



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

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



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Master of Social Work (Human Resource) – Semester IV

(With Effect from June 2022)

Paper Code PA04CSHR51	Title of the paper Organisational Behaviour	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> 1. To acquaint students with the foundation pertaining to the Organisational Behaviour 2. To understand the global and culture 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 organisational 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 behavior 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. Personality attitudes and values 2. 'Communication Technology and Interpersonal 	

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

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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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	Know about the fundamentals related to organizational behaviour.
2	Acquaint themselves with the role of personality, attitude and motivation in building a constructive environment in the organization.
3	Understand the practices which strengthens the process of decision making and problem solving with reference to the organization.
4	Carry out projects that enable them employable and up scale their skills.

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 (Human Resource) – Semester IV

(With Effect from June 2022)

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

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

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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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	Know about the significance of training and development in an organization.
2	Comprehend the fundamentals related to the Employee Relations &the role of Human Resources in enterprises.
3	Understand about measuring the employment relations.
4	Carry out projects that enable them employable and up scale their skills.

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



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Master of Social Work (Human Resource) – Semester IV

(With Effect from June 2022)

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

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

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

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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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	Know the essentials pertaining to the Performance and Potential Appraisal System.
2	Understand about the Performance Management Cycle and its significance in the organization
3	Comprehend about the Competency based Performance Management Strategies
4	Carry out projects that enable them employable and up scale their skills.

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

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



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Master of Social Work (Human Resource) – Semester IV

(With Effect from June 2022)

Paper Code PA03ESHR51	Title of the paper Management Functions and Behaviour	Credits: 05
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Course Objectives	1)To understand basic concepts of management and function of managers 2)To acquaint students about different organizational structure and its processes 3)To aware students how management takes decision in corporate with various case studies 4)To understand various theories of leadership
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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	Leadership and Decision Making	20%
	<ul style="list-style-type: none"> • Leadership • Theories of Leadership • 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	Case Studies and Field Project	20%
	<ul style="list-style-type: none"> • Leadership • Group Dynamic • Organisational climate and change 	

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

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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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 learn basic concept of management
2	Able to understand organization structure and decision making process
3	Able to learn various leadership theories
4	Carry out projects that enable them employable and up scale their skills.

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 Educatizn.
3	Rana, T.J., Rupal, H.S., Aggarwal, J., &Hariramani. <i>Principles of Management</i> (11 th ed.) B.S.ShahPrakashan
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 (Human Resource) – Semester IV

(With Effect from June 2022)

Paper Code PA04ESHR52	Title of the paper Strategic Management	Credits: 05
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Course Objectives	1)To understand process and importance of Strategic management 2)To explain strategies for different levels 3)To develop ability to evaluate strategies
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Course Outline:		
Unit	Introduction to Strategic Management	Weightage*
1	<ul style="list-style-type: none"> • Definition, Nature, 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 & digitalisation 	20%
4	Corporate Level Strategies	
	<ul style="list-style-type: none"> • Expansion Strategies • Stability Strategies, • Retrenchment Strategies • Combination Strategies 	20%
5	Case Studies and Field Project	
	<ul style="list-style-type: none"> • Evaluation techniques for strategic control • 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, and presentations and browsing e- resources and organisational visits and projects (classroom and 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 up scale their skills.
Suggested References:	
1	Ackermann, F., & Eden, C. (2011). <i>Strategic management of stakeholders: Theory and practice</i> . Long Range Planning,
2	Aaker, D. A. (2013). <i>Strategic market management</i> . New York: Wiley
3	David F (2017) <i>Strategic Management : Concept and Cases</i> Pearson Publishing



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Master of Social Work (Human Resource) – Semester IV

(With Effect from June 2022)

Paper Code PA04ESHR53	Title of the paper Project Management	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> 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%
	<ul style="list-style-type: none"> • Project Management - An Overview • Feasibility & Technical Analysis • Market and Demand Analysis • Economic and Financial Analysis • Formulation of Detailed Project Reports 	
2	Project planning and Scheduling	20%
	<ul style="list-style-type: none"> • Planning Time Scales — Network Analysis • Material and Equipment • Human Resource • Project Costing and Financing • Project Organisation 	
3	Project implementation and control	20%
	<ul style="list-style-type: none"> • Project Management Information System • Material and Equipment • Human Resource • Financial Aspects 	
4	Project completion and evaluation	20%
	<ul style="list-style-type: none"> • Integrated Project Management Control System • Managing Transition from Project to Operations • Project Review 	
5	Case Studies and Field Projects	20%
	<ul style="list-style-type: none"> • Project Management in Corporate 	

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

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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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 process of project management
2	Able to know appraisal of project management
3	Able to explore evaluation process of project management.
4	Carry out projects that enable them employable and up scale their skills.

