



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 Sem. 4

	Paper No.	Paper/Course Title	Credits	Exam Duration in Hrs.	Component of Marks		
					Internal	External	Total
					Total/ Passing	Total/ Passing	Total/ Passing
Core Course	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
Soft Skills	PA04SMSW51	Study Tour	05	5	50/18	50/20	100/40
Elective Course* (Research Report or Any Two Theory Subjects)	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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MASTER OF SOCIAL WORK
 Syllabus with effect from the academic year 2022-23
MSW (Social Work) - Semester –IV

<u>Paper Code</u> PA04CMSW51	<u>Title of the paper</u> Organisational Behaviour	<u>Credits:</u> Five
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Course Objectives	<ol style="list-style-type: none"> 1. To acquaint students with the foundation pertaining to organizational behaviour. 2. To understand how the global and cultural diversity hold its importance when it comes to organizations. 3. To understand about the attributes such as personality, motivation, communication, leadership and its effect on organizational culture.
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Course Outline:

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

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

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

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

Course outcomes: Having completed this course, student should be able to	
1	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

Suggested References:	
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.



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

Paper Code PA04CMSW52	Title of the paper Social Work Practice in Correctional Setting	Total Credit Five
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Course Objectives	<ol style="list-style-type: none">1. To enable students to develop an understanding of social defence and basic concepts of crime and appreciate its significant in correctional social work.2. To develop an understanding about key theories of crime3. To prepare the students able to have deeper understanding about role of social worker in correctional settings.4. To develop skills for practicing in the field of correctional social work.
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Course Outline		
Unit	Unit Description	Weightage*
1	Social defence, Basic Concepts & Theories of criminology: <ol style="list-style-type: none">1. Social Defence: Concept, characteristics and social defence programme in India.2. Understanding Basic Concepts: Crime, Criminal and Criminology, types of crimes, causes of crimes3. Overview of the Theories: Pre-Classical, classical, biological ,psychological and sociological, feminist criminology	20%
2	Children in conflict with law: <ol style="list-style-type: none">1. The Juvenile Justice (Care And Protection Of Children) Act, 20152. Characteristics, causes and types of children in conflict with law,3. Programme for prevention & control of juvenile deviance: Institutional care & non institutional care, statutory support services	20%
3	Prevention, Cure and Reintegration: <ol style="list-style-type: none">1. Institutional & non institutional services for adult offenders: Prison, probation and parole2. Rights of prisoners, role of judiciary & police in protecting rights of prisoners.3. Role of social worker, NGO, judiciary & police in prevention, cure and reintegration of offenders in mainstream of the society.4. Role of family, friends, society/community, religious agency, school, media in prevention and reintegration of offenders in main stream of society.	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	Introduction to legislation: 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	Case Studies and Field Projects on: 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

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

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

Course Outcomes: Having completed this course, student should be able to:	
1	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	https://gscps.gujarat.gov.in/gu/
10	e-PG-Pathshala http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32



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MASTER OF SOCIAL WORK

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

Paper Code PA04CMSW53	Title of the paper Social Work Practice in Mental Health	Total Credit Five
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Course Objectives	<ol style="list-style-type: none">1. To classify mental disorders and its impact on various domains such as individual, family and community.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.3. To impart knowledge about the process of case history taking and mental status examination of psychiatric patients.4. To prepare the students to perform the role of psychiatric social workers in the field of adult and child psychiatry.
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Course Outline		
Unit	Unit Description	Weightage*
1	Psychiatric Social Work: <ol style="list-style-type: none">1. Definition & importance of psychiatric social work.2. Historical development of psychiatric social work in India & abroad.3. Role of Psychiatric social worker.	20%
2	Mental Health: <ol style="list-style-type: none">1. Concept of normality and abnormality, concept of mental health & wellness.2. Early warning signs of mental health problems. Characteristics of a healthy person.3. Mental health problems in other fields & services provided.4. Community psychiatry.	20%
3	Assessment in Psychiatry: <ol style="list-style-type: none">1. Importance of case history taking & mental status examination in psychiatry.2. Mental Health Care Act, 2017.3. Classification in psychiatry: DSM- V.	20%
4	Mental Health Disorders: <ol style="list-style-type: none">1. Adult psychiatry: Schizophrenia, Mood disorders and Personality disorders.2. Child psychiatry: Eating disorders, Sleeping disorders and Mental retardation.3. Methods of Treatment: Biological therapy, Psychotherapy and counseling	20%
5	Case Studies and Field Projects on: <ol style="list-style-type: none">1. Anxiety Spectrum Disorders: Specific phobia, social anxiety disorder (social phobia), panic disorder, agoraphobia and	20%

	generalized anxiety disorder.	
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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.

