



MSW

SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.25))

Add-on Course on "Labour Compliance and its Practical Implications"

Course Objectives	<ol style="list-style-type: none"> 1. To acquaint the students with the necessary online & practical processes pertaining to the labour laws, with special reference to Employees' Provident Fund Act (EPF) 1952 and Employees' State Insurance Act (ESI), 1947, Factories Act 1948, Contract Labour (Regulation & Abolition) Act 1970 (CLRA), The Payment of Gratuity Act, 1972, Payment of Bonus Act, 1965. 2. To provide practical exposure & operations to the students relating to the labour laws. 3. To understand the labour laws with the reference to various case studies from the field.
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Course Outline:		
Unit	Unit Description	Weightage*
1	Registration Process	20 %
	<ol style="list-style-type: none"> 4. Factory License, Amendment, Renewal & Closure Application Process. 5. Employees Provident Fund Registration process. 6. Employees State Insurance Corporation Registration Process. 7. Professional Tax Registration process. 8. Contractor Registration Process under CLRA (Labour License Process). 9. Company Registration Process under CLRA. 10. Shop & Establishment registration Process 	
2	Compliance Chart & General Drafting Procedure	20 %
	1. Pre-Employment, Post Selection, On the Job & Separation	
3	Practical Aspects of ESIC and EPF Onsite & Offsite.	20 %
	<ol style="list-style-type: none"> 1. Practical Aspects of ESIC and EPF Onsite & Offsite. 2. Understanding the case issues with reference to EPF & ESIC. 	
4	Practical Aspects of Labour Laws and related aspects	20%
	<ul style="list-style-type: none"> • Microsoft Office Excel as a tool for Management Information System (MIS). • Payroll Processing. • Performance Appraisal & Its Aspects. • Audit & Inspection Procedure & Guidance. • Labour Welfare Fund & its aspects. • Maternity Benefit Act, 1961. • On-duty Misconduct and Disciplinary Actions. • The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. 	

5	<ul style="list-style-type: none"> Field Visits Sessions by Government authorities 	20%
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Course duration: 30 hours

***Units will have the same weightage in the evaluation as suggested in the course outline**

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars, and presentations and browsing on-line resources relevant to the content.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination (Objective/Subjective)	50%
2	Internal continuous assessment in the form of practical, Viva-voce, Quizzes, seminars, assignments, attendance	50%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Gain insight into practical aspects of different labour legislation in India
2	Understand major provisions of labour legislation which is going to help students while working.
3	Acquire knowledge regarding collection of cases from different labor welfare fund
4	Understand various case studies of different industries

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Mamoria, C. B., Mamoria, S., & Gankar, S. V. (2008). <i>Dynamics of industrial relations</i> . Himalaya Publishing House.
2	Srivastava, S. C. (2012). <i>Industrial relations and labour laws</i> . Vikas Publishing House.



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Paper Code	Title of the paper Community Engagement	Total Credits 02
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Course Objectives	<ul style="list-style-type: none"> Develop knowledge of the theories and practices of positive community change Explore local community engagement activities To develop an appreciation of rural culture, life-style and wisdom amongst students To learn about the status of various agricultural and rural development programmes To understand causes for rural distress and poverty and explore solutions for the same To apply knowledge of courses to field realities and thereby improve quality of learning
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Course Outline		
Unit	Unit Description	Weightage*
1	Understanding Community & Community Engagement <ol style="list-style-type: none"> 1. Concept, Types and Functions of community 2. Concept & Significance of Community Engagement 3. Role of Social Worker in Community Engagement. 	20%
2	Rural Community <ol style="list-style-type: none"> 1. Rural Community Development: Concept & Definition & Characteristics of Rural Community 2. Problems of Rural Community & Strategies of Rural Development 3. Panchayati Raj, Structure and Functions, 73rd Constitutional Amendment. 4. Programmes & Schemes of Rural Development 5. Role of GO & NGOs in Rural Development in India. 	20%
3	Urban Community <ol style="list-style-type: none"> 1. Urban Community Development: Concept & Definition & Characteristics of Urban Community 2. Urbanization - concept, causes & problems. 3. Urban development and poverty alleviation programmes. 4. 74th Constitutional Amendment Act – An Overview 5. Role of GO & NGOs in Urban Development in India. 	20%
4	Tribal Community <ol style="list-style-type: none"> 1. Tribal Community Development: Meaning of Tribe, Concept, Definition & Characteristics of Tribal Community 2. Problem faced by Tribal Community 3. Constitution safe guards of Tribes 4. Tribal Sub-plan 5. Vanbandhu Kalyan Yojana. Scope of Community Engagement <ol style="list-style-type: none"> 1. Medical & Psychiatric Social Work: Community Health, Role of 	20%

	medical social worker, Psychiatric settings, Community Mental Health, Role of psychiatric social worker 2. Industrial Social Work & CSR: Role of Social Work Professionals 3. Correctional Social Work: Institutional & Non-Institutional Care , Role of Correctional Social Worker	
5	Orientation visits & Case studies on community engagement programmes	20%

*Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning Environment	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars, presentations, e-resources, organisational visits, and projects (class room & field)
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	10%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Students will Develop quality of leadership decision making.
2	Appreciate significant contributions of local communities to Indian society and economy
3	Learn to value the local knowledge and wisdom of the community
4	Gain an understanding of rural life, culture and social realities Develop a sense of empathy and bonds of mutuality with local community
5	Carry out projects that enable them employable and upscale their skills

Suggested References: (include reference material from where a student is expected to study the said content in APA style)

