## DR.V.S.KRISHNA GOVT. DEGREE & PG COLLEGE(A) MADDILAPALEM, VISAKHAPATNAM, AP

### **DEPARTMENT OF ECONOMICS**



### **DOCUMENT OF THE**

# **BOARD OF STUDIES FOR THE ACADEMIC YEAR-2022-23**

REVISED SYLLABUS OF ECONOMICS UNDER CBCS FRAMEWORK WITH EFFECT FROM 2022-2023 The list of courses in the Dept. of Economics for the academic year 2022-23.

- I. B.A. (H.E.P.)
- II. B.A. (ECONOMICS)

The document of the 8<sup>th</sup> Board of Studies for the Academic Year 2022-23 is arranged in 2 parts. Part I consists of B.A. (HEP) for all I, II and III years for Semester I to Semester VI. The syllabus of Skill Development Courses and Value Added Course are included.

And part II consists of B.A. (ECONOMICS) for all I, II and III years for Semester I to Semester VI.

#### Dr.V.S.Krishna Govt. Degree College (Autonomous), Visakhapatnam 8<sup>th</sup> Board of Studies 30<sup>th</sup> September-2022

Subject: Economics

**Department: Economics** 

In pursuance of conferment of Autonomous status to Dr.V.S.Krishna Govt. Degree College(A), Visakhapatnam by the UGC vide letter No.F22-1/2011(AC) dated 20.07.2011 from Dr. Manju Singh, Joint Secretary, UGC, New Delhi and Proceedings No. C-II (CDC) /Dr.VSK.Govt.College/BOS/2020 dt.03.08.2022 of The Vice-Chancellor, Andhra University, Visakhapatnam, the 8<sup>th</sup> Board of Studies in Economics Subject is conducted on 30-09-2022 at 11.00 AM with the following members. The Changes will be implemented from 2022-23 academic year onwards.

MEMBER	NAME& DESIGNATION	SIGNATURE
Lecturer Incharge of the Department (Chairman)	Smt. Ch. Lakshmi, Lecturer in Economics	ch. Landen
Members	1. Dr. M.Krishna Mohan Lecturer in Economics	not attended
	2. Sri B. Rajarao Lecturer in Economics	B. 625022
	3. Sri K. Manikanta Guest Faculty in Economics	M. Maillata
	4. Sri P. Vijay Kumar Guest Faculty in Economics	p. mijay/cumazolg/22
Subject Expert(University Nominee)	Dr. D. Pyditalli, Lecturer in Economics,GDC, Srikakulam.	Dug Fig. 22
Subject Experts	Sri. K. Hari Kishan Lecturer in Economics, P.R. Govt. College, Kakinada	attended online
	Dr. K. Geetanjali, Lecturer in Economics, VGDC(W), Visakhapatnam.	f. Cularic.
Representative	S. Venkatarao, Assistant Director,	
MemberFrom Industry /	Dept. of Archaelogy&Museums,	A LANDA TARA
Corporate / Allied Area relating to placement	Visakha Museum Primises, Visakhapatnam.	3. Concern 30/04/22
Member from Alumni	Sri B. Kumar Lecturer in Economics VGDC(W), Visakhapatnam.	30/1/22
Coordinator, IQAC	Dr.Ch. Lalitha	Jakine
Academic Coordinator and member secretary, Academic Council	Dr. P. Latha	hli
Principal and Chairperson, Academic Council	Dr.I. Vijayababu	9 min 25 30/9 /2027

#### Dr. V.S. KRISHNA GOVT. DEGREE AND P.G. COLLEGE(A)VISAKHAPATNAM Department of Economics Board of Studies – Minutes of meeting 2022-23

The meeting of Board of Studeis of Department of Economics was held on 30-9-2022 under the Chairmanship of Smt. Ch. Lakshmi, Lecturer In-charge of the department and resolved the follwing:

