





**SARDAR PATEL UNIVERSITY**

**Vallabh Vidyanagar**

**(Reaccredited with ‘A’ Grade by NAAC (CGPA 3.25)**

**Master of Social Work (Human Resource) – Semester III**

**(With Effect from June 2022)**

<b>Paper Code</b> PA03CSHR51	<b>Title of the paper</b> <b>Organisational Development</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand about organisational development in context with contemporary conditions/situation of labour market</li> <li>2. To know how the change occurs in an organisation and affects the overall development concerning to the organisation</li> <li>3. To acquaint students with the interventions pertaining to the organisational development</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Introduction to Organisation development</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Concept and process;</li> <li>2. Assumptions and values underlying</li> <li>3. organisation development (OD);</li> <li>4. Foundations of organisation development,</li> <li>5. Emergence of OD as an applied behavioural science;</li> <li>6. Role of top management and organization development practitioners.</li> </ol>	
<b>2</b>	<b>Organisational Diagnosis</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Techniques of organisational diagnosis- Questionnaires, interviews, workshops, task -forces and other methods;</li> <li>2. Collecting and analysing diagnostic information; feeding back</li> <li>3. diagnostic information.</li> </ol>	
<b>3</b>	<b>Organisational Change, Renewal, and Development</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Planned change; Organisational growth and its implication for change;</li> <li>2. Kurt Lewin’s model of change; Force field analysis; Change cycles- Power and participative types; Organisational renewal and re –energising; Institution building; Creativity and innovation.</li> </ol>	
<b>4</b>	<b>Organisational Development Intervention</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Change agents- Role, skills and styles of change agents; Relation with the client system; Designing interventions; Evaluating and institutionalizing interventions; Action</li> </ol>	

	<p>research; Structural interventions- Work redesign, work modules, Quality of work life (QWL), Quality circles(QC); Behavioural interventions- Management by objectives (MBO), Sensitivity training, Transactional analysis; Career planning; Inter-group interventions- team building, survey feedback, Grid OD;</p> <p>2. Techno-structural interventions- Restructuring organizations, Employee involvement</p>	
<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>
	<p>1. OD-HRD interface</p> <p>2. OD in global settings</p> <p>3. OD research and practice in perspective;</p> <p>4. OD Practice by corporates</p>	

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

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

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

<b>Course outcomes:</b> Having completed this course, student should be able to	
1	Gain understanding about the basics concerning organizational development and organizational change, renewal and development.
2	Carry out projects that enable them employable and up scale their skills.
3	Gain an overview about the organizational development interventions and practice skill related to it.
4	Acquire deeper understanding about the organizational development through case studies relating to the organizations at national and international levels there

**Suggested References:**

1	Bell, C. H., Zawacki, R. A., & French, W. L. (2000). <i>Organizational development and transformation: Managing effective change</i> . Boston, MA: McGraw-Hill.
2	Gersick, C. J., & Hackman, J. R. (1990). Habitual routines in task-performing groups. <i>Organizational behavior and human decision processes</i> , 47(1), 65-97.
3	Hersay, P., & Blanchard, K. H. (1977). <i>Management of Organizational Behaviour: Utilising Human Resource</i> .
4	Kurt, L. (1958). Group decision and social change. <i>New York: Holt</i> .
5	Oswick, C., Grant, D., Michelson, G., & Wailes, N. (2005). Looking forwards: discursive directions in organizational change. <i>Journal of Organizational Change Management</i> .
6	Pareek, U., Rao, T. V., & Pestonjee, D. M. (1981). <i>Behavioural Processes in Organizations</i> .
7	Waddell, D., Cummings, T. G., & Worley, C. G. (2004). <i>Organisation development &amp; change</i> . Thomson.
8	Western, S. (2010). What do we mean by Organizational Development. <i>Krakow: Advisio Press. Ontario</i> .



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

**Master of Social Work (Human Resource) – Semester IV**

**(With Effect from June 2022)**

<b>Paper Code</b> PA03CSHR52	<b>Title of the paper</b> Compensations Management	<b>Credits:</b> 05
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand the term compensation and how individual compensation is measured and rewarded accordingly</li> <li>2. To acquaint with various types of incentive plans</li> <li>3. To understand performance linked reward system</li> <li>4. To carry out the projects that encourage them to upscale skills that enables them to be employable.</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Role of Compensations and Rewards in the Organisations</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Compensation: The Concept</li> <li>• Indirect Compensation</li> <li>• Role of Compensation</li> <li>• Compensation Structure</li> <li>• The Compensation Programme: Functions &amp; Responsibilities</li> <li>• Corporate Compensation Policy</li> <li>• Issues and Current Trends</li> </ul>	
<b>2</b>	<b>Job Evaluations and Framework of Compensations Policy</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Macro Policy Framework &amp; Micro Policy Considerations</li> <li>• Divergent Perspectives of Management and Labour</li> <li>• Introduction: Objectives: Principles and Advantages-Disadvantages</li> <li>• Methods of Job Evaluations</li> </ul>	
<b>3</b>	<b>Incentives and Pay-Packet Composition</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Meaning and Definition</li> <li>• Classification of Incentives</li> <li>• Merits and Demerits</li> <li>• Pre-requisites of Effective Incentive Scheme</li> <li>• Incentive Systems</li> <li>• Wage Incentive Plans</li> <li>• Working of Incentive Schemes</li> <li>• The concept of Wages, Salary and Pay-Packets</li> <li>• Basic Wage Component of Pay Packet</li> <li>• Dearness Allowance Component of Pay-Packet</li> </ul>	

	<ul style="list-style-type: none"> <li>• Payment by Result or Incentive Payment</li> <li>• Statutory Bonus</li> <li>• Allowances Fringe Benefits and Social Security</li> <li>• Paternalistic or humanistic consideration, Statutory requirements</li> <li>• Concern for security &amp; Hazard of Industrial life</li> <li>• Tax considerations</li> <li>• Competitive consideration</li> <li>• Understanding the Trends of Pay-Packets</li> </ul>	
<b>4</b>	<b>Design of Performance linked Reward System</b> <ul style="list-style-type: none"> <li>• Significance of PLRS</li> <li>• Forms and Choice of Performance-linked Reward System</li> <li>• Steps in Designing</li> <li>• Issues and Trends</li> </ul> <b>Comparative Internal Compensations</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Emerging Trends</li> <li>• Limitations of the Job-Related Compensation</li> <li>• Paradox of Performance Related Compensation</li> <li>• Competency Based Compensation</li> </ul>	<b>20%</b>
<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Recent trends in Managerial Compensations in Indian Organizations and MNCs</li> <li>• Role &amp; Functions of HR department in Compensations Management</li> <li>• Corporate Role on Compensation and Performance Linked Incentives</li> </ul>	

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

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

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

<b>Course Outcomes:</b> Having completed this course, student should be able to	
1	Able to understand individual types of compensation given to the individual

2	Able to understand various types of incentive plans
3	Able to gain knowledge of performance linked reward system
4	Carry out projects that enable students employable and up scale their skills.

<b>Suggested References:</b>	
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1	Compensation Management in a Knowledge-Based World (10th Edition) - Hardcover (June 24, 2005) by Richard I Henderson
2	The Compensation Handbook - Hardcover (May 19, 2008) by Lance Berger and Dorothy Berger
3	Solving the Compensation Puzzle: Putting Together a Complete Pay and Performance System (Practical Hr Series) - Paperback (Apr. 1, 2008) by Sharon K. Koss



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**Master of Social Work (Human Resource) – Semester III**

