



**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 2022-2023**

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

<b>Paper Code</b> <b>PA03CMSW51</b>	<b>Title of the paper</b> <b>Social Work Practice in Health Setting</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 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> <ol style="list-style-type: none"> <li>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.</li> <li>2. Problems encountered by medical social workers in the field.</li> </ol>	<b>20%</b>
<b>5</b>	<b>Case Studies and Field Projects:</b> <ol style="list-style-type: none"> <li>1. Industrial Health.</li> <li>2. Ayushman Bharat (Health Insurance Scheme).</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	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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**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> <ol style="list-style-type: none"> <li>1. Meaning and definitions of youth. Characteristics of youth. Problems faced by youths.</li> <li>2. Youth unrest and youth agitation: concept and ways to guide.</li> <li>3. Youth welfare programmes: The governmental and non-governmental organisations' approaches.</li> </ol>	20%
5	<b>Case Studies and Field Projects:</b> <ol style="list-style-type: none"> <li>1. Effects of migration, urbanization, industrialization and globalization on families</li> <li>2. Effects of child abuse on various strata of child development</li> <li>3. Youth welfare programs such as NSS, NYKS</li> </ol>	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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**Syllabus with effect from the Academic Year 2022-2023**  
**MSW (Social Work) Semester-III**

<b>Paper Code</b> <b>PA03CMSW53</b>	<b>Title of the paper</b> <b>Human Resource Management</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 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>

	<p>5. Selection: Define selection, process of selection, types of tests and selection, work sampling technique, test of cognitive ability, achievement tests, situational testing.</p> <p>6. Interview: Types of interview techniques, designing and conducting an effective interview, matching the candidature to the job, activity on mock interview.</p> <p>7. Induction &amp; Placement: Define induction, techniques requisites and evaluation of induction programmer, define placement, problems in placements</p>	
<b>3</b>	<p><b>Training, Developing, Appraising Employees and Managing Performance:</b></p> <p>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</p> <p>2. Development: Define development, need and importance of development, what is management development, EDP's/MDP's</p> <p>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.</p> <p>4. Job Evaluation: Define job evaluation, scope and process of JE, methods of JE</p> <p>5. Managing Careers: Career management process career planning, career path, career development roles, managing promotions and transfers, types of promotion and transfer.</p>	<b>20 %</b>
<b>4</b>	<p><b>Compensation and Productivity Management:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4. Productivity Management: Performance productivity management-through TQM, Kaizen, Quality circles.</p>	<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>		
<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 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)</i> Manas Publications. <i>New Delhi</i> , 353-354.

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><u>Paper Code</u></b> <b>PAO3EMSW51</b>	<b><u>Title of the paper</u></b> <b>NGO Management</b>	<b><u>Total Credit</u></b> <b>Five</b>
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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>	20%
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>	20%
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>	20%
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>	20%
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>	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	<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	Frederick, 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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**MSW (Social Work) Semester-III**

<b>Paper Code</b> <b>PA03EMSW52</b>	<b>Title of the paper</b> <b>Rural, Urban and Tribal Development</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 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> <ol style="list-style-type: none"> <li>1. Sansad Adarsh Gram Yojana</li> <li>2. Urban Renewal Mission</li> <li>3. CM's Ten Point Programme</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	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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**(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))**  
**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the Academic Year 2022-2023**  
**MSW (Social Work) Semester-III**

<b>Paper Code</b> <b>PA03EMSW53</b>	<b>Title of the paper</b> <b>Corporate Social Responsibility</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 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



**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> <b>PA03EMSW54</b>	<b>Title of the paper</b> <b>Social Entrepreneurship</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 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>



**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> <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>Approaches to Counseling <ol style="list-style-type: none"> <li>Non-directive approach to counseling</li> <li>Directive approach to the counselling</li> <li>Eclectic Approach</li> <li>Cognitive counseling approach</li> </ol> </li> <li>Assessment techniques in counseling <ol style="list-style-type: none"> <li>Interview</li> <li>Observation</li> <li>Case study</li> <li>Psychological tests</li> </ol> </li> <li>Counseling Therapies <ol style="list-style-type: none"> <li>Psychoanalytical and psychodynamic therapies</li> <li>Behavioral therapy</li> <li>Humanistic therapies</li> <li>Client centered therapy</li> <li>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>The ACA main sections</li> <li>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>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>		
<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 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	ACA Code of Ethics (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	Megranahan, 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- Vol. I, II</i> , 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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**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –III**

<b>Paper Code</b> <b>PA03EMSW56</b>	<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>	1. To develop an understanding of Industrial Relations in India 2. To understand various forms of disputes in industries 3. To familiarise with forms of worker participation in management 4. To gain knowledge about various conflict resolution machinery in industries
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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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**MASTER OF SOCIAL WORK**  
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**MSW (Social Work) - Semester –III**

