

**REVISED UG SYLLABUS UNDER CBCS  
(From Academic Year 2020-21)**

**PROGRAMME: FOUR YEAR B.A**

**Domain Subject: PUBLIC ADMINISTRATION**

**Skill Enhancement Courses (SECs) for Semester V,  
From 2022-23 (Syllabus - Curriculum)**

**Structure of SECs for Semester – V**

*(To Choose One pair from the Three alternate pairs of SECs)*

Courses 6 & 7	Name of the Course	Hours/ Week	Credits	Marks	
				IA-20 Field Work-5	Sem End
6A	Human Resource and Logistic Management	5	4	25	75
7A	Leadership styles and Conflict Management	5	4	25	75

**OR**

Courses 6 & 7	Name of the Course	Hours/ Week	Credits	Marks	
				IA-20 Field Work-5	Sem End
6B	Basic Research Writing Skills	5	4	25	75
7B	Personality Development and Communication Skills	5	4	25	75

**OR**

Courses 6 & 7	Name of the Course	Hours/ Week	Credits	Marks	
				IA-20 Field Work-5	Sem End
6C	Social Audit	5	4	25	75
7C	Management of NGO's	5	4	25	75

**Note-1: Note: For Semester–V, for the domain subject Public Administration, any one of the three pairs of SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C. The pair shall not be broken (ABC allotment is random, not on any priority basis).**

**Note-2: One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills embedded in syllabus citing related real field situation**

**Semester-wise Revised Syllabus under CBCS, 2020-21**

**IV-Year B.A  
Domain Subject: PUBLIC ADMINISTRATION  
Semester-V**

**COURSE-6A: HUMAN RESOURCE AND LOGISTIC MANAGEMENT  
(Skill Enhancement Course (Elective), 4 Credits)**

**Max.Marks:100**

**I. Learning Outcomes:**

On successful completion of the course the students will be able to;

- discuss the human resource management.
- Also understand the challenges of human resource planning and Problems.
- Also, to identify the systems and processes of financial and material management.
- Apply the knowledge to observe the field level phenomena.

**II. Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total:75)**

**UNIT-I**

Introduction: Meaning, Nature, Scope and Significance of Human Resource Management, Objective and Functions of Human Resource Management, Qualities of Human Resource Manager

**UNIT-II**

Meaning, Objectives and Need of Human Resource Planning, Factors affecting Human Resource Planning, Human Resource Problems

**UNIT-III**

Procurement and Development Functions: Job Analysis, Job description, job specification, recruitment and selection, placement and induction and socialization

**UNIT-IV**

Logistic Management: Meaning, Objectives and Need of logistic Management, Concept, Principles and Forms, Procurement of material and inventory control, material handling and packing, transportation, Logistic Information System

**UNIT-V**

Emerging Trends: Logistic Management Emerging Trends, Green Logistic, Effective Logistic

Management, Challenges: Human Resource Management, Financial Management, Inventory/Material, Outsourcing, Customer Satisfaction etc.

### III. References

1. Dr. C.B. Gupta - Sultan and Sons, Human Resource Management
2. P. Subba Rao, Personnel & Human Resource Management - - Himalaya Publishing House.
3. K. Aswathappa, Human Resource and Personnel Management - - Tata Mc Graw Hill Publishing Co. Ltd.
4. Allawadi, Satish Chand rakesh P. Singh, 2001, Logistic Management (Second Edition), Prentice Hall India, New Delhi.
5. Agarwal, D.K. 2012 Text book of Logistic and Supply Chain Management (Reprint), Macmillan, Delhi.
6. Bhattacharya, S.K. 2010 Logistic Management-Definition, Dimensions and Functional Applications (Reprint), Sultan Chand and Sons, Delhi.
7. Ismail Reji, 2013 Logistic Management, Excel Books India, Delhi.
8. Raghuram, G and N. Rangaraj, Logistics and Supply Chain Management –Case and Concepts, Macmillan India, Delhi.
9. Sople, Vinod, V.2013, Logistics Management 9Third edition, Dorling Kindersley India, New Delhi.

### IV. Co-Curricular Activities (Training of students by the teacher: Total 10 hours):

#### a) Mandatory:

**1. FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on various practical skills related to Human Resource Management and Logistic Management sector, with the help of local experts. The teacher shall also train the students to identify the best qualities of Manager and Human Resource Problems and Challenges to Logistic Management. The teacher shall lead students to visit local industrial sites and guide them to work with the local Human Resource Manager.