- 1. Implement the guidelines of the Academic Council
- 2. Resolved to approve and ratify certain changes in syllabus under CBCS pattern and question papers for the benefit of the students in quality enhancement in academics.
- 3. Resolved to adopt the Syllabus for the I, II, III, IV & V & VI semesters under CBCS pattern w.e.f. the academic year 2022-23. It is also resolved to approve and ratify the newly framed syllabus of Skill Enhancement Courses of V semester for B.A. HEP and B.A. Economics programmes w.e.f. the admitted batch 2020-21 academic year.
- 4. Resolved to approve model question papers and blue prints for semesters I,II,III,IV,V & VI of B.A Economics and B.A.HEP programmes for 75 marks external examination.
- 5. Resolved to approve the syllabus of a Value Added Course on Indian Public Finance.
- Resolved and approved the list of paper setters and examiners w.e.f. Academic year 2022 – 2023.
- Approved/ ratified to include Internship I (Community Service Project) for the 1st year students at the end of II semester as per NEP – 2020. The assessment is to be conducted for 100 marks.
- Approved/ ratified to introduce Internship -II (Industry Training) for 2nd year students at the end of IV semester for two months.w.e.f. 2022-23 as per NEP-2020. The assessment is to be conducted for 100 marks.
- Approved/ ratified to introduce Internship-III On Job Training in VI Semester w.e.f. 2022-23 as per NEP-2020. The assessment is to be conducted for 200 marks.
- 10. Resolved and approved the syllabus of Skill Development Courses Survey and Reporting for semester II and Financial Markets for semester III
- 11. Resolved to approve the model question papers and blue prints of Skill Development Courses Survey and Reporting for semester II and Financial Markets for semester III

- 12. The evaluation for internal assessment will be done for 25 marks on the basis of Continuous Internal Assessment through mid examinations, Student Seminars, Assignments, Group Discussions, ect.,
- 13. Resolved to follow ICT based teaching methods to enrich teaching and learning process.

MEMBER	NAME& DESIGNATION	SIGNATURE
Lecturer Incharge of the Department (Chairman)	Smt. Ch. Lakshmi, Lecturer in Economics	ch. Land
Members	1.Dr. M.Krishna Mohan Lecturer in Economics	Not altended here
	2.Sri B. Rajarao Lecturer in Economics	B. 02502)
	3.Sri K. Manikanta Guest Faculty in Economics	k poileata.
	4. Sri P. Vijay Kumar Guest Faculty in Economics	P. nipyleenog zolal 22
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	Dr. K. Geetanjali, Lecturer in Economics, VGDC(W), Visakhapatnam.	K. autaiic
Representative MemberFrom Industry / Corporate / Allied Area relating to placement	S. Venkatarao, Assistant Director, Dept. of Archaelogy&Museums, Visakha Museum Primises, Visakhapatnam.	J. + Carlant too 30/09/12
Member from Alumni	Sri B. Kumar Lecturer in Economics VGDC(W), Visakhapatnam.	J3/9/22
Coordinator, IQAC	Dr.Ch. Lalitha	Jahlle !!!
Academic Coordinator and member secretary, Academic Council	Dr. P. Latha	hlit
Principal and Chairperson, Academic Council	Dr. I. Vijayababu	J. ma 30 9 2022

#### APPROVED

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# DR.V.S.KRISHNA GOVT. DEGREE & PG COLLEGE(A) MADDILAPALEM, VISAKHAPATNAM DEPARTMENT OF ECONOMICS



# BOARD OF STUDIES 2022-23 B.A.(H.E.P) PROGRAMME

REVISED SYLLABUS OF ECONOMICS UNDER CBCS FRAMEWORK WITH EFFECT FROM 2022-2023

#### Dr. V.S. KRISHNA GOVT. DEGREE AND P.G. COLLEGE(A) VISAKHAPATNAM B.A HEP PROGRAMME – COURSE STRUCTURE IN ECONOMICS UNDER CBCS

