



**SARDAR PATEL UNIVERSITY**  
Vallabh Vidyanagar, Gujarat  
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)  
Syllabus with effect from the Academic Year 2022-2023 MSW Semester-3

Course Type	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>	PA03CMSW51	Social Work Practice in Health Setting	05	3	30/11	70/28	100/40
	PA03CMSW52	Social Work Practice with Family, Child and Youth	05	3	30/11	70/28	100/40
	PA03CMSW53	Human Resource Management	05	3	30/11	70/28	100/40
	PA03CMSW54	Field Work Practicum	15	15	150/53	150/60	300/120
<b>Soft Skills</b>	PA03SMSW51	Organisational Visits/Mini Project	05	5	50/18	50/20	100/40
<b>Elective Subject (Any Two)</b>	PA03EMSW51	NGO Management	05	3	30/11	70/28	100/40
	PA03EMSW52	Rural, Urban and Tribal Development	05	3	30/11	70/28	100/40
	PA03EMSW53	Corporate Social Responsibility	05	3	30/11	70/28	100/40
	PA03EMSW54	Social Entrepreneurship	05	3	30/11	70/28	100/40
	PA03EMSW55	Counselling : Theory and Practice	05	3	30/11	70/28	100/40
	PA03EMSW56	Fundamentals of Industrial Relations	05	3	30/11	70/28	100/40
	PA03EMSW57	Labour Legislation	05	3	30/11	70/28	100/40
	PA03EMSW58	Organisational Change	05	3	30/11	70/28	100/40
	PA03EMSW59	Human Resource Planning	05	3	30/11	70/28	100/40
	PA03EMSW60	Wage and Salary Administration	05	3	30/11	70/28	100/40
PA03EMSW61	Trade Unionism and Collective Bargaining	05	3	30/11	70/28	100/40	



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**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the Academic Year 2022-2023**  
**MSW (Social Work) Semester-III**

<b>Paper Code</b> PA03CMSW51	<b>Title of the paper</b> Social Work Practice in Health Setting	<b>Total Credit</b> Five
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To develop the capacity to perceive the relation of biological, environmental, socio-cultural and psychological factors determining health.</li><li>2. To explain the historical development of social work in medical settings, existing status and its development.</li><li>3. To highlight a holistic and integrated approach to social work practice in the field of health.</li><li>4. To develop a deeper understanding of health care system in India</li><li>5. To develop the capacity to perceive the relation of environment, socio cultural and psychological factors in the causation, treatment and prevention of diseases.</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Health and Diseases:</b> <ol style="list-style-type: none"><li>1. Health: Meaning, changing concepts (biological, environmental, socio- cultural and psychological) and determinants of health.</li><li>2. Diseases: Diseases: Concept of disease, theories of disease causation.</li><li>3. Prevention of Diseases: Primordial, primary, secondary and tertiary prevention.</li><li>4. Communicable &amp; non communicable diseases: Meaning, differences and prevention of communicable and non communicable diseases. Physiology &amp; anatomy of human body (Brief overview of various systems of the body)</li></ol>	<b>20%</b>
<b>2</b>	<b>Medical Social Work:</b> <ol style="list-style-type: none"><li>1. Medical Social Work: Meaning, definition, objectives and scope.</li><li>2. History of Medical Social Work: Historical development of medical social work in India and abroad.</li><li>3. Role &amp; Functions of Medical Social Worker: Role of medical social worker in hospital settings. Patient's rights and medical ethics in health care.</li></ol>	<b>20%</b>
<b>3</b>	<b>Health Care and Health Education:</b> <ol style="list-style-type: none"><li>1. Healthcare Models: Preventive, curative, promotional model.</li><li>2. Alternative System of Health - AYUSH (Ayurveda, Unani, Siddha, Yoga, Meditation, Naturopathy).</li><li>3. Health Education: Concept and principles, models, methods and techniques.</li><li>4. Health care System in India: Primary level, secondary level and tertiary level.</li></ol>	<b>20%</b>

	5. Health Policies and Programmes: National Health Policy, 2017.	
<b>4</b>	<b>Medical social work practice in different settings:</b> 1. Role of medical social worker in hospitals, Out-patient departments, emergency / crisis care, ART centers, hospice, special clinics, social support and self help groups and Blood banks. 2. Problems encountered by medical social workers in the field.	<b>20%</b>
<b>5</b>	<b>Case Studies and Field Projects:</b> 1. Industrial Health. 2. Ayushman Bharat (Health Insurance Scheme).	<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, presentations, e-resources, organisational visits, and projects (class room & 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	Illustrate how psycho- social, cultural and environmental factors affect and determine health.
2	Gain knowledge about integrated health care models and health education models with its methods and techniques and integration of same in social work practice.
3	Identify with the role of a professional social worker in diverse health settings.
4	Develop their capacity to perceive the relation of Environment, Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases.
5	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b> (include reference material from where a student is expected to study the said content )in APA style)	
1	Bajpai, P. K. (Ed) (1997). <i>Social Work Perspective on Health</i> . New Delhi: Rawat Publications.
2	Goyal, R. K., Shah, G. B., Mehta, A. A. (2004). <i>Derasari and Gandhi's Elements of Human Anatomy-physiology and Health Education</i> . India: B S Shah Prakashan.

3	Kumar R. (1992). <i>Social and Preventive Health Administration</i> . New Delhi: Ashish Publications.
4	Mathur S. (2007). <i>Hand Book of Social &amp; Preventive Medicine</i> .
5	Pathak S.H. (1961). <i>Medical Social Work</i> , Delhi: Delhi School of Social Work.
6	Park, K. (2015). <i>Preventive and Social Medicine</i> . New Delhi: Bhanot Publisher.
7	Piyush Gupta, O.P. Ghai, (2007). <i>Textbook of Preventive &amp; Social Medicine</i> . New Delhi: CBS Publishers.
8	Sharon D.P., (2011). <i>Social Work and Community Practice</i> , Florida: Apple Academic Press.
9	Surendra Singh, P.D.Mishra, (2000). <i>Health and Disease: Dynamics and Dimensions</i> , New Royal Book Company.
10	Turner, F.J. - <i>Differential Diagnosis and Treatment in Social work</i> .
11	Upham .F. - <i>Dynamic Approach to Illness. A Social Work Guide</i> .



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**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the Academic Year 2022-2023**  
**MSW (Social Work) Semester-III**

<b>Paper Code</b> <b>PA03CMSW52</b>	<b>Title of the paper</b> <b>Social Work Practice with Family, Child and Youth</b>	<b>Total Credit</b> <b>Five</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To develop an understanding of the family as an important social institution.</li><li>2. To develop a perspective of understanding and analyzing needs and problems related to family, child and youth within a social context.</li><li>3. To enhance skills of dealing with problems related family, children and youth.</li><li>4. To provide knowledge regarding programs and Policies related to family, children and youth.</li></ol>
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<b>Course outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
1	<b>Introduction to Marriage and Family:</b> <ol style="list-style-type: none"><li>1. Concept and definitions of marriage. Types of marriage</li><li>2. Concept, definition, forms and functions of family.</li><li>3. Understanding family as a system.</li><li>4. Socio-ecological model, eco-map and genogram.</li><li>5. Changing dynamics and interaction patterns in family</li></ol>	20%
2	<b>Working with Families:</b> <ol style="list-style-type: none"><li>1. Family disorganization: Meaning and problems in families.</li><li>2. Challenges in marriage.</li><li>3. Therapeutic interventions for problems in family.</li><li>4. Welfare policy and programmes for family.</li><li>5. Family therapy.</li><li>6. Family centered social work – Meaning and principles.</li></ol>	20%
3	<b>Working with Children:</b> <ol style="list-style-type: none"><li>1. Child and childhood: Demographic perspective.</li><li>2. Issues and concerns of children:<ol style="list-style-type: none"><li>a. Child labour : Meaning and causes,</li><li>b. Child abuse and child neglect. Meaning and types,</li><li>c. Female feticide.</li></ol></li><li>3. Child welfare services:<ol style="list-style-type: none"><li>a. International perspective on child protection,</li><li>b. Legislative provisions for children in India (Salient features),</li><li>c. Programs and policies for child welfare, Supportive services.</li></ol></li></ol>	20%

4	<b>Working with Youth:</b> 1. Meaning and definitions of youth. Characteristics of youth. Problems faced by youths. 2. Youth unrest and youth agitation: concept and ways to guide. 3. Youth welfare programmes: The governmental and non-governmental organisations' approaches.	20%
5	<b>Case Studies and Field Projects:</b> 1. Effects of migration, urbanization, industrialization and globalization on families 2. Effects of child abuse on various strata of child development 3. Youth welfare programs such as NSS, NYKS	20%

\*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, presentations, e-resources, organisational visits, and projects (class room & 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	Identify and recognize family as an important social institution.
2	Understand and analyze needs and problems related to family, child and youth in today's social context.
3	Develop skills to deal with problems related family, children and youth.
4	Enhance knowledge regarding programs and policies related to family, children and youth.
5	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b> (include reference material from where a student is expected to study the said content in APA style)	
1	Ahuja, R., <i>Social Problems in India</i> , Rawat Publication, Jaipur
2	Arora, R. K., <i>Family Relationship and Child Development</i> , Murari Lal & Sons, New Delhi
3	Browning, D. S., <i>Marriage and Modernization: How Globalization Threatens Marriage</i> , m. B. Eerdmans Publishing
4	Carson, D. K., Carson, C. K., & Chowdhury, A. (Ed), <i>Indian families at the crossroads: Preparing families for the new millennium</i> , Gyan Publications, New Delhi

5	Das, S. & Das, A., <i>Differential childhood</i> , Concept Publishing Company, New Delhi
6	Patel, T. (Ed.), <i>The family in India: Structure and practice</i> , Sage Publications, New Delhi
7	Ratra, A., Kumar, P. and Chhikara, P., <i>Marriage and Family in Diverse and Changing Scenario</i> , Deep & Deep Publications Pvt. Ltd., New Delhi
8	Shah, A.M., <i>The Family in India</i> , Orient Blackswan, New Delhi
9	Walker, S., <i>Effective social work with children, young people and families</i> , Sage Publications, New Delhi
10	e-PG-Pathshala <a href="http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32">http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32</a>



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**MSW (Social Work) Semester-III**