**2. FOR STUDENT:** Students have to go to the field, observe activities related to Human Resource Management and Logistic Management. Observe their functioning and problems to gain experience, including suggestions for improving the best qualities of the Human Resource Manager. These individual observations shall be written in the given format not exceeding 10 pages and submitted to the teacher as Fieldwork/Project work Report.

**3. Suggested Fieldwork/Project work Format:** Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

#### b) Suggested Co-Curricular Activities

- 1) Invited Lectures
- 2) Hands-on experience with the help of field experts.
- 3) Debates on interesting topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments
- 6) Alumni Interactions
- 7) Periodical interactions with Human Resource Managers

**Semester-wise Revised Syllabus under CBCS, 2020-21**

**IV-Year B.A  
Domain Subject: PUBLIC ADMINISTRATION  
Semester-V**

**COURSE-6B: LEADERSHIP STYLES AND CONFLICT MANAGEMENT  
(Skill Enhancement Course (Elective), 4 Credits)**

**Max.Marks:100**

**I. Learning Outcomes:**

On successful completion of the course the students will be able to;

- understand the different styles of leadership given by administrative thinkers.
- They will also understand the causes and level of conflicts in an organization.
- Students will also be able to understand the handling of inter-personal conflict
- Describe a leader's role in managing conflict in the Organization
- Understand how to turn conflict into an opportunity for redemption and reconciliation.

**II. Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05.  
Total:75)**

**UNIT-I**

Introduction: Meaning, Nature and Scope of Leadership, Types of Leadership and Importance of Leadership.

**UNIT-II**

Qualities and Functions: Qualities and Functions of Leadership, Leadership Styles Viz Autocratic Style, Democratic Style and Laizzez Faire Styles.

**UNIT-III**

Organization Conflicts: Nature and causes of Organizational Conflicts, Types and Levels of Conflicts and Criteria for Conflicts Management.

**UNIT-IV**

Negotiations: Bargaining strategies in negotiation, negotiation process stages. Techniques of Negotiations and Third Party Negotiations.

## UNIT-V

Case Studies: Styles of Handling Inter-Personal Conflicts and Managing Conflict Management Process-Case Studies, The Arbitration and Conciliation (Amendment) Act, 2015.

### III. References

1. Bernard M. Bass, 1985, Leadership and Performance Beyond Expectations, Free Press, New York.
2. C.K.W. DeDreu & E.Van de Vliert (Eds.), 1997, Using Conflict in Organizations, Sage, London.
3. D.G. Pruitt & P.J. Carnevale, 1993, Negotiation and Social Conflict, Open University Press, England.
4. Deepak Malhotra, 2016, Negotiating the Impossible: How to Break Deadlocks and Resolve Ugly Conflicts (without Money or Muscle).BerrettKoehler Publishers, Oakland CA
4. Deepak Malhotra and Max H. Bazerman, 2008, Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond, Bantam Dell, Random House Inc., New York.
5. I William Zartman, 2007, Negotiation and Conflict Management: Essays on Theory and Practice (Security and Conflict Management), Routledge, New York.
6. L.D. Brown, 1983, Managing Conflict at Organizational Interfaces, Reading, Addison-Wesley, M.A.
7. M.Afzalur.Rahim, 2001, Managing Conflict in Organizations (3rd Ed.), Quorum Books, Westport, CT.
8. Disagreements and Develop Trust and Understanding, How to Books Ltd., U.K.
9. Wendel.L. French & Cecil.H. Bell Jr, 1999, Organization Development : Behavioral Science Interventions for Organization Improvement(6th Ed.) Englewood Cliffs, Prentice-Hall, N.J.
11. William W. Wilmot and Joyce L. Hocker, 2005, Interpersonal Conflict, Mc Graw-Hill Higher Education.

### IV. Co-Curricular Activities (Training of students by the teacher: Total 10 hours):

#### a) Mandatory:

**1. FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on different types of leaders, qualities and functions of Leaders and conflict management skills and techniques to effectively manage conflicts at the work place and community. And also train them to understand the different approaches and methods of conflict management. The teacher shall also train the students to acquire various skills and techniques for conflict Management and to cultivate in them effective leadership and managerial skills. The teacher shall lead students to visit and meet local Leaders and interact with them.