**(With Effect from June 2022)**

<b>Paper Code</b> <b>PA03CSHR53</b>	<b>Title of the paper</b> <b>Labour Legislations</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To understand and impart legal provisions of various labour legislations prevailing in India</li><li>2. To explain difference between each law and its applicability</li><li>3. To understand various sources of labor welfare fund and its administration</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<ol style="list-style-type: none"><li>1. Industrial Jurisprudence–An Overview</li><li>2. Principles of Industrial jurisprudence</li><li>3. Constitutional Aspects of Industrial Jurisprudence</li><li>4. Need for Labour Legislations,</li><li>5. Role of ILO. National Labour Commissions</li></ol>	<b>20%</b>
<b>2</b>	<ol style="list-style-type: none"><li>1. The Workmen Compensations Act, 1923</li><li>2. The Employee State Insurance Act, 1948</li><li>3. The Maternity Benefit Act, 1961</li><li>4. The Employee’s Provident Fund and Miscellaneous Provisions Act, 1952</li><li>5. The Payment of Gratuity Act, 1972</li></ol>	<b>20%</b>
<b>3</b>	<ol style="list-style-type: none"><li>1. The Trade Unions Act, 1926</li><li>2. The child labor (prohibition and regulation) Act,1986</li><li>3. Bonded labor system (abolition) Act,1976</li></ol>	<b>20%</b>
<b>4</b>	<ol style="list-style-type: none"><li>1. The Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959,</li><li>2. The Apprentices Act, 1961,</li></ol>	<b>20%</b>
<b>5</b>	<ol style="list-style-type: none"><li>1. The Mines Act, 1952,</li><li>2. The Shops and Establishments Law,</li><li>3. The Mica Mines Labour Welfare Fund Act, 1946</li><li>4. Bombay Industrial Relations Act, 1946</li></ol>	<b>20%</b>

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



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

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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Gain insight into 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
5	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b> (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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**Master of Social Work (Human Resource) – Semester IV**

**(With Effect from June 2022)**

<b>Paper Code</b> PA03ESHR51	<b>Title of the paper</b> <b>Fundamentals of Industrial Relations</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1) To develop an understanding of Industrial Relation in India</li> <li>2) To understand various forms of disputes in Industries</li> <li>3) To familiarise with forms of worker participation in management</li> <li>4) To gain knowledge about various conflict resolution machinery in Industries</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Concept of Industrial Relations &amp; Industrial Dispute in India</b>	<b>20%</b>
	Concept of Industrial Relations – Characteristics, Objectives, Significance & Factors of Industrial Relations— Employment and Indian Labour-Globalisation and Industrial Relations - Indian Industrial Relations System: Labour Policy - Suggestion to improve Industrial Relations in India –IR Institutions in India—Industrial Peace –HRM and IR Industrial Disputes in India: Meaning–Difference between Industrial Disputes and Industrial conflict –Forms of Industrial Disputes– Impact of Industrial Disputes– Difference between Human Relations and Industrial Relations– Prevention and settlement of industrial disputes- IR Machineries-Labour Welfare	
<b>2</b>	<b>Worker’s Participation in Management</b>	<b>20%</b>
	Worker’s Participation in Management: Concept, Origin & Growth of Worker’s Participation in Management – Forms of Workers’ Participation in India–Effective Workers’ Participation in India– Concept of Quality circle – Organisation structure of Quality circle.	
<b>3</b>	<b>Employee Discipline</b>	<b>20%</b>
	Employee Discipline : Concept of Discipline – Aspects & Objectives of Discipline – Causes of Indiscipline – Types of Discipline- Approaches to deal with Indiscipline activities: Traditional Approach, Judicial Approach, Humanistic Approach, Hot Stove Approach, HRD Approach– Essential of Good Disciplinary System- Arguments against punishment. Principles for maintenance of discipline – Disciplinary Action. Employee Grievance: Evolution of Standing Orders – Objects of Standing orders – Concept and Causes of Grievances – Sources of	

	Grievance– Grievance Redressal Machinery –Grievance Procedure – Views of National Commission on Labour. Regulation of Industrial Relations in India Tripartite Bodies, Code of Discipline: Principles, Features and Objectives–Code of Discipline in industry	
<b>4</b>	<b>Trade Unionism, Collective Bargaining and Negotiation</b>	<b>20%</b>
	Trade Unionism, Collective Bargaining and Negotiation: Concept, Functions of Trade Unions– Types of Trade Unions-Problems of Trade Unions in India. Collective Bargaining –Concept, Principles– Forms of Collective Bargaining – Theories of Collective Bargaining—Collective bargaining in practice-Case studies. Negotiation - Effective negotiation, Current trends, issues and practices in Negotiation in Indian Industries.	
<b>5</b>	<b>Case studies and Field Project on</b>	<b>20%</b>
	Grievance Redressal Machinery –Grievance Procedure Collective Bargaining and Negotiation Corporate Role in Industrial Relation and Dispute	

**\*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, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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<b>Evaluation Pattern</b>		
<b>Sr. No</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of practical, 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

<b>Course Outcomes:</b> Having completed this course, student should be able to	
1	Able to understanding concepts of Industrial Relation in India
2	Able to gain knowledge of various forms of disputes in Industries
3	Able to understand ways of workers participation in management
4	Able to know various conflict resolution machinery in Industries
5.	Carry out field/group projects that enable them to be employable and upscale skills.

<b>Suggested References:</b>	
1	Ahuja, K. K. (1988) <i>Industrial relations - Theory &amp; Practice</i> . New Delhi : Kalyani Publications.
2	Ahuja, K. K. (1990): <i>Personnel Management &amp; Industrial Relations</i> . New Delhi : Kalyani Publications.

3	Chand, K. V. (1989) <i>Industrial Relations</i> . New Delhi : Ashish Publishing House
4	Chatterjee N. N. (1984) : <i>Industrial relations in India's developing economy</i> ; Allied book Agency
5	Davar R. S. (1990): <i>Personnel Management and Industrial relations in India</i> ; Vikas Publication House Pvt. Ltd. New Delhi. 6. Dhingra O. P. and Chellappa, H V. V. Ed. Cases in Industrial relations; Shri. Ram Centre for Industrial Relations.
6	Ghosh, B. (2001) <i>Industrial Relations of Developing Economy</i> ; Mumbai : Himalaya Publications
7	Kautman, B. E. (2006) <i>Industrial relations</i> ; New Delhi: International Labour Office.
8	Kale D. G. (1971) : <i>Trade Unions in Maharashtra</i> , Labour Research Cell, Mumbai.
9	Moappa, Arun (1989) : <i>Industrial relations</i> ; Tata McGraw



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**Master of Social Work (Human Resource) – Semester III**

**(With Effect from June 2022)**

<b>Paper Code</b> PA03ESHR52	<b>Title of the paper</b> <b>Organisational Change</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To know the fundamentals of Organisational Change.</li> <li>To understand the interrelation between the Organisational Change and Human Resource Management.</li> <li>To explain the emerging changes in the organisation with the contemporary and a huge technological changes.</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Organisational Change</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Concept and Significance; Managing Change;</li> <li>Concept of Analysing the Environment;</li> <li>Perspectives on Change: Contingency; Resource Dependence; Population Ecology; Implications of Change.</li> </ol>	
<b>2</b>	<b>Types of Change</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Continuous or Incremental Change; Discontinuous or Radial Change;</li> <li>Participate Change and Directive Change; Change Levers; Levels of Change: Knowledge Changes; Attitudinal Changes; Individual Behaviour Changes and Organizational Performance Changes.</li> </ol>	
<b>3</b>	<b>Steps of Change</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Steps-Assembling a Change; Management in Establishing a New Direction for the Organization; Setting up of Change Teams; Aligning Structure; Systems and Resources; Removing road Blocks; Absorbing Changes into Organization</li> </ol>	
<b>4</b>	<b>HR and Technological Change</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Introduction special features of new technology; organizational implications of technological change;</li> <li>Emerging profile HR;</li> <li>Employee Empowerment, Emotional Intelligence and employee productivity;</li> </ol>	
<b>5</b>	<b>Case Studies and Field Project</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>Organisational change</li> <li>Project on change management</li> </ul>	

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

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

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

<b>Course Outcome : Having completed this course, student should be able to:</b>	
1	Understand the significance of organizational change.
2	Determine the factors which cause organizational change.
3	Know about the process of change management.
4	Acquaint themselves with the contemporary organizational changes with reference to technological advancement.
5	Carry out projects that enable them employable and up scalin their skills.