<b>Paper Code</b> PA03CMSW53	<b>Title of the paper</b> Human Resource Management	<b>Credits</b> Five
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To develop an understanding about effective management of people.</li><li>2. To understand and carry out HR related responsibilities.</li><li>3. To become conversant with latest trends as well as the basics of the theory of human resource management.</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 of Human Resource Management:</b> <ol style="list-style-type: none"><li>1. Human resource management: Definition, nature, scope and importance, evolution of HRM, objectives and functions. HRM and its environment.</li><li>2. PM &amp; HRM: Difference between PM and HRM, role of HR professional/ manager, qualities of successful HR.</li><li>3. Organization of HR department: Structure of HR department, line and staff aspects of HRM, relationship and linkages with other functional departments, personnel policies and principles. Model of HRM: Fombrun model, Harvard model, Guest model, Warwick model.</li><li>4. HR's Strategic role: SHRM, HR's role as a strategic partner, HR's role in executing strategy, HR's role in formulating strategy, HRIS, Human Capital Management, HR and Employee Performance and commitment, Managing global HR</li><li>5. Introduction to social system approach HRM.</li></ol>	<b>20%</b>
<b>2</b>	<b>Procurement of Human Resources:</b> <ol style="list-style-type: none"><li>1. Job Analysis: Nature and need of Job Analysis, steps in job analysis, methods of collecting information for job analysis, quantitative job analysis techniques, define job descriptions, writing JD's, define job specification, writing JS's.</li><li>2. HRP: Meaning and significance of matching right abilities to the right job, importance of HRP, its objectives and process, factors</li><li>3. Affecting HRP, HR estimation- HR demand forecast.</li><li>4. Recruitment: Definition and meaning, need, planning of recruitment, process and sources of recruitment, recruiting yield pyramid, study of live recruitment process, succession planning.</li></ol>	<b>20 %</b>



	<ol style="list-style-type: none"> <li>5. Selection: Define selection, process of selection, types of tests and selection, work sampling technique, test of cognitive ability, achievement tests, situational testing.</li> <li>6. Interview: Types of interview techniques, designing and conducting an effective interview, matching the candidature to the job, activity on mock interview.</li> <li>7. Induction &amp; Placement: Define induction, techniques requisites and evaluation of induction programmer, define placement, problems in placements</li> </ol>	
<b>3</b>	<p><b>Training, Developing, Appraising Employees and Managing Performance:</b></p> <ol style="list-style-type: none"> <li>1. Training: Define orientation, definition and importance of training, objective and needs, training process, gaps in training, training programme and its evaluation, analysis of training needs, methods of training, training for special purposes</li> <li>2. Development: Define development, need and importance of development, what is management development, EDP's/MDP's</li> <li>3. Performance Management System: Define PMS, Explain self appraisals, performance appraisals, objectives and methods of performance appraisals, performance counseling, performance coaching, performance mentoring, performance interviews, Edward Deming's view on PA, legal issues associated with PA.</li> <li>4. Job Evaluation: Define job evaluation, scope and process of JE, methods of JE</li> <li>5. Managing Careers: Career management process career planning, career path, career development roles, managing promotions and transfers, types of promotion and transfer.</li> </ol>	<b>20 %</b>
<b>4</b>	<p><b>Compensation and Productivity Management:</b></p> <ol style="list-style-type: none"> <li>1. Wage &amp; Salary Administration: Define reward, compensation, wage, salary, establishing pay rates, compensation trends, factors affecting employee remuneration, wage and salary structure, minimum fair and living wage, wage policy in India, preparation of salary structure.</li> <li>2. Benefits and Services: Nature and need of B &amp; S, types of employee B &amp; S, fringe benefits, administration of B &amp; S, insurance – retirement-flexible benefits programmers.</li> <li>3. Incentive schemes: nature of incentive schemes, scope and type of incentive schemes, wage incentive schemes and plans in India, team or group variable plans, incentive schemes for operation employees, managers &amp; executives, salespeople.</li> <li>4. Productivity Management: Performance productivity management-through TQM, Kaizen, Quality circles.</li> </ol>	<b>20 %</b>

<b>5</b>	<b>Case Studies and Field Projects:</b> <ol style="list-style-type: none"> <li>1. Compensation</li> <li>2. Recruitment and selection</li> <li>3. Job Rotation and evaluation</li> <li>4. Career planning</li> <li>5. Performance management system</li> </ol>	<b>20 %</b>
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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, presentations, e-resources, organisational visits, and projects (class room & field)
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<b>Evaluation Pattern</b>		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	10%
3	University Examination	70%

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

<b>Course Outcome: Students will be able,</b>	
1	To understand about managing people effectively at workplace.
2	To acquaint themselves with the HR practices and operations.
3	To understand about career planning and development.
4	Carry out projects that enable them employable and upscale their skills

<b>Suggested References</b>	
1	Armstrong, M., & Taylor, S. (2020). <i>Armstrong's handbook of human resource management practice</i> .
2	Decenzo, D., & Ro <i>Personnel Human Resource management</i> , Prentice hall of India.bbins, S. (2002). <i>New Delhi</i> .
3	Ghosh, A. K. (2006). <i>Human Resource Management (With cases) Manas Publications. New Delhi, 353-354.</i>

4	Rao, T. V., & Pereira, D. F. (1986). <i>Recent experiences in HRD</i> .
5	Rao, V. S. P., & Krishna, V. H. (2009). <i>Management: Text and cases</i> . Excel Books India.
6	Varkkey, B., & Dessler, G. (2018). <i>Human Resource Management</i> 15th Edition (Revision).



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**MSW (Social Work) Semester-III**

<b>Paper Code</b> PAO3EMSW51	<b>Title of the paper</b> NGO Management	<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 develop an understanding of basic knowledge of NGOs</li><li>2. To enable students to understand the legal framework of NGOs</li><li>3. To prepare the students able to have deeper understanding about designing and planning project.</li><li>4. To develop an understanding about NGO governance</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
1	<b>Understanding NGO:</b> <ol style="list-style-type: none"><li>1. Concept, meaning, objectives, characteristics and scope of NGO.</li><li>2. Voluntarism: The concept and philosophy, evolution of the voluntary sector.</li><li>3. Types of NGO, role and functions of NGO.</li><li>4. Advantages and disadvantages of NGO,</li><li>5. Similarities and differences between NGOs and GOs.</li><li>6. Legal procedures for establishment of NGOs</li></ol>	<b>20%</b>
2	<b>Understanding Legal Provisions:</b> <ol style="list-style-type: none"><li>1. The Societies Registration Act, 1860</li><li>2. The Charitable Endowments Act, 1890</li><li>3. The Indian Trust Act, 1882 and The Companies Act, 2013</li><li>4. FCRA and National and International Funding Agencies</li></ol>	<b>20%</b>
3	<b>Designing and Planning a Project:</b> <ol style="list-style-type: none"><li>1. Designing and Planning a Project: Identifying and analyzing problems, deciding the overall strategy, defining the response, strategic planning and budgeting, developing grant proposals.</li><li>2. Monitoring and Evaluation: Monitoring, internal and external evaluations, tools for monitoring &amp; evaluation.</li></ol>	<b>20%</b>
4	<b>NGO Governance:</b> <ol style="list-style-type: none"><li>1. Concepts and challenges</li><li>2. Perspectives and ethical concerns.</li></ol>	<b>20%</b>
5	<b>Case studies and Field Projects:</b> <ol style="list-style-type: none"><li>1. Setting up NGOs working to support : Youth /children/women/ aged /LGBTQ</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, presentations, e-resources, organisational visits, and projects (class room & 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	Gain basic understanding about NGO.
2	Develop skills in Designing and Planning a project.
3	Develop insights into the legal frameworks about NGOs.
4	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b> (include reference material from where a student is expected to study the said content in APA style)	
1	Frenda, M. (2005): <i>Voluntary Actions and Local Development</i> , Young India Foundation, New Delhi.
2	Fred Setterberg, Kary Schulman (1985), <i>Beyond Profit: Complete Guide to Managing the</i>

	<i>Non Profit Organizations</i> , New York: Harper & Row
3	Garain, S. (1998) : <i>Organizational Effectiveness of NGOs</i> , Jaipur : University Book House
4	Gregory Dees, Jed Emerson, Peter Economy (2002), <i>Enterprising Non Profits – A Toolkit for Social Entrepreneurs</i> , New York: John Wiley and Sons
5	Lalith, N.V. (2004). <i>Voluntary Work in India, a Study of Volunteers in Welfare Agencies</i> , New Delhi.
6	Peter Drucker (1990), <i>Managing the Non Profits Organizations: Practices and Principles</i> , New York: HarperCollins
7	PRIA. (2001). <i>NGOs in India, A Critical Study</i> , Delhi: PRIA.
8	Ranade, S.N. (2004). <i>Voluntary Action and Social Welfare in India</i> , Voluntary Action Research (David Horton Smith), London: Zexinton Books.
9	Sarkar, Ashok Kumar (2008). <i>NGOs and Globalisation Developmental and Organisational Facets</i> , Mumbai: Rawat Publications.
10	<a href="http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32">http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32</a>



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**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the Academic Year 2022-2023**  
**MSW (Social Work) Semester-III**

<b>Paper Code</b> PA03EMSW52	<b>Title of the paper</b> Rural, Urban and Tribal Development	<b>Total Credit</b> Five
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To understand role of social workers for various communities.</li><li>2. To appraise the available means for rural planning and design strategies for rural development.</li><li>3. To identify issues in urbanization for managing urban community development programmes.</li><li>4. To become familiar with the need and importance of Integrated Tribal Development Programmes and the preparation of tribal development projects</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Understanding Communities:</b> <ol style="list-style-type: none"><li>1. Major Forms of Community: Tribal, Rural, Urban- their Features and Differences</li><li>2. Conceptual framework &amp;: Indicators of development</li><li>3. Socio-political factors affecting community development</li><li>4. Role of Social Workers for community development</li></ol>	<b>20%</b>
<b>2</b>	<b>Rural Planning &amp; Development :</b> <ol style="list-style-type: none"><li>1. Concepts, Principles and Approaches of rural development</li><li>2. Rural Development initiatives in India : Sevagram Project, Nilokhai Project, Baroda Project, Marthadam Project, Bhoodan Movement</li><li>3. Rural problems and and role of NITI Ayog</li><li>4. 73<sup>rd</sup> Amendment : Panchayati Raj institutions, Concept and functions of Gram Sabha</li></ol>	<b>20%</b>
<b>3</b>	<b>Urban planning &amp; Development:</b> <ol style="list-style-type: none"><li>1. Urbanization : Causes and problems</li><li>2. Need and significance of urban community development</li><li>3. Urban problems and urban development authority : Role of 74<sup>th</sup> Amendment</li><li>4. Approaches to urban community development</li></ol>	<b>20%</b>
<b>4</b>	<b>Tribal Issues &amp; Development:</b> <ol style="list-style-type: none"><li>1. Tribal Development: Historical perspective, demography and tribal organization</li><li>2. Socio-economic problems: Issues of migration, land alienation, deforestation and displacement etc.</li><li>3. Structure and functions of tribal development mechanisms at central, state and project level</li><li>4. Constitutional provisions and legislations, Panchayat Extension</li></ol>	<b>20%</b>

	to Scheduled Area (PESA)	
<b>5</b>	<b>Case studies and Field Projects:</b> 1. Sansad Adarsh Gram Yojana 2. Urban Renewal Mission 3. CM's Ten Point Programme	<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, presentations, e-resources, organisational visits, and projects (class room & 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 the broad role of social workers in the field of rural, urban and tribal development.
2	Analyze various rural development measures including constitutional institutional formed to facilitate rural development.
3	Articulate need and significance of urban development authorities for urban development.
4	Recognize the need for separate programmes in the field of tribal development by having understanding on tribal problems and tribal development institutions.
5	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b> (include reference material from where a student is expected to study the said content in APA style)	
1	Gore, M.S.et.al (ed.) (1990) <i>Social Implications of Development: The Asian Experience</i> ,