1	Singh, Katar, Rural Development- Principles, Policies and Management, Third Edition. Sage Publications, New Delhi 2009
2	Jain, Reshmi, Communicating Rural Development Strategies and Alternatives. RawatPublications, New Delhi, 2003.
3	V Sudhaker, New Panchayath Raj System-Local Self-Government in Community Development: Mangal Deep Publications, Jaipur 2002
4	S L Goel & Shalini Rajneesh, Panchayati Raj in India Theory & Practice, RegalPublications, 2009
5	Ross, Murray G (1955) Community Organisation- Theory and Principles, Harper
6	Sengupta, P R (1976) Community Organisation process in India, Lucknow : KiranPublishers

7	Dunham, Arthur (1969) Community Welfare Organisation Principles and Practice, Crowell
8	Encyclopedia of Social Work in India (vol.I to IV) Govt. of India
9	Bhattacharya, Sanjay (2009). Social Work An Integrated Approach. New Delhi: Deep & Deep Publications Pvt Ltd.
10	Indira Gandhi National Open University Maidan Garhi, New Delhi http://egyankosh.ac.in/bitstream/123456789/52005/1/Block-1.pdf
11	Indira Gandhi National Open University Maidan Garhi, New Delhi http://egyankosh.ac.in/bitstream/123456789/17108/1/Unit-1.pdf



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List of Proposed Courses

Sr.No	Title	Credits	Hours
1	Certificate Course in Community Engagement Practices	02	30
2	Multidisciplinary Course - Life Skill Education- IVth Semester	02	30
3	Multidisciplinary Course - Corporate Social Responsibility- III rd Semester	02	30
4	Certificate Course in Labour Compliances and its practical Implications	02	30
5	Post Graduate Diploma in Corporate Social Responsibility	50	02 Semesters-750 hours



DEPARTMENT OF SOCIAL WORK
SARDAR PATEL UNIVERSITY
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List of Subjects offered to students from other departments

Sr.No	Semester	Subject	Subject offered to
1	Semester-3	Corporate Social Responsibility	Students from Business Studies and MBA
2	Semester-4	Life Skill Education	Students from all Arts departments



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List of Multi-Disciplinary Research Themes

Sr.No	Guide &Co-Guide	Themes
1	Prof. Dr. S.D. Mishra & Prof. Niranjan Patel (Sanskrit)	Exploring Indigenous Knowledge in Indian Culture from Social Work Perspective
2	Prof. Dr. S.D. Mishra & Dr. Paresh Acharya (Education)	Life Skill Education
3	Prof. Dr. S.D. Mishra & Dr. Kamini Shah (Business Studies)	Financial Literacy & Community Development
4	Prof. Dr. S.D. Mishra & Dr. Viraj Roghelia (Home Science)	Malnutrition among Women and Children
5	Prof. Dr. S.D. Mishra & Dr. Vasant Patel (History)	Historical aspects of Social Reforms
6	Prof. Dr. S.D. Mishra & Ms. Dwiti Vyas (Law)	POSH Act
7	Prof. Dr. S.D. Mishra & Dr. Pankaj Suvera (Psychology)	Mental Health
7	Dr. Bigi Thomas & Dr. Sangeetha Pathak (Psychology)	Work-life Balance
8	Dr. Bigi Thomas & Dr. Khimiya S. Tinani (Statistics)	Cyber Victimization among Adolescents
9	Dr. Bigi Thomas & Dr. Sonal Bhatt (Economics)	Socio-Economic Impact of Govt Welfare Schemes



Department of Social Work
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Paper Code PA04EMSW51	Title of the paper Life Skill Education	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> 1. To enable students to understand the importance of life skills and life skills education. 2. To prepare students to understand the role of social work in the prevention and management of 'psychosocial' functioning problems in children and adolescents at educational grades. 3. To give experiential learning that focuses on personal development to promote confidence and well-being in young people; to help students become more affirmative, communicate effectively with others by developing good listening skills and learn to handle stress and deal with disappointments and setbacks.
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Course Outline		
Unit	Unit Description	Weightage*
1	Life Skills and Life skills training. <ol style="list-style-type: none"> 1. Definition and importance of life skills, life skills education; 2. Life skills approach, life skills based education 3. Genesis of the concept - UN inter-agency meeting – Hamburg Declaration - quality education 4. Life Skills: Dakar framework. Life skills education in the Indian context 5. 5. Life skills training - Implementation models 	20%
2	Understanding Life Skills <ol style="list-style-type: none"> 1. Understand core life skills, its concept, process and practice. 2. Introduction to life skills: Generic, problem specific and area specific skills 3. Understanding life skills work in combination: Understanding and managing emotions , social skills, and thinking skills, 4. Understanding and managing emotions a.Emotions: Definition, characteristics, types, classification: b. Techniques to understand emotions c. Managing emotions and stressors such as anger, shyness Stressors - sources of stress, the general adaptive syndrome model of stress d. Resilience: Definition, determinants of resilience, techniques to enhance resilience 5. Social and negotiation skills <ol style="list-style-type: none"> a. Self-Awareness - Definition, types of self, self concept, body image, self esteem, techniques used for self awareness b. Empathy – Definition, empathy techniques used to enhance empathy c. Effective Communication - Definition, functions, models, barriers. Interpersonal relationship skills- Definition, factors 	20%

	affecting relationships	
3	Life Skills and Life skills training 1. Thinking skills a. Creative and critical thinking - Definition, nature, stages b. Problem Solving - Definition, steps in problem solving: Factors influencing problem solving c. Decision making - Definition, process, need, consequences, models of decision making: Goal Setting 2. Types of training methods with attention to innovative pedagogic methods for the skills learnt in this unit	20%
4	Measuring Life Skills 1. Life Skills Assessment Scale: Conceptual understanding 2. Deep Diving into a. Reflective Practice b. Living educational theory	20%
5	Designing and conduction a training program 1. Designing a. Expressing precise training objectives b. Construction of Action Plan 2. Conducting a. Meeting participants needs b. Facilitating the programme c. Documenting the programme 3. Working on Social issues like(below are a few examples): Reducing risks related to natural disasters /disaster preparedness Domestic violence Peer education Know your rights Children with special Substance abuse needs/ tribal children/ institutionalized children / Child trafficking Sex, sexuality and responsible behavior Gender awareness Child Education	20%

*Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning Environment	The course would be taught / learnt through various means like lectures, discussions, drama, cinema, reflections, assignments (individual & group), viva-voce, seminars, presentations, e-resources, organisational visits, and projects (class room & field)
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	10%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Understand the importance of Life Skills and Life skill Education
2	Understand the role of social work in the prevention and management of 'psychosocial' functioning problems in children and adolescents at educational grades.
3	Enhance confidence and well-being, become more affirmative, communicate effectively with others, develop good listening skills and learn to handle stress and deal with disappointments and setbacks.