<b>Suggested References:</b>	
1	Attaran, M. (2004). Exploring the relationship between information technology and business process reengineering. <i>Information &amp; management</i> , 41(5), 585-596.
2	Crossan, M. M., & Hurst, D. K. (2006). Strategic renewal as improvisation: Reconciling the tension between exploration and exploitation. In <i>Ecology and strategy</i> . Emerald Group Publishing Limited.
3	Den Hertog, F., Van Iterson, A., & Mari, C. (2010). Does HRM really matter in bringing about strategic change? Comparative action research in ten European steel firms. <i>European Management Journal</i> , 28(1), 14-24.
4	Harris, R. T., & Beckhard, R. (1987). <i>Organizational transitions: Managing complex change</i> . Reading, Mass.: Addison-Wesley Publishing Company.
5	Nilakant, V., & Ramnarayan, S. (1994). <i>Managing organisational change</i> . SAGE Publications India.
6	Örtenblad, A., Trehan, K., & Putnam, L. L. (Eds.). (2016). <i>Exploring Morgan's metaphors: Theory, research, and practice in organizational studies</i> . SAGE Publications.
7	Singh, K. (2010). Developing human capital by linking emotional intelligence with personal competencies in Indian business organizations. <i>International Journal of Business Science and Applied Management</i> , 5(2).
8	Venkataratnam, C. S., & Verma, A. (Eds.). (1997). <i>Challenge of change: Industrial</i>

	<i>relations in Indian industry.</i> Allied Publishers.
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**Master of Social Work (Human Resource) – Semester III**

**(With Effect from June 2022)**

<b>Paper Code</b> PA03ESHR53	<b>Title of the paper</b> <b>Human Resource Planning</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an understanding of how to effectively plan work force</li> <li>2. To understand how to carry out Human resource planning related responsibilities</li> <li>3. To become conversant with latest trends as well as the basics of the theory of human resource planning</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Basics of Human Resource Planning and Strategic Planning</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Introduction to HRP-Meaning Nature and importance</li> <li>2. Factors affecting Human Resource Planning</li> <li>3. Process of Human resource Planning</li> <li>4. Methods of Human Resource, Demand forecast and Human Resource Supply forecast</li> <li>5. Barriers to Human Resource Planning</li> <li>6. Strategic Planning- Meaning, Importance and Process</li> </ol>	
<b>2</b>	<b>Human Resource Planning: Tools, Methods and Techniques</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Application of Quantitative Techniques in Forecasting Requirement and Availability of Human Resource—</li> <li>2. Quantitative determination of human resource requirements: Work Study— The Human Factors and Issues in the Application of Work Study and Work Measurement – Labour Turnover –Succession Planning—Replacement Charts</li> </ol>	
<b>3</b>	<b>Approaches to Analysing Job</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Job Analysis - Meaning, Process and Methods of collecting Job data</li> <li>2. Job Design Approaches</li> <li>3. Job Evaluation: Concepts and Methods</li> </ol>	
<b>4</b>	<b>Intellectual capital accounting</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Human Resource Information System – Concept,Need and Importance</li> <li>2. Human Resource Audit – Concept, Need and Importance</li> <li>3. Human Resource Accounting – Concept, Need and Importance</li> </ol>	



<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Recruitment planning and operations—Current practices in Recruitment: Outsourcing, e-recruitment</li> <li>2. Intellectual Capital Accounting</li> <li>3. Career and Succession Planning</li> <li>4. Job Design</li> </ol>	

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

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

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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Know about the effective's methods & techniques relating to the Human Resource Planning.
2	Understand about the approaches to the Human Resource Planning.
3	Explain about the HR Audit and Human Resource Information System
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Bramham, J. (1994). <i>Human resource planning</i> . Universities Press.
2	Khoong, C. M. (1996). An integrated system framework and analysis methodology for manpower planning. <i>International Journal of Manpower</i> .
3	Turner, P. (2002). <i>HR forecasting and planning</i> . CIPD Publishing.
4	Walker, J. W. (1980). <i>Human resource planning</i> . McGraw-Hill College.



**SARDAR PATEL UNIVERSITY**

**Vallabh Vidyanagar**

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

**Master of Social Work (Human Resource) – Semester III**

**(With Effect from June 2022)**

<b>Paper Code</b> <b>PA03ESHR54</b>	<b>Title of the paper</b> <b>Wage &amp; Salary Administration</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Promote understanding of the nature of industrial employees' wage and compensation package, principles, regulating different components and their role in the compensation package.</li> <li>2. Impart skills in formulating a wage/ compensation policy and planning suitable package on principles of equity and efficiency.</li> <li>3. To identify the problem area and scope for rationalising wage and compensation policies.</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Introduction to Wage and Salary</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Concept of Wages</li> <li>2. Theories of Wages</li> <li>3. Types of Wages</li> <li>4. National Wage Policy</li> </ol>	
<b>2</b>	<b>Introduction to Compensation</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Definition and Objectives of compensation</li> <li>2. Types of compensation management</li> <li>3. Factors influencing Compensation</li> <li>4. Components of compensation programme</li> </ol>	
<b>3</b>	<b>Legal Frame Work Of Wage and Salary Administration</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Regulation of Minimum wages and Equal Remuneration</li> <li>2. Law relating to payment of wages and bonus</li> <li>3. Wage: Determination, Components and Survey</li> </ol>	
<b>4</b>	<b>Pay Structure –Dearness Allowance</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Different pay structure, pay roll management deductions, issues involving pay increases, cost to company compensation (CTC)</li> <li>2. Computation of CPI, Exercise,</li> <li>3. Wage Incentives: Concept, Different kinds of wage incentives plans and their application</li> </ol>	
<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>

	<ol style="list-style-type: none"> <li>1. Wages and Compensation Management</li> <li>2. Different Pay Structures</li> <li>3. Incentive Plans</li> </ol>	
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**\*Units will have the same weightage in the evaluation as suggested in the course outline**

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

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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Acquaint themselves with the attributes related to the wage & salary.
2	Know about the pay structure in detail.
3	Understand about the legal framework relating to the wage and salary administration.
4	Evaluate the contemporary wage and incentive plans.
5	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Bhatia, K., & Mittal, S. (2009). <i>Manpower development for technological change</i> . Excel Books India.
2	Bhattacharyya, D. K. (2009). <i>Compensation management</i> . Oxford University Press.
3	Goel, D. (2012). <i>Performance appraisal and compensation management: A modern approach</i> . PHI Learning Pvt. Ltd..
4	Gupta, A. (1992). <i>Wage and Salary Administration in India</i> . Anmol Publications.
5	Kumar, A., & Sharma, R. (2001). <i>Personnel Management Theory And Practice, 3 Vols. Set</i> . Atlantic Publishers &Distri.
6	Sharma, S., & Pandey, B. B. Implementation of Labour Laws in Industrial Undertakings- with Special Reference to Chhattisgarh.



**SARDAR PATEL UNIVERSITY**

**Vallabh Vidyanagar**

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

**Master of Social Work (Human Resource) – Semester III**

**(With Effect from June 2022)**

<b>Paper Code</b> PA03ESHR55	<b>Title of the paper</b> Trade Unionism and Collective Bargaining	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand about fundamentals related to the Trade Unions.</li> <li>2. To acquaint the students with the Trade Unions in National and International Context.</li> <li>3. To understand the Principles, Forms, Theories of Trade Unionism and Collective Bargaining</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description:</b>	<b>Weightage*</b>
<b>1</b>	<b>Trade Unionism</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Concept, Functions of Trade Unions-</li> <li>2. Types of Trade Unions</li> <li>3. Theories of Trade Unionism</li> <li>4. Employer’s Organization—Paradigm shift of Indian Trade Union.</li> </ol>	
<b>2</b>	<b>Trade union in National and International Context</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Trade unions in different countries</li> <li>2. Trade unions in informal sector</li> </ol>	
<b>3</b>	<b>Collective Bargaining</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Concept, Principles, Origin and Growth of Collective Bargaining—Essentials for Successful Collective Bargaining</li> <li>2. Forms of Collective Bargaining –Process-Recommendations of National Commission on Labour –</li> <li>3. Theories of Collective Bargaining—Levels-Collective bargaining in practice</li> </ol>	
<b>4</b>	<b>Collective Bargaining and Negotiations-</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Collective Bargaining and Industrial Relations in India</li> <li>2. Collective Bargaining Agreement- Enforcement of collective bargaining agreements-</li> <li>3. Collective bargaining in public and private sector: Negotiation- Effective negotiation, Negotiation and Collective Bargaining- Negotiating integrative agreements—HR Manager as Negotiator Development of Negotiation Skill—Current trends, issues and practices in Negotiation in Indian Industries.</li> </ol>	

<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Collective bargaining practice in Industries</li> <li>2. Negotiation process</li> <li>3. Role and Function of Trade Union</li> <li>4. Contribution of Trade Union and Collective Bargaining for the development of Industries.</li> </ol>	

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

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

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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Understand about theories relating to the collective bargaining.
2	Acquaint themselves with the effective negotiations.
3	Study about the functions relating to the Trade unions at National & International Level.
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Lopez, F. M. (1975). <i>Personnel interviewing: Theory and practice</i> . New York: McGraw-Hill.
2	Cuming, M. (1975). The theory and practice of personnel management. <i>Industrial and Commercial Training</i> .
3	Fleming, S. (2000). From personnel management to HRM: key issues and challenges.