Course Outcomes: 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

Suggested References: (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

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

	<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>	
3	<p>Life Skills and Life skills training</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>	20%
4	<p>Measuring Life Skills</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>	20%
5	<p>Designing and conduction a training program</p> <p>1. Designing</p> <p>a. Expressing precise training objectives</p> <p>b. Construction of Action Plan</p> <p>2. Conducting</p> <p>a. Meeting participants needs</p> <p>b. Facilitating the programme</p> <p>c. Documenting the programme</p> <p>3. Working on Social issues like(below are a few examples):</p> <p>Reducing risks related to natural disasters /disaster preparedness</p> <p>Domestic violence</p> <p>Peer education</p> <p>Know your rights</p> <p>Children with special</p> <p>Substance abuse needs/ tribal children/ institutionalized children /</p> <p>Child trafficking</p> <p>Sex, sexuality and responsible behavior</p> <p>Gender awareness</p> <p>Child Education</p>	20%

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

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

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

Course Outcomes: Having completed this course, student should be able to:	
1	Understand the importance of Life Skills and Life 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

Suggested References: (include reference material from where a student is expected to study the said content in APA style)	
1	Bikkrama, D. S., & Rashmi, M. (2015). <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 & 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>



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MASTER OF SOCIAL WORK

Syllabus with effect from the academic year 2022-23

MSW (Social Work) - Semester –IV

Paper Code PA04EMSW52	Paper Title Media and Social Work	Total Credit Five
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Course Objectives	<ol style="list-style-type: none">1. To enable students to understand the role of mass media in social development2. To equip the students with the skills to create and deliver content for the media3. To facilitate the students to use media effectively for societal transformation
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Course Outline		
Unit	Unit Description	Weightage*
1	Media and Social Work <ol style="list-style-type: none">1. Media basics, interface of media with Social Work.2. Different mediums of messaging-folk/traditional (folk art, painting, clay modeling)3. Modern (collage/posters, wealth from waste concepts, digital imaging), community radio.	20%
2	Understanding Mass Media: <ol style="list-style-type: none">1. Concepts, genesis, scope, philosophy, approaches, ethics and characteristics of mass media.2. Differences between communication and development communication.	20%
3	Media Analysis <ol style="list-style-type: none">1. Traditional Media: Types- television and cinema, print, radio. Characteristics and role in social development2. Development reporting: roles and responsibilities of a reporter, ethics in reporting. Social Media: origin, types and uses	20%
4	Communication Skills for the media <ol style="list-style-type: none">1. Speaking: The essential qualities of an effective speaker, conversation, extemporaneous speaking, group discussion.2. Listening: Requirements for effective listening. Types of listening: listening to conversation, listening to class room lectures, listening to public lectures, listening to	20%

	<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>Public relations and Alternate Media:</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

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 Exam	70%

Course Outcomes: Having completed this course, student should be able to	
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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MSW (Social Work) - Semester –IV

Paper Code PA04EMSW53	Title of the Paper Human Rights & Social Justice	Total Credit Five
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Course Objective:	<ol style="list-style-type: none">1. To understand the concept of human rights and its significance to the social work profession2. To sensitize students about need of protection of human rights with reference to Indian constitution3. To build perspective on social justice and for social work interventions4. To find out social legislations meant for the development of weaker sections.
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Course Outline		
Unit	Unit Description	Weightage
1	Human Rights : Concept and Origin: <ol style="list-style-type: none">1. Concept & historical development of human rights2. Principles of human rights3. Classification of human rights4. Universal declaration of human rights5. International conventions & declarations : CEDAW, CRC, ILO	20%
2	Human Rights & Indian Constitution: <ol style="list-style-type: none">1. Human rights and Indian constitution2. Fundamental rights in Indian constitutions & directive principles of state policy3. The Protection of Human Rights Act, 1993 & role of NHRC & SHRC4. Understanding human right based social work interventions in various fields	20%
3	Concept of Social Justice: <ol style="list-style-type: none">1. Social justice: Concept, definitions and scope2. Relationship of social justice with social legislation; civil rights and human rights:3. Concept, definitions, scope and causes of social injustice4. Issues of social justice in India	20%
4	Social Legislations : Human Rights for Weaker Sections <ol style="list-style-type: none">1. Social legislations for women and children2. Social legislations for scheduled caste and scheduled tribes3. Social legislations for labour and unorganized labour	20%