4	Education Design and conduct training programmes for different groups like children, women, adolescents, so that they will be able to solve their problems through enhanced life skills
5	Carry out projects that enable them employable and upscale their skills

Suggested References: (include reference material from where a student is expected to study the said content in APA style)

1	Bikkrama, D. S., & Rashmi, M. (2015). Life Skills in India: An Overview of Evidence and Current Practices in our Education System, Central Square Foundation, 2015.
2	Bharath, S., & Kumar, K.K.V. (2008). Health Promotion using Life Skills Education Approach for Adolescents in Schools – Development of a Model. <i>J Ind Assoc Child & Adolescent Mental Health</i> , 4(1), 5–11
3	Prajapati, R., Sharma, B., & Sharma, D. (2017). Significance of life skills education. <i>Contemporary Issues in Education Research</i> , 10(1), 1–6.
4	Rawal, S. (2006). The role of drama in enhancing life skills in children with specific learning difficulties in a Mumbai school: My reflective account. (Doctoral thesis, Coventry University in collaboration with University of Worcester).
5	Rawal, S. (2014). Making Magic, <i>Educational Journal of Living Theories</i> , 7(1), 53-81.
6	World Health Organization (WHO). (1997). Life skills education for children and adolescents in schools. WHO Manuscript. Division of Mental Health and Prevention of Substance Abuse. Geneva: WHO
7	World Bank. (2013). Life skills: what are they, why do they matter, and how are they taught?



Department of Social Work
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Paper Code PA03EMSW53	Title of the paper Corporate Social Responsibility	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> 1. To understand the historical development and scope of CSR in the field of social work. 2. To familiarise with legal provisions of CSR in India 3. To illustrate the strengths and weaknesses of theoretical frameworks that explain the distinctive challenges involved in managing CSR 4. To examine evaluative techniques used in operationalization of CSR programmes.
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Course Outline		
Unit	Unit Description	Weightage*
1	Perspective Building on CSR: <ol style="list-style-type: none"> 1. Meaning, definition & principles of CSR 2. History & evolution of CSR 3. Concept of charity, corporate philanthropy, corporate Citizenship 4. Chronological evolution of CSR in India 	20%
2	Legal perspective and CSR Practices: <ol style="list-style-type: none"> 1. CSR-Legislation in India 2. Section 135 of Companies Act 2013 3. Scope for CSR Activities under schedule VII 4. Board of directors and CSR committee & its functions 5. CSR policy of corporate organizations 	20%
3	Theoretical Perspective of CSR: <ol style="list-style-type: none"> 1. Triple bottom line approaches 2. Business approaches to CSR : Obstructive approach, defensive approach, accommodative approach & proactive approach 3. Role of business in society & atakeholders involvement in CSR 4. Environmental, governance and ethical issues in CSR 	20%
4	Operationalization & Evaluation of CSR: <ol style="list-style-type: none"> 1. Need assessment 2. Social monitoring 3. Social audit 4. Social return on investment (SROI) 5. Project proposal designing 	20%
5	Case studies and Field projects: <ol style="list-style-type: none"> 1. CSR – Indian story 2. CSR- Global context 3. Gujarat CSR Authority 	20%

*Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning Environment	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars, presentations, e-resources, organisational visits, and projects (class room & field)
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	10%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Relate the historical development of CSR with its current conceptual practices.
2	Understand the legal framework of CSR
3	Analyze concrete problems within CSR strategy by applying the theoretical concepts discussed throughout the course.
4	Develop skills in formulation of CSR projects, monitoring tools and evaluative techniques
5	Carry out projects that enable them employable and upscale their skills

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Andal, N. B. (2011). <i>Corporate Social Responsibility in India</i> . Haryana: Global Vision Publishing House.
2	Ataur Rahman Belal (2008), <i>Corporate Social Responsibility in Developing Counties</i> , Ashgate Publishers. UK
3	Baxi, C. V., and Prasad, A. (2005). <i>Corporate Social Responsibility Concept and Causes- The Indian Experience</i> . New delhi: Anurag Jain for Excel Books.
4	Blowfield, Michael, and Alan Murray, (2019) <i>Corporate Responsibility</i> , Oxford University Press
5	Crowther D. and Guler A; (2008) <i>Corporate Social Responsibility</i> , Ventus Publishing Aps
6	Grayson D., Hodges A. (2004). <i>Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business</i> . UK: Greenleaf Publishing Limited
7	Kaushik, K. V. (2017). <i>CSR in India - Steering Business Towards Social Change</i> .
8	Mallin, Christine A., (2018) <i>Corporate Governance (Indian Edition)</i> , Oxford University Press, New Delhi
9	Raman Mullerat (2011), <i>The Corporate Governance of the 21st Century</i> , Aspen Publishers, UK

10	William B Werther, Jr, David Chandler, (2010) <i>Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition</i> , SAGE Publications, New Delhi
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***Units will have the same weightage in the evaluation as suggested in the course outline**

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars, and presentations and browsing on-line resources relevant to the content.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of practical, Viva-voce, Quizzes, seminars, assignments, attendance, participation in co-curricular and extra-curricular activities	10%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcome:
<ul style="list-style-type: none"> Familiarise with various terms and skill required at different level of management
<ul style="list-style-type: none"> Able to understand various ideologies of management thought
<ul style="list-style-type: none"> Gain knowledge of various organisation structure of the organisation so it will help them to identify superior and subordinate relationship
<ul style="list-style-type: none"> Have understanding of different function and its step performed by the managers.