	, Vindya Prakashan Pvt. Ltd, Allahabad.
2	Joshī, V. (Ed.). (1998). <i>Tribal Situation in India: Issues in Development: with Special References to Western India</i> . Jaipur: Rawat Publications.
3	Pandey, G. (1979): <i>Government's Approach to Tribal's Development: Some Rethinking</i> , Prashasanika, 8 (1), 56-68, 1979.
4	Radhakrishna, M. (2016). <i>First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India</i> . New Delhi: Oxford University Press
5	Rath, G. C. (Ed.). (2006). <i>Tribal development in India: The contemporary debate</i> .
6	Shah, Ghanshyam (2004). <i>Social Movements in India: A Review of the Literature</i> , Sage Publications, New Delhi.
7	Singh, K.N. and Singh, S.N. (1976). <i>Effective Communication media for Rural Audiences</i> , Dharamsi Morarji Chemical Company.
8	Vittal, N. Communication for Rural Development in India: some facts, NIRD, Hyderabad



**SARDAR PATEL UNIVERSITY**  
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**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the Academic Year 2022-2023**  
**MSW (Social Work) Semester-III**

<b>Paper Code</b> PA03EMSW53	<b>Title of the paper</b> Corporate Social Responsibility	<b>Total Credit</b> Five
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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 social work.</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 operationlization 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> <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>20%</b>
<b>2</b>	<b>Legal perspective and CSR Practices:</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>20%</b>
<b>3</b>	<b>Theoretical Perspective of CSR:</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; atakeholders involvement in CSR</li><li>4. Environmental, governance and ethical issues in CSR</li></ol>	<b>20%</b>
<b>4</b>	<b>Operationalization &amp; Evaluation of CSR:</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>20%</b>
<b>5</b>	<b>Case studies and Field projects:</b> <ol style="list-style-type: none"><li>1. CSR – Indian story</li><li>2. CSR- Global context</li><li>3. Gujarat CSR Authority</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, presentations, e-resources, organisational visits, and projects (class room & 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	Relate the historical development of CSR with its current conceptual practices.
2	Understand the legal framework of CSR
3	Analyze concrete problems within CSR strategy by applying the theoretical concepts discussed throughout the course.
4	Develop skills in formulation of CSR projects, monitoring tools and evaluative techniques
5	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b> (include reference material from where a student is expected to study the said content in APA style)	
1	Andal, N. B. (2011). <i>Corporate Social Responsibility in India</i> . Haryana: Global Vision Publishing House.
2	Ataur Rahman Belal (2008), <i>Corporate Social Responsibility in Developing Counties</i> , Ashgate Publishers. UK

3	Baxi, C. V., and Prasad, A. (2005). <i>Corporate Social Responsibility Concept and Causes- The Indian Experience</i> . New delhi: Anurag Jain for Excel Books.
4	Blowfield, Michael, and Alan Murray, (2019) <i>Corporate Responsibility</i> , Oxford University Press
5	Crowther D. and Guler A; (2008) <i>Corporate Social Responsibility</i> , Ventus Publishing Aps
6	Grayson D., Hodges A. (2004). <i>Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business</i> . UK: Greenleaf Publishing Limited
7	Kaushik, K. V. (2017). <i>CSR in India - Steering Business Towards Social Change</i> .
8	Mallin, Christine A., (2018) <i>Corporate Governance (Indian Edition)</i> , Oxford University Press, New Delhi
9	Raman Mullerat (2011), <i>The Corporate Governance of the 21st Century</i> , Aspen Publishers, UK
10	William B Werther, Jr, David Chandler, (2010) <i>Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition</i> , SAGE Publications, New Delhi



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**Syllabus with effect from the Academic Year 2022-2023**  
**MSW (Social Work) Semester-III**

<b>Paper Code</b> PA03EMSW54	<b>Title of the paper</b> Social Entrepreneurship	<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 develop an understanding the concept of entrepreneurship and social entrepreneurship</li><li>2. To enable students to develop an understanding about development of a business model.</li><li>3. To prepare the students able to have deeper understanding about the strategies used by entrepreneurs.</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Social entrepreneurship:</b> <ol style="list-style-type: none"><li>1. Social entrepreneurship: Concept, historical perspectives, dimensions, new models-</li><li>2. Social Entrepreneurs: Identifying social entrepreneurs,</li><li>3. Difference between social and business entrepreneurship-</li><li>4. Social entrepreneurship process</li></ol>	<b>20%</b>
<b>2</b>	<b>Challenges of Social entrepreneurship:</b> <ol style="list-style-type: none"><li>1. How social entrepreneurship influencing business.</li><li>2. Preparing individuals for social entrepreneurship</li><li>3. Ideas and opportunities</li><li>4. Developing the social enterprise concept</li></ol>	<b>20%</b>
<b>3</b>	<b>Social Business:</b> <ol style="list-style-type: none"><li>1. Reasons, Launching social business,</li><li>2. legal framework</li><li>3. Social enterprise business plans</li><li>4. Funding and Marketing for social enterprise: Case studies</li></ol>	<b>20%</b>
<b>4</b>	<b>Social business:</b> <ol style="list-style-type: none"><li>1. Social business: Structure, systems, technology and strategy.</li><li>2. Social entrepreneurship in the non-profit sector, private sector and public sector</li><li>3. Measuring Social value/impact</li></ol>	<b>20%</b>
<b>5</b>	<b>Social capital:</b> <ol style="list-style-type: none"><li>1. Social network –Leadership in social enterprises</li><li>2. Social Innovation</li><li>3. Future of Social entrepreneurship: Case studies &amp; field projects</li></ol>	<b>20%</b>

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

<b>Teaching-Learning</b>	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars,
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<b>Environment</b>	presentations, e-resources, organisational visits, and projects (class room & 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	Gain understanding about concept of entrepreneurship and social entrepreneurship.
2	Develop an understanding about development of a business model.
3	Acquire deeper understanding about the strategies used by entrepreneurs.
4	Carry out projects that enable them employable and upscale their skills

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



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**MASTER OF SOCIAL WORK**

**Syllabus with effect from the academic year 2022-23**

**MSW (Social Work) - Semester –III**

<b>Paper Code</b> <b>PA03EMSW55</b>	<b>Paper Title</b> <b>Counseling: Theory and Practice</b>	<b>Total Credit</b> <b>Five</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To understand the concepts guidance, psychotherapy, psychiatry and counseling.</li><li>2. To develop counseling competencies for working in various specialized set-ups.</li><li>3. To gain knowledge about theory of different approaches in counseling.</li><li>4. To identify the phases of counseling process.</li><li>5. To understand Legal and Ethical issues in counseling.</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 Counseling:</b> <ol style="list-style-type: none"><li>1. Meaning, definition, need and goals of counseling.</li><li>2. Introduction to the terms: Guidance, Counseling, Psychotherapy and psychiatry.</li><li>3. The Difference between psychotherapy and counseling.</li><li>4. Freudian Psychodynamic Theory: Concept, theory and process.</li><li>5. Neo-Freudian Psychodynamic Theories: Carl Jung, Alfred Adler and Karen Horney).</li></ol>	<b>20%</b>
<b>2</b>	<b>Counseling Process and Skill Required:</b> <ol style="list-style-type: none"><li>1. The Counseling Process<ol style="list-style-type: none"><li>a. Phases /steps of counseling Process</li><li>b. Techniques and Tools</li><li>c. Interview Technique</li><li>d. Problems in Counseling</li></ol></li><li>2. Characteristics of an effective counselor</li><li>3. Understanding the terms counselee and counselor</li><li>4. Counseling setting<ol style="list-style-type: none"><li>a. Physical Setting</li><li>b. Sitting Arrangement</li><li>c. Proximity between counselor and client</li></ol></li></ol>	<b>20%</b>

<b>3</b>	<b>Counseling Approaches and Therapies:</b> <ol style="list-style-type: none"> <li>1. Approaches to Counseling <ol style="list-style-type: none"> <li>a. Non-directive approach to counseling</li> <li>b. Directive approach to the counselling</li> <li>c. Eclectic Approach</li> <li>d. Cognitive counseling approach</li> </ol> </li> <li>2. Assessment techniques in counseling <ol style="list-style-type: none"> <li>a. Interview</li> <li>b. Observation</li> <li>c. Case study</li> <li>d. Psychological tests</li> </ol> </li> <li>3. Counseling Therapies <ol style="list-style-type: none"> <li>a. Psychoanalytical and psychodynamic therapies</li> <li>b. Behavioral therapy</li> <li>c. Humanistic therapies</li> <li>d. Client centered therapy</li> <li>e. Reality therapy</li> </ol> </li> </ol>	<b>20%</b>
<b>4</b>	<b>Legal and Ethical issues in Counseling:</b> <ol style="list-style-type: none"> <li>1. The ACA main sections</li> <li>2. Rehabilitation Council of India's code of ethics for counselors.</li> </ol>	<b>20%</b>
<b>5</b>	<b>Case studies and Field projects:</b> <ol style="list-style-type: none"> <li>1. Counselling in problems like sexual behavior, Alcoholism, Chronic Absenteeism, HIV-AIDS</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, presentations, e-resources, organisational visits, and projects (class room & 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 Exam	<b>70%</b>

<b>Course Outcomes: Having completed this course, student should be able to</b>	
1.	Understand the concept Guidance, psychotherapy, psychiatry and counseling.
2.	Develop counselling competencies for working in various specialized set-ups.
3.	Gain knowledge about different theories of approaches in counseling.
4.	Appraise the Legal and Ethical issues in counseling.
5.	Carry out projects that enable them employable and upscale their skills