	4. Role of social worker in promoting social legislation and social justice	
5	Case studies and Field Projects on: 1. LGBTQ 2. People with disability	20%

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

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

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

Course Outcome : 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.



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MASTER OF SOCIAL WORK

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

<u>Paper Code</u> PA04EMSW54	<u>Title of the Paper</u> Gender and Development	<u>Total Credit</u> Five
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Course Objectives	<ol style="list-style-type: none">1. To build perspective on women and gender in the field of development.2. To analyse various theories available to study and practice gender for development.3. To familiar with the concept of women in development vs. gender and development4. To understand various forms of gender violence and institutional/legal measures to stop them
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Course Outline		
Unit	Unit Description	Weightage
1	Gender Construction: <ol style="list-style-type: none">1. Making of Gender : Gender expressions, gender roles and socialization of gender2. The connection of gender and culture3. Difference between gender and Sex4. Concept of gender equality, gender equity, gender budgeting, gender auditing	20%
2	Theoretical framework: <ol style="list-style-type: none">1. Patriarchy: Concepts, meanings and theories2. 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.3. Women movements in India.4. Transgender rights and movements.	20%
3	Basics of Women in Development (WID) and Gender & Development (GAD): <ol style="list-style-type: none">1. Meaning and origin of WID and GAD2. Features and focus of GAD3. Tools used in GAD4. Difference between gender and development and women in development	20%
4	Gender and Violence <ol style="list-style-type: none">1. Violence against women, sexual harassment, domestic violence.2. Theoretical models of gender based violence.	20%

	3. Conventions on elimination of all forms of violence against women. 4. Constitution of India and affirmative action.	
5	Case studies and Field Projects: 1. LGBTQ: Elimination of Section 377 of Indian Constitution. 2. Vishakha Judgment	20%

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

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

Course Outcome : 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

Suggested References : (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 & 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 & 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



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MASTER OF SOCIAL WORK

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

<u>Paper Code</u> PA04EMSW55	<u>Title of the paper</u> Social Work in the field of Disability	<u>Total Credit</u> Five
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Course Objectives	<ol style="list-style-type: none">1. To develop insights about the concept, types, prevalence, magnitude and causes of disability.2. To develop adequate knowledge about how the lives of disabled people are affected .3. To critically understand and appreciate the relevance of social work practice in the field of disabilities and the rights of disabled4. To develop adequate knowledge about the meaning and models of rehabilitation.
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Course Outline		
Unit	Unit Description	Weightage*
1	Understanding Disability: <ol style="list-style-type: none">1. Concept, definition, types, prevalence, magnitude and causes of disability.2. Impact of disability: Impact of disability on individuals, impact of disability on family, impact of disability on society.	20%
2	Problems of Persons with Disability: <ol style="list-style-type: none">1. Physical problems of persons with disability,2. Social problems of persons with disability,3. Psychological problems of persons with disability4. Economic problems of persons with disability.	20%
3	Rights of the Person with Disability: <ol style="list-style-type: none">1. Legal rights of the person with disability in India.2. Government schemes for the disabled in India.3. Acts and policies related to differently abled.4. UN Convention on persons with disability	20%
4	Role of Social Work in the Field of Disabilities: <ol style="list-style-type: none">1. Relevance of social work in the field of disabilities.2. Areas of social work intervention in the field of disability.3. Methods of social work in the field of disability.4. Role of social workers in the field of disability.5. Rehabilitation of Person with Disability: Meaning, community based rehabilitation (CBR), institution based rehabilitation, rehabilitation measures and outcomes.	20%

5	Case Studies and Field Projects on: 1. Inclusiveness of differently abled in employment. 2. Success stories of persons with disability.	20%
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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.

