www.geeksforgeeks.org/relationship-between-planning-and-controlling/<br>    https://www.toppr.com/guides/fundamentals-of-economics-and-management/controlling/relationship-planning-control/<br>    https://egyankosh.ac.in/bitstream/123456789/79150/3/Unit-7.pdf<br>4.    Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 1.  Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br>2.  Conduct Quiz |

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| | What is the primary function of controlling? |
| | A) Setting objectives |
| | B) Measuring performance |
| | C) Creating plans |
| | Answer: B |
| | Why is controlling important in management? |
| | A) It helps in planning |
| | B) It ensures goals are met |
| | C) It reduces costs |
| | Answer: B |
| | Controlling is dependent on which management function? |
| | A) Organizing |
| | B) Planning |
| | C) Directing |
| | Answer: B |
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| Lesson Plan No. 27 | Course Name: Principles of Management Topic- Process of Control | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the students shall be able to:<br>a. Understand the definition of control processes.<br>b. Identify the components of control processes.<br>c. Recognize the importance of control processes in management. |
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| Teaching Aids (if any) | a. Power Point Presentation<br>b. Live Examples<br>c. News from ET<br>d. Discussion |
| Teaching Development | 1. **Introduction** (05 minutes)<br>- Briefly explain what control processes are and their relevance in various fields, especially in management.<br>2. **Development** (25 minutes)<br>- Definition of Control Processes: Explain how control processes help in achieving organizational goals.<br>- Components of Control Processes: Discuss the key elements: standards, measurement, comparison, and corrective action.<br>- Importance in Management: Highlight how effective control processes lead to better decision-making and resource management.<br>3. **Exercise** (5 minutes) –<br>Group discussion on examples of control processes in students' workplaces or organizations. |
| Closure | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2. Discuss the Analytical Questions from the Syllabus.<br>3. Suggested Reading: Principles of Management by L. M. Prasad<br>https://www.geeksforgeeks.org/process-of-controlling/<br>https://courses.lumenlearning.com/wm-principlesofmanagement/chapter/the-control-process/<br>https://www.projectmanager.com/blog/controlling-process-steps<br>4. Spend 5 minutes to wrap up and consolidate the learnings |
| Evaluation | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br>2. Conduct Quiz<br>What is the primary purpose of control processes?<br>A) To set goals<br>B) To monitor performance<br>C) To allocate resources<br>Answer: B |

| | Which of the following is NOT a component of control processes?<br>A) Standards<br>B) Measurement<br>C) Motivation<br>Answer: C<br>Control processes are essential for:<br>A) Ignoring deviations<br>B) Achieving organizational goals<br>C) Reducing costs only<br>Answer: B |
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| Lesson Plan No. 28 | Course Name: Principles of Management Topic- Types of Control | Course No.: HSMC-301 |
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| Objectives | At the end of the lesson the students shall be able to: <br> a. Define the three main types of control: feedforward, concurrent, and feedback. <br> b. Explain the importance of control in organizational management. <br> c. Analyze how different types of control can be applied in real-world scenarios. |
|---|---|
| Teaching Aids (if any) | a. Power Point Presentation <br> b. Live Examples <br> c. News from ET <br> d. Discussion |
| Teaching Development | 1. **Introduction** (05 minutes) <br> - Briefly introduce the concept of control in management and its significance in achieving organizational goals.. <br> 2. **Development** (25 minutes) <br> - Feedforward Control: Proactive measures taken before an activity begins to prevent problems. <br> - Concurrent Control: Real-time monitoring and adjustments during the execution of activities. <br> - Feedback Control: Evaluation of completed activities to assess success and identify areas for improvement. <br> - Proactivity- Monitoring of problems in a way that provides their timely prevention, rather than after the fact reaction. <br> - Control as a Feedback Loop <br> 3. **Exercise** (5 minutes) – <br> Group discussion on real-life examples of each type of control. |
| Closure | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. <br> 2. Discuss the Analytical Questions from the Syllabus. <br> 3. Suggested Reading: Principles of Management by L. M. Prasad <br> https://study.com/academy/lesson/organizational-controls-feedforward-concurrent-feedback.html <br> https://open.lib.umn.edu/principlesmanagement/chapter/15-4-types-and-levels-of-control/ <br> 4. Spend 5 minutes to wrap up and consolidate the learnings |
| Evaluation | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <br> 2. Conduct Quiz <br> What type of control is used before an activity begins? <br> A) Feedback <br> B) Concurrent |