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

1	<i>ACA Code of Ethics</i> (2008). USA, As approved by ACA Governing Council
2	Bayne, Rowan N., Paula H., and Ian. (2000). <i>Counselling &amp; Communication Skills for Medical &amp; Health Practitioners</i> , Hyderabad, Hyderabad University
3	Brubaker, Timothy H. (1990). <i>Family relationships in later life</i> , New Delhi, Sage Publication
4	Felham, Colin (1997). <i>What is counselling</i> , London, Sage Publications
6	Fonseca M. (1966). <i>Counselling for Marital Happiness</i> , Virginia, Manakatalas, the University of Virginia
7	Geldard K, Geldard D. (1999), <i>Counselling Adolescents</i> , London, Sage Publications
8	Gibson, R. L. & Mitchell, M. H. (2005). <i>Introduction to Counseling and Guidance</i> . Sixth edition. Prentice Hall of India, New Delhi
9	Hackney H. and Cormier L. (1987). <i>Counselling Strategies &amp; Objectives</i> , Edinburg. Churchill Livingstone, United States
10	Hall, C. S., Lindzey, G. & Campbell, J. B. (2009). <i>Theories of Personality</i> , Delhi: Wiley- India
11	Hoffman, M. (2000). <i>Empathy and Moral Development: The Implications for Caring and Justice</i> . Cambridge, UK: Cambridge University Press
12	Janet, Moursund (1993). <i>The Process of Counselling</i> , Pearson Publication, Place Prentice Hall, USA
13	Lakshmi, K. S. (2000). <i>Encyclopedia of Guidance &amp; Counselling</i> , Vol. 1 & 4, Mittal Publications, Delhi
14	L Seden J. (1999). <i>Counselling Skills in Social Work Practice</i> , Portland, Open University Press
15	McLeod J. (1998). <i>An Introduction to Counselling</i> , Portland. Open University Press
16	Megrarahan, Michael (1989). <i>Counselling: A Practical Guide for Employers</i> , Institute of Personnel Management, Hyperion Books, London
17	Miller, David (1987). <i>Living with AIDS &amp; HIV</i> , Macmillan Education Publications, London
18	Nelson, Jones. R. (2009). <i>Introduction to Counselling Skills. Third edition</i> , London, Sage Publications
19	Pandey, V. C. (2004). <i>Child Counselling &amp; Education-</i> Vol. I, II, Delhi, Isha Books, Delhi
20	Patri, Vasanta (2001). <i>Counseling Psychology</i> , Authors Press, New Delhi
21	Paul, Gillert (2004). <i>Counselling for Depression</i> , Sage Publications, New Delhi
22	Rao, D. B. (2000). <i>HIV/AIDS Issues &amp; Challenges</i> , New Delhi, Discovery Publishing House
23	Sher, Lorraine (1991). <i>HIV &amp; AIDS in Mothers &amp; Babies</i> , London, Blackwell Scientific Publications
24	Trower P. (1998). <i>Cognitive-behavioural Counselling in Action</i> , London, Sage Publications
25	Tudor K., (1999). <i>Group Counselling</i> , London, Sage Publication
26	Wicks, Robert J. (1979). <i>Helping others</i> , Pennsylvania : Chilton Book Company
27	www.counseling.org



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**MSW (Social Work) - Semester –III**

<b>Paper Code</b> PA03EMSW56	<b>Title of the paper</b> <b>Fundamentals of Industrial Relations</b>	<b>Credits:</b> <b>Five</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To develop an understanding of Industrial Relations 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>Weightage*</b>
<b>1</b>	<b>Concept of Industrial Relations</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	
<b>2</b>	<b>Industrial Disputes in India</b>	<b>20%</b>
	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>3</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>4</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>5</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. Case studies and field projects on Union, Disputes, Standing Order.	

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

Teaching-Learning Environment	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars, presentations, e-resources, organisational visits, and projects (class room & field)
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<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	Understanding concepts of Industrial Relation in India

2	Gain knowledge of various forms of disputes in Industries
3	Understand ways of workers participation in management
4	Know various conflict resolution machinery in Industries
5	Carry out projects that enable them employable and upscale their 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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**MSW (Social Work) - Semester –III**

<b>Paper Code</b> PA03EMSW57	<b>Title of the paper</b> Labour Legislation	<b>Credits</b> Five
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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></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 Factories Act, 1948</li><li>2. The Industrial Dispute Act, 1947</li><li>3. The Industrial Employment (Standing Orders) Act, 1946</li></ol>	<b>20%</b>
<b>3</b>	Code on wages, 2019 <ol style="list-style-type: none"><li>1. Payment of Wage Act, 1936</li><li>2. Minimum Wages Act, 1948</li><li>3. Payment of Bonus Act, 1965</li><li>4. Equal Remuneration Act, 1976</li></ol>	<b>20%</b>
<b>4</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>5</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>

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

<b>Teaching-Learning</b>	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars,
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<b>Environment</b>	presentations, e-resources, organisational visits, and projects (class room & 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, students should be able to:	
1	Gain understanding about legal provisions of various labour legislations prevailing in India.
2	Differentiate between each law and its applicability.
3	Carry out projects that enable them employable and upscale their skills

#### References:

<b>Suggested References</b>	
1	<i>Dhanpat rai's industrial and labour laws for LLB</i> by S. P. Jain, Simmi Agrawal. (n.d.). Law-all.com   Buy Books, Guides, & Periodicals for CA, CS, Law etc. <a href="https://law-all.com/index.php?route=product/product&amp;product_id=2122">https://law-all.com/index.php?route=product/product&amp;product_id=2122</a>
2	<i>Labour and Human Resources, Management forms and procedures</i> (4th Edition). (2011). Snowwhite India. <a href="http://www.snowwhiteindia.com/book_detail.php?book_id=818&amp;product_name=GUIDE-ON-LABOUR-AND-HUMAN-RESOURCES">http://www.snowwhiteindia.com/book_detail.php?book_id=818&amp;product_name=GUIDE-ON-LABOUR-AND-HUMAN-RESOURCES</a>
3	Malik, P. L., & Malik, S. (2011). <i>P.L. Maliks industrial law: A manual of central labour and industrial laws incorporating state amendments with rules, regulations, select notifications, and case law along with recent press releases</i> . Lucknow: Eastern Book.
4	Sharma, R. (2016). <i>Industrial relations and labour legislation</i> . PHI Learning Pvt.
5	Singh. (2009). <i>Labour laws for managers</i> . Excel Books India.
6	Mamoria, C. B., Mamoria, S., & Gankar, S. V. (2008). <i>Dynamics of industrial relations</i> . Himalaya Publishing House.
7	Srivastava, S. C. (2012). <i>Industrial relations and labour laws</i> . Vikas Publishing House.



**SARDAR PATEL UNIVERSITY**  
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**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –III**

<b>Paper Code</b> PA03EMSW58	<b>Title of the paper</b> Organisational Change	<b>Credits:</b> <b>Five</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To know the fundamentals of organisational change.</li> <li>2. To understand the interrelation between the organisational change and human resource management.</li> <li>3. 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>1. Concept and significance, managing Change</li> <li>2. Concept of analysing the environment</li> <li>3. 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>1. Continuous or Incremental Change; Discontinuous or radical Change;</li> <li>2. 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>1. Steps of Change: 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>2. Introduction special features of new technology; organizational implications of technological change;</li> <li>3. Emerging profile HR</li> <li>4. Employee Empowerment, emotional Intelligence and employee productivity;</li> </ol>	
<b>5</b>	<b>Case Studies and Field Projects:</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Business cases on organisational 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, presentations, e-resources, organisational visits, and projects (class room & 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	To understand the significance of organizational change.
2	To determine the factors which causes organizational change.
3	To know about the process of change management.
4	To acquaint themselves with the contemporary organizational changes with reference to technological advancement.
5	Carry out projects that enable them employable and upscale 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 relations in Indian industry</i> . Allied Publishers.
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**SARDAR PATEL UNIVERSITY**  
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**MSW (Social Work) - Semester –III**

<b>Paper Code</b> PA03EMSW59	<b>Title of the paper</b> <b>Human Resource Planning</b>	<b>Credits:</b> <b>Five</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 Project</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. Employee Selection</li> <li>3. Career and Succession Planning</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, presentations, e-resources, organisational visits, and projects (class room & 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	To know about the effective methods & techniques relating to the Human Resource Planning.
2	To understand about the approaches to the Human Resource Planning.
3	To explain about the HR Audit and Human Resource Information System
4	Carry out projects that enable them employable and upscale 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.



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**MSW (Social Work) - Semester –III**

<b>Paper Code</b> PA03EMSW60	<b>Title of the paper</b> Wage & Salary Administration	<b>Credits:</b> Five
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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 rationalizing 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> </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, presentations, e-resources, organisational visits, and projects (class room & 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	To acquaint themselves with the attributes related to the wage & salary.
2	To know about the pay structure in detail.
3	To understand about the legal framework relating to the wage and salary administration.
4	To evaluate the contemporary wage and incentive plans.
5	Carry out projects that enable them employable and upscale 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**  
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**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –III**

<b>Paper Code</b> PA03EMSW61	<b>Title of the paper</b> Trade Unionism and Collective Bargaining	<b>Credits:</b> <b>Five</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 know the principles, forms, and theories required under 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 and functions of trade union</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: <b>Process-Recommendations</b> of National Commission on Labour</li> <li>3. Theories of collective bargaining: <b>Levels-collective bargaining in practice</b></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, <b>negotiation and collective Bargaining</b>, 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>
	1. Collective bargaining process in case studies 2. Negotiation process in India	

**\*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, presentations, e-resources, organisational visits, and projects (class room & 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	To understand about theories relating to the collective bargaining.
2	To acquaint themselves with the effective negotiations.
3	To know about the functions relating to the trade unions at National & International Level.
4	Carry out projects that enable them employable and upscale 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, Gujarat**  
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**Syllabus with effect from the Academic Year 2022-2023 MSW Sem. 4**

	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>	PA04CMSW51	Organisational Behaviour	05	3	30/11	70/28	100/40
	PA04CMSW52	Social Work Practice in Correctional Setting	05	3	30/11	70/28	100/40
	PA04CMSW53	Social Work Practice in Mental Health	05	3	30/11	70/28	100/40
	PA04CMSW54	Field Work Practicum	15	15	150/53	150/60	300/120
<b>Soft Skills</b>	PA04SMSW51	Study Tour	05	5	50/18	50/20	100/40
<b>Elective Course* (Research Report or Any Two Theory Subjects)</b>	ELECTIVE						
	PA04EMSW51	Life Skill Education	05	3	30/11	70/28	100/40
	PA04EMSW52	Media and Social Work	05	3	30/11	70/28	100/40
	PA04EMSW53	Human Rights & Social Justice	05	3	30/11	70/28	100/40
	PA04EMSW54	Gender and Development	05	3	30/11	70/28	100/40
	PA04EMSW55	Social work in the field of disability	05	3	30/11	70/28	100/40
	PA04EMSW56	Organisational Development	05	3	30/11	70/28	100/40
	PA04EMSW57	Management Function and Behaviour	05	3	30/11	70/28	100/40
	PA04EMSW58	Strategic Management	05	3	30/11	70/28	100/40
	PA04EMSW59	Project Management	05	3	30/11	70/28	100/40
	PA04EMSW60	International HRM	05	3	30/11	70/28	100/40
	PA04EMSW61	Contemporary Employment Relations	05	3	30/11	70/28	100/40
	PA04EMSW62	Human Resource Development	05	3	30/11	70/28	100/40
	PA04EMSW63	Human Resource Information system	05	3	30/11	70/28	100/40
	PA04EMSW64	Research Dissertation		10	6	60/21	140/56