2022-2023

Sl.no	paper	paper Name of the paper		Hours	cre	Ma	rks	Total
				per	dits	CIA	End	
				week			sem	
		I & II YEAR BA SYLLABUS (V	V.E.F 20	22-2023)				
1.	I	Micro Economic Analysis	I	5	4	25	75	100
2	II	Macro Economic Analysis	II	5	4	25	75	100
		Internship I ( Community Service Project)	-	-	4			100
3	=	Development Economics	111	5	4	25	75	100
4	IV	Economic Development in India and Andhra Pradesh	IV	5	4	25	75	100
		Internship II ( Industry training)	-	-	4			100
5	V	Statistical Methods for Economics	IV	5	4	25	75	100
III YE	AR B.A/E	3.Sc SYLLABUS (W.E.F 2022-2023) (To C	hoose O	ne pair fro	om the	Four (A	А, В, С,	& D)
6	6A	Rural Entrepreneurship	V	5	4	25	75	100
7	7A	Farmer Producer Organizations	V	5	4	25	75	100
		OR	•	1		1	1	
8		Urban Entrepreneurship and	V	5	4	25	75	100
	OB	MSMEs						
9	7B	Retail and Digital Marketing	V	5	4	25	75	100
		OR		1		L		
10	6C	Insurance Services	V	5	4	25	75	100
11	7C	Banking and Financial Services	V	5	4	25	75	100
		OR					1	
12		Inferential Statistics and Software	V	5	4	25	75	100
	6D	Packages						
13	7D	Project Designing and Report	V	5	4	25	75	100
		Writing						
	1	SEMESTER	VI	I	I	1	1	I
	IN	TERNSHIP III( On job training)	VI	-	12	-	-	200

#### SEMESTER – I :: COURSE – I : MICROECONOMIC ANALYSIS

#### **COURSE OBJECTIVES**

- 1. Primary objective is to understand the basic concepts of Micro Economics such as demand, supply, equilibrium and comparative advantage.
- 2. To analyse how individual decision-makers, both consumers and producers behave in a variety of economic environment.
- 3. To understand the correlation between business costs, pricing and profit.

#### **COURSE OUTCOMES**

At the end of the course, the student is expected to demonstrate the following cognitive abilities and sychomotor skills.

CO1: Remembers and states in a systematic way (Knowledge) the differences between microeconomic analysis and macroeconomic analysis and various laws and principles of microeconomic theory under consumption,

CO2: Explains (understanding) various terms and concepts relating to microeconomic analysis with the help of examples of real life such as consumer's equilibrium and consumer's surplus using indifference curve analysis. various laws and principles of consumption, production, and income distribution and determination of price and output discriminating different market conditions in short term and long term

CO3: Critically examines using data and figures (analysis and evaluation) various laws and principles of microeconomic analysis and market conditions, application of the concept of demand elasticity and its relation with Average and Marginal Revenue and the relationship between average and marginal cost/revenue both in long term and

CO4: Draws critical diagrams and graphs to explain and examine the application of various laws and principles of microeconomic analysis

#### SYLLABUS

#### Module–1: Economic Analysis and Methodology

Scarcity and Choice as fundamental problems of economics – Scarcity Definition to Economics - Opportunity Cost - Production Possibilities Curve - Micro and Macro Analysis - Micro economic analysis – Scope and Importance -Principles of Microeconomics : Allocation of Resources - Optimization, Equilibrium and Marginal analysis -Rationality Principle the concept of Welfare.

#### Module -2: Theory of Consumption

Concept of Demand -Factors determining demand - Law of Demand - reasons and exceptions - Elasticity of Demand- Types of Price elasticity of demand -Cardinal and Ordinal utility -Indifference Curve analysis : Properties of Indifference curves, Indifference Curve Map -Marginal Rate of Substitution -Budget Line - Changes -Consumer Equilibrium under Indifference Curve Analysis – Consumers' Surplus and Indifference Curve Analysis

#### **Module -3: Theory of Production**

Concept and Objectives of Firm - Production Function : Cobb- Douglas Production Function -Law of Variable Proportions -Laws of Returns to Scale - Economies of large scale -Concepts of Cost - Total, Average and Marginal Costs – Relation between average and Marginal cost curves Law of Supply - Concept of Revenue : Total, Average and Marginal Revenues - Relation between Average and Marginal Revenues and elasticity of Supply

#### Module-4: Theory of Exchange

Concepts of Market : Criteria for Classification of Markets - Perfect Competition– Characteristics, Price and Output determination ; Monopoly : Characteristics, Price and Output Determination - Price Discrimination; Monopolistic Competition - Assumptions - Price and output determination - Selling Costs ; Oligopoly -Types- Kinky demand curve and Price rigidity

#### Module - 5: Theory of Distribution

The concepts of Functional and Personal Distribution of Income - Marginal Productivity Theory of Distribution - Modern Theory of Distribution -Concept of Rent - Ricardian Theory of Rent – Marshall's concepts of Economic Rent and Quasi Rent; Theories of Wage Determination: Subsistence Theory and Standard of Living Theory - Modern Theory of Wages; Classical Theory of Interest -Loanable Funds Theory of Interest -Liquidity Preference Theory of Interest; Theories of Profit: Risk and Uncertainty, Dynamic and Innovations Theories.