**SARDAR PATEL UNIVERSITY**

**Vallabh Vidyanagar**

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

**Master of Social Work (Human Resource) – Semester III**

**(With Effect from June 2022)**

<b>Paper Code</b> <b>PA03ESHR56</b>	<b>Title of the paper</b> <b>Corporate Social Responsibility</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To understand the historical development and scope of CSR in the field of HR.</li><li>2. To familiarise with legal provisions of CSR in India</li><li>3. To illustrate the strengths and weaknesses of theoretical frameworks that explain the distinctive challenges involved in managing CSR</li><li>4. To examine evaluative techniques used in operationalisation of CSR programmes.</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Perspective Building on CSR</b>	<b>20%</b>
	<ol style="list-style-type: none"><li>1. Meaning, Definition &amp; Principles of CSR</li><li>2. History &amp; evolution of CSR</li><li>3. Concept of Charity, Corporate philanthropy, Corporate Citizenship</li><li>4. Chronological evolution of CSR in India</li></ol>	
<b>2</b>	<b>Legal perspective and CSR Practices</b>	<b>20%</b>
	<ol style="list-style-type: none"><li>1. CSR-Legislation in India</li><li>2. Section 135 of Companies Act 2013</li><li>3. Scope for CSR Activities under Schedule VII</li><li>4. Board of Directors and CSR Committee &amp; its functions</li><li>5. CSR policy of corporate organizations</li></ol>	
<b>3</b>	<b>Theoretical Perspective of CSR</b>	<b>20%</b>
	<ol style="list-style-type: none"><li>1. Triple Bottom Line Approaches</li><li>2. Business approaches to CSR: Obstructive approach, Defensive Approach, Accommodative Approach &amp; Proactive Approach</li><li>3. Role of business in society &amp; Stakeholders involvement in CSR</li><li>4. Environmental, Governance and ethical issues in CSR</li></ol>	
<b>4</b>	<b>Operationalization &amp; Evaluation of CSR</b>	<b>20%</b>

	<ol style="list-style-type: none"> <li>1. Need Assessment</li> <li>2. Social Monitoring</li> <li>3. Social Audit</li> <li>4. Social Return on Investment (SROI)</li> <li>5. Project Proposal Designing</li> </ol>	
<b>5</b>	<b>Case studies and Field Projects</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• CSR – An impact assessment study of corporate</li> <li>• CSR- Global Review</li> <li>• Gujarat CSR Authority</li> </ul>	

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

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

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

<b>Course outcomes:</b> Having completed this course, student should be able to	
1	Interrelate 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	Skill building in formulation of CSR projects, monitoring tools and evaluative techniques.
5	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	William B Werther, Jr, David Chandler, (2010) Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition, SAGE Publications, New Delhi
2	Grayson D., Hodges A. (2004). Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business. UK: Greenleaf Publishing Limited
3	Raman Mullerat (2011), The Corporate Governance of the 21st Century, Aspen Publishers, UK

4	Kaushik, K. V. (2017). CSR in India - Steering Business Towards Social Change.
5	Ataur Rahman Belal (2008), Corporate Social Responsibility in Developing Countries, Ashgate Publishers. UK
6	Baxi, C. V., and Prasad, A. (2005). Corporate Social Responsibility Concept and Causes- The Indian Experience. New delhi: Anurag Jain for Excel Books.
7	Mallin, Christine A., (2018) Corporate Governance (Indian Edition), Oxford University Press, New Delhi
8	Blowfield, Michael, and Alan Murray, (2019) Corporate Responsibility, Oxford University Press





**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar, Gujarat**  
**(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))**  
**M.S.W (HR) Semester -4**  
**Syllabus with effect from the Academic Year 2022-2023**

	Paper No.	Paper/Course Title	Credits	Exam Duration in Hrs.	Component of Marks		
					Internal	External	Total
					Total/Passing	Total/Passing	Total/Passing
<b>Core Course</b>	PA04CSHR51	Organisational Behaviour	05	3	30/11	70/28	100/40
	PA04CSHR52	Measuring Human Resource	05	3	30/11	70/28	100/40
	PA04CSHR53	Performance Management and Competency Mapping	05	3	30/11	70/28	100/40
	PA04CSHR54	Field Work Practicum	15	15	150/53	150/60	300/120
<b>Soft Skills</b>	PA04SSHR51	Study Tour	05	5	50/18	50/20	100/40
<b>Elective Subject (Research Report or Any Two)</b>							
	PA04ESHR51	Management Function and Behaviour	05	3	30/11	70/28	100/40
	PA04ESHR52	Strategic Management	05	3	30/11	70/28	100/40
	PA04ESHR53	Project Management	05	3	30/11	70/28	100/40
	PA04ESHR54	International HRM	05	3	30/11	70/28	100/40
	PA04ESHR55	Contemporary Employment Relations	05	3	30/11	70/28	100/40
	PA04ESHR56	Human Resource Development	05	3	30/11	70/28	100/40
	PA04ESHR57	Human Resource Information System	05	3	30/11	70/28	100/40
	PA04ESHR58	Life Skill Education	05	3	30/11	70/28	100/40
PA04ESHR59	Research Dissertation	10	6	60/21	140/56	200/80	



**SARDAR PATEL UNIVERSITY**

Vallabh Vidyanagar

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

**Master of Social Work (Human Resource) – Semester IV**

(With Effect from June 2022)

<b>Paper Code</b> PA04CSHR51	<b>Title of the paper</b> <b>Organisational Behaviour</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To acquaint students with the foundation pertaining to the Organisational Behaviour</li> <li>2. To understand the global and culture diversity hold its importance when it comes to organizations.</li> <li>3. To understand about the attributes such as personality, motivation, communication, leadership and its effect on organisational culture.</li> </ol>
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**Course Outline:**

<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Foundations of Organizational Behaviour</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Historical Background; Hawthorns Studies</li> <li>2. Nature and critical bases of organizational behaviour</li> <li>3. Organizational behavior model;</li> <li>4. Emerging organizations; Information base; total quality and organizations.</li> </ol>	
<b>2</b>	<b>Global and cultural diversity:</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Contemporary challenges; diversity and ethics</li> <li>2. Managing diversity</li> <li>3. Ethics and ethical behavior in organizations.</li> </ol>	
<b>3</b>	<b>Micro- Perspective of Organizational behaviour</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Perceptual processes Impression management</li> <li>2. Personality attitudes and values</li> <li>3. Motivation; Needs, Content and processes</li> <li>4. Motivation performance through job design and goal setting</li> <li>5. Learning processes, Reward System and Behavioural Management</li> </ol>	
<b>4</b>	<b>Macro perspective of organizational Behaviour</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Communication Technology and Interpersonal Process;</li> <li>2. Decision making</li> <li>3. Organizational theory and design</li> <li>4. Organizational Culture.</li> </ol>	
<b>5</b>	<b>Case studies and Field Projects</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Personality attitudes and values</li> <li>2. 'Communication Technology and Interpersonal</li> </ol>	

	Process; 3. Decision making 4. Organizational theory and design 5. Organizational Culture 6. Behavioural Management	
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**\*Units will have the same weightage in the evaluation as suggested in the course outline**

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

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

<b>Course outcomes:</b> Having completed this course, student should be able to	
1	Know about the fundamentals related to organizational behaviour.
2	Acquaint themselves with the role of personality, attitude and motivation in building a constructive environment in the organization.
3	Understand the practices which strengthens the process of decision making and problem solving with reference to the organization.
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Hitt, M. A., Miller, C. C., & Colella, A. (2006). <i>Organizational Behaviour: A Strategic Approach</i> . Hoboken.
2	Johns, G., & Saks, A. M. (2001). <i>Organizational behaviour: Understanding and managing life at work</i> .
3	Luthans, Fred (1995) <i>Organizational Behaviour (VII ed)</i> New Delhi : Mc Graw -Hill
4	Robbins, S. P., & Judge, T. A. (1989). <i>Organizational behavior</i> (Vol. 604). Englewood Cliffs, NJ: Prentice-Hall.