Suggested References	
1	Drucker, P. F. (2011). <i>The five most important questions you will ever ask about your organization</i> (Vol. 90). John Wiley & Sons.
2	Hammer, M., Leonard, D., & Davenport, T. (2004). Why don't we know more about knowledge?. <i>MIT Sloan Management Review</i> , 45, 14-18.
3	Koontz, H., O'Donnell, C., & Weihrich, H. (1986). <i>Essentials of management</i> (Vol. 18). New York: McGraw-Hill.
4	Morden, T. (2017). <i>Principles of management</i> . Routledge.
5	Prahalad, C. K. (1995). New view of strategy: An interview with CK Prahalad. <i>European Management Journal</i> , 13(2), 131-138.
6	Prasad, L. M. (2020). <i>Principles and practice of management</i> . Sultan Chand & Sons.
7	Schein, E. H. (2010). <i>Organizational culture and leadership</i> (Vol. 2). John Wiley & Sons.

8	Senge, P. M. (2006). <i>The fifth discipline: The art and practice of the learning organization</i> . Currency.
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(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
P. G. Diploma in Corporate Social Responsibility
Syllabus with effect from the Academic Year 2022-2023

Programme Objectives:

- To impart knowledge and understanding about CSR.
- To expand capacities of learners on various theoretical and practical aspects of CSR.
- To develop professional knowledge in formulation, implementation, monitoring and evaluation of CSR projects and programmes

Course Structure:

Semester-I		
PA01PGDCSR01	Fundamentals of CSR	05 credits
PA01PGDCSR02	Introduction to Management	05 credits
PA01PGDCSR03	Intervention at Individual and Group Level	05 credits
PA01PGDCSR04	Business Ethics and Governance	05 credits
PA01PGDCSR05	Social Research	05 credits
Semester-II		
PA02PGDCSR01	Community Development	05 credits
PA02PGDCSR02	Operationalization and Evaluation of CSR	05 credits
PA02PGDCSR03	Social Entrepreneurship	05 credits
PA02PGDCSR04	Field Work	05 Credit
PA02PGDCSR05	Project	05 Credit
Total Credits		50 credits



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Paper Code PA01PGDCSR01	Title of the paper Fundamentals of CSR	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> 1. To understand the historical development and scope of CSR in the field of social work. 2. To familiarise with legal provisions of CSR in India 3. To illustrate the strengths and weaknesses of theoretical frameworks that explain the distinctive challenges involved in managing CSR 4. To examine evaluative techniques used in operationalization of CSR programmes.
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Course Outline		
Unit	Unit Description	Weightage*
1	Perspective Building on CSR: <ol style="list-style-type: none"> 1. Meaning, definition & principles of CSR 2. History & evolution of CSR 3. Concept of charity, corporate philanthropy, corporate Citizenship 4. Chronological evolution of CSR in India 	20%
2	Legal perspective and CSR Practices: <ol style="list-style-type: none"> 1. CSR-Legislation in India 2. Section 135 of Companies Act 2013 3. Scope for CSR Activities under schedule VII 4. Board of directors and CSR committee & its functions 5. CSR policy of corporate organizations 	20%
3	Theoretical Perspective of CSR: <ol style="list-style-type: none"> 1. Triple bottom line approaches 2. Business approaches to CSR : Obstructive approach, defensive approach, accommodative approach & proactive approach 3. Role of business in society & atakeholders involvement in CSR 4. Environmental, governance and ethical issues in CSR 	20%
4	CSR Activities and Projects: <ol style="list-style-type: none"> 1. Case studies of local area projects and India wide projects- 2. Change with CSR, how Indian companies implemented their CSR in local areas as well as India wide project 3. Case study of Indian companies spend in Local areas ; difference between the two 	20%
5	Case studies and Field projects: <ol style="list-style-type: none"> 1. CSR – Indian story 2. CSR- Global context 3. Gujarat CSR Authority 	20%

*Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars,
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Environment	presentations, e-resources, organisational visits, and projects (class room & field)
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	10%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Relate the historical development of CSR with its current conceptual practices.
2	Understand the legal framework of CSR
3	Analyze concrete problems within CSR strategy by applying the theoretical concepts discussed throughout the course.
4	Develop skills in formulation of CSR projects, monitoring tools and evaluative techniques
5	Carry out projects that enable them employable and upscale their skills

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Andal, N. B. (2011). <i>Corporate Social Responsibility in India</i> . Haryana: Global Vision Publishing House.
2	Ataur Rahman Belal (2008), <i>Corporate Social Responsibility in Developing Countries</i> , Ashgate Publishers. UK
3	Baxi, C. V., and Prasad, A. (2005). <i>Corporate Social Responsibility Concept and Causes- The Indian Experience</i> . New delhi: Anurag Jain for Excel Books.
4	Blowfield, Michael, and Alan Murray, (2019) <i>Corporate Responsibility</i> , Oxford University Press
5	Crowther D. and Guler A; (2008) <i>Corporate Social Responsibility</i> , Ventus Publishing Aps
6	Grayson D., Hodges A. (2004). <i>Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business</i> . UK: Greenleaf Publishing Limited
7	Kaushik, K. V. (2017). <i>CSR in India - Steering Business Towards Social Change</i> .
8	Mallin, Christine A., (2018) <i>Corporate Governance (Indian Edition)</i> , Oxford University Press, New Delhi
9	Raman Mullerat (2011), <i>The Corporate Governance of the 21st Century</i> , Aspen Publishers, UK
10	William B Werther, Jr, David Chandler, (2010) <i>Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition</i> , SAGE Publications, New Delhi