**2. FOR STUDENT:** Students have to go to the field, observe activities of different types of leaders and managing conflict and bargaining strategies in negotiation. Observe their functioning and problems to gain experience, including suggestions for the improving the best qualities of Leader and conflict management in organization. These individual

observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

**3. Suggested Fieldwork/Project work Format:** Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

**b) Suggested Co-Curricular Activities**

- 1) Invited Lectures
- 2) Hands on experience with the help of field experts.
- 3) Debates on interesting topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments
- 6) Alumni Interactions
- 7) Periodical interactions with local leaders.

**Semester-wise Revised Syllabus under CBCS, 2020-21**

**IV-Year B.A  
Domain Subject: PUBLIC ADMINISTRATION  
Semester-V**

**COURSE-7A: BASIC RESEARCH WRITING SKILLS  
(Skill Enhancement Course (Elective), 4 Credits)**

**Max.Marks:100**

**1. LEARNING OUTCOMES:**

Students at the successful completion of the course will be able to

- Describe why research is important.
- Describe scientific methods.
- Describe research report.
- Describe library use.
- Demonstrate dictionary usage.
- Demonstrate thesaurus usage.
- Demonstrate encyclopedias, almanacs, and atlases usage.
- Demonstrate internet search engines usage for research.
- Identify Internet news sources.
- Identify internet magazines, blogs, and images.
- Identify journals, papers, and more.
- Summarize bibliographies and their usage in research.

**II. Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total:75)**

**UNIT-I:**

**Introduction to Research**

Concept of research – Importance of research – Types of research – Various methods of research- Scientific methods of research

**UNIT II:**

**Writing skills**

Basic concepts of writing- introduction to writing- reports- importance of reports-types of reports.

### **UNIT III:**

#### **Contents of Report**

Planning of Report Writing- Format of Research Report

### **UNIT IV:**

#### **Principles of Writing**

Principles of writing- Bibliography- Documentation of Bibliography

### **UNIT V:**

#### **Evaluation of Report**

Typing the Report- Evaluating the Research report

### **I. REFERENCE BOOKS:**

1. Ballou, Stephen.V, *A Model for Theses and Research Papers*, Boston: Houghton Mifflin, 1970.
2. Barzun, Jacques and Henry F. Graff, *The Modern Researcher*, New York: Harcourt, Brace & World, 1970.
3. Berenson, Conrad and Raymod Colton, *Research and Report Writing for Business and Economics*, New York: Random House, 1971 chapters 8 to 17.
4. Bernstein, Theodore, *The Careful Writer: A Modern Guide to English Usage*, New York: Atheneum, 1965.
5. Bowers, Fredson, *Principles of Bibliographical Description*, New York: Russell & Russell, 1949.
6. Campbell, William Giles and Stephen Vaughan Ballou *Form and Style: Theses, Reports, Term Papers*. in Co. 1974.
7. Corbett, Edward P.J., *Classical Rhetoric for the Modern Student*, New York: Oxford University Press, 1971.
8. Dawe, Jessamon, *Writing Business and Economics Term Papers, Theses and Dissertations*, Totowa, NJ.: Littefield Adams and Co., 1965.
9. Flower, H.W. *A Dictionary of Modern English Usage*, New York: Oxford University Press, 1965.
10. Gallagher, William J., *Report Writing for Management*, Reading, Mass: Addison Wesley Publishing Co., 1969.
11. Jonis. J.Harold, *The Business Research Paper*, New York: Hobbs Dorman & Co., 1967.
12. Kapp, R.O., *The Presentation of Technical Information*, London: Constable, 1948.
13. Strunk, William, Jr., and E.b. White, *The Elements of Style*, New York: Macmillanm, 1972.
14. Jurabian, Kate L., *A Manual for Writers of Term Papers, Theses and Dissertations*, Chicago: University of Chicago Press, 1971.
15. University of Chicago, *A Manual of Style*, Chicago: University of Chicago, 1969.
16. Zeisel, Hans, *Say it with Figures*, New York: Harper & Row, Publishers. 1957.

### **II. CO-CURRICULAR ACTIVITIES:**

#### **a). Mandatory:**



**1. FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on Concept of research, its importance, Types, Scientific methods of research, Basic concepts of writing, introduction to writing, reports, its importance, of reports, types, planning, Format of Research Report, Principles of writing, Bibliography, Documentation of Bibliography, Typing the Report, Evaluating the Research report. thereby encouraging and enlightening the students. Lecturers by Experts and Psychologists.

**2. FOR STUDENT:** Students have to involve in activities like prepare report, Study reports, planning reports, enhance writing skills, Assignments etc.