#### **Reference Books:**

- 1. A. Koutsoyiannis, *Modern Microeconomics* Macmillan, London.
- 2. 2 A. W. Stonierand D.C. Hague, *A Text book of Economic Theory* ELBS & Long man Group, London.
- 3. H. L. Ahuja, Advanced Economic Theory, S. Chand, 2004.
- 4. P. N. Chopra, *Principles of Economics*, Kalyani Publishers, Ludhiana, 2018.
- 5. H.S. Agarwal: *Principles of pEconomics*.
- 6. P.A Samuelson & W.D. Nordhaus *Macroeconomics*, Tata McGraw Hill, 18/e, 2005
- 7. M. L. Seth, *Microeconomics*, Lakshmi Narayan Agarwal, 2006.
- 8. D.M. Mithani&G.K. Murthy, *Fundamentals of Business Economics*, Himalaya Publishing, 2007.
- 9. Telugu Academi Publications on Microeconomics.
- 10. *Microeconomics*, Spectrum Publishing House, Hyderabad, 2017.

#### SEMESTER – I :: COURSE – I : MICROECONOMIC ANALYSIS

#### MODEL QUESTION PAPER

Time: 3 hours

#### SECTION -A

Answer all the following questions.

1. Explain Scarcity Definition of Economics.

(OR)

Distinguish between Micro and Macro Economics.

2. Explain the law of Demand and its exceptions.

OR)

Explain the consumer's equilibrium with the help of indifference curve analysis.

3. Examine the law of variable proportions with the help of a diagram.

(OR)

Explain the Law of returns to scale.

Explain the charactestics of perfect competetive market? 4.

(OR)

Explain the charactestics and equilibrium under monopoly market.

5. Explain the Ricardian theory of Rent?

(OR) Explain the liquidity preference theory of interest?

#### <u>SECTION –B</u>

Answer any five questions

- 6. Scope of Economics
- 7. Opportunity Cost
- 8. Cardinal Approach
- 9. Budget Line
- 10. Relation between Average Cost and Marginal Cost
- 11. Elasticity of Demand
- 12. Characters of Monopolstic competetion
- 13. Quasi Rent

 $5 \times 5 = 25$ 

5×10=50

Max Marks: 75

		SECTI	ON – A	SECTION -	B			
		(Essay type	questions)	(Short answer questions)				
S.NO	MODULE NO	<b>10 Mar</b>	ks each	5 Marks eac	h			
		To be given	To be	To be given	To be			
		10 be given	answered	10 be given	answered			
1	Module -1	02	01	01	Any			
					Five			
2	Module -2	02	01	01	questi			
					ons			
3	Module - 3	02	01	02	can be			
					answer			
4	Module - 4	02	01	02	ed out			
					of the			
5	Module – 5	02	01	02	08			
					questi			
					ons			
	Total	10	05	08	05			

#### **BLUE PRINT**

#### **Guidelines to the paper setters :**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

#### SEMESTER – 2:: COURSE –2: MACROECONOMIC ANALYSIS COURSE OBJECTIVES

1. To enable students to describe the various Macro economics concepts.

2. To help students to understand Supply and Demand of money, inflation and monetary policy.

3. To enable students to get acquainted with the constituents of Fiscal policy and To enable students to discuss the theories of Open Economy and issues related to International Trade.

#### **COURSE OUTCOMES**

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

CO1: Remembers and states in a systematic way (knowledge) Various concepts, definitions, laws and principles of macroeconomic theory with referenceto income, employment, money, banking and finance

CO2: Explains (understanding) the difference between various concepts and components of national income with illustrations and methods of measuring national income

CO3: Critically examines using data and figures (analysis and evaluation) in order to understand the interrelationship between various components of national income, the theories of macroeconomics with reference to their assumptions, implications and applicability and Empirical evidences of Consumption and Investment Functions and factors influencing them

CO4: Draws critical formulae, diagrams and graphs of consumption and investment functions; concepts of multiplier and accelerator, price indices, inflation and trade cycles.