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|---|---|
| | C) Feedforward<br>D) None of the above<br>Answer: C) Feedforward<br>Which control type is focused on real-time adjustments?<br>A) Feedforward<br>B) Feedback<br>C) Concurrent<br>D) All of the above<br>Answer: C) Concurrent<br>Feedback control is primarily concerned with:<br>A) Prevention of problems<br>B) Monitoring during execution<br>C) Evaluation after completion<br>D) None of the above<br> Answer: C) Evaluation after completion |
| Spend 5 minutes to evaluate student assimilation of the lesson contents | |

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| Lesson Plan No. 29 | Course Name: Principles of Management Topic- Control Techniques | Course No.: HSMC-301 |
|---|---|---|

| Objectives | At the end of the lesson the students shall be able to:<br>a. Understand the definition and significance of control techniques in various fields.<br>b. Identify different types of control techniques.<br>c. Analyze the application of control techniques in real-world scenarios. |
|---|---|
| Teaching Aids (if any) | a. Power Point Presentation<br>b. Live Examples<br>c. News from ET<br>d. Discussion |
| Teaching Development | 1. **Introduction** (05 minutes)<br>- Begin with a brief discussion on what control techniques are and why they are essential in management, engineering, and other domains.<br>2. **Development** (25 minutes)<br>- Traditional Control Techniques<br>i) Personal Observation<br>ii) Setting examples<br>iii) Plans and policies<br>iv) Organisation charts and manuals<br>v) Disciplinary system<br>vi) Statistical data<br>vii) Written instructions<br>viii) Special reports and records<br>ix) Operational audit<br>x) Financial statements<br>xi) Break-even analysis<br>xii) Cost Accounting and Cost Control<br>xiii) Budgets and budgetary control<br>Modern Techniques include;<br>i) Return on investment<br>ii) Management audit<br>iii) Management information system<br>iv) Zero base budgeting<br>v) PERT/CPM<br><br>3. **Exercise** (5 minutes) –<br><br>Group discussion on real-life examples of each type of control. |

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| **Closure** | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2. Discuss the Analytical Questions from the Syllabus.<br>3. Suggested Reading: Principles of Management by L. M. Prasad<br>https://ebooks.inflibnet.ac.in/mgmtp05/chapter/techniques-of-controlling/<br>https://egyankosh.ac.in/bitstream/123456789/13334/1/Unit-16.pdf<br>Spend 5 minutes to wrap up and consolidate the learnings |
|---|---|
| **Evaluation** | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br>2. Conduct Quiz<br>What is a control technique?<br>a) A method of managing resources<br>b) A technique to improve communication<br>c) A process of analyzing data<br>Answer: a) A method of managing resources<br>Which of the following is NOT a type of control technique?<br>a) Feedback control<br>b) Feedforward control<br>c) Predictive control<br>Answer: c) Predictive control<br>Control techniques are primarily used in which of the following fields?<br>a) Art<br>b) Management<br>c) Literature<br>Answer: b) Management<br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| **Lesson Plan No. 30** | **Course Name: Principles of Management** <br> **Topic- Knowledge management** | **Course No.: HSMC-301** |
|---|---|---|