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 (Human Resource) – Semester IV

(With Effect from June 2022)

Paper Code PA04ESHR54	Title of the paper International HRM	Credits: 05
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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%
	<ul style="list-style-type: none"> • The Drivers of the Internationalization of Business • The Growth and Spread of Internationalization • Different Settings of International Human Resource Management • The Development of International Human Resource Management 	
2	Design and Structure of the Multinational Enterprise	20%
	<ul style="list-style-type: none"> • International Organizational Design and Structure: • Designing the Multinational Enterprise • International Organizational Structure Choices • IHRM and International Organizational Design and Structure • Formal Structure and Beyond 	
3	International Mergers and Acquisitions, Joint Ventures and Alliances	20%
	<ul style="list-style-type: none"> • International Combinations: An Introduction • IHRM and International Mergers and Acquisitions • IHRM and International Joint Ventures • IHRM and International Alliances 	
4	International Employment Law, Labor Standards and Ethics and comparative IHRM	20%
	<ul style="list-style-type: none"> • The Institutional Legal Context of International Business (IB) • Establishment of Labor Standards by International Institutions • The Global Legal and Regulatory Context of MNEs • Comparative Law • The International Framework of Ethics and Labor Standards • Comparative IHRM • HRM Issues in Europe • HRM Issues in North America 	

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

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

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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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 countries
4	Carry out projects that enable them employable and up scale 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.
2	Reiche.S Harzing A , Tenzer H (2018) International Human Resource Manageme SAGE Publication Limited.



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Master of Social Work (Human Resource) – Semester III

(With Effect from June 2022)

Paper Code PA04ESHR55	Title of the paper Contemporary Employment Relations	Credits: 05
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Course Objectives	<ol style="list-style-type: none"> To understand about the conceptual framework pertaining to the Employment Relations. To acquaint students with the existing labour policies. 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"> 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 	
2	Grievance & Employee Discipline	20%
	<ol style="list-style-type: none"> Grievance functions – meaning, content, grievance redresser procedure 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 Regulation of Industrial Relations in India Tripartite 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"> 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— 	

	3. Negotiation - Effective negotiation, Current trends, issues and practices in Negotiation in Indian Industries.	
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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– Effective 2. Workers' Participation in India–Concept of Quality circle – Organisation structure of Quality circle. 	
5	Case studies and Field Projects	20%
	<ol style="list-style-type: none"> 1. Employee Empowerment-Employee engagement- Talent Management- Knowledge Management- Knowledge Workers and Knowledge Organisations -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, and presentations and browsing e- resources and organisational visits and projects (classroom and 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 about the policies and procedures related to the industrial relations.
2	Recognize the significance of the procedures relating to grievance handling and collective bargaining in an organization.
3	Know the importance of workers' participation in management in the organization.`
4	Carry out projects that enable them employable and up scale their skills.

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.



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

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

Master of Social Work (Human Resource) – Semester IV

(With Effect from June 2022)

Paper Code PA03ESHR56	Title of the paper Human Resource Development	Credits: 05
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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%
	Concept; Relationship between human resource management and human resource development; HRD mechanisms, processes and outcomes; HRD matrix; HRD interventions; Roles and competencies of HRD professionals; Challenges in HRD.	
2	HRD Process	20%
	Assessing need for HRD; Designing and developing effective HRD programs; Implementing HRD programs; Evaluating effectiveness of HRD Programs; HRD audit; HRD culture and climate	
3	HRD Activities	20%
	Employee development activities- Approaches to employee development, leadership development, action learning, assessment and development centres; Intellectual capital and HRD;HRD mechanisms for workers; Role of trade unions; Industrial relations and HRD; Influence of motivation on development activities.	
4	HRD Applications and Trends	20%
	Coaching and mentoring; Career management and development; Employee counselling; Competency mapping; PCMM, Balanced Score Card, Appreciative inquiry; Integrating HRD with technology, Employer branding and other emerging trends.	
5	Case studies and Field Projects	20%
	HRD practices in government organisations, manufacturing and service industries and MNCs;	

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

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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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 concepts of Human Resource Development
2	Gain in-depth knowledge of HRD activities
3	Understand modern challenges faced by the organization with suitable case studies
4	Carry out projects that enable them employable and up scale their skills.