#### Module - 1: National Income

Macroeconomics - Definition, Scope and Importance - Difference between Micro economic and Macro economic Analyses – Circular Flow of Income -National Income: Definitions, Concepts, Measurement of National Income - Difficulties - Importance - Concept of Green Accounting

#### Module -2: Theory of Employment

Classical Theory of Employment - Say's Law of Markets - Criticism -Keynesian Theory of Employment- Aggregate demand, Aggregate supply and Effective demand - Consumption Function - Keynes' Psychological Law of Consumption - Average and Marginal Propensity to Consume - Factors determining Consumption Function –Brief Review of Relative, Life Cycle and Permanent Income Hypotheses - Investment Function: Marginal Efficiency of Capital -

Multiplier and Accelerator - Keynesian Theory of Employment - Applicability to Developing countries

#### Module – 3: Money and Banking

Definitions of Money – Functions of Money- Money Illusion - Gresham's Law - RBI classification of Money - Theories of Money: Fisher and Cambridge (Marshall, Pigou, Robertson and Keynes equations) - Banking - Definition and types of Banking - Commercial Banks - Functions - Recent Trends in Banking - Mergers and Acquisitions - Central Bank - Functions - Control of Credit by Central Bank - NBFCs- Factors contributing to their Growth and their Role

#### Module – 4: Inflation and Trade Cycles

Inflation: Concepts of Inflation, deflation, reflation and stagflation - Phillip's Curve - Measurement of Inflation - CPI and WPI - Types of Inflation- Demand pull Inflation and cost push inflation - Causes and Consequences of Inflation - Measures to Control Inflation. Trade Cycles: Phases of a Trade Cycle - Causes and Measures to control Trade Cycles

#### **Module -5: Finance and Insurance**

Financial Assets and Financial Instruments - Financial Markets - Functions of Money Market - Functions of Capital Market - Stock Market - Exchanges – Indices:Sensex and Nifty - Concept of Insurance - Types and Importance of Insurance.

#### **Reference Books:**

- 1. Dillard. D., *The Economics of John Maynard Keynes*, Cross by Lockwood and sons, London
- 2. M. C. Vaish Macroeconomic Theory, Vikas Publishing House, New Delhi.
- 3. S. B Guptha Monetary Economics, S. Chand & Co, Delhi
- 4. P. N. Chopra, *Macroeconomics*, Kalyani Publishers, Ludhiana, 2014
- 5. D. M. Mithani, Macro Economic Analysis and Policy, Oxford and IBH, New Delhi
- 6. M N Mishra & S B Mishra, *Insurance Principles & Practice*, S Chand.
- 7. Lewis, M.K and P.DMizan Monetary Economics, Oxford University Press, New Delhi
- 8. Central Statistical Organization, National Accounts Statistics.
- 9. M.L.Seth, Macroeconomics, Lakshmi Narayan Agarwal, 2006.
- 10. K. P. M. Sundaram, Money, Banking & International Trade, Sultan Chand, 2006.
- 11. R. R. Paul, Monetary Economics, Kalyani Publishers, Ludhiana, 2018
- 12. Macroeconomics, Spectrum Publishing House, Hyderabad, 2016

#### SEMESTER - 2:: COURSE -2: MACROECONOMIC ANALYSIS

#### **MODEL QUESTION PAPER**

Time: 3 hours

#### Max Marks: 75

SECTION -A

Answer all the following questions. Each question carries 10 marks.  $(5 \times 10 = 50 \text{ marks})$ 

- 1. Define Macro Economics and explain its importance. (OR)Explain various methods of measuring the National Income.
- 2. Critically examine the Keynesian theory of Employment. (OR) Explain the concept of investment multiplier.
- 3. Critically examine the Fisher's quantity theory of money. (OR)Explain the functions of Central Bank or Reserve Bank of India(RBI).
- 4. Explain various causes and consequences of inflation. (OR)Discuss various measures required to control trade cycles.
- 5. What are the various functions of Financial Markets. (OR)Explain various functions of Capital Markets.