| **Objectives** | At the end of the lesson the students shall be able to: <br>    a. Understand the definition and importance of Knowledge Management (KM). <br>    b. Identify different types of knowledge in organizations. <br>    c. Recognize the challenges of implementing KM. |
|---|---|
| **Teaching Aids (if any)** |    a. Power Point Presentation <br>    b. Live Examples <br>    c. News from ET <br>    d. Discussion |
| **Teaching Development** | 1.    **Introduction** (05 minutes) <br>    - Briefly introduce the concept of KM and its relevance in today's organizations. <br> 2.    **Development** (25 minutes) <br>    - Definition of Knowledge Management: Understanding KM as a systematic approach to managing organizational knowledge. <br>    - Types of Knowledge: Distinguishing between explicit and tacit knowledge. <br>    - Challenges in KM: Discussing barriers to effective knowledge sharing and management. <br>    - Why is Knowledge Management Useful? <br>    - Information Management vs Knowledge Management <br><br> 3. **Exercise** (5 minutes) – <br><br>    Group discussion on how KM can be applied in their respective fields. |
| **Closure** | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. <br> 2. Discuss the Analytical Questions from the Syllabus. <br> 3. Suggested Reading: Principles of Management by L. M. Prasad <br> https://nscpolteksby.ac.id/ebook/files/Ebook/Business%20Adminis tration/ARMSTRONGS%20HANDBOOK%20OF%20HUMAN% 20RESOURCE%20MANAGEMENT%20PRACTICE/12%20- %20Knowledge%20Management.pdf <br> https://www.bdu.ac.in/cde/docs/ebooks/mba/III/P16MBA15%20% 20-%20KNOWLEDGE%20MANAGEMENT.pdf <br> https://helpjuice.com/pdfs/Knowledge_Management_A_Theoretica l_And_Practical_Guide_Emil_Hajric(PDF).pdf <br> Spend 5 minutes to wrap up and consolidate the learnings |

| Evaluation | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. |
| | 2. Conduct Quiz |
| | What is the primary goal of Knowledge Management? |
| | Name two types of knowledge discussed in KM. |
| | What is one challenge organizations face in implementing KM? |
| | Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 31 | Course Name: Principles of Management<br>Topic- Total Quality Management | Course No.:<br>HSMC-301 |
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| **Objectives** | At the end of the lesson the students shall be able to:<br>  a. Understand the concept of Total Quality Management.<br>  b. Identify the importance of quality in business. |
| **Teaching Aids (if any)** | a. Power Point Presentation<br>b. Live Examples<br>c. News from ET<br>d. Discussion |
| **Teaching Development** | 1.    **Introduction** (05 minutes)<br>  - Brief overview of TQM and its significance in today's business environment.<br>2    **Development** (25 minutes)<br>  - Definition and history of TQM- Total Quality Management (TQM) is a management philosophy that focuses on improving quality and customer satisfaction through continuous improvement of processes, products, and services<br>  - Key principles of TQM: customer focus, continuous improvement, and employee involvement.<br>  - Benefits of implementing TQM in organizations.<br>  - Example of TQM<br>  - Primary Principles of TQM<br>    Focus on Customers<br>    Commitment by Employees<br>    Improve Continuously<br>    Adherence to Processes<br>    Strategic and Systematic Approach<br>    Data Utilization<br>    Integrate Systems<br>    Communication<br>  - Advantages and Disadvantages of TQM<br><br>3.   **Exercise (5 minutes) –**<br><br>    Group discussion on how TQM can improve a local business. |
| | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2. Discuss the Analytical Questions from the Syllabus.<br>3. Suggested Reading: Principles of Management by L. M. Prasad<br>4. https://www.investopedia.com/terms/t/total-quality-management-tqm.asp |

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| | 5. https://corporatefinanceinstitute.com/resources/management/total-quality-management-tqm/ <br> 6. https://www.scilife.io/glossary/total-quality-management <br> Spend 5 minutes to wrap up and consolidate the learnings |
|---|---|
| **Evaluation** | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <br> 2. Conduct Quiz <br> What does TQM primarily focus on? <br> A) Cost reduction <br> B) Customer satisfaction <br> C) Employee retention <br> D) Market expansion <br> Which principle is NOT part of TQM? <br> A) Continuous improvement <br> B) Employee involvement <br> C) Ignoring customer feedback <br> D) Process management <br> What is a benefit of TQM? <br> A) Increased waste <br> B) Higher customer satisfaction <br> C) Reduced employee morale <br> D) Slower production times <br> Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 32 | Course Name: Principles of Management Topic- Business process re-engineering | Course No.: HSMC-301 |
|---|---|---|