<b>Paper Code</b> <b>PA03EMSW57</b>	<b>Title of the paper</b> <b>Labour Legislation</b>	<b>Credits</b> <b>Five</b>
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<b>Course Objectives</b>	1. To understand and impart legal provisions of various labour legislations prevailing in India. 2. To explain difference between each law and its applicability.
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<b>Course Outline</b>		
<b>Unit</b>	<b>Unit Description</b>	<b>Weightage*</b>
<b>1</b>	1. Industrial Jurisprudence – An Overview 2. Principles of industrial jurisprudence 3. Constitutional aspects of industrial jurisprudence 4. Need for labour legislations 5. Role of ILO. National Labour Commissions	<b>20%</b>
<b>2</b>	1. The Factories Act, 1948 2. The Industrial Dispute Act, 1947 3. The Industrial Employment (Standing Orders) Act, 1946	<b>20%</b>
<b>3</b>	Code on wages, 2019 1. Payment of Wage Act, 1936 2. Minimum Wages Act, 1948 3. Payment of Bonus Act, 1965 4. Equal Remuneration Act, 1976	<b>20%</b>
<b>4</b>	1. The Workmen Compensations Act, 1923 2. The Employee State Insurance Act, 1948 3. The Maternity Benefit Act, 1961 4. The Employee's Provident Fund and Miscellaneous Provisions Act, 1952 5. The Payment of Gratuity Act, 1972	<b>20%</b>
<b>5</b>	1. The Trade Unions Act, 1926 2. The Child Labor (prohibition and regulation) Act, 1986 3. Bonded Labor System (Abolition) Act, 1976	<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**  
**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 –III**

<b>Paper Code</b> <b>PA03EMSW58</b>	<b>Title of the paper</b> <b>Organisational Change</b>	<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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**MASTER OF SOCIAL WORK**  
**Syllabus with effect from the academic year 2022-23**  
**MSW (Social Work) - Semester –III**

<b>Paper Code</b> <b>PA03EMSW59</b>	<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>

	1. Recruitment planning and operations—Current practices in Recruitment: Outsourcing, e-recruitment 2. Employee Selection 3. Career and Succession Planning	
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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> <b>PA03EMSW60</b>	<b>Title of the paper</b> <b>Wage &amp; Salary Administration</b>	<b>Credits:</b> <b>Five</b>
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<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Promote understanding of the nature of industrial employees' wage and compensation package, principles, regulating different components and their role in the compensation package.</li> <li>2. Impart skills in formulating a wage/ compensation policy and planning suitable package on principles of equity and efficiency.</li> <li>3. To identify the problem area and scope for 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.



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**MSW (Social Work) - Semester –III**

<b>Paper Code</b> <b>PA03EMSW61</b>	<b>Title of the paper</b> <b>Trade Unionism and Collective Bargaining</b>	<b>Credits:</b> <b>Five</b>
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<b>Course Objectives</b>	1. To understand about fundamentals related to the trade unions. 2. To acquaint the students with the trade unions in national and international context. 3. To know the principles, forms, and theories required under collective bargaining.
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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>
	1. Concept and functions of trade union 2. Types of trade unions 3. Theories of trade unionism 4. Employer's organization—Paradigm shift of Indian trade union.	
<b>2</b>	<b>Trade union in National and International Context</b>	<b>20%</b>
	1. Trade unions in different countries 2. Trade unions in informal sector	
<b>3</b>	<b>Collective Bargaining</b>	<b>20%</b>
	1. Concept, principles, origin and growth of collective bargaining: Essentials for successful collective bargaining 2. Forms of collective bargaining: <b>Process-Recommendations</b> of National Commission on Labour 3. Theories of collective bargaining: <b>Levels-collective bargaining in practice</b>	
<b>4</b>	<b>Collective Bargaining and Negotiations-</b>	<b>20%</b>
	1. Collective Bargaining and industrial relations in India 2. Collective Bargaining Agreement- Enforcement of collective bargaining agreements 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.	

<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**  
**MSW Semester -3**

**PA03EMSW62 : Emotional Intelligence and Effective Change Management**

By Dr. Shweta Gakhreja | Manipal University, Jaipur

Link: [https://onlinecourses.swayam2.ac.in/imb25\\_mg194/preview](https://onlinecourses.swayam2.ac.in/imb25_mg194/preview)

Duration :	8 weeks
Credit Points :	5
Start Date :	15 Jul 2025
End Date :	31 Oct 2025
Exam Date :	Sardar Patel University
Translation Languages :	English
NCrF Level :	6.5
Industry Details :	Education

### Course layout

Week 1: Introduction to Emotional Intelligence and Change Management

Week 2: Intrapersonal Awareness

Week 3: Intrapersonal Management

Week 4: Conflict Management and Leadership

Week 5: Social Intelligence

Week 6: Communication and Influence

Week 7: Motivation and Goal Setting

Week 8: Applying Emotional Intelligence

### Books and references

- Daniel Goleman, Emotional Intelligence: Why It Can Matter More Than IQ, 10th Anniversary Edition, Bantam Books, 2006.
- <https://libgen.is/book/index.php?md5=73B80F86BBC2290531537B7820B4CB74>
- Seymour Epstein, Constructive Thinking. The key to Emotional Intelligence, Praeger, 1998
- <http://gen.lib.rus.ec/book/index.php?md5=9214fb735ef6b6132d16b4f04f3b1b4c>
- Adele B. Lynn, Eileen Klockars, 50 activities for Emotional intelligence, HRD Press, 2000
- <http://gen.lib.rus.ec/book/index.php?md5=17766be2419fdfdb93cf3fc313dfc67f>
- Dalip Singh, Emotional Intelligence at Work: A Professional Guide, 3rd Edition, Sage Publications India, 2015.