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Paper Code PA01PGDCSR02	Title of the paper Introduction to Management	Credits: 05
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Course Objectives	<ul style="list-style-type: none"> • To understand concept and level of management • To develop insights into the origin and development of Management thought • To familiarise with the various managerial functions • To explain organogram of the organisation
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Course Outline:		
Unit	Unit Description	Weightage*
1	Concept of Management	20%
	1. Definition, Need and Scope, Key terms in management, 2. Nature of management, 3. Process of management, 4. Significance of management, Different levels of management. 5. Managerial Skills, Types of managers	
2	Development of Management thought	20%
	1. Introduction, Classical Theories: F. W. Taylor, 2. Modern theories, Behavioural Approach, Quantitative School of Management, Systems management theory, Contingency School of Management, Quality School of Management 3. Modern Management Concepts – Peter Drucker: Peter Senge, Gary Hamel, " M Alvin Toffler, Tom Peters, " Michael Hammer, ", C. K. Prahalad, Michael E. Porter	
3	Function of Management	20%
	1. Planning: Nature, Types, Importance, Steps in Planning Process, Long range and Short-range Planning, Objectives, MBO, Premising, Decision Making, Strategies & Policies, Making Planning effective and Open System Approach to Planning. 2. Organising: Span of Management, Graicuna's Theory of Superior-subordinate Relationship, Factors influencing Span of Management, Wide versus Narrow Spans, Decentralisation of Authority, Principles of Delegation, Balancing between Centralisation & de-centralisation, Types of Organisation. 3. Staffing: Nature & Significance, A brief knowledge of Recruitment, Selection, Training & Development, Performance Appraisal. 4. Directing: Nature, Concept of Leadership, Leadership Styles, Theories of Leadership, Charismatic Leadership Theory, Concept of Motivation, Relevance of Communication. 5. Controlling: Concept and Importance of Control, Control Process, Types of Control Mechanism, Management by	

	Exceptions.	
4	Organisation Structure 1. Line, Staff & Functional Authority relationships, Status & Authority. 2. Classification of Organisational Structure: Classification on the basis of Possession of Authority, Classification on the basis of grouping of activities, New Organisational Designs – Project, Matrix, Organic Structure & Mechanistic Structure Challenge of Modern Organisation, Virtual Organisation.	20%
5	Case Studies	20%

***Units will have the same weightage in the evaluation as suggested in the course outline**

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars, and presentations and browsing on-line resources relevant to the content.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of practical, Viva-voce, Quizzes, seminars, assignments, attendance, participation in co-curricular and extra-curricular activities	10%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcome:
<ul style="list-style-type: none"> Familiarise with various terms and skill required at different level of management
<ul style="list-style-type: none"> Able to understand various ideologies of management thought
<ul style="list-style-type: none"> Gain knowledge of various organisation structure of the organisation so it will help them to identify superior and subordinate relationship
<ul style="list-style-type: none"> Have understanding of different function and its step performed by the managers.

Suggested References

1	Drucker, P. F. (2011). <i>The five most important questions you will ever ask about your organization</i> (Vol. 90). John Wiley & Sons.
2	Hammer, M., Leonard, D., & Davenport, T. (2004). Why don't we know more about knowledge?. <i>MIT Sloan Management Review</i> , 45, 14-18.
3	Koontz, H., O'Donnell, C., & Wehrich, H. (1986). <i>Essentials of management</i> (Vol. 18). New York: McGraw-Hill.
4	Morden, T. (2017). <i>Principles of management</i> . Routledge.
5	Prahalad, C. K. (1995). New view of strategy: An interview with CK Prahalad. <i>European Management Journal</i> , 13(2), 131-138.
6	Prasad, L. M. (2020). <i>Principles and practice of management</i> . Sultan Chand & Sons.
7	Schein, E. H. (2010). <i>Organizational culture and leadership</i> (Vol. 2). John Wiley & Sons.
8	Senge, P. M. (2006). <i>The fifth discipline: The art and practice of the learning organization</i> . Currency.



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.25))

Paper Code PA01PGDCSR03	Title of the paper Intervention at Individual and Group Level	Credits: 05
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Course Objectives	<ul style="list-style-type: none"> • To associate the formation of the groups, its structure and its influence onto the functioning of an organisation • To combine the problem solving and the effective decision-making in the organisational context. • To describe the significance of Team Work and Leadership in an organisation • To outline the effective ways which thrives for the conflict-free environment in the organisations
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Course Outline:		
Unit	Unit Description	Weightage*
1	Introduction to Work with Individual	20 %
	1. Components of case work 2. Principles of case work Process of case work	
2	Communication and Interview	20 %
	1. Communication Concept, Nature Types & Techniques of Communication. 2. Principles of communication 3. Process of Communication 4. Interview and its importance. Types of Interview.	
3	Importance of Group work	20 %
	1. Concept, Type, Structure and Functions of Groups 2. Theories of Group Formation Group Dynamic: Need, Significance and Stages	
4	Decision-making and Problem-solving	20 %
	1. Decision Making: Concept, Types and process of Decision Making 2. Group Decision Making: Concept, methods of Group Decision Making, Technique to improve group Decision Making Problem Solving: Concept & Approaches for problem solving	
5	Case studies	20 %
	1. Team work, Leadership 2. Conflict Management 3. Problem-solving 4. Decision Making	