| Objectives | At the end of the lesson the students shall be able to: <br> a. Understand the concept of Business Process Re-Engineering (BPR). <br> b. Identify the importance of BPR in organizational performance. <br> c. Recognize the key principles of BPR. |
|---|---|
| Teaching Aids (if any) | a. Power Point Presentation <br> b. Live Examples <br> c. News from ET <br> d. Discussion |
| Teaching Development | 1. **Introduction** (05 minutes) <br> - Introduce BPR as a management strategy aimed at improving organizational performance through the redesign of business processes. <br> 2 **Development** (25 minutes) <br> - Definition of BPR: An overview of what constitutes business process re-engineering and its significance in modern business practices- Business Process Reengineering is the radical redesign of business processes to achieve dramatic improvements in productivity, cycle times, quality, and employee and customer satisfaction. Companies start by assessing what work needs to be done to deliver customer value. <br> - Key Principles of BPR: Discuss the principles such as focusing on desired outcomes and eliminating non-value-adding activities. <br> - Benefits of BPR: Explore how BPR can lead to increased efficiency, improved customer satisfaction, and competitive advantage. <br> - Steps in Business Process Re-Engineering- Identifying Processes: Discuss how to select processes for re-engineering. <br> - Analyzing Current Processes: Explain the importance of understanding existing workflows and identifying inefficiencies. <br> - Redesigning Processes: Cover how to create new processes that eliminate waste and improve efficiency. <br> 3. **Exercise** (5 minutes) – <br><br> Group discussion on a company that successfully implemented BPR. |

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| | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2. Discuss the Analytical Questions from the Syllabus.<br>3. Suggested Reading: Principles of Management by L. M. Prasad<br>4. https://www.geeksforgeeks.org/introduction-to-business-process-re-engineering/<br>5. https://www.ibm.com/topics/business-process-reengineering<br>   Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.<br>2. Conduct Quiz<br>What is the primary goal of BPR?<br>A) Increase costs<br>B) Improve efficiency<br>C) Maintain status quo<br>D) None of the above<br>Which principle of BPR focuses on eliminating waste?<br>A) Empower Employees<br>B) Capture Information Once<br>C) Eliminate Non-Value-Adding Activities<br>D) Link Parallel Activities<br>BPR is primarily concerned with:<br>A) Minor adjustments to processes<br>B) Radical redesign of processes<br>C) Maintaining existing processes<br>D) None of the above<br>Spend 5 minutes to evaluate student assimilation of the lesson contents |

| Lesson Plan No. 33 | Course Name: Principles of Management<br>Topic- New people management | Course No.:<br>HSMC-301 |
|---|---|---|

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|---|---|
| **Objectives** | At the end of the lesson the students shall be able to:<br>  a. Understand the definition and importance of people management.<br>  b. Recognize the key skills required for effective people management.<br>  c. Identify the role of a manager in employee development. |
| **Teaching Aids (if any)** | a. Power Point Presentation<br>b. Live Examples<br>c. News from ET<br>d. Discussion |
| **Teaching Development** | 1.   **Introduction** (05 minutes)<br>  - Introduce the concept of people management, emphasizing its significance in enhancing workplace efficiency and employee satisfaction.<br>2   **Development** (25 minutes)<br>  - What is people management?<br>  - Definition of people management and its key components.<br>  - Importance of emotional intelligence in managing teams.<br>  - Overview of the 5 Cs of people management: Create, Comprehend, Communicate, Collaborate, and Confront.<br>  - Why is effective people management so important?<br>  - Key people management skills<br>  - Tips for effective people management<br>  - How to develop your people management skills<br><br>3.   **Exercise** (5 minutes) –<br><br>Group discussion on a company that successfully implemented BPR. |
| | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2. Discuss the Analytical Questions from the Syllabus.<br>3. Suggested Reading: Principles of Management by L. M. Prasad<br>4. https://www.betterup.com/blog/people-management<br>5.  https://peoplemanagingpeople.com/personal-development/leadership-management/what-is-people-management/<br>6. https://www.vantagecircle.com/en/blog/people-management-skills/<br>7. https://6q.io/blog/learn-new-people-management-skills/<br>Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. |