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 Syllabus with effect from the academic year 2022-23  
**MSW (Social Work) - Semester –IV**

<b><u>Paper Code</u></b> PA04CMSW51	<b><u>Title of the paper</u></b> Organisational Behaviour	<b><u>Credits:</u></b> Five
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To acquaint students with the foundation pertaining to organizational behaviour.</li> <li>2. To understand how the global and cultural 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 organizational culture.</li> </ol>
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**Course Outline:**

Unit	Unit Description	Weightage*
<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 behaviour 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. <b>Perceptual processes Impression management</b></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. Components of organizational behavior</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, presentations, e-resources, organisational visits, and projects (class room & 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 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 upscale 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**  
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**(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))**  
**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04CMSW52	<b>Title of the paper</b> Social Work Practice in Correctional Setting	<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 develop an understanding of social defence and basic concepts of crime and appreciate its significant in correctional social work.</li><li>2. To develop an understanding about key theories of crime</li><li>3. To prepare the students able to have deeper understanding about role of social worker in correctional settings.</li><li>4. To develop skills for practicing in the field of correctional social work.</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
1	<b>Social defence, Basic Concepts &amp; Theories of criminology:</b> <ol style="list-style-type: none"><li>1. Social Defence: Concept, characteristics and social defence programme in India.</li><li>2. Understanding Basic Concepts: Crime, Criminal and Criminology, types of crimes, causes of crimes</li><li>3. Overview of the Theories: Pre-Classical, classical, biological ,psychological and sociological, feminist criminology</li></ol>	20%
2	<b>Children in conflict with law:</b> <ol style="list-style-type: none"><li>1. The Juvenile Justice (Care And Protection Of Children) Act, 2015</li><li>2. Characteristics, causes and types of children in conflict with law,</li><li>3. Programme for prevention &amp; control of juvenile deviance: Institutional care &amp; non institutional care, statutory support services</li></ol>	20%
3	<b>Prevention, Cure and Reintegration:</b> <ol style="list-style-type: none"><li>1. Institutional &amp; non institutional services for adult offenders: Prison, probation and parole</li><li>2. Rights of prisoners, role of judiciary &amp; police in protecting rights of prisoners.</li><li>3. Role of social worker, NGO, judiciary &amp; police in prevention, cure and reintegration of offenders in mainstream of the society.</li><li>4. Role of family, friends, society/community, religious agency, school, media in prevention and reintegration of offenders in main stream of society.</li></ol>	20%

	5. Victimology: Concept of victims; types of victims; rights of victims. Victim support services; Role of social workers, Judiciary and police in victim support.	
4	<b>Introduction to legislation:</b> 1. The Indian Penal Code 2. The Criminal Procedure Code 3. Prisons Act 1894 4. Probation of Offenders Act, 1958 5. Police Act, 1861	20%
5	<b>Case Studies and Field Projects on:</b> 1. Children in conflict with law/ adult offender 2. Victims	20%

\*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, presentations, e-resources, organisational visits, and projects (class room & field)
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage*
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	10%
3	University Examination	70%

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

Course Outcomes: Having completed this course, student should be able to:	
1	Gain understanding about social defence, basic concepts and theories of crime and appreciate its significance in correctional social work.
2	Acquire deeper understanding about role of social worker in correctional settings.
3	Develop skills for practicing in the field of correctional Social Work.
4	Carry out projects that enable them employable and upscale their skills

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Ahuja Ram, (1996). <i>Youth and Crime</i> , Rawat Publication, Jaipur,
2	Chakrabarti, N.K. (ed.) (1997). <i>Administration of Criminal Justice</i> (Vol.1), Deep and Deep Publication, New Delhi.

3	Hampton, Robert L. And Associates (eds.). (1993). <i>Family Violence: Prevention and Treatment</i> , Sage, New Delhi.
4	Lavania, M.M. and Jain, Shashi K. (1997). <i>Social Problems in Contemporary India</i> , Research Publication, New Delhi.
5	Menefee Singh, Desouza A. (1980). <i>The Urban Slum</i> , Manohar, Delhi.
6	Mohan, Brij, <i>Indias Social Problem</i>
7	Neshla (1997). <i>Atrocities Against Women</i> , Herman Publishing House, New Delhi.
8	Tandon, R.K. and Sudarshan, K. N. <i>Child Prostitution</i> , APH Publishing Corporation, New Delhi
9	<a href="https://gscps.gujarat.gov.in/gu/">https://gscps.gujarat.gov.in/gu/</a>
10	e-PG-Pathshala <a href="http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32">http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32</a>



**SARDAR PATEL UNIVERSITY**  
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**MASTER OF SOCIAL WORK**

**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04CMSW53	<b>Title of the paper</b> Social Work Practice in Mental Health	<b>Total Credit</b> Five
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To classify mental disorders and its impact on various domains such as individual, family and community.</li><li>2. To make students able to understand the concept of mental health as well as the roles and functions of a social worker in the field of mental health.</li><li>3. To impart knowledge about the process of case history taking and mental status examination of psychiatric patients.</li><li>4. To prepare the students to perform the role of psychiatric social workers in the field of adult and child psychiatry.</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	<b>Psychiatric Social Work:</b> <ol style="list-style-type: none"><li>1. Definition &amp; importance of psychiatric social work.</li><li>2. Historical development of psychiatric social work in India &amp; abroad.</li><li>3. Role of Psychiatric social worker.</li></ol>	<b>20%</b>
<b>2</b>	<b>Mental Health:</b> <ol style="list-style-type: none"><li>1. Concept of normality and abnormality, concept of mental health &amp; wellness.</li><li>2. Early warning signs of mental health problems. Characteristics of a healthy person.</li><li>3. Mental health problems in other fields &amp; services provided.</li><li>4. Community psychiatry.</li></ol>	<b>20%</b>
<b>3</b>	<b>Assessment in Psychiatry:</b> <ol style="list-style-type: none"><li>1. Importance of case history taking &amp; mental status examination in psychiatry.</li><li>2. Mental Health Care Act, 2017.</li><li>3. Classification in psychiatry: DSM- V.</li></ol>	<b>20%</b>
<b>4</b>	<b>Mental Health Disorders:</b> <ol style="list-style-type: none"><li>1. Adult psychiatry: Schizophrenia, Mood disorders and Personality disorders.</li><li>2. Child psychiatry: Eating disorders, Sleeping disorders and Mental retardation.</li><li>3. Methods of Treatment: Biological therapy, Psychotherapy and counseling</li></ol>	<b>20%</b>
<b>5</b>	<b>Case Studies and Field Projects on:</b> <ol style="list-style-type: none"><li>1. Anxiety Spectrum Disorders: Specific phobia, social anxiety disorder (social phobia), panic disorder, agoraphobia and</li></ol>	<b>20%</b>

	generalized anxiety disorder.	
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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, presentations, e-resources, organisational visits, and projects (class room & 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	Classify mental disorders and its impact on various domains such as individual, family and community.
2	Explain the concept of mental health as well as the roles and functions of a social worker in the field of mental health.
3	Develop competency in case history taking and mental status examination of psychiatric patients.
4	Role play the functions of psychiatric social workers in the field of adult and child psychiatry.
5	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b> (include reference material from where a student is expected to study the said content in APA style)	
1	Amador & Et.Al .(1998) “ <i>Awareness Of Illness In Schizophrenia</i> ” American Physiatric Association

2	Ahuja, N. (2002). <i>A short textbook of psychiatry</i> . New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
3	American Psychiatric Association (1994). <i>Diagnostic Criterion from DSM-IV</i> . Washington DC: American Psychiatric Association.
4	Bartlett, H. M. (1961). <i>Social work practice in the health field</i> . New York: National Association of Social Workers.
5	Bentley, K.J. (2002). <i>Social work practice in mental health: Contemporary roles, tasks and techniques</i> . USA: Brooks/ Cole.
6	Bessel. R. (1971). <i>Interviewing And Counselling</i> . London: B.T. Botsford
7	Carson, Butcher, & Mineka. (2004). <i>Abnormal psychology and modern life</i> . India: Pearson Education.
8	Etherington, K. (2001). <i>Counsellors in health settings</i> . London: Jessica Kingsley Publishers.
9	Geddes, J.R., Andreasen, N.C., & Goodwin, G.M. (2020). <i>New Oxford Textbook of Psychiatry</i> : Oxford University Press.
10	Kaplan, H.L., Freedman A.M. & Saddock, B.J. (1980). <i>Comprehensive textbook of psychiatry</i> . London: Williams & Wilkins, Baltimore.
11	Sadock, B.J., & Sadock, V.A. (2011). <i>Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry</i> : Wolters Kluwer Health.
12	Semple, D., & Smyth, R. (2019). <i>Oxford Handbook of Psychiatry</i> : OUP Oxford.
13	Stephens Jh “ Psychological Management of Depression” American Psychiatric Association.(1995)





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**MASTER OF SOCIAL WORK**

**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –IV**

<b><u>Paper Code</u></b> PA04EMSW51	<b><u>Title of the paper</u></b> Life Skill Education	<b><u>Total Credit</u></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 to 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 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, body image, self esteem, techniques used for self</li> </ol> </li> </ol>	<b>20%</b>

	<p>awareness</p> <p>b. Empathy – Definition, empathy techniques used to enhance empathy</p> <p>c. Effective Communication - Definition, functions, models, barriers. 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):  Reducing risks related to natural disasters /disaster preparedness  Domestic violence  Peer education  Know your rights  Children with special  Substance abuse needs/ tribal children/ institutionalized children /  Child trafficking  Sex, sexuality and responsible behavior  Gender awareness  Child Education</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 lectures, discussions, drama, cinema, reflections, assignments (individual & group), viva-voce, seminars, presentations, e-resources, organisational visits, and projects (class room & field)
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<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, reflective diaries, 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 children, women, adolescents, so that they will be able to solve their problems through enhanced life skills
5	Carry out projects that enable them employable and upscale their skills