***Units will have the same weightage in the evaluation as suggested in the course outline**

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars, and presentations and browsing on-line resources relevant to the content.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of practical, Viva-voce, Quizzes, seminars, assignments, attendance, participation in co-curricular and extra-curricular activities	10%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course

Course Outcome: Students will be able,
<ul style="list-style-type: none"> To distinguish among the formation of the groups, its structure and its influence onto the functioning of an organisation
<ul style="list-style-type: none"> To assimilate the problem solving and the effective decision-making in the organisational context.
<ul style="list-style-type: none"> To assess the significance of Team Work and Leadership in an organisation
<ul style="list-style-type: none"> To subdivide the effective ways which thrives for the conflict-free environment in the organisations

Suggested References	
1	Aswathappa, K., & Reddy, G. S. (2009). <i>Organisational behaviour</i> (Vol. 20). Mumbai: Himalaya Publishing House.
2	Kondalkar, V. G. (2020). <i>Organizational behaviour</i> . New Age.
3	McDermott, F. (2020). <i>Inside group work: A guide to reflective practice</i> . Routledge.
4	Pareek, U. (2012). Udai Pareek's Understanding organizational Behaviour, 3e. <i>OUP Catalogue</i> .
5	Prasad, L. M. (2020). <i>Principles and practice of management</i> . Sultan Chand & Sons.



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.25))

Paper Code PA01PGDCSR04	Title of the paper Business Ethics & Governance	Credits: 05
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Course Objectives	<ul style="list-style-type: none"> • To understand the significance of Business Ethics • To develop insights on ethics in functional area • To familiarise with the environmental ethics
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Course Outline:		
Unit	Unit Description	Weightage*
1	Introduction to Ethics 1. Ethics and Business Ethics, Concepts Values and Ethics.	20 %
2	Organizational Ethics 1. Ethical Corporate Behaviour, Its Development, Ethical Leadership	20 %
3	Ethical Decisions 1. Ethical Decision-making, Ethical Dilemmas in Organization, Social Responsibility of Business and Corporate Governance	20 %
4	Ethical Issues in the Functional Area 1. Ethic in Functional Area, Marketing, Finance, Human Resource and Information Technology	20 %
5	Environmental Ethics, Corruption and Gender Issues 1. Environmental Ethics, Corruption and Gender Issues—Gender Ethics, Sexual Harassment and Discrimination.	20 %

Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars, and presentations and browsing on-line resources relevant to the content.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of practical, Viva-voce, Quizzes, seminars, assignments, attendance, participation in co-curricular	10%

	and extra-curricular activities	
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course

Course Outcome: Students will be able,	
•	To distinguish among the formation of the groups, its structure and its influence onto the functioning of an organisation
•	To assimilate the problem solving and the effective decision-making in the organisational context.
•	To assess the significance of Team Work and Leadership in an organisation
•	To subdivide the effective ways which thrives for the conflict-free environment in the organisations

Suggested References	
1	Aswathappa, K., & Reddy, G. S. (2009). <i>Organisational behaviour</i> (Vol. 20). Mumbai: Himalaya Publishing House.
2	Kondalkar, V. G. (2020). <i>Organizational behaviour</i> . New Age.
3	McDermott, F. (2020). <i>Inside group work: A guide to reflective practice</i> . Routledge.
4	Pareek, U. (2012). Udai Pareek's Understanding organizational Behaviour, 3e. <i>OUP Catalogue</i> .
5	Prasad, L. M. (2020). <i>Principles and practice of management</i> . Sultan Chand & Sons.



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.25))

Paper Code PA01PGDCSR05	Title of the paper Social Research	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> 1. To enable students to develop a clear understanding about sampling types and procedures 2. To develop skills in the selection and formulation of research 3. To develop an understanding about 4. To prepare the students able to have deeper understanding about basic research designs
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Course Outline		
Unit	Unit Description	Weightage*
1	Social Research: Meaning, definition and scope of social research Scientific Method: Meaning and characteristics, Research & Social Research: Concept & Meaning Basic elements of research: Concept, Construct, Operational definition, Variables and Indicators, Universe and Sample. Social Research Process: Problem Formulation: Steps in problem formulation, Review of Literature, Formulation of objectives, Formulation of hypotheses. Hypothesis: Meaning and attributes of a sound hypothesis, Type-1 and Type-2 error	20%
2	Sampling in social work research: Sampling frame, sampling unit, sample size, purpose of sampling. Types of sampling: Probability sampling, non-probability sampling	20%
3	Measurement & Scaling in social research: Measurement: Meaning of measurement, Level of measurement: nominal, ordinal, interval and ratio; Scaling: Purpose of scaling, Likert scale. Reliability: Concept and types of reliability. Validity: Concept and types of validity.	20%
4	Data Collection methods: Primary method and secondary method. Tools of data collection: Process of designing questionnaire.	20%
5	Data Processing & Analyses: Statistics: Introduction. Importance and scope of statistics in the field of social work. Descriptive Statistics: Measures of Central Tendency: Mean Median and Mode, Computation and Application. Measures of Dispersion: Range, Quartile Deviation, mean deviation and Standard Deviation, Computation and Uses. Co-efficient of Variation. Inferential Statistics: Hypothesis Testing: Parametric and Non-parametric statistical tests: Meaning, Assumptions and their uses. Chi-square test for association.	20%

*Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars, and presentations and browsing on-line resources relevant to the content.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	15%
2	Internal continuous assessment in the form of practical , Viva-voce, Quizzes, seminars, assignments, attendance, participation in co-curricular and extra-curricular activities	15%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Gain understanding about sampling methods and procedure of sampling in research
2	Develop skills in the data collection methods and preparing questionnaires
3	Develop an understanding about the importance of measurement, scaling and how objectivity and reliability can be achieved.
4	Acquire deeper understanding about data analysis with different descriptive and inferential statistical methods.