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| | 2. Conduct Quiz |
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| | What is the primary focus of people management? |
| | a) Administrative tasks |
| | b) Employee relationships |
| | c) Financial management |
| | Answer: b |
| | Which skill is essential for effective communication in management? |
| | a) Technical skills |
| | b) Emotional intelligence |
| | c) Time management |
| | Answer: b |
| | How does effective people management impact employee retention? |
| | a) Increases turnover |
| | b) Reduces job satisfaction |
| | c) Enhances job satisfaction |
| | Answer: c |
| Spend 5 minutes to evaluate student assimilation of the lesson contents | |

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| Lesson Plan No. 34 | Course Name: Principles of Management Topic- Management of productivity | Course No.: HSMC-301 |
|---|---|---|

| Objectives | At the end of the lesson the students shall be able to: <br> a. Understand the concept of productivity and its importance in the workplace <br> b. Learn about the factors that influence productivity <br> c. Explore strategies for improving individual and team productivity. |
|---|---|
| **Teaching Aids (if any)** | a. Power Point Presentation <br> b. Live Examples <br> c. News from ET <br> d. Discussion |
| **Teaching Development** | 1. **Introduction** (05 minutes) <br> - Define productivity and its significance in the modern workplace <br> - Highlight the benefits of effective productivity management. <br> 2 **Development** (25 minutes) <br> - What Is Productivity Management and Why Is It Important <br> Factors affecting productivity: <br> - Time management <br> - Goal setting <br> - Motivation and engagement <br> - Work environment and resources <br> - Strategies for improving productivity <br> - Prioritizing tasks and setting goals <br> - Minimizing distractions and time-wasters <br> - Delegating tasks and collaborating effectively. <br> - Benefits of Increased Productivity: <br> More efficient use of resources leads to higher production volumes and lower production costs. <br> Shortened time to market, and improved quality assurance. <br> Lower overhead expenses. <br> Greater rewards for stakeholders. <br> Increasing per capita income. <br> Aids in achieving the business's overall growth and profitability. <br><br> 3. **Exercise** (5 minutes) – <br><br> Students will complete a self-assessment questionnaire to identify their current productivity levels and areas for improvement. |

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| | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. <br> 2. Discuss the Analytical Questions from the Syllabus. <br> 3. Suggested Reading: Principles of Management by L. M. Prasad <br> 4. https://www.indeed.com/career-advice/career-development/management-for-productivity <br> 5. https://nsb.ac.in/how-to-use-management-to-improve-productivity/ <br> 6. https://www.linkedin.com/pulse/what-productivity-management-why-important-john-rampton/ <br> 7. https://www.activtrak.com/blog/productivity-management-techniques/ <br>    Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <br> 2. Conduct Quiz <br> Which of the following is not a factor that affects productivity? <br> a) Time management <br> b) Goal setting <br> c) Motivation and engagement <br> d) Salary and benefits <br> Answer: d) Salary and benefits <br> Which technique involves working for 25 minutes followed by a 5-minute break? <br> a) Eisenhower matrix <br> b) Pomodoro technique <br> c) Time blocking <br> d) None of the above <br> Answer: b) Pomodoro technique <br> The Eisenhower matrix helps in prioritizing tasks based on: <br> a) Urgency and importance <br> b) Time required and difficulty level <br> c) Personal preference and deadline <br> d) None of the above <br>  Answer: a) Urgency and importance <br> Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 35 | Course Name: Principles of Management<br>Topic- Corporate Governance | Course No.:<br>HSMC-301 |
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| Objectives | At the end of the lesson the students shall be able to:<br>  a. Understand the definition and importance of corporate governance.<br>  b. Identify the key principles of corporate governance.<br>  c. Recognize the role of stakeholders in corporate governance. |
| --- | --- |
| Teaching Aids (if any) | a. Power Point Presentation<br>b. Live Examples<br>c. News from ET<br>d. Discussion |
| Teaching Development | 1.   **Introduction** (05 minutes)<br>  - Begin with a brief overview of corporate governance, explaining its significance in maintaining the integrity of corporate entities and protecting stakeholder interests.<br>2   **Development** (25 minutes)<br>  - Definition of Corporate Governance: Explain what corporate governance entails and its relevance in the corporate world.<br>  - Key Principles: Discuss the fundamental principles, including accountability, transparency, fairness, and responsibility.<br>  - Role of Stakeholders: Highlight the importance of various stakeholders, including shareholders, employees, and customers, in corporate governance.<br>  - Benefits of Corporate Governance :<br>    Build trust with investors, the community, and public officials<br>    Give investors and other stakeholders a clear idea of a company's direction and business integrity<br>    Promote long-term financial viability, opportunity, and returns<br>    Facilitate the raising of capital<br>    Contribute to rising share prices<br>    Improve a company's reputation and customer retention<br>    Reduce the potential for financial loss, waste, risks, and corruption<br>3.   **Exercise** (5 minutes) –<br><br>  Discuss a recent corporate governance failure and its implications. |
| | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.<br>2. Discuss the Analytical Questions from the Syllabus.<br>3. Suggested Reading: Principles of Management by L. M. Prasad<br>   https://mgcub.ac.in/pdf/material/20200430042065557326a18.pdf |