**SARDAR PATEL UNIVERSITY**

Vallabh Vidyanagar

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**Master of Social Work (Human Resource) – Semester IV**

(With Effect from June 2022)

<b>Paper Code</b> PA04CSHR52	<b>Title of the paper</b> Measuring Human Resources	<b>Credits:</b> 05
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To understand about the Trends in Human Resources</li> <li>To acquaint students with the Measurement of the HR functions</li> <li>To know the role of Human Resources in achieving the goals of enterprises.</li> </ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Designing HR</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Human resource-the new human resources-Trends in human resources,</li> <li>why measure human resources,</li> <li>designing a measurement system-</li> <li>evaluating measures</li> </ol>	
<b>2</b>	<b>Measuring the HR Functions</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Measure Hiring and Staffing-</li> <li>Measuring HR Planning, Recruiting-</li> <li>Measure Compensation and Benefits values connecting compensation to revenues and expenses, measuring benefits plan effectiveness</li> </ol>	
<b>3</b>	<b>Training and Development</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Measure Training and Development</li> <li>Values-learning measures,</li> <li>measuring the effect of leadership and</li> <li>management development – organisation development-measuring the business outcome</li> </ol>	
<b>4</b>	<b>Measure Employee Relations</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Measure Employee Relations and Retention programmes-measures relating to orientation and counselling, absenteeism and turnover and labour relations- Measuring Alternative Methods value-Outsourcing, employee self-service,</li> <li>e-HR, reporting outcomes</li> <li>ROI as a HR Tool</li> </ol>	
<b>5</b>	<b>Case studies and Field Projects</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Measuring HR's impact on processes-</li> <li>Measuring HR's Value Added-Cost benefit Analyses of HR</li> </ol>	

	Interventions-Balanced scorecard and HR Scorecard- 3. Measuring HR Alignment	
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**\*Units will have the same weightage in the evaluation as suggested in the course outline**

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

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

<b>Course outcomes:</b> Having completed this course, student should be able to	
1	Know about the significance of training and development in an organization.
2	Comprehend the fundamentals related to the Employee Relations &the role of Human Resources in enterprises.
3	Understand about measuring the employment relations.
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Burkholder, N. C., Golas, S., & Shapiro, J. P. (2007). <i>Ultimate performance: Measuring human resources at work</i> . John Wiley & Sons.
2	Fitz-Enz, J. (1984). How to measure human resources management.
3	Jac, F. E. (2010). <i>The new HR analytics: predicting the economicvalue of your company's human capital investments</i> . Amacom.
4	Phillips, J. J., & Phillips, P. P. (2005). <i>Proving the value of HR: How and why to measure ROI</i> . Society for Human Resource Management.



**SARDAR PATEL UNIVERSITY**

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

**Master of Social Work (Human Resource) – Semester IV**

**(With Effect from June 2022)**

<b>Paper Code</b> PA04CSHR53	<b>Title of the paper</b> Performance Management and Competency Mapping	<b>Credits:</b> 05
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand about the Performance Management.</li> <li>2. To know about the Performance and Potential Appraisal System</li> <li>3. To acquaint students with the appraisal methods and competency mapping.</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit description</b>	<b>Weightage*</b>
<b>1</b>	<b>Introduction to Performance Management</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Concept, Principles and Contribution of Performance Management</li> <li>2. Performance Management and Performance Appraisal</li> <li>3. Strategic issues in moving from Performance Appraisal to Performance Management. -</li> <li>4. Concerns of and Legal Issues in Performance Management</li> <li>5. Models of Performance Management</li> <li>6. Performance Management Cycle– Role Definition–Personal Development Plan–Performance Agreement– performance Review—Balance Scorecard approach to PMS, Benchmarking process, industry best practice</li> </ol>	
<b>2</b>	<b>Performance &amp; Potential Appraisal System</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Meaning, Features and Objectives of Performance Appraisal–</li> <li>2. Factors affecting Performance Appraisal–</li> <li>3. Benefits of Performance Appraisal–</li> <li>4. Problems with Performance Appraisal–</li> <li>5. Essentials of a Good Appraisal System–</li> <li>6. Evaluation of a Performance Appraisal System</li> <li>7. Concept of Potential Appraisal –Requirements for an Effective Potential Appraisal System-Performance Appraisal and Potential Appraisal</li> </ol>	
<b>3</b>	<b>Appraisal Methods on the basis of approaches</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Ranking–Forced Distribution–Paired Comparison–Check List– Critical Incident–Graphic Rating Scale– BARS–MBO– Human Resource Accounting. - 360-degree Feedback– Definition &amp; Uses of 360-degree feedback– Rationale for 360-degree feedback—Scope of application in various industries – Advantage and disadvantage of 360-degree</li> </ol>	

	feedback	
<b>4</b>	<b>Competency Mapping</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Concept of Competency and Competence- Constituents of competence-</li> <li>2. Types of Competencies-Competency Management-Significance of competency-based performance management-</li> <li>3. Competency based performance management strategy-intervention and drivers.</li> </ol>	
<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Competency Mapping</li> <li>2. Appraisal Method</li> <li>3. HR Accounting</li> <li>4. Performance Appraisal</li> </ol>	

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

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

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

<b>Course outcomes:</b> Having completed this course, student should be able to	
1	Know the essentials pertaining to the Performance and Potential Appraisal System.
2	Understand about the Performance Management Cycle and its significance in the organization
3	Comprehend about the Competency based Performance Management Strategies
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Armstrong, M., & Baron, A. (2000). <i>Performance management</i> . Kogan page limited.
2	Murphy, K. R., & Cleveland, J. N. (1995). <i>Understanding performance appraisal: Social, organizational, and goal-based perspectives</i> . Sage.
3	Chadha, P. (2003). <i>Performance Management: It's About Performing-Not Just Appraising</i> . Macmillan.
4	Hartle, F. (1997). <i>Transforming the performance management process</i> . Kogan Page.

5	Kandula, S. R. (2006). <i>Performance management: Strategies, interventions, drivers</i> . PHI Learning Pvt. Ltd..
6	Aguinis, H., Gottfredson, R. K., & Joo, H. (2012). Using performance management to win the talent war. <i>Business Horizons</i> , 55(6), 609-616.
7	Kohli, A. S., & Deb, T. (2008). <i>Performance management</i> . Oxford University Press.





**SARDAR PATEL UNIVERSITY**

Vallabh Vidyanagar

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

**Master of Social Work (Human Resource) – Semester IV**

(With Effect from June 2022)

<b>Paper Code</b> PA03ESHR51	<b>Title of the paper</b> Management Functions and Behaviour	<b>Credits:</b> 05
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<b>Course Objectives</b>	1)To understand basic concepts of management and function of managers 2)To acquaint students about different organizational structure and its processes 3)To aware students how management takes decision in corporate with various case studies 4)To understand various theories of leadership
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit description</b>	<b>Weightage*</b>
<b>1</b>	<b>Introduction to Management</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Meaning and nature of Management</li> <li>• Management Systems and Processes</li> <li>• Task and Responsibilities of a Professional Manager</li> <li>• Managerial skills</li> </ul>	
<b>2</b>	<b>Organisational Structure and Process</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Organisational Structure and Design</li> <li>• Planning Process</li> <li>• Centralization and decentralization</li> <li>• Delegation of authority and Interdepartmental</li> <li>• Controlling</li> </ul>	
<b>3</b>	<b>Leadership and Decision Making</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Theories of Leadership</li> <li>• Organisational Context of Decisions</li> <li>• Decision Making-Techniques and Processes</li> <li>• Management by Objectives</li> </ul>	
<b>4</b>	<b>Organisational Climate And Change</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Organisational Structure and Managerial Ethos</li> <li>• Management of Organisational Conflicts</li> <li>• Managing Change</li> </ul>	
<b>5</b>	<b>Case Studies and Field Project</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Group Dynamic</li> <li>• Organisational climate and change</li> </ul>	