**3. Suggested Fieldwork/Project work Format:** Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

**b). Suggested Co-Curricular Activities:**

1. Training of students by a related expert.
2. Assignments
3. Planning a report, Evaluating a report etc.
4. Presentations by students on Report and Writing skills.
5. Invited lectures and presentations on related topics by Experts such as English Trainers, Research Scholars etc.

**Semester-wise Revised Syllabus under CBCS, 2020-21**

**IV-Year B.A**

**Domain Subject: PUBLIC ADMINISTRATION**

**Semester-V**

**COURSE-7B: PERSONALITY DEVELOPMENT AND COMMUNICATION SKILLS  
(Skill Enhancement Course (Elective), 4 Credits)**

**Max.Marks:100**

**1. LEARNING OUTCOMES:**

Students at the successful completion of the course will be able to

- Understand the meaning, process, importance, types and barriers to communication;
- Develop public speaking, oral and written communication skills;
- Understand the importance of preparation of communication material;
- Gain knowledge of media of communication.
- Identify how to participate in meetings and interviews;
- Understand the concept of personality and personality development and its significance.
- Understand and develop the traits and factors determining personality and
- Know how to assess and enhance one's own personality

**II. Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total:75)**

**UNIT-I:**

**Introduction to Personality Development**

The concept of personality - Dimensions of personality – Theories of Freud & Erickson- Significance of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analysis.

**UNIT II:**

**Attitude & Motivation**

Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitudes. Concept of motivation - Significance –

Internal and external motives - Importance of self-motivation- Factors leading to de-motivation

### **UNIT III:**

#### **Self-esteem**

Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviors – Lateral thinking.

### **UNIT IV:**

#### **Introduction to Communication**

Meaning and Definition – Process – Functions – Objectives – Importance – Essentials of Good Communication – Communication Barriers – Overcoming Communication Barriers – Cross-Cultural Communication.

### **UNIT V:**

#### **Types of Communication & Essential soft skills**

##### **(a) Written Communication**

Need and functions of business letters – Planning and layout of business letters – Essentials of effective correspondence – Advantages and limitations of written communication.

##### **(b) Oral Communication**

Meaning, nature and scope – Principles of Effective Oral Communication – Techniques of Effective Speech – The Art of Listening – Principles of Good Listening – Advantages and Limitations of Oral Communication. (Principles and good practices in online communication e.g. Telephonic, Internet – VOIP Voice over Internet Protocol.)

##### **(c) Essential soft skills**

- (i) Group discussion
- (ii) Presentation skills
- (iii) Problem-solving
- (iv) Decision-making
- (v) Creativity
- (vi) Innovation
- (vii) Team Work

### **A. REFERENCE BOOKS:**

1. Agrawal, Vijay.Dr. *Personality Development for students*. New Delhi. Benten Books. 2014
2. Mile, D.J *Power of positive thinking*. New Delhi. Rohan Book Company, 2004.
3. Pravesh Kumar. *All about Self- Motivation*. New Delhi. Goodwill Publishing House. 2005.
4. Smith, B . *Body Language*. New Delhi: Rohan Book Company. 2004
5. Hurlock, E.B. *Personality Development*, 28th Reprint. New Delhi: Tata McGraw Hill.2006
6. Mohan, Krishna. Meera Benerjee. *Developing communication skills*. Macmillan India Ltd, New Delhi. 1990,
7. Barker, Alan. *Improve your Communication Skills*. Kogan Page India Private Ltd. New Delhi. 2008.
8. Sing, O.P. *Art of effective Communication in Group Discussion and Interview-For Competitive Examinations*. New Delhi. S.Chand and Company Ltd. 2012.

### **II.CO-CURRICULAR ACTIVITIES:**

#### **a). Mandatory:**

**1. FOR TEACHER:** Training of students by the teacher in the classroom for a total of not less than 10 hours on techniques on understanding communication establishment, observing of Debates, Team Work, Group Discussion, Role Plays, etc thereby encouraging the students. Lecturers by Experts and Psychologists.

2. **FOR STUDENT:** Students have to involve in activities like Quiz, Study Projects, Debates, Team Work, Group Discussions, Assignments, Role-plays etc.

3. **Suggested Fieldwork/Project work Format:** Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

#### **b). Suggested Co-Curricular Activities:**

1. Training of students by a related expert.
2. Assignments
3. Seminars, Group Discussions, Debates etc.
4. Presentations by students on personality Development and communication skills.
5. Invited lectures and presentations on related topics by Experts such as English Trainers, Psychologists etc.