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Alston, M., & Bowels, W. (2019). <i>Research for social workers: An introduction to methods</i> : Taylor & Francis.
2	George, D. & Mallery, P. (2006). <i>SPSS for windows step by step: A simple guide and reference (6thed.)</i> . New Delhi: Pearson Education Inc.
3	Gravetter, F. (2013). <i>Statistics for the behavioural science (9thed.)</i> . Andover: Cengage learning.
4	Healey, J. F. (2005). <i>Statistics: A tool for social research</i> . Australia: Canada: Thomson.
5	Hosker, I. (2010). <i>Statistics for social sciences: How to handle and analyse data in social sciences</i> . New Delhi: Viva.
6	Jefferies, J., & Diamonds, I. (2001). <i>Beginning statistics: An introduction for social scientists</i> . London: Sage Publication.
7	Kothari, C. R 2004 <i>Research Methodology: Methods & Techniques</i> , New Delhi, New Age International.
8	Krishnaswamy, O. R. 1993 <i>Methodology for Research in Social Science</i> , Himalaya, Bombay.
9	Laldas, D. K. (2000). <i>Practice of Social Research</i> , Jaipur: Rawat Publications.
10	Mikkelsen, Britha. (2005). <i>Methods for Development Work and Research- A New</i>

	Guide for Practitioners, New Delhi: Sage publication.
11	Ramchandran, P. (1968). Social Work Research and Statistics, Bombay : Allied Publishers.
12	Rubin, A. & Babbie E.R (1968). Research Methods for Social Work, USA Wadsworth, West, Brooks/Cole and Schirmer.
13	Babbie E.R (2014). The basics of social research (6 th ed.). New Delhi: Cengage Learning. Smith R.S. (Roger Shipley). (2013). Doing social work research. New Delhi: Rawat Publications.
14	Schutt, R.K. (2019). Understanding the social world: Research methods for the 21 st century: SAGE Publications.
15	e-PG-Pathshala http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))

Paper Code PA02PGDCSR01	Title of the paper Community Development	Credits: 05
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Course Objectives	<ol style="list-style-type: none">1. To enable students to develop a clear understanding about Community Development2. To develop a thorough understanding of Panchayati Raj System in India3. To prepare the students able to have deeper understanding about sustainable development.
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Course Outline		
Unit	Unit Description	Weightage*
1	Community Development Definition of Community Development Concept of Community Development Objective of Community Development Citizen Participation in Community Development	20%
2	Rural Community Development Rural Community Development in India- Historical Review. Panchayati Raj System in India / Community Organization & Community Development - Differences	20%
3	Urban Community Development. Definition & Concept Urban Basic Services programme.	20%
4	Advocacy: Definition and concept of advocacy Tools and skills for advocacy Advocacy strategies	20%
5	Sustainable Development: Meaning & Definition of Sustainability & Sustainable Development Characteristics Strategies Triads	20%

*Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars, and presentations and browsing on-line resources relevant to the content.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	15%
2	Internal continuous assessment in the form of practical , Viva-voce, Quizzes, seminars, assignments, attendance, participation in co-curricular and extra-curricular activities	15%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Gain understanding about Community Development
2	Develop an understanding about Panchayati Raj System in India.
3	Acquire deeper understanding about Sustainable development.

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Alston, M., & Bowels, W. (2019). <i>Research for social workers: An introduction to methods</i> : Taylor & Francis.
2	George, D. & Mallery, P. (2006). <i>SPSS for windows step by step: A simple guide and reference (6th ed.)</i> . New Delhi: Pearson Education Inc.
3	Gravetter, F. (2013). <i>Statistics for the behavioural science (9th ed.)</i> . Andover: Cengage learning.
4	Healey, J. F. (2005). <i>Statistics: A tool for social research</i> . Australia: Canada: Thomson.
5	Hosker, I. (2010). <i>Statistics for social sciences: How to handle and analyse data in social sciences</i> . New Delhi: Viva.
6	Jefferies, J., & Diamonds, I. (2001). <i>Beginning statistics: An introduction for social scientists</i> . London: Sage Publication.
7	Kothari, C. R 2004 <i>Research Methodology: Methods & Techniques</i> , New Delhi, New Age International.
8	Krishnaswamy, O. R. 1993 <i>Methodology for Research in Social Science</i> , Himalaya, Bombay.
9	Laldas, D. K. (2000). <i>Practice of Social Research</i> , Jaipur: Rawat Publications.
10	Mikkelsen, Britha. (2005). <i>Methods for Development Work and Research- A New Guide for Practitioners</i> , New Delhi: Sage publication.
11	Ramchandran, P. (1968). <i>Social Work Research and Statistics</i> , Bombay : Allied Publishers.
12	Rubin, A. & Babbie E.R (1968). <i>Research Methods for Social Work</i> , USA Wadsworth, West, Brooks/Cole and Schirmer.
13	Babbie E.R (2014). <i>The basics of social research (6th ed.)</i> . New Delhi: Cengage Learning.