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

<b>Teaching-Learning Environment</b>	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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<b>Evaluation Pattern</b>		
<b>Sr. No</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
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

<b>Course outcomes:</b> Having completed this course, student should be able to:	
1	Able to learn basic concept of management
2	Able to understand organization structure and decision making process
3	Able to learn various leadership theories
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Freud, L. (2010) <i>Organisational Behaviour</i> ,McGraw-Hill Education
2	Koontz, O. D, &Weihrich. (2015) <i>Essentials of Management</i> , (10th ed.),Tata McGraw Hill Educatizn.
3	Rana, T.J., Rupal, H.S., Aggarwal, J., &Hariramani. <i>Principles of Management</i> (11 <sup>th</sup> ed.) B.S.ShahPrakashan
4	Saini,A.k.,& Verma,D.(2019) <i>Management Functions &amp; Behaviour</i>
5	Stephen, P. R., Timothy, A.J. & Vohra, N. (2016) <i>Organisational Behaviour</i> , Pearson
6	Stoner, A.F., Daniel, R. Gilbert., Freeman,R. E.(2003) <i>Management</i> (6 <sup>th</sup> ed.)Pearson



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**Master of Social Work (Human Resource) – Semester IV**

**(With Effect from June 2022)**

<b>Paper Code</b> PA04ESHR52	<b>Title of the paper</b> <b>Strategic Management</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	1)To understand process and importance of Strategic management 2)To explain strategies for different levels 3)To develop ability to evaluate strategies
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Introduction to Strategic Management</b>	<b>Weightage*</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Definition, Nature, Scope of Strategic Management</li> <li>• Process Of Strategic Management</li> <li>• Importance Of Strategic Management</li> <li>• Strategic Framework</li> </ul>	<b>20%</b>
<b>2</b>	<b>Strategy Formulation</b>	
	<ul style="list-style-type: none"> <li>• Characteristics of environment appraisal</li> <li>• Environmental sectors</li> <li>• Methods and techniques for organizational appraisal</li> </ul>	<b>20%</b>
<b>3</b>	<b>Business Level Strategies</b>	
	<ul style="list-style-type: none"> <li>• Cost &amp; Differentiation</li> <li>• Tactics For Business Strategies</li> <li>• Business strategies for industry life cycle</li> <li>• Business strategy &amp; digitalisation</li> </ul>	<b>20%</b>
<b>4</b>	<b>Corporate Level Strategies</b>	
	<ul style="list-style-type: none"> <li>• Expansion Strategies</li> <li>• Stability Strategies,</li> <li>• Retrenchment Strategies</li> <li>• Combination Strategies</li> </ul>	<b>20%</b>
<b>5</b>	<b>Case Studies and Field Project</b>	
	<ul style="list-style-type: none"> <li>• Evaluation techniques for strategic control</li> <li>• Strategic management</li> </ul>	<b>20%</b>

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

<b>Teaching-Learning Environment</b>	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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<b>Evaluation Pattern</b>		
<b>Sr. No</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
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

<b>Course outcomes:</b> Having completed this course, student should be able to:	
1	Gain concept clarity of strategic management
2	How different level strategy impact business
3	Able to critically evaluate business strategy
4	Carry out projects that enable them employable and up scale their skills.
<b>Suggested References:</b>	
1	Ackermann, F., & Eden, C. (2011). <i>Strategic management of stakeholders: Theory and practice</i> . Long Range Planning,
2	Aaker, D. A. (2013). <i>Strategic market management</i> . New York: Wiley
3	David F (2017) <i>Strategic Management : Concept and Cases</i> Pearson Publishing



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**Master of Social Work (Human Resource) – Semester IV**

**(With Effect from June 2022)**

<b>Paper Code</b> PA04ESHR53	<b>Title of the paper</b> Project Management	<b>Credits:</b> 05
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1) To understand project formulation and appraisal</li> <li>2) To familiarize with project planning, scheduling and implementation process</li> <li>3) To understand project evaluation process</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Project Formation and Appraisal</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Project Management - An Overview</li> <li>• Feasibility &amp; Technical Analysis</li> <li>• Market and Demand Analysis</li> <li>• Economic and Financial Analysis</li> <li>• Formulation of Detailed Project Reports</li> </ul>	
<b>2</b>	<b>Project planning and Scheduling</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Planning Time Scales — Network Analysis</li> <li>• Material and Equipment</li> <li>• Human Resource</li> <li>• Project Costing and Financing</li> <li>• Project Organisation</li> </ul>	
<b>3</b>	<b>Project implementation and control</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Project Management Information System</li> <li>• Material and Equipment</li> <li>• Human Resource</li> <li>• Financial Aspects</li> </ul>	
<b>4</b>	<b>Project completion and evaluation</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Integrated Project Management Control System</li> <li>• Managing Transition from Project to Operations</li> <li>• Project Review</li> </ul>	
<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Project Management in Corporate</li> </ul>	

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

<b>Teaching-Learning Environment</b>	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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<b>Evaluation Pattern</b>		
<b>Sr. No</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Able to understand process of project management
2	Able to know appraisal of project management
3	Able to explore evaluation process of project management.
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Bennet P. L., (2000). <i>Breakthrough Technology Project Management(E-Business Solutions)</i> , (2 <sup>nd</sup> ed.) Butterworth-Heinemann.
2	Harold, K. (2008). <i>Applied Project Management: Best Practices on Implementation</i> (2 <sup>nd</sup> ed.)Wiley.
3	Harold, K., (2013). <i>Project Management: A Systems Approach to Planning, Scheduling, and Controlling</i> , (11th ed.) Wiley
4	Robert, K. W., (2000). <i>Effective Project Management</i> , (2nd ed.) Wiley.
5	Robert, B. A., (2000). <i>Planning, Performing, and Controlling Projects:Principles and Applications</i> (2nd ed.) Prentice Hall



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**Master of Social Work (Human Resource) – Semester IV**

(With Effect from June 2022)

<b>Paper Code</b> PA04ESHR54	<b>Title of the paper</b> International HRM	<b>Credits:</b> 05
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<b>Course Objectives</b>	1) To understand internationalization of human resource management 2) To understand HR management practices at global level 3) To understand employment laws and labor standards of various countries
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>The Internationalization of Human Resource Management</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• The Drivers of the Internationalization of Business</li> <li>• The Growth and Spread of Internationalization</li> <li>• Different Settings of International Human Resource Management</li> <li>• The Development of International Human Resource Management</li> </ul>	
<b>2</b>	<b>Design and Structure of the Multinational Enterprise</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• International Organizational Design and Structure:</li> <li>• Designing the Multinational Enterprise</li> <li>• International Organizational Structure Choices</li> <li>• IHRM and International Organizational Design and Structure</li> <li>• Formal Structure and Beyond</li> </ul>	
<b>3</b>	<b>International Mergers and Acquisitions, Joint Ventures and Alliances</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• International Combinations: An Introduction</li> <li>• IHRM and International Mergers and Acquisitions</li> <li>• IHRM and International Joint Ventures</li> <li>• IHRM and International Alliances</li> </ul>	
<b>4</b>	<b>International Employment Law, Labor Standards and Ethics and comparative IHRM</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• The Institutional Legal Context of International Business (IB)</li> <li>• Establishment of Labor Standards by International Institutions</li> <li>• The Global Legal and Regulatory Context of MNEs</li> <li>• Comparative Law</li> <li>• The International Framework of Ethics and Labor Standards</li> <li>• Comparative IHRM</li> <li>• HRM Issues in Europe</li> <li>• HRM Issues in North America</li> </ul>	

	<ul style="list-style-type: none"> <li>• HRM Issues in Asia</li> </ul>	
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<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• An international efforts on Mergers and Acquisitions, Joint Ventures and Alliances</li> <li>• International Employment Law, Labor Standards and Ethics and comparative IHRM</li> </ul>	

**\*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, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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<b>Evaluation Pattern</b>		
<b>Sr. No</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Able to gain knowledge of internationalization of human resource management
2	Understand HR management practices at global level
3	Familiarize with labor legislation and labor standards of various countries
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	<b>References</b> Dennis, B., Randall, S., &Ibraiz, T (2012). <i>International Human Resource Management Policies and Practices for Multinational Enterprises</i> , Routledge.
2	<b>Reiche.S Harzing A , Tenzer H (2018) International Human Resource Manageme</b> SAGE Publication Limited.