Course Outcomes: 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

Suggested References: (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

Paper Code PA04EMSW56	Title of the paper Organisational Development	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> 1. To understand about organisational development in context with contemporary conditions/situation of labour market 2. To know how the change occurs in an organisation and affects the overall development concerning to the organisation 3. To acquaint students with the interventions pertaining to the organisational development
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Course Outline:		
Unit	Unit Description	Weightage*
1	Introduction to Organisational development	20%
	<ol style="list-style-type: none"> 1. Concept, process, assumptions and values underlying organisation development (OD) 2. Foundations of organisation development 3. Emergence of OD as an applied behavioural science 4. Role of top management and organization development practitioners. 	
2	Organisational Diagnosis	20%
	<ol style="list-style-type: none"> 1. Techniques of organisational diagnosis: Questionnaires, interviews, workshops, task -forces and other methods 2. Collecting and analysing diagnostic information; feeding back diagnostic information. 	
3	Organisational Change, Renewal, and Development	20%
	<ol style="list-style-type: none"> 1. Planned change; organisational growth and its implication for change 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. 	
4	Organisational Development Intervention	20%
	<ol style="list-style-type: none"> 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 	

	(MBO), Sensitivity training, Transactional analysis; Career planning; Inter-group interventions- team building, survey feedback, Grid OD; 2. Techno-structural interventions- Restructuring organizations, Employee involvement	
5	Case Studies and Field Projects	20%
	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

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

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

Course Outcomes: Having completed this course, student should be able to:	
1	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

Suggested References: (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 & 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
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MSW (Social Work) - Semester –IV

Paper Code PA04EMSW57	Title of the paper Management Functions And Behaviour	Credits: Five
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Course Objectives	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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Course Outline:		
Unit	Unit description	Weightage*
1	Introduction to Management	20%
	<ul style="list-style-type: none"> • Meaning and nature of management • Management systems and processes • Task and responsibilities of a professional manager • Managerial skills 	
2	Organisational Structure and Process	20%
	<ul style="list-style-type: none"> • Organisational structure and design • Planning process • Centralization and decentralization • Delegation of authority and interdepartmental Controlling 	
3	Decision Making	20%
	<ul style="list-style-type: none"> • Organisational context of decisions • Decision making-Techniques and processes • Management by objectives 	
4	Organisational Climate And Change	20%
	<ul style="list-style-type: none"> • Organisational structure and managerial ethos • Management of organisational conflicts • Managing Change 	
5	Behavioural dynamics	20%
	<ul style="list-style-type: none"> • Leadership • Theories of leadership • Case study on leadership • Group Dynamics • Case studies and field projects on leadership, decision 	

	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

Course outcomes: 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

Suggested References:	
1	Freud, L. (2010) <i>Organisational Behaviour</i> , McGraw-Hill Education
2	Koontz, O. D, & Weihrich. (2015) <i>Essentials of Management</i> , (10th ed.), Tata McGraw Hill Education.
3	Rana, T.J., Rupal, H.S., Aggarwal, J., & Hariramani. <i>Principles of Management</i> (11 th ed.) B.S.Shah Prakashan
4	Saini, A.k., & Verma, D.(2019) <i>Management Functions & 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 th ed.)Pearson



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

Paper Code PA04EMSW58	Title of the paper Strategic Management	Credits: Five
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Course Objectives	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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Course Outline:		
Unit	Introduction to Strategic Management	Weightage*
1	<ul style="list-style-type: none"> • Definition, nature, and scope of strategic management • Process of strategic management • Importance of strategic management • Strategic framework 	20%
2	Strategy Formulation	
	<ul style="list-style-type: none"> • Characteristics of environment appraisal • Environmental sectors • Methods and techniques for organizational appraisal 	20%
3	Business Level Strategies	
	<ul style="list-style-type: none"> • Cost & Differentiation • Tactics For Business Strategies • Business strategies for industry life cycle • Business strategy & digitalization 	20%
4	Corporate Level Strategies	
	<ul style="list-style-type: none"> • Expansion Strategies • Stability Strategies • Retrenchment Strategies • Combination Strategies 	20%
5	Strategic Evaluation And Control	
	<ul style="list-style-type: none"> • Evaluation techniques for strategic control • Case study of strategic management 	20%