**Semester-wise Revised Syllabus under CBCS, 2020-21**

**IV-Year B.A**

**Domain Subject: PUBLIC ADMINISTRATION**

**Semester-V**

**COURSE-6C: SOCIAL AUDIT**

**(Skill Enhancement Course (Elective), 4 Credits)**

**Max.Marks:100**

**I. Learning Outcomes**

- Conceptual and theoretical understanding of social audit
- Acquiring appropriate skills among students to conduct social audit independently
- Assimilating social audit process
- Writing a social audit report
- To understand the poverty-Rural development and Right based frame work.
- To understand the institutional framework for social audit.

**UNIT - I**

**Conceptual Constructs**

Meaning, objectives, principles, types, process, advantages and disadvantages; Social Audit Rules 2011; Ecology of social audit; Impediments of Social Audit; Appropriate institutional level for social audit.

**UNIT - II**

**Application of Social Audit**

Tools and modes of social audit; Training module; Public Hearing – Jan Sunwai; Case Studies – national and international – for instance Dungarpur, Rajasthan; Ananatpur, Andhra Pradesh and likewise from other countries; Project Report (maximum 20 pages);Report writing.

**UNIT-III**

**poverty and Rural Development programs**

Poverty, Inequality, Vulnerability, Multi-Dimensional Poverty- key development issues in the villages;

Constitutional framework- Right to Life, History Of Rural Development, Rural development programs

#### **UNIT-IV**

##### **Rights Based Framework and Social Accountability**

Rights based approach: public works programs, right to work campaign, Social rights-based legislations.

Principles of Social Accountability, Right To Information, Public Service Delivery Act

#### **UNIT- V**

##### **Social Audit for the MGNREGS: Practical Experiences from the Ground**

Accountability under MGNREGS, Social Audit of the MGNREGS; MGNREGA and Entitlements; Technical field visit-MGNREGA works, field visit – worksite, GP office and block development office

MGNREGA MIS, Grievance Redressal Mechanism,

##### **A.REFERENCE BOOKS:**

1. Aggarwal, Nomita (Ed.) (2003) Social Auditing of Environmental Laws in India. New Century Publications: New Delhi
2. Eavani, Farzad; Nazari, Kamran and Emami, Mostafa (2012) Social Audit: From Theory to Practice. Journal of Applied Sciences Research, 8(2),Pp. 1174-1179
3. Rahim, Mia; Mahmudur, Idowu and Samuel, O (2015) Social Audit Regulation Development, Challenges and Opportunities. Springer:
4. Switzerlandal Saunders, Peter (1995) Capitalism: A Social Audit (Concept in Social Thought) University of Minnesota Press: Minnesota

#### **II.Co-Curricular Activities (Training of students by the teacher: Total 10 hours):**

##### **a) Mandatory:**

**1. FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on various practical skills related to social audit with the help of local experts. The teacher shall also train the students to identify the best practices to address the Challenges to social audit. The teacher shall lead students to visit local gram sabha to guide them to work with social audit activists and experts.

**2. FOR STUDENT:** Students have to go to the field, observe activities related to social audit. Observe their functioning and problems to gain experience, including suggestions for the improving the best practices of Social audit. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

**3.Suggested Fieldwork/Project work Format:** Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

**b) Suggested Co-Curricular Activities**

1. Training of students by a related expert.
2. Assignments
3. Seminars, Group Discussions, Debates etc.
4. Hands on experience with the help of field experts.
5. Alumni Interactions

**Semester-wise Revised Syllabus under CBCS, 2020-21**

**IV-Year B.A  
Domain Subject: PUBLIC ADMINISTRATION  
Semester-V**

**COURSE-7C: MANAGEMENT OF NGO  
(Skill Enhancement Course (Elective), 4 Credits)**

**Max.Marks:100**

**1.Learning Objectives:**

- To acquire specific knowledge on project and NGO management.
- To understand the Project management Dimensions, Planning and its implementation of projects.
- To enhance skills and techniques of project evaluation / Resource Mobilization.
- To understand the basic concepts and principles involved in managing NGOs.
- To understand the Human resource management in NGO's.
- To enhance knowledge on project proposal writing and maintenance of the accounts in NGO's.

**UNIT –I  
FOUNDATION OF MANAGEMENT AND NGO'S UNDERSTANDING**

Management: Meaning, Definition, Concepts, Objectives and Functions- NGO's:  
Meaning, Definition, Concepts, Types, Functions, Approaches and Models - Vision,  
Mission and Goals in NGOs - Role of NGO's in Community Development-  
classification of NGO's

**UNIT –II  
LEGAL FRAME WORK FOR ESTABLISHING NGO'S**

Legal - rational structure of Non-profits: Trusts and Societies with Special reference to  
Trust and Society Registration Acts- Foreign contributions and Regulation Act (FCRA) -



Statutory Obligations- Income Tax Exemption (80-G, 12-A, & 35AC): Rules and Regulation.