**SARDAR PATEL UNIVERSITY**

**Vallabh Vidyanagar**

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**Master of Social Work (Human Resource) – Semester III**

(With Effect from June 2022)

<b>Paper Code</b> PA04ESHR55	<b>Title of the paper</b> Contemporary Employment Relations	<b>Credits:</b> 05
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To understand about the conceptual framework pertaining to the Employment Relations.</li> <li>To acquaint students with the existing labour policies.</li> <li>To understand the procedures like handling grievances, collective bargaining and managing trade unions; which helps in maintaining the industrial peace and harmony.</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Conceptual Framework of Employment Relation</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Characteristics, Objectives, Significance &amp; Factors of Industrial Relations— Employment and Indian Labour-Globalisation and Industrial Relations - Indian Industrial Relations System:</li> <li>Labour Policy - Suggestion to improve Industrial Relations in India –IR Institutions in India—Industrial Peace –HRM and IR</li> </ol>	
<b>2</b>	<b>Grievance &amp; Employee Discipline</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Grievance functions – meaning, content, grievance redresser procedure</li> <li>Concept of Discipline – Aspects &amp; Objectives of Discipline – Causes of Indiscipline – Types of Discipline</li> <li>Approaches to deal with Indiscipline activities: Traditional Approach, Judicial Approach, Humanistic Approach, Hot Stove Approach, HRD Approach–</li> <li>Essential of Good Disciplinary System- Arguments against punishment. Principles for maintenance of discipline – Disciplinary Action</li> <li>Regulation of Industrial Relations in India Tripartite</li> <li>Bodies, Code of Discipline: Principles, Features and Objectives–Code of Discipline in industry</li> </ol>	
<b>3</b>	<b>Collective Bargaining and Trade Unions</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>Trade Unionism, Collective Bargaining and Negotiation: Concept, Functions of Trade Unions– Types of Trade Unions-Problems of Trade Unions in India.</li> <li>Collective Bargaining –Concept, Principles– Forms of Collective Bargaining – Theories of Collective Bargaining—</li> </ol>	

	3. Negotiation - Effective negotiation, Current trends, issues and practices in Negotiation in Indian Industries.	
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<b>4</b>	<b>Worker's Participation in Management</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Concept, Origin &amp; Growth of Worker's Participation in Management – Forms of Workers' Participation in India– Effective</li> <li>2. Workers' Participation in India–Concept of Quality circle – Organisation structure of Quality circle.</li> </ol>	
<b>5</b>	<b>Case studies and Field Projects</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Employee Empowerment-Employee engagement- Talent Management- Knowledge Management- Knowledge Workers and Knowledge Organisations -Psychological Contract- Employee Wellbeing-</li> <li>2. Recent trends in IR, Trade Unionism and Collective bargaining.</li> </ol>	

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

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

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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Understand about the policies and procedures related to the industrial relations.
2	Recognize the significance of the procedures relating to grievance handling and collective bargaining in an organization.
3	Know the importance of workers' participation in management in the organization.`
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Bhal, K. T., Bhaskar, A. U., & Ratnam, C. V. (2009). Employee reactions to M&A: Role of LMX and leader communication. <i>Leadership &amp; Organization Development Journal</i> .

2	Dundon, T., & Rollinson, D. (2004). <i>Employment relations in non-union firms</i> (Vol. 12). Routledge.
3	Sen, R. (2003). <i>Industrial relations in India: Shifting paradigms</i> . Macmillan India.
4	Williams, S., & Adam-Smith, D. (2010). <i>Contemporary employment relations: a critical introduction</i> . Oxford University Press.



**SARDAR PATEL UNIVERSITY**

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**Master of Social Work (Human Resource) – Semester IV**

**(With Effect from June 2022)**

<b>Paper Code</b> PA03ESHR56	<b>Title of the paper</b> <b>Human Resource Development</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1) To understand basic concepts and practice in the area of Human Resource Development tools</li> <li>2) Introduce the students to the foundational frameworks in the area of organizational psychology and their implications on designing and using some HRD tools</li> <li>3) Enhance the knowledge of the students on application of such tools in the context of modern HR challenges facing organizations</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Introduction to Human Resource Development</b>	<b>20%</b>
	Concept; Relationship between human resource management and human resource development; HRD mechanisms, processes and outcomes; HRD matrix; HRD interventions; Roles and competencies of HRD professionals; Challenges in HRD.	
<b>2</b>	<b>HRD Process</b>	<b>20%</b>
	Assessing need for HRD; Designing and developing effective HRD programs; Implementing HRD programs; Evaluating effectiveness of HRD Programs; HRD audit; HRD culture and climate	
<b>3</b>	<b>HRD Activities</b>	<b>20%</b>
	Employee development activities- Approaches to employee development, leadership development, action learning, assessment and development centres; Intellectual capital and HRD; HRD mechanisms for workers; Role of trade unions; Industrial relations and HRD; Influence of motivation on development activities.	
<b>4</b>	<b>HRD Applications and Trends</b>	<b>20%</b>
	Coaching and mentoring; Career management and development; Employee counselling; Competency mapping; PCMM, Balanced Score Card, Appreciative inquiry; Integrating HRD with technology, Employer branding and other emerging trends.	
<b>5</b>	<b>Case studies and Field Projects</b>	<b>20%</b>
	HRD practices in government organisations, manufacturing and service industries and MNCs;	

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

<b>Teaching-Learning Environment</b>	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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<b>Evaluation Pattern</b>		
<b>Sr. No</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Understand concepts of Human Resource Development
2	Gain in-depth knowledge of HRD activities
3	Understand modern challenges faced by the organization with suitable case studies
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Curtis, B., Hefley, W. E., Miller, S. A.,( 2009). <i>The people capability maturity model: Guidelines for improving workforce: Vol. Rao, T.V.</i> , (second ed.). Pearson Education
2	Haldar, U. K.(2009) <i>Human resource development</i> , Oxford University Press India
3	Kaplan, R.S., and Norton, D.P. (1992), <i>The Balanced Scorecard: Measures that drive performance</i> ,Harvard Business Review.
4	Mankin, D. (2009). <i>Human resource development</i> , (1st Edition)Oxford University Press India
5	Nadler, L. (1980) <i>Corporate human resources development:A management tool</i> , Van Nostrand Reinhold.
6	Rao, T.V.(2008) <i>HRD Score Card 2500: Based on HRD audit</i> , Response Books, SAGE Publications
7	Rao, T.V.(2009) <i>Future of HRD</i> , Macmillan Publishers India
8	Rao, T.V.(2011) <i>Hurconomics for talent management: Making the HRD missionary business-driven</i> , Pearson India
9	Sahakiants, I. DeSimone, R. L., Werner, J. M.,(2012). <i>Human Resource Development (6th International Edition)</i> , South-Western, Cengage Learning.



**SARDAR PATEL UNIVERSITY**

**Vallabh Vidyanagar**

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

**Master of Social Work (Human Resource) – Semester IV**

**(With Effect from June 2022)**

<b>Paper Code</b> PA04ESHR57	<b>Title of the paper</b> <b>Human Resource Information System</b>	<b>Credits:</b> <b>05</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1) To understand the concept of data and information management.</li> <li>2) To explore the process of Human Resource Information Systems</li> <li>3) To familiar with various software for HRIS</li> </ol>
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<b>Course Outline:</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage</b>
<b>1</b>	<b>Data &amp; Information needs for HR Manager</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Sources of Data – Role of IT in HRM – IT for HR Managers</li> <li>• Concept, Structure, &amp; Mechanisms of HRIS – Programming Dimensions &amp; HR Manager –</li> <li>• Survey of Software Packages for Human Resource Information System including ERP Software such as SAP, Oracles Financials and Ramco's Marshal [only data input, output &amp; screens] –</li> <li>• EHRM – Objectives – Advantages &amp; Disadvantages.</li> </ul>	
<b>2</b>	<b>Data Management for HRIS</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Data Formats – Entry Procedure &amp; Process – Data Storage &amp; Retrieval – Transaction Processing – Office Automation – Information Processing &amp; Control Functions – Design of HRIS – Relevance of Decision-Making Concepts for</li> <li>• Information System Design – HRM Needs Analysis – Concept &amp; Mechanisms – Standard Software and Customized Software – HRIS: An Investment.</li> </ul>	
<b>3</b>	<b>HR Management Process &amp; HRIS</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Modules on HR Planning, Recruitment, Selection, Placement – Module on Performance Appraisal System – Training &amp; Development Module – Module on Pay &amp; other Related Dimensions –</li> <li>• Information System's support for Planning &amp; Control.</li> </ul>	
<b>4</b>	<b>HR Management Process II &amp; HRIS</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Organization Structure &amp; Related Management Processes – Authority &amp; Responsibility Flows – Communication Process</li> <li>• Organization Culture and Power – Data Capturing for</li> </ul>	

	Monitoring & Review – Behavioural Patterns of HR – Other Managers and their Place in Information Processing for Decision Making.	
<b>5</b>	<b>Case studies and Field Projects</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Operations of HRIS Modules</li> <li>• HRIS &amp; Employee Legislation –</li> <li>• Modules on HR Practice</li> </ul>	

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

<b>Teaching-Learning Environment</b>	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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<b>Evaluation Pattern</b>		
<b>Sr. No</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Able to understand management of data and information
2	Able to acquainted with the various software for managing employee information
3	Able to understand process of maintain data
4	Carry out projects that enable them employable and up scale their skills.