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

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

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

Course outcomes: Having completed this course, student should be able to:	
1	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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MSW (Social Work) - Semester –IV

Paper Code PA04EMSW59	Title of the paper Project Management	Credits: Five
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Course Objectives	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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Course Outline:		
Unit	Unit Description	Weightage*
1	Project Formation and Appraisal	20%
	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	
2	Project Planning and Scheduling	20%
	1. Planning Time Scales — Network analysis 2. Material and equipment 3. Human resource 4. Project costing and financing 5. Project organisation	
3	Implementation and Control	20%
	1. Project management information system 2. Material and equipment 3. Human resource 4. Financial aspects	
4	Project Completion and Evaluation	20%
	1. Integrated project management control system 2. Managing transition from project to operations 3. Project review	
5	Case Studies and Field Projects	20%

*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 nd ed.) Butterworth-Heinemann.
2	Harold, K. (2008). <i>Applied Project Management: Best Practices on Implementation</i> (2 nd ed.) Wiley.
3	Harold, K., (2013). <i>Project Management: A Systems Approach to Planning, Scheduling, and Controlling</i> , (11th ed.) Wiley
4	Robert, K. W., (2000). <i>Effective Project Management</i> , (2nd ed.) Wiley.
5	Robert, B. A., (2000). <i>Planning, Performing, and Controlling Projects: Principles and Applications</i> (2nd ed.) Prentice Hall



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MASTER OF SOCIAL WORK

Syllabus with effect from the academic year 2022-23

MSW (Social Work) - Semester –IV

Paper Code PA04EMSW60	Title of the paper International HRM	Credits: Five
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Course Objectives	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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Course Outline:		
Unit	Unit Description	Weightage*
1	The Internationalization of Human Resource Management	20%
	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	
2	Design and Structure of the Multinational Enterprise	20%
	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	
3	International Mergers and Acquisitions, Joint Ventures and Alliances	20%
	1.International combinations: An introduction 2.IHRM and international mergers and acquisitions 3.IHRM and international joint ventures 4.IHRM and international alliances	
4	International Employment Law, Labor Standards and Ethics and comparative IHRM	20%
	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	

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

Suggested References:	
1	References Dennis, B., Randall, S., & Ibraiz, T (2012). <i>International Human Resource Management Policies and Practices for Multinational Enterprises</i> , Routledge.

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

Paper Code PA04EMSW61	Title of the paper Contemporary Employment Relations	Credits: Five
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Course Objectives	<ol style="list-style-type: none"> 1. To understand about the conceptual framework pertaining to the Employment Relations. 2. To acquaint students with the existing labour policies. 3. To understand the procedures like handling grievances, collective bargaining and managing trade unions; which helps in maintaining the industrial peace and harmony.
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Course Outline:		
Unit	Unit Description	Weightage*
1	Conceptual Framework of Employment Relation	20%
	<ol style="list-style-type: none"> 1. Characteristics, objectives, significance & factors of industrial relations; Employment and Indian Labour; Globalisation and Industrial Relations, Indian Industrial Relations System 2. Labour Policy; Suggestion to improve industrial relations in India; IR Institutions in India; Industrial peace, –HRM and IR 	
2	Grievance & Employee Discipline	20%
	<ol style="list-style-type: none"> 1. Grievance functions: Meaning, content, grievance redresser procedure 2. Concept of discipline: Aspects & objectives of discipline, causes of indiscipline, types of discipline 3. Approaches to deal with indiscipline activities: Traditional Approach, judicial approach, humanistic approach, hot stove approach, HRD approach 4. Essential of good disciplinary system: Arguments against punishment, principles for maintenance of discipline, disciplinary Action 5. Regulation of industrial relations in India tripartite 6. Bodies, Code of Discipline: Principles, features and objectives, code of discipline in industry 	
3	Collective Bargaining and Trade Unions	20%
	<ol style="list-style-type: none"> 1. Trade Unionism, Collective Bargaining and Negotiation: Concept and functions of trade unions; types of trade unions, problems of trade unions in India. 2. Collective Bargaining: Concept, principles, forms of collective bargaining, theories of collective bargaining 3. Negotiation - Effective negotiation, current trends, issues and practices in negotiation in Indian industries 	