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	Sahakiants, I. DeSimone, R. L., Werner, J. M.,(2012). <i>Human Resource Development (6th International Edition)</i> , South-Western, Cengage Learning.



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

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

Master of Social Work (Human Resource) – Semester IV

(With Effect from June 2022)

Paper Code PA04ESHR57	Title of the paper Human Resource Information System	Credits: 05
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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 familiar with various software for HRIS
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Course Outline:		
Unit	Unit Description	Weightage
1	Data & Information needs for HR Manager	20%
	<ul style="list-style-type: none"> • Sources of Data – Role of IT in HRM – IT for HR Managers • Concept, Structure, & Mechanisms of HRIS – Programming Dimensions & HR Manager – • 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] – • EHRM – Objectives – Advantages & Disadvantages. 	
2	Data Management for HRIS	20%
	<ul style="list-style-type: none"> • Data Formats – Entry Procedure & Process – Data Storage & Retrieval – Transaction Processing – Office Automation – Information Processing & Control Functions – Design of HRIS – Relevance of Decision-Making Concepts for • Information System Design – HRM Needs Analysis – Concept & Mechanisms – Standard Software and Customized Software – HRIS: An Investment. 	
3	HR Management Process & HRIS	20%
	<ul style="list-style-type: none"> • Modules on HR Planning, Recruitment, Selection, Placement – Module on Performance Appraisal System – Training & Development Module – Module on Pay & other Related Dimensions – • Information System's support for Planning & Control. 	
4	HR Management Process II & HRIS	20%
	<ul style="list-style-type: none"> • Organization Structure & Related Management Processes – Authority & Responsibility Flows – Communication Process • 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"> • Operations of HRIS Modules • HRIS & Employee Legislation – • Modules on HR Practice 	

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

Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, assignments (individual / group), viva-voce, seminars, and presentations and browsing e- resources and organisational visits and projects (classroom and field).
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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 management of data and information
2	Able to acquainted with the various software for managing employee information
3	Able to understand process of maintain data
4	Carry out projects that enable them employable and up scale their skills.

Suggested References:	
1	Abbie Lundberg., (2002). ' <i>It inside the world's biggest company</i> ', cio magazine.
2	Richard,D.J.,Kevin, D.C., & Michael, J.K.,(2017). basics, applications, and future directions, (5 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, ' <i>preparing the hr profession for technology and information work</i> ', human resource management review, Vol. 43, No. 2/3, pp 163-167
6	Kettley, P., & Reilly, P., (2003). <i>E-HR: An Introduction</i> ', Institute for Employment Studies.
7	Margaret. (2002). <i>Business Process Management: Integration in a Web-enabled Environment</i> , Financial Times Prentice Hall.

8	Martin Butler, ButlerGroup, <i>IT ANALYST ORGANIZATION SYMPOSIUM</i> , November
9	Michael, A., Stephen, T., (2015). <i>A Handbook of Human Resource Management Practice</i> , (13 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



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

<u>Paper Code</u> PA04ESHR58	<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 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 Definition, 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, 	20%

	<p>BodyImage, Self Esteem - Techniques used for Self Awareness</p> <p>b. Empathy – Definition Empathy Techniques used to enhance Empathy</p> <p>c. Effective Communication - Definition, Functions, Models, Barriers. Effective Communication includes Interpersonal Relationship skills - Definition, Factors affecting Relationships</p>	
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/ 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 interactive activities, Discussion, Group Activities, Psycho Education, Role Plays, PPT Presentation, Videos, Games, etc., which stimulate both group and individual learning with the specific aim of developing life skills. The main pedagogy of this course is Drama in Education.
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Evaluation Pattern		
Sr. No	Details of the Evaluation	Weightage
1	Internal Written/Practical Examination	20%
2	Internal continuous assessment in the form of viva-voce, quizzes, seminars, assignments, attendance, case studies and field projects.	10%
3	University Examination	70%

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

Course Outcomes: Having completed this course, student should be able to:	
1	Understand the importance of Life Skills and Life skills Education.
2	Understand the role of social work in the prevention and management of 'psychosocial' functioning problems in children and adolescents at educational grades.
3	Enhance confidence and well-being, become more affirmative, communicate effectively with others, develop good listening skills and learn to handle stress and deal with disappointments and setbacks.
4	Design and conduct training programmes for different groups like all levels of such as employees and shop floor so that they will be able to solve their problems through enhanced life skills

Suggested References:	
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>