	Smith R.S. (Roger Shipley). (2013). Doing social work research. New Delhi: Rawat Publications.
14	Schutt, R.K. (2019). Understanding the social world: Research methods for the 21 st century: SAGE Publications.
15	e-PG-Pathshala http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))

Paper Code PA02PGDCSR02	Title of the paper Operationalization and Evaluation of CSR	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> 1. To understand the operationalization procedures of CSR 2. To familiarise with the Monitoring process and methods 3. To familiarize the evaluative techniques & methods used in the evaluation of CSR programmes.
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Course Outline		
Unit	Unit Description	Weightage*
1	CSR Need Assessment <ol style="list-style-type: none"> 1. Need: Concept and Types of Needs 2. Need of CSR Needs Assessment 3. Information Collected in Needs Assessment 4. Methods of Needs Assessment 	20%
	Stakeholders Engagement and Participation <ol style="list-style-type: none"> 1. Participation: Meaning and Benefits 2. Stakeholders Engagement in CSR Identify Key Stakeholders 3. Rapid Rural Appraisal (RRA) Participatory Rural Appraisal (PRA)	
2	Social Monitoring <ol style="list-style-type: none"> 1. Scope and Elements of Monitoring 2. Types of Monitoring 3. Techniques of Monitoring 4. Monitoring Indicators 	20%
3	Social Audit <ol style="list-style-type: none"> 1. Understanding Social Audit 2. Facets of Social Audit 3. Social Audit Development in India 4. Methods & Features of Social Audit 	20%
4	Evaluation of CSR Programmes <ol style="list-style-type: none"> 1. Evaluation of CSR Programmes 	20%

	2. Evaluation Types & Designs 3. SWOT Analysis and Bar Charts 4. Evaluation approaches and Challenges	
5	CSR Practices in India & Abroad: Case Studies for 1. CSR Need Assessment 2. CSR stake holders engagement & Participation 3. Social Monitoring 4. Social Audit 5. CSR Evaluation	20%

*Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars, and presentations and browsing on-line resources relevant to the content.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	15%
2	Internal continuous assessment in the form of practical , Viva-voce, Quizzes, seminars, assignments, attendance, participation in co-curricular and extra-curricular activities	15%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Gain understanding about operationalization procedures of CSR
2	Understand the Monitoring process and methods
3	Acquire knowledge about evaluative techniques& methods used in the evaluation of CSR programmes.

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Andal, N. B. (2011). <i>Corporate Social Responsibility in India</i> . Haryana: Global Vision Publishing House.
2	Ataur Rahman Belal (2008), <i>Corporate Social Responsibility in Developing Counties</i> , Ashgate Publishers. UK
3	Baxi, C. V., and Prasad, A. (2005). <i>Corporate Social Responsibility Concept and Causes- The Indian Experience</i> . New delhi: Anurag Jain for Excel Books.
4	Blowfield, Michael, and Alan Murray, (2019) <i>Corporate Responsibility</i> , Oxford University Press

5	Crowther D. and Guler A; (2008) <i>Corporate Social Responsibility</i> , Ventus Publishing Aps
6	Grayson D., Hodges A. (2004). <i>Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business</i> . UK: Greenleaf Publishing Limited
7	Kaushik, K. V. (2017). <i>CSR in India - Steering Business Towards Social Change</i> .
8	Mallin, Christine A., (2018) <i>Corporate Governance (Indian Edition)</i> , Oxford University Press, New Delhi
9	Raman Mullerat (2011), <i>The Corporate Governance of the 21st Century</i> , Aspen Publishers, UK
10	William B Werther, Jr, David Chandler, (2010) <i>Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition</i> , SAGE Publications, New Delhi



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
MASTER OF SOCIAL WORK
Syllabus with effect from the Academic Year 2021-2022
MSW (Social Work) Semester-III

Paper Code PA02PGDCSR03	Title of the paper Social Entrepreneurship	Total Credit Five
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Course Objectives	<ol style="list-style-type: none">1. To enable students to develop an understanding the concept of entrepreneurship and social entrepreneurship2. To enable students to develop an understanding about development of a business model.3. To prepare the students able to have deeper understanding about the strategies used by entrepreneurs.
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Course Outline		
Unit	Unit Description	Weightage*
1	Social entrepreneurship: <ol style="list-style-type: none">1. Social entrepreneurship: Concept, historical perspectives, dimensions, new models-2. Social Entrepreneurs: Identifying social entrepreneurs,3. Difference between social and business entrepreneurship-4. Social entrepreneurship process	20%
2	Challenges of Social entrepreneurship: <ol style="list-style-type: none">1. How social entrepreneurship influencing business.2. Preparing individuals for social entrepreneurship3. Ideas and opportunities4. Developing the social enterprise concept	20%
3	Social Business: <ol style="list-style-type: none">1. Reasons, Launching social business,2. legal framework3. Social enterprise business plans4. Funding and Marketing for social enterprise: Case studies	20%
4	Social business: <ol style="list-style-type: none">1. Social business: Structure, systems, technology and strategy.2. Social entrepreneurship in the non-profit sector, private sector and public sector3. Measuring Social value/impact	20%
5	Social capital: <ol style="list-style-type: none">1. Social network –Leadership in social enterprises2. Social Innovation3. Future of Social entrepreneurship: Case studies & field projects	20%

*Units will have the same weightage in the evaluation as suggested in the course outline

Teaching-Learning	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars,
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Environment	presentations, e-resources, organisational visits, and projects (class room & field)
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	10%
3	University Examination	70%

Note: Students will have to score a minimum of 40 (forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to:	
1	Gain understanding about concept of entrepreneurship and social entrepreneurship.
2	Develop an understanding about development of a business model.
3	Acquire deeper understanding about the strategies used by entrepreneurs.
4	Carry out projects that enable them employable and upscale their skills

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Bornstein D. and Susan D. <i>Social Entrepreneurship: What Everyone Needs</i> Oxford University Press
2	Brooks,A. <i>Social Entrepreneurship: A Modern Approach to Social Value Creation</i> Prentice Hall
3	Keohane, G. <i>Social Entrepreneurship for the 21st Century: Innovation Across the Nonprofit, Private, and Public Sectors</i> McGraw Hill
4	Kickul,J.,Routledge,T. <i>Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World</i>
5	Prakaszkier,R. Nowak,A. <i>Social Entrepreneurship: Theory and Practice</i> by Cambridge University Press
6	Scofield,R. <i>The Social Entrepreneur's Handbook: How to Start, Build, and Run a Business That Improves the World</i>
7	Yunus, M. <i>Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs</i>