4	Worker's Participation in Management	20%
	<ol style="list-style-type: none"> 1. Concept, Origin & Growth of Worker's Participation in Management: Forms of workers' participation in India. 2. Effective Workers' Participation in India: Concept of Quality circle, organization structure of Quality circle. 	
5	Case studies and Field Projects: Contemporary Issues	20%
	<ol style="list-style-type: none"> 1. Employee Empowerment: Employee engagement, talent management, knowledge management, knowledge workers and knowledge organizations, psychological contract, employee wellbeing 2. Recent trends in IR, trade unionism and collective bargaining. 	

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

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

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

Course Outcomes: Having completed this course, student should be able to:	
1	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.

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

Paper Code PA04EMSW62	Title of the paper Human Resource Development	Credits: Five
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Course Objectives	<ol style="list-style-type: none">1. To understand basic concepts and practice in the area of human resource development tools2. Introduce the students to the foundational frameworks in the area of organizational psychology and their implications on designing and using some HRD tools3. Enhance the knowledge of the students on application of such tools in the context of modern HR challenges facing organizations
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Course Outline:		
Unit	Unit Description	Weightage*
1	Introduction to Human Resource Development	20%
	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.	
2	HRD Process	20%
	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	
3	HRD Activities	20%
	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.	
4	HRD Applications and Trends	20%
	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	
5	Case studies and Field Projects:	20%
	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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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	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

Suggested References:	
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

Paper Code PA04EMSW63	Title of the paper Human Resource Information System	Credits: Five
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Course Objectives	<ol style="list-style-type: none"> 1) To understand the concept of data and information management. 2) To explore the process of human resource information systems 3) To get familiar with various softwares for HRIS
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Course Outline:		
Unit	Unit Description	Weightage
1	Data & Information needs for HR Manager	20%
	<ol style="list-style-type: none"> 1. Sources of Data – Role of IT in HRM – IT for HR managers 2. Concept, Structure, & Mechanisms of HRIS – Programming dimensions & HR Manager 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 & screens] – 4. EHRM – objectives – advantages & disadvantages. 	
2	Data Management for HRIS	20%
	<ol style="list-style-type: none"> 1. Data Formats – Entry procedure & process – data Storage & retrieval – transaction processing – office automation – information processing & control functions – design of HRIS – relevance of decision making 2. Information System Design – HRM Needs Analysis – Concept & Mechanisms – Standard Software and Customized Software – HRIS: An Investment. 	
3	HR Management Process & HRIS	20%
	<ol style="list-style-type: none"> 1. Modules on HR planning, recruitment, selection, placement 2. Module on performance appraisal system 3. Training & development module 4. Module on pay & other related dimensions – 5. Information system’s support for planning & control. 	
4	HR Management Process II & HRIS	20%
	<ol style="list-style-type: none"> 1. Organization Structure & Related Management Processes – Authority & Responsibility Flows – Communication Process 2. Organization Culture and Power – Data Capturing for 	

	Monitoring & Review – Behavioural Patterns of HR – Other Managers and their Place in Information Processing for Decision Making.	
5	Case studies and Field Projects:	20%
	<ul style="list-style-type: none"> • Security of Data and Operations of HRIS Modules • Opportunities for combination of HRM & ITES Personnel • HRIS & Employee Legislation 	

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

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

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

Course Outcomes: Having completed this course, student should be able to:	
1	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

Suggested References:	
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 th 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 th ed.)
10	Michael J. Kavanag, <i>HUMAN RESOURCE INFORMATION SYSTEMS</i> , (5 th ed.) Sage Publication.
11	Monk & Wagner (2006). <i>CONCEPTS IN ENTERPRISE RESOURCE PLANNING</i> (4 th ed.) Course Technology.
12	Monk, E., & Wagner, B. (2013). <i>Concepts in enterprise resource planning / Ellen F. Monk, Bret J. Wagner.</i> (4 th 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