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



## SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

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

### MASTER OF SOCIAL WORK

Syllabus with effect from the academic year 2022-23

MSW (Social Work) - Semester –IV

<b>Paper Code</b> PA04EMSW52	<b>Paper Title</b> Media and Social Work	<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 role of mass media in social development</li><li>2. To equip the students with the skills to create and deliver content for the media</li><li>3. To facilitate the students to use media effectively for societal transformation</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
1	<b>Media and Social Work</b> <ol style="list-style-type: none"><li>1. Media basics, interface of media with Social Work.</li><li>2. Different mediums of messaging-folk/traditional (folk art, painting, clay modeling)</li><li>3. Modern (collage/posters, wealth from waste concepts, digital imaging), community radio.</li></ol>	<b>20%</b>
2	<b>Understanding Mass Media:</b> <ol style="list-style-type: none"><li>1. Concepts, genesis, scope, philosophy, approaches, ethics and characteristics of mass media.</li><li>2. Differences between communication and development communication.</li></ol>	<b>20%</b>
3	<b>Media Analysis</b> <ol style="list-style-type: none"><li>1. Traditional Media: Types- television and cinema, print, radio. Characteristics and role in social development</li><li>2. Development reporting: roles and responsibilities of a reporter, ethics in reporting. Social Media: origin, types and uses</li></ol>	<b>20%</b>
4	<b>Communication Skills for the media</b> <ol style="list-style-type: none"><li>1. Speaking: The essential qualities of an effective speaker, conversation, extemporaneous speaking, group discussion.</li><li>2. Listening: Requirements for effective listening. Types of listening: listening to conversation, listening to class room lectures, listening to public lectures, listening to</li></ol>	<b>20%</b>

	<p>group discussions, listening and mass media.</p> <p>3. Reading: Dynamics of effective reading, reading for pleasure and appreciation, reading newspapers, reading magazines, reading books.</p> <p>4. Writing: Functional forms stories, editorials, book reviews, informal and formal essay, short stories, personal letters, scientific reports, biographical sketches, setting a theme, simple development of an idea, critical appraisal of facts and investigation reports.</p>	
5	<p><b>Public relations and Alternate Media:</b></p> <p>1. Definition and qualities of PR – Public opinion and propaganda, media relations: press, TV, radio, film exhibitions, house journals, periodicals, Alternate media</p> <p>2. Forms of communication: Folk media, Print Media, Performing Arts etc.,</p>	20%

\*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, presentations, e-resources, organisational visits, and projects (class room & 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 Exam	70%

<b>Course Outcomes: Having completed this course, student should be able to</b>	
1.	Identify the role of mass media in social development.
2.	Practice the acquired skills in creating and delivering content for the media
3.	Gain basic understanding regarding use of media effectively for societal transformation
4.	Carry out projects that enable them employable and upscale their skills

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

1	Aggarwal, B.V., Gupta, V.S. (2002) <i>Handbook of Journalism and Mass Communication</i> . Concept Publishing Company, New Delhi
2	Andreasen, Alan Kotler, Philip, (2007). <i>Strategic Marketing for non-profit Organizations</i> .Englewood cliffs, Prentice Hall Inc. New Jersey
3	Kotler Philip, Roberto Eduardo L. (1989). <i>Social marketing: Strategies for Changing Public Behaviour</i> . Free Press, New York
4	Mefalopulos, P. (2008) <i>Development Communication Sourcebook-Broadening the boundaries of communication</i> , The World Bank. New York
5	Servaes, Jan (2008). <i>Communication for Development and Social Change</i> , New Delhi, Sage Publication



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**MASTER OF SOCIAL WORK**

**Syllabus with effect from the academic year 2022-23**

**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> <b>PA04EMSW53</b>	<b>Title of the Paper</b> <b>Human Rights &amp; Social Justice</b>	<b>Total Credit</b> <b>Five</b>
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<b>Course Objective:</b>	<ol style="list-style-type: none"><li>1. To understand the concept of human rights and its significance to the social work profession</li><li>2. To sensitize students about need of protection of human rights with reference to Indian constitution</li><li>3. To build perspective on social justice and for social work interventions</li><li>4. To find out social legislations meant for the development of weaker sections.</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage</b>
<b>1</b>	<b>Human Rights : Concept and Origin:</b> <ol style="list-style-type: none"><li>1. Concept &amp; historical development of human rights</li><li>2. Principles of human rights</li><li>3. Classification of human rights</li><li>4. Universal declaration of human rights</li><li>5. International conventions &amp; declarations : CEDAW, CRC, ILO</li></ol>	<b>20%</b>
<b>2</b>	<b>Human Rights &amp; Indian Constitution:</b> <ol style="list-style-type: none"><li>1. Human rights and Indian constitution</li><li>2. Fundamental rights in Indian constitutions &amp; directive principles of state policy</li><li>3. The Protection of Human Rights Act, 1993 &amp; role of NHRC &amp; SHRC</li><li>4. Understanding human right based social work interventions in various fields</li></ol>	<b>20%</b>
<b>3</b>	<b>Concept of Social Justice:</b> <ol style="list-style-type: none"><li>1. Social justice: Concept, definitions and scope</li><li>2. Relationship of social justice with social legislation; civil rights and human rights:</li><li>3. Concept, definitions, scope and causes of social injustice</li><li>4. Issues of social justice in India</li></ol>	<b>20%</b>
<b>4</b>	<b>Social Legislations : Human Rights for Weaker Sections</b> <ol style="list-style-type: none"><li>1. Social legislations for women and children</li><li>2. Social legislations for scheduled caste and scheduled tribes</li><li>3. Social legislations for labour and unorganized labour</li></ol>	<b>20%</b>

	4. Role of social worker in promoting social legislation and social justice	
<b>5</b>	<b>Case studies and Field Projects on:</b> 1. LGBTQ 2. People with disability	<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, presentations, e-resources, organisational visits, and projects (class room & 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 Outcome :</b> After completed this course, students should be able to	
1.	Understand the concept of human rights and its significance to the Social Work profession.
2.	Understand and design Human Right based Social Work interventions with reference to Indian Constitutions.
3.	Classify need and scope of social justice for various sections of society.
4.	Articulate social legislations and understand the role of social workers.
5	Carry out projects that enable them employable and upscale their skills



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

1	Alston, Philip, and Frederic Megret, eds. (2014), <i>The United Nations and Human Rights: A Critical Appraisal. Second Edition</i> . Oxford University Press.
2	Annan, Kofi. (2007), <i>The Circle of Empowerment: Twenty-five Years of the UN Committee on the Elimination of Discrimination Against Women</i> . Edited by Hanna Schopp-Schilling and Cees Flinterman. The Feminist Press at CUNY
3	Centre for Human Rights, (1994) United Nations. <i>Human Rights and Social Work. A Manual for Schools of Social Work and the Social Work Profession</i> . Geneva
4	Clayton, Matthew and Williams, Andrew (2004), <i>Social Justice</i> , Wiley-Blackwell.
5	Das, J.K (2016) <i>Human Rights Law and Practice</i> , Prentice Hall India Pvt. Ltd
6	Eubanks, Virginia (2011) <i>Digital Dead End: Fighting for Social Justice in the Information Age</i> , MIT Press.
7	Goodale, Mark, ed. (2010), <i>Human Rights at the Crossroads</i> . Oxford University Press, USA.
8	Goodhart, Michael, ed.(2009), <i>Human Rights: Politics and Practice</i> . Oxford University Press, USA.
9	Mahajan, G. (Ed.). (1998). <i>Democracy, Difference and Social Justice</i> . New Delhi: Cambridge University Press.



**SARDAR PATEL UNIVERSITY**  
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**(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))**  
**MASTER OF SOCIAL WORK**

**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –IV**

<b><u>Paper Code</u></b> PA04EMSW54	<b><u>Title of the Paper</u></b> Gender and Development	<b><u>Total Credit</u></b> Five
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To build perspective on women and gender in the field of development.</li><li>2. To analyse various theories available to study and practice gender for development.</li><li>3. To familiar with the concept of women in development vs. gender and development</li><li>4. To understand various forms of gender violence and institutional/legal measures to stop them</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage</b>
<b>1</b>	<b>Gender Construction:</b> <ol style="list-style-type: none"><li>1. Making of Gender : Gender expressions, gender roles and socialization of gender</li><li>2. The connection of gender and culture</li><li>3. Difference between gender and Sex</li><li>4. Concept of gender equality, gender equity, gender budgeting, gender auditing</li></ol>	<b>20%</b>
<b>2</b>	<b>Theoretical framework:</b> <ol style="list-style-type: none"><li>1. Patriarchy: Concepts, meanings and theories</li><li>2. Economical and sociological functionalism, liberalism, Marxist feminist analysis, radical feminist analysis, dual system theory, socialist feminism, psycho-analytical feminism, eco-feminism, post modern feminism, global and postcolonial feminism, feminism of color, dalit feminism.</li><li>3. Women movements in India.</li><li>4. Transgender rights and movements.</li></ol>	<b>20%</b>
<b>3</b>	<b>Basics of Women in Development (WID) and Gender &amp; Development (GAD):</b> <ol style="list-style-type: none"><li>1. Meaning and origin of WID and GAD</li><li>2. Features and focus of GAD</li><li>3. Tools used in GAD</li><li>4. Difference between gender and development and women in development</li></ol>	<b>20%</b>
<b>4</b>	<b>Gender and Violence</b> <ol style="list-style-type: none"><li>1. Violence against women, sexual harassment, domestic violence.</li><li>2. Theoretical models of gender based violence.</li></ol>	<b>20%</b>

	3. Conventions on elimination of all forms of violence against women. 4. Constitution of India and affirmative action.	
<b>5</b>	<b>Case studies and Field Projects:</b> 1. LGBTQ: Elimination of Section 377 of Indian Constitution. 2. Vishakha Judgment	<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, presentations, e-resources, organisational visits, and projects (class room & 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>

<b>Course Outcome</b> : After completed this course, students should be able to	
1.	Identify the need and perspective of gender used in the field of development.
2.	Construct the ideas of various theories leading to gender empowerment.
3.	Differentiate between women and development vs. gender and development.
4.	Articulate the need to stop the gender violence using socio-legal measure.
5	Carry out projects that enable them employable and upscale their skills