<b>Suggested References:</b>	
1	Abbie Lundberg., (2002). <i>'It inside the world's biggest company'</i> , cio magazine.
2	Richard,D.J.,Kevin, D.C., & Michael, J.K.,(2017). basics, applications, and future directions, (5 <sup>th</sup> ed.), Sage Publication.
3	Gupta A.K., (2000). <i>management information systems</i> , Sultan Chand and Sons.
4	Gueutal, H. G., & Stone, D. L. (2005). <i>The brave new world of eHR: Human resources management in the digital age</i> , Jossey Bass.
5	Hempel, P.S, <i>'preparing the hr profession for technology and information work'</i> , human resource management review, Vol. 43, No. 2/3, pp 163-167
6	Kettley, P., & Reilly, P., (2003). <i>E-HR: An Introduction'</i> , Institute for Employment Studies.
7	Margaret. (2002). <i>Business Process Management: Integration in a Web-enabled Environment</i> , Financial Times Prentice Hall.

8	Martin Butler, ButlerGroup, <i>IT ANALYST ORGANIZATION SYMPOSIUM</i> , November
9	Michael, A., Stephen, T., (2015). <i>A Handbook of Human Resource Management Practice</i> , (13 <sup>th</sup> ed.)
10	Michael J. Kavanag, <i>HUMAN RESOURCE INFORMATION SYSTEMS</i> , (5 <sup>th</sup> ed.) Sage Publication.
11	Monk & Wagner (2006). <i>CONCEPTS IN ENTERPRISE RESOURCE PLANNING</i> (4 <sup>th</sup> ed.) Course Technology.
12	Monk, E., & Wagner, B. (2013). <i>Concepts in enterprise resource planning / Ellen F. Monk, Bret J. Wagner.</i> (4 <sup>th</sup> ed.) Excellence in information systems.
13	Pande, P.S., & Neuman, R.P., (2000). <i>The Six Sigma Way:- How to maximize the Impact of your Change and Improvement Efforts</i> , McGraw-Hill





**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar**  
 (Reaccredited with 'A' Grade by NAAC (CGPA 3.25)  
**Master of Social Work (Human Resources)**  
**Syllabus with effect from the Academic Year 2022-2023**  
**MSW (HR) Semester-IV**

<b>Paper Code</b> PA04ESHR58	<b>Title of the paper</b> Life Skill Education	<b>Total Credit</b> Five
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable students to understand the importance of Life Skills and Life skills Education.</li> <li>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.</li> <li>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.</li> </ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Life Skills and Life skills training.</b> <ol style="list-style-type: none"> <li>1. Definition and Importance of Life Skills, Life Skills Education;</li> <li>2. Life Skills Approach, Life Skills Based Education</li> <li>3. Genesis of the Concept - UN Inter-Agency Meeting – Hamburg, Declaration - Quality Education</li> <li>4. Life Skills: Dakar Framework - Life Skills Education in the Indian Context</li> <li>5. Life Skills Training - Implementation Models</li> </ol>	<b>20%</b>
<b>2</b>	<b>Understanding Life Skills</b> <ol style="list-style-type: none"> <li>1. Understand core life skills, its concept, process and practice.</li> <li>2. Introduction Life Skills: Generic, Problem Specific and Area Specific Skills</li> <li>3. Understanding Life Skills work in combination: Understanding and managing emotions , Social Skills, and Thinking Skills,</li> <li>4. Understanding and managing emotions               <ol style="list-style-type: none"> <li>a. Emotions - Definition, Characteristics, Types - Classification:</li> <li>b. Techniques to understand emotions</li> <li>c. Managing emotions and stressors such as anger, shyness Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress</li> <li>d. Resilience: Definition, determinants of resilience, Techniques to enhance resilience</li> </ol> </li> <li>5. Social and negotiation skills               <ol style="list-style-type: none"> <li>a. Self-Awareness - Definition, Types of Self - Self Concept,</li> </ol> </li> </ol>	<b>20%</b>

	<p>BodyImage, Self Esteem - Techniques used for Self Awareness</p> <p>b. Empathy – Definition Empathy Techniques used to enhance Empathy</p> <p>c. Effective Communication - Definition, Functions, Models, Barriers. Effective Communication includes Interpersonal Relationship skills - Definition, Factors affecting Relationships</p>	
<b>3</b>	<p><b>Life Skills and Life skills training</b></p> <p>1. Thinking skills</p> <p>a. Creative and Critical Thinking - Definition, Nature, Stages</p> <p>b. Problem Solving - Definition, Steps in Problem Solving – Factors Influencing Problem Solving</p> <p>c. Decision Making - Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting</p> <p>2. Types of Training methods with attention to innovative pedagogic methods for the skills learnt in this unit</p>	<b>20%</b>
<b>4</b>	<p><b>Measuring Life Skills</b></p> <p>1. Life Skills Assessment Scale: Conceptual Understanding</p> <p>2. Deep Diving into</p> <p>a. Reflective Practice</p> <p>b. Living Educational Theory</p>	<b>20%</b>
<b>5</b>	<p><b>Designing and conduction a training program</b></p> <p>1. Designing</p> <p>a. Expressing precise training objectives</p> <p>b. Construction of Action Plan</p> <p>2. Conducting</p> <p>a. Meeting participants needs</p> <p>b. Facilitating the programme</p> <p>c. Documenting the programme</p> <p>3. Working on Social Issues like(below are a few examples):</p> <p>Reducing risks related to natural disasters /Disaster preparedness</p> <p>Domestic violence</p> <p>Peer education</p> <p>Know your rights</p> <p>Children with special</p> <p>Substance abuse needs/ tribal children/ Institutionalized children/ Child trafficking</p> <p>Sex, sexuality and responsible behavior</p> <p>Gender awareness</p> <p>Child Education</p>	<b>20%</b>

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

<b>Teaching-Learning Environment</b>	The course would be taught /learnt through various means like interactive activities, Discussion, Group Activities, Psycho Education, Role Plays, PPT Presentation, Videos, Games, etc., which stimulate both group and individual learning with the specific aim of developing life skills. The main pedagogy of this course is Drama in Education.
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<b>Evaluation Pattern</b>		
<b>Sr. No</b>	<b>Details of the Evaluation</b>	<b>Weightage</b>
1	Internal Written/Practical Examination	<b>20%</b>
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	<b>10%</b>
3	University Examination	<b>70%</b>

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

<b>Course Outcomes:</b> Having completed this course, student should be able to:	
1	Understand the importance of Life Skills and Life skills 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	Design and conduct training programmes for different groups like all levels of such as employees and shop floor so that they will be able to solve their problems through enhanced life skills

<b>Suggested References:</b>	
1	Bikkrama, D. S., & Rashmi, M. (2015). <i>Life Skills in India: An Overview of Evidence and Current Practices in our Education System</i> , 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 &amp; 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). <i>Life skills education for children and adolescents in schools</i> . WHO Manuscript. Division of Mental Health and Prevention of Substance Abuse. Geneva: WHO.
7	World Bank. (2013). <i>Life skills: what are they, why do they matter, and how are they taught?</i>