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)*

<table>
<thead>
<tr>
<th>Courses 6 &amp; 7</th>
<th>Name of the Course</th>
<th>Hours/Week</th>
<th>Credits</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IA-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Work-5</td>
</tr>
<tr>
<td>6A</td>
<td>Human Resource and Logistic Management</td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>7A</td>
<td>Leadership styles and Conflict Management</td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Courses 6 &amp; 7</th>
<th>Name of the Course</th>
<th>Hours/Week</th>
<th>Credits</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IA-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Work-5</td>
</tr>
<tr>
<td>6B</td>
<td>Basic Research Writing Skills</td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>7B</td>
<td>Personality Development and Communication Skills</td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Courses 6 &amp; 7</th>
<th>Name of the Course</th>
<th>Hours/Week</th>
<th>Credits</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IA-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Work-5</td>
</tr>
<tr>
<td>6C</td>
<td>Social Audit</td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>7C</td>
<td>Management of NGO’s</td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

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
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


UNIT-II


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

III. References

1. Dr. C.B. Gupta - Sultan and Sons, Human Resource Management

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
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


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

UNIT-V


III. References

7. L.D. Brown, 1983, Managing Conflict at Organizational Interfaces, Reading, Addison-Wesley, M.A.
9. Disagreements and Develop Trust and Understanding, How to Books Ltd., U.K.

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:

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.
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-

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 demotivation

UNIT III:
Self-esteem

UNIT IV:
Introduction to Communication

UNIT V:
Types of Communication & Essential soft skills
(a) Written Communication
(b) Oral Communication
(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:


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:

3. Rahim, Mia; Mahmudur, I dowu and Samuel, O (2015) Social Audit Regulation Development, Challenges and Opportunities. Springer:

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
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) -

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


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

A. REFERENCE BOOKS:

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)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.