<b>Suggested References :</b> (include reference material from where a student is expected to study the said content in APA style)	
1.	Molyneux and Razavi. (2002). <i>Gender Justice, Development and Rights</i> . Oxford University Press (GJDR or WGD)
2.	Visvanathan, Duggan, Wiegiersma and Nisonoff. (2011). <i>The Women, Gender and Development Reader</i> . 2nd Edition. Zed Press (WGD)
3.	Rai, "Gender and Development: Theoretical Perspective."(WGD)
4.	Herzfeld. "Slavery and Gender: <i>Women's Double Exploitation</i> " (WGD) Abu-Lughod, "Do Muslim Women really need savings? Anthropological reflections on Cultural Relativism and its Others"(WGD)
5.	Perrons, Diane. (2015). " <i>Gendering the inequality debate.</i> " <i>Gender &amp; Development</i> 23(2): 207-222
6.	Hunt, Abigail, Hannah Bond & Ruth Ojiambo Ochieng, 2015. " <i>Bridging inequalities through inclusion: women's rights organisations as the 'missing link' in donor government-led participatory policy development and practice.</i> " <i>Gender &amp; Development</i> 23 (2): 347-364
7.	Singh, R (2001), <i>Social Movements-Old and New: A Post-modern Critique</i> , New Delhi, Sage
8.	Shah, Ghanshyam (2004), <i>Social Movements in India: A Review of the Literature</i> , New Delhi, Sage
9.	Uma Narayan, (1997). " <i>Through the Looking-Glass Darkly</i> " in <i>Dislocating Cultures</i> . Routledge Press (Hand Out)
10.	Mohanty, Manoranjan (2004) <i>Class, Caste, Gender – Readings in Indian Government and Politics</i> , New Delhi: Sage Publication
11.	Jad, Islah, 2004. " <i>The NGO-isation of Arab women's movements.</i> " <i>IDS Bulletin</i> 35(4): 34-42.
12.	Peterson, V. Spike and Anne Sisson Runyan, (2010). <i>Global Gender Issues in the New Millennium</i> . 3rd
13.	Agnes, Flavia (1999) <i>Law and Gender Inequality – The Politics of Women's Rights in India</i> , New Delhi: Oxford University Press



**SARDAR PATEL UNIVERSITY**  
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**MASTER OF SOCIAL WORK**

**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –IV**

<b><u>Paper Code</u></b> PA04EMSW55	<b><u>Title of the paper</u></b> Social Work in the field of Disability	<b><u>Total Credit</u></b> Five
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<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1. To develop insights about the concept, types, prevalence, magnitude and causes of disability.</li><li>2. To develop adequate knowledge about how the lives of disabled people are affected ·</li><li>3. To critically understand and appreciate the relevance of social work practice in the field of disabilities and the rights of disabled</li><li>4. To develop adequate knowledge about the meaning and models of rehabilitation.</li></ol>
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
1	<b>Understanding Disability:</b> <ol style="list-style-type: none"><li>1. Concept, definition, types, prevalence, magnitude and causes of disability.</li><li>2. Impact of disability: Impact of disability on individuals, impact of disability on family, impact of disability on society.</li></ol>	<b>20%</b>
2	<b>Problems of Persons with Disability:</b> <ol style="list-style-type: none"><li>1. Physical problems of persons with disability,</li><li>2. Social problems of persons with disability,</li><li>3. Psychological problems of persons with disability</li><li>4. Economic problems of persons with disability.</li></ol>	<b>20%</b>
3	<b>Rights of the Person with Disability:</b> <ol style="list-style-type: none"><li>1. Legal rights of the person with disability in India.</li><li>2. Government schemes for the disabled in India.</li><li>3. Acts and policies related to differently abled.</li><li>4. UN Convention on persons with disability</li></ol>	<b>20%</b>
4	<b>Role of Social Work in the Field of Disabilities:</b> <ol style="list-style-type: none"><li>1. Relevance of social work in the field of disabilities.</li><li>2. Areas of social work intervention in the field of disability.</li><li>3. Methods of social work in the field of disability.</li><li>4. Role of social workers in the field of disability.</li><li>5. Rehabilitation of Person with Disability: Meaning, community based rehabilitation (CBR), institution based rehabilitation, rehabilitation measures and outcomes.</li></ol>	<b>20%</b>

5	<b>Case Studies and Field Projects on:</b> 1. Inclusiveness of differently abled in employment. 2. Success stories of persons with disability.	<b>20%</b>
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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, presentations, e-resources, organisational visits, and projects (class room & 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	Explain the concepts, types and impact of disability.
2	Illustrate issues and challenges faced by disabled.
3	Appreciate and identify with the role of a social worker in the field of disabilities.
4	Appraise various policies & programmes and develop ability to critically appraise its effectiveness.
5	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b> (include reference material from where a student is expected to study the said content in APA style)	
1	Annual Report for 2003-04 of Chief Commissioner for Persons with Disabilities
2	Biegel, D.; Sales, E.; and Schulz, R. (1991). <i>Family Care-giving in Chronic Illness</i> . Newbury Park, CA: Sage Publications.

3	Blackburn, J. (1988). "Chronic Health Problems of the Elderly." <i>In Chronic Illness and Disability</i> , ed. C. Chilman, E. Nunnally, and F. Cox. Newbury Park, CA: Sage Publications.
4	Brody, E. (1985). "Parent Care as a Normative Family Stress." <i>Gerontologist</i> , 25:19–29.
5	Coupey, S. M., and Cohen, M. I. (1984). "Special Considerations for the Health Care of Adolescents with Chronic Illnesses." <i>Pediatric Clinics of North America</i> , 31:211–219.
6	EDF Policy Paper: Development Cooperation and Disability' prepared by European Disability Forum (EDF) in 2003.
7	Eisenberg, M. G.; Sutkin, L. C.; and Jansen, M. A., eds. (1984). <i>Chronic Illness and Disability Through the Lifespan: Effects on Self and Family</i> . New York: Springer-Verlag.
8	Hirst, M. (1991). "Dissolution and Reconstitution of Families with a Disabled Young Person." <i>Developmental Medicine and Child Neurology</i> , 33:1073–1079.
9	Holmes, D. M. (1986). "The Person and Diabetes in Psychosocial Context." <i>Diabetes Care</i> , 9:194–206.
10	Human Rights Law Network (2005).
11	Ireys, H., and Burr, C. (1984). "Apart and A Part: Family Issues for Young Adults with Chronic Illness and Disability." <i>In Chronic Illness and Disability Through the Life Span: Effects on Self and Family</i> , ed. M. G. Eisenberg, L. C. Sutkin, and M. A. Jansen. New York: Springer-Verlag.
12	Murphy, M. A. (1982). "The Family with a Handicapped Child: A Review of the Literature." <i>Developmental and Behavioral Pediatrics</i> 3:73–82.
13	Patterson, J., and Leonard, B. (1994). "Caregiving and Children." <i>In Family Caregiving Across the Lifespan</i> , ed. E. Kahana, D. Biegel, and M. Wykle. Newbury Park, CA: Sage Publications.
14	Patterson, J. (1988). "Chronic Illness in Children and the Impact: on Families." <i>In Chronic Illness and Disability</i> , ed. C. Chilman, E. Nunnally, and F. Cox. Newbury Park, CA: Sage Publications.
15	Perrin, E., and Gerrity, P. S. (1984). "Development of Children with a Chronic Illness." <i>Pediatric Clinics of North America</i> 31:19–31.
16	Quinn G and Degener T, "Human Rights and Disability: the current and future potential of United Nations Human Rights instruments in the context of disability" (United Nations, New York and Geneva 2002).
17	Singer, G., and Powers, L., eds. (1993). <i>Families, Disability, and Empowerment</i> . Baltimore: Paul H. Brookes.
18	Singhi, P.; Goyal, L.; Pershad, D.; Singhi, S.; and Walia, B. (1990). "Psychosocial Problems in Families of Disabled Children." <i>British Journal of Medical Psychology</i> , 63: 173–182.
19	Sloper, P., and Turner, S. (1992). "Service Needs of Families of Children with Severe Physical Disability." <i>Child: Care, Health, and Development</i> 18:259–282.
20	Turnbull, A.; Patterson, J.; Behr, S.; Murphy, D.; Marquis, J.; and Blue-Banning, M., eds. (1993). <i>Cognitive Coping, Families, and Disability</i> . Baltimore: Paul H. Brookes.
21	Walker, B., and Singer, G. (1993). "Improving Collaborative Communication Between Professionals and Parents." <i>In Families, Disability, and Empowerment</i> , ed. G. Singer and L. Powers. Baltimore: Paul H. Brookes.







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**MASTER OF SOCIAL WORK**  
 Syllabus with effect from the academic year 2022-23  
**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04EMSW56	<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 Organisational development</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Concept, process, assumptions and values underlying organisation development (OD)</li> <li>2. Foundations of organisation development</li> <li>3. Emergence of OD as an applied behavioural science</li> <li>4. 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 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 research; Structural interventions- Work redesign, work modules, Quality of work life (QWL), Quality circles(QC); Behavioural interventions- Management by objectives</li> </ol>	

	(MBO), Sensitivity training, Transactional analysis; Career planning; Inter-group interventions- team building, survey feedback, Grid OD; 2. Techno-structural interventions- Restructuring organizations, Employee involvement	
<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>
	1. OD-HRD interface 2. OD in global settings 3. OD research and practice in perspective; 4. Challenges of OD	

\*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, presentations, e-resources, organisational visits, and projects (class room & 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	Gain understanding about the basics concerning organizational development
2	Develop an understanding about the organizational change, renewal and development
3	Gain an overview about the organizational development interventions
4	Acquire deeper understanding about the organizational development through case studies relating to the organizations at national and international levels
5	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b> (include reference material from where a student is expected to study the said content in APA style)	
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	Oswick, C., Grant, D., Michelson, G., & Wailes, N. (2005). Looking forwards: discursive directions in organizational change. <i>Journal of Organizational Change Management</i> .
4	Hersay, P., & Blanchard, K. H. (1977). <i>Management of Organizational Behaviour: Utilising Human Resource</i> .
5	Pareek, U., Rao, T. V., & Pestonjee, D. M. (1981). <i>Behavioural Processes in Organizations</i> .
6	Kurt, L. (1958). Group decision and social change. <i>New York: Holt</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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**MASTER OF SOCIAL WORK**  
 Syllabus with effect from the academic year 2022-23  
**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04EMSW57	<b>Title of the paper</b> Management Functions And Behaviour	<b>Credits:</b> Five
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<b>Course Objectives</b>	1)To understand basic concepts of management and functions 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 Controlling</li> </ul>	
<b>3</b>	<b>Decision Making</b>	<b>20%</b>
	<ul style="list-style-type: none"> <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>Behavioural dynamics</b>	<b>20%</b>
	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Theories of leadership</li> <li>• Case study on leadership</li> <li>• Group Dynamics</li> <li>• Case studies and field projects on leadership, decision</li> </ul>	

	making, and management change	
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**\*Units will have the same weightage in the evaluation as suggested in the course outline**