### **UNIT –III**

#### **HUMAN RESOURCE MANAGEMENT IN NGO'S AND CSR ACTIVITIES**

Leadership in the NGO's Context – Practice of Human resources Management in NGO's - Human resources management and role of creating change agents – Staffing, recruiting, induction and training- CSR Activities: Definition, concepts and need - Concentration areas of CSR - Role of social workers in CSR- National and International CSR activities: TVS, Infosys and Tata.

### **UNIT –IV**

#### **PROJECT MANAGEMENT**

Concept, Definition, Objectives, principles, Scopes, Importance and Methodology - Micro and Macro Level Planning - Project Dimensions: Identification – Need assessment –

### **UNIT –V**

#### **PROJECT MANAGEMENT IN NGO'S**

Concept, Meaning, Definition and Types of projects – Projects Implementation and Management: Project Cycle Management - Identification and Formulation of Details Projects Report (DPP) with reference to Action AID and Save the Children- Monitoring and Evaluation (PERT and CPM) - Rural Appraisal (PRA): Tools and Techniques, SWOC (Strengths, Weaknesses, Opportunities, Challenges) Analysis.

**Note:** Students are expected to Practice of PRA technique in any rural area.

#### **A. REFERENCE BOOKS:**

1. Behera M. C. (2006). *Globalizing Rural Development*. New Delhi: Sage.
2. Chowdhry Paul. (1973). *Administration of Social Welfare Programmes in India*. Bombay: Somaiy.
3. Emmanuvel. S. Fernando. (1999). *Prospect from Problems*. Mumbai: St. Francis Xavier's Church.
4. Ginsbery Leon. H. (2001). *Social Work Evaluation – Principles and Methods*. Singapore: Allyn and Bacon.
5. Jack Rothman, John John E. Tropman. (2001). *Strategies of Community Intervention*. Illinois: P.E. Peacock.
6. Joel S.G.R Bhoose. (2003). *NGO's and Rural Development Theory and Practice*. New Delhi: Concept.

7. Julie Fisher. (2003). *Non-Governments – NGO's and the Political Development of the Third World*. New Delhi: Rawat

## **II.Co-Curricular Activities (Training of students by the teacher: Total 10 hours):**

### **a) Mandatory:**

**1.FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on various practical skills related to management of NGOs with the help of local experts. The teacher shall also train the students to identify the best practices to address the Challenges to management of NGOs. The teacher shall lead students to visit local NGOs to guide them to work with NGOs activists and experts.

**2.FOR STUDENT:** Students have to go to the field, observe activities related to management of NGOs. Observe their functioning and problems to gain experience, including suggestions for the improving the best practices of management of NGOs. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

**3.Suggested Fieldwork/Project work Format:** Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

### **b) Suggested Co-Curricular Activities**

- 1) Invited Lectures
- 2) Hands on experience with the help of field experts.
- 3) Debates on interesting topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments
- 6) Alumni Interactions
- 7) Periodical interactions of NGO activists.

**MODEL QUESTION PAPER PATTERN**

Time: 3 Hours

Max. Marks: 75

Section - A (Total 5 x 5 Marks = 25 Marks) Answer any *five* of the following. Each answer carries 5 Marks (At least one question should be given from each unit)

1	
2	
3	
4	
5	
6	
7	
8	

Section - B (Total 5 x 10 Marks = 50 Marks) Answer any *five* of the following. Each answer carries 10 Marks (At least one question should be given from each unit)

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

@@@@@@@@@@@@

**Prepared by**

- 1. Dr.P.Hari Prasad, Lecturer in Political Science, Government College for Men (A), Kadapa.**
- 2. Dr.C.Ramamohan Reddy, Lecturer in Political Science, Government Degree College, Yerraguntla.**
- 3. Mr.N.Durga Pradeep, Lecturer in Political Science, Government Degree College, Proddatur.**

**Coordinated by**

**1.Dr.D.R.Sateesh Babu, Associate Professor, Dept of PS & PA, Yogi Vemana**

**University, Kadapa.**  
**2. Dr.G.Parvathi, Associate Professor, Dept of PS & PA, Yogi Vemana**  
**University, Kadapa.**