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| | 1. https://www.soas.ac.uk/sites/default/files/2023-01/M444_unit-01_sample.pdf  Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. <br> 2. Conduct Quiz <br> What is corporate governance primarily concerned with? <br> a) Marketing strategies <br> b) Financial performance <br> c) Stakeholder interests (Correct Answer) <br> Which principle emphasizes the need for transparency in corporate actions? <br> a) Accountability <br> b) Fairness <br> c) Transparency (Correct Answer) <br> Who are considered stakeholders in a corporation? <br> a) Only shareholders <br> b) Employees, customers, and suppliers (Correct Answer) <br> c) Only management <br> Spend 5 minutes to evaluate student assimilation of the lesson contents |

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| Lesson Plan No. 36 | Course Name: Principles of Management Topic- Creativity and Innovation; | Course No.: HSMC-301 |
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| **Objectives** | At the end of the lesson the students shall be able to:<br>a. Define creativity and innovation<br>b. Understand the importance of creativity in everyday life<br>c. Understand the steps involved in the creative process<br>d. Apply the creative process to solve a problem |
| **Teaching Aids (if any)** | a. Power Point Presentation<br>b. Live Examples<br>c. News from ET<br>d. Discussion |
| **Teaching Development** | 1. **Introduction** (05 minutes)<br>- Ask students what they think creativity means<br>- Explain that creativity involves generating new ideas and solutions<br>2 **Development** (25 minutes)<br>- Definition of Innovation<br>- Definition of Creativity<br>- Key Differences Between Creativity and Innovation<br>- How to Be More Creative:<br>- How to create an innovation process:<br>  Encounter a problem that needs to be resolved.<br>  Define the problem correctly.<br>  Choose a brainstorming activity to spark your creativity.<br>  Gather relevant material and work through it, considering different solutions and approaches that you can take to solve the problem.<br>  Discuss your idea with your teammates to gauge its viability.<br>  Walk away from the problem before returning to it.<br>  Start implementing your idea.<br>- Does innovation start with creativity?<br>- Types of Innovation<br>  Incremental Innovation: Adding features or capabilities to an existing product one at a time<br>  Architectural Innovation: Applying existing technology or expertise to a new market.<br>  Disruptive Innovation: Applying new technologies, processes, or business models to existing industries.<br>  Radical Innovation: The rarest of all innovation types, entirely new technologies or products are created for entirely new markets.<br>3. **Exercise** (5 minutes) – |

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| | | Students brainstorm creative uses for a common object like a paperclip or pen |
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| | | 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. |
| | | 2. Discuss the Analytical Questions from the Syllabus. |
| | | 3. Suggested Reading: Principles of Management by L. M. Prasad |
| | | 4. https://dtnbwed.cbwe.gov.in/images/upload/Creativity-and-Innovation_YYB3.pdf https://online.stanford.edu/creativity-and-innovation-management https://digitalleadership.com/blog/creativity-and-innovation/ Spend 5 minutes to wrap up and consolidate the learnings |
| **Evaluation** | | 1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. |
| | | 2. Conduct Quiz Creativity involves: a) Generating new ideas b) Connecting ideas in new ways c) Solving problems d) All of the above True or false: Creativity is only for artists. a) True b) False The more _____ we have, the more creative we can be. a) Experiences b) Knowledge c) Both a and b Spend 5 minutes to evaluate student assimilation of the lesson contents |