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

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

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

<b>Suggested References:</b>	
1	Freud, L. (2010) <i>Organisational Behaviour</i> , McGraw-Hill Education
2	Koontz, O. D, & Wehrich. (2015) <i>Essentials of Management</i> , (10th ed.), Tata McGraw Hill Education.
3	Rana, T.J., Rupal, H.S., Aggarwal, J., & Hariramani. <i>Principles of Management</i> (11 <sup>th</sup> ed.) B.S.Shah Prakashan
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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**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04EMSW58	<b>Title of the paper</b> Strategic Management	<b>Credits:</b> Five
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<b>Course Objectives</b>	1)To understand the 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, and 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; digitalization</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>Strategic Evaluation And Control</b>	
	<ul style="list-style-type: none"> <li>• Evaluation techniques for strategic control</li> <li>• Case study of strategic management</li> </ul>	<b>20%</b>

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

Teaching-Learning Environment	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars, presentations, e-resources, organisational visits, and projects (class room & field)
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<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 upscale their skills



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**MASTER OF SOCIAL WORK**  
 Syllabus with effect from the academic year 2022-23  
**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04EMSW59	<b>Title of the paper</b> Project Management	<b>Credits:</b> Five
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<b>Course Objectives</b>	1) To understand project formulation and appraisal 2) To familiarize with project planning, scheduling and implementation process 3) To understand project evaluation process
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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>
	1. Project Management - An overview 2. Feasibility & technical analysis 3. Market and demand analysis 4. Economic and financial analysis 5. Formulation of detailed project reports	
<b>2</b>	<b>Project Planning and Scheduling</b>	<b>20%</b>
	1. Planning Time Scales — Network analysis 2. Material and equipment 3. Human resource 4. Project costing and financing 5. Project organisation	
<b>3</b>	<b>Implementation and Control</b>	<b>20%</b>
	1. Project management information system 2. Material and equipment 3. Human resource 4. Financial aspects	
<b>4</b>	<b>Project Completion and Evaluation</b>	<b>20%</b>
	1. Integrated project management control system 2. Managing transition from project to operations 3. Project review	
<b>5</b>	<b>Case Studies and Field Projects</b>	<b>20%</b>

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

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

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

Course Outcomes: Having completed this course, student should be able to:	
1	Understand process of project management
2	Know appraisal of project management
3	Explore evaluation process of project management.
4	Carry out projects that enable them employable and upscale their skills

Suggested References:	
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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Syllabus with effect from the academic year 2022-23

**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04EMSW60	<b>Title of the paper</b> International HRM	<b>Credits:</b> Five
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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>
	1.The drivers of the internationalization of business 2. The growth and spread of internationalization 3.Different settings of international human resource management 4.The development of international human resource management	
<b>2</b>	<b>Design and Structure of the Multinational Enterprise</b>	<b>20%</b>
	1.International organizational design and structure: 2.Designing the multinational enterprise 3.International organizational structure choices 4.IHRM and international organizational design and structure 4.Formal structure and beyond	
<b>3</b>	<b>International Mergers and Acquisitions, Joint Ventures and Alliances</b>	<b>20%</b>
	1.International combinations: An introduction 2.IHRM and international mergers and acquisitions 3.IHRM and international joint ventures 4.IHRM and international alliances	
<b>4</b>	<b>International Employment Law, Labor Standards and Ethics and comparative IHRM</b>	<b>20%</b>
	1.The institutional legal context of international business (IB) 2.Establishment of labor standards by international institutions 3.The global legal and regulatory context of MNEs 4.Comparative law 5.The international framework of ethics and labor standards 6.Comparative IHRM 7.HRM issues in Europe 8.HRM issues in North America 9.HRM issues in Asia	

<b>5</b>	<b>Case Studies and Field Projects:</b>	<b>20%</b>
	<p><b>Case 1.1:</b> Capitalizing on Complexity: Insights from the 2010 IBM Global Chief Executive Officer Study (US)</p> <p><b>Case 1.2:</b> Harry Ramsden's goes International (UK)</p> <p><b>Case 4.1:</b> Comex Group: A Mexican Firm goes International (Mexico)</p> <p><b>Case 4.2:</b> BCE's Acquisition of Teleglobe International (Canada)</p> <p><b>Case 14.1:</b> Performance Evaluations at Indian OQT-Pharmaceuticals(India)</p> <p><b>Case 14.2:</b> The Impact of HR on Innovation: A Six-Country Comparison (Global)</p>	

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

Teaching-Learning Environment	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars, presentations, e-resources, organisational visits, and projects (class room & field)
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<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 contries
4	Carry out projects that enable them employable and upscale 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.

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**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04EMSW61	<b>Title of the paper</b> <b>Contemporary Employment Relations</b>	<b>Credits:</b> <b>Five</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To understand about the conceptual framework pertaining to the Employment Relations.</li> <li>2. To acquaint students with the existing labour policies.</li> <li>3. 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>1. Characteristics, objectives, significance &amp; factors of industrial relations; Employment and Indian Labour; Globalisation and Industrial Relations, Indian Industrial Relations System</li> <li>2. 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>1. Grievance functions: Meaning, content, grievance redresser procedure</li> <li>2. Concept of discipline: Aspects &amp; objectives of discipline, causes of indiscipline, types of discipline</li> <li>3. Approaches to deal with indiscipline activities: Traditional Approach, judicial approach, humanistic approach, hot stove approach, HRD approach</li> <li>4. Essential of good disciplinary system: Arguments against punishment, principles for maintenance of discipline, disciplinary Action</li> <li>5. Regulation of industrial relations in India tripartite</li> <li>6. 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>1. Trade Unionism, Collective Bargaining and Negotiation: Concept and functions of trade unions; types of trade unions, problems of trade unions in India.</li> <li>2. Collective Bargaining: Concept, principles, forms of collective bargaining, theories of collective bargaining</li> <li>3. Negotiation - Effective negotiation, current trends, issues and practices in negotiation in Indian industries</li> </ol>	

<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.</li> <li>2. Effective Workers' Participation in India: Concept of Quality circle, organization structure of Quality circle.</li> </ol>	
<b>5</b>	<b>Case studies and Field Projects: Contemporary Issues</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Employee Empowerment: Employee engagement, talent management, knowledge management, knowledge workers and knowledge organizations, 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, presentations, e-resources, organisational visits, and projects (class room & 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	To understand about the policies and procedures related to the industrial relations.
2	To recognize the significance of the procedures relating to grievance handling and collective bargaining in an organization.
3	To know the importance of workers' participation in management in the organization.

<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.



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**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> <b>PA04EMSW62</b>	<b>Title of the paper</b> <b>Human Resource Development</b>	<b>Credits:</b> <b>Five</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>
	1. Concept: Relationship between human resource management and human resource development 2. HRD mechanisms, processes and outcomes 3. HRD matrix; HRD interventions; roles and competencies of HRD professionals; challenges in HRD.	
<b>2</b>	<b>HRD Process</b>	<b>20%</b>
	1. Assessing need for HRD 2. Designing and developing effective HRD programs 3. Implementing HRD programs 4. Evaluating effectiveness of HRD Programs; HRD audit 5. HRD culture and climate	
<b>3</b>	<b>HRD Activities</b>	<b>20%</b>
	1. Employee development activities 2. Approaches to employee development, leadership development, action learning, assessment and development centres; 3. Intellectual capital and HRD, HRD mechanisms for workers 4. Role of trade unions; Industrial relations and HRD; 5. Influence of motivation on development activities.	
<b>4</b>	<b>HRD Applications and Trends</b>	<b>20%</b>
	1. Coaching and mentoring; Career management and development 2. Employee counselling 3. Competency mapping; PCMM, Balanced Score Card, Appreciative inquiry 4. Integrating HRD with technology 5. 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, service industries and MNCs	

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

Teaching-Learning Environment	The course would be taught / learnt through various means like lectures, discussions, assignments (individual & group), viva-voce, seminars, presentations, e-resources, organisational visits, and projects (class room & field)
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<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 concepts of Human Resource Development
2	Able to gain in-depth knowledge of HRD activities
3	Able to understand modern challenges faced by the organization with suitable case studies
4	Carry out projects that enable them employable and upscale 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	Sahakiant, I. DeSimone, R. L., Werner, J. M., (2012). <i>Human Resource Development (6th International Edition)</i> , South-Western, Cengage Learning.



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**MSW (Social Work) - Semester –IV**

<b>Paper Code</b> PA04EMSW63	<b>Title of the paper</b> Human Resource Information System	<b>Credits:</b> <b>Five</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 get familiar with various softwares 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>
	<ol style="list-style-type: none"> <li>1. Sources of Data – Role of IT in HRM – IT for HR managers</li> <li>2. Concept, Structure, &amp; Mechanisms of HRIS – Programming dimensions &amp; HR Manager</li> <li>3. 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>4. EHRM – objectives – advantages &amp; disadvantages.</li> </ol>	
<b>2</b>	<b>Data Management for HRIS</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. 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</li> <li>2. Information System Design – HRM Needs Analysis – Concept &amp; Mechanisms – Standard Software and Customized Software – HRIS: An Investment.</li> </ol>	
<b>3</b>	<b>HR Management Process &amp; HRIS</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Modules on HR planning, recruitment, selection, placement</li> <li>2. Module on performance appraisal system</li> <li>3. Training &amp; development module</li> <li>4. Module on pay &amp; other related dimensions –</li> <li>5. Information system’s support for planning &amp; control.</li> </ol>	
<b>4</b>	<b>HR Management Process II &amp; HRIS</b>	<b>20%</b>
	<ol style="list-style-type: none"> <li>1. Organization Structure &amp; Related Management Processes – Authority &amp; Responsibility Flows – Communication Process</li> <li>2. Organization Culture and Power – Data Capturing for</li> </ol>	

	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>• Security of Data and Operations of HRIS Modules</li> <li>• Opportunities for combination of HRM &amp; ITES Personnel</li> <li>• HRIS &amp; Employee Legislation</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, presentations, e-resources, organisational visits, and projects (class room & 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 management of data and information
2	Get acquainted with the various software for managing employee information
3	Understand the process of maintaining data.
4	Carry out projects that enable them employable and upscale their skills

<b>Suggested References:</b>	
1	Abbie Lundberg., (2002). 'IT INSIDE THE WORLD'S BIGGEST COMPANY', CIO MAGAZINE.
2	Richard,D. J.,Kevin, D.C., & Michael, J.K.,(2017). <i>BASICS, APPLICATIONS, AND FUTURE DIRECTIONS</i> , (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, 'PREPARING THE HR PROFESSION FOR TECHNOLOGY AND INFORMATION WORK', 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