#### **SECTION -B**

#### Answer any five questions

- 6. Concept of Green Accounting
- 7. Say's Law of Markets
- 8. The Concept of Accelerator
- 9. Gresham's Law
- 10. Functions of Commercial Banks
- 11. Types of Inflation
- 12. Phases of trade cycles
- **13.** Types of Insurance

 $5 \times 5 = 25$  marks

		SECTI	ON – A	SECTION – B			
		(Essay type	questions)	(Short answer qu	estions)		
S.NO	MODULE NO	10 Mar	ks each	5 Marks eac	h		
		To be given	To be	To be given	To be		
		10 be given	answered		answered		
1	Module -1	02	01	01	Any		
					Five		
2	Module -2	02	01	01	question		
					s can be		
3	Module - 3	02	01	02	answere		
					d out of		
4	Module - 4	02	01	02	the 08		
					question		
5	Module – 5	02	01	02	S		
	Total	10	05	08	05		

#### **BLUE PRINT**

#### **<u>Guidelines to the paper setters :</u>**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

#### **SEMESTER – 3:: COURSE – 3 : DEVELOPMENT ECONOMICS**

#### **COURSE OBJECTIVES**

1. Distinction between growth and development with examples

2. Various concepts and definitions and indicators relating to economic growth and

Development including recent developments.

3. The theoretical aspects of a few models and strategies of economic growth.

#### **COURSE OUTCOMES**

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

CO1: Remembers and states in a systematic way (Knowledge)Various concepts and definitions and indicators relating to economic growth and Development including recent developments

CO2: Explains (understanding)Distinction between growth and development with examples, Characteristics of developing and developing economies and distinction between the two and factors contributing to development, Choice of Techniques and a few important models and strategies of growth

CO3: Critically examines using data and figures (analysis and evaluation) the theoretical aspects of a few models and strategies of economic growth, role and importance of various financial and other institutions in the context of India's economic development

CO4: Draws critical diagrams and graphs to explain the models and strategies and to highlight empirical evidences to support the strategies

#### **Module - 1: Economic Growth and Development**

Economic Development as a Branch of Study of Economics – Scope and Importance -Distinction between Economic Growth and Economic Development -Measures of Economic Development and their limitations - Relevance of Herd (Group) Immunity in the context of COVID 19 - three core values of economic development : Sustainability, Self-esteem and Freedom – Economy and Environment : Concepts of sustainable development and inclusive growth

#### Module -2: Modern Economic Growth

Characteristics of Underdeveloped Countries - World Bank and IMF Classification of countries - Modern economic growth – Kuznets' Six Characteristics -Obstacles to economic development - Vicious Circle of Poverty and cumulative causation -Factors of economic growth: Economic and Non-economic - Capital Formation – Foreign and Domestic capital, Debt and Disinvestment.

#### **Module-3: Theories of Development and Underdevelopment**

Classical Theory: Adam Smith, Ricardo and Malthus -Marxian Theory - Schumpeter Theory -Rostow's Stages of Economic Growth -Harrod-Domar two sector model -Solow's Model and Robinson's Golden Age

#### Module - 4: Strategies of Economic Development

Strategies of Economic Development – Big Push -Balanced Growth -Unbalanced Growth -Mahalanobis Model - Agriculture vs Industry -Capital Intensive Technology vs Labour Intensive Technology -Role of Infrastructure in Economic Development

#### Module - 5: Institutions and Economic Development

Role of State in Economic Development -Role of Markets - Market Failure and Regulation by State -Public sector vs Private sector -Economic Planning – concept, objectives and types - NITIAyog - Economic Federalism -Financial Institutions and Economic Development -Role of International Institutions-IDBI, ADB, IMF -Foreign Trade - FIIs and FDIs.

#### **Reference Books:**

- 1. Dhingra, I.C., *Indian Economy*, Sultan Chand, New Delhi, 2014.
- 2. Gaurav Datt and Ashwani Mahajan, *Datt and Sundharam's Indian Economy*, S.Chand& Co., 2016.
- 3. G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, New York, 3/e.
- 4. M. P. Todaro and Stephen C. Smith, *Economic Development*, 10/e, Indian Edition Published by Dorling Kindersley India Pvt. Ltd. 2012.
- 5. M. L. Koncham, Economic development and planning, Himalaya publications
- 6. S.K.Misra&V,K,Puri, Indian Economy, Himalaya Publishing House, 2015.
- R.S.Rao, V.Hanumantha Rao &N.Venu Gopal (Ed.), *Fifty Years of Andhra Pradesh* (1956-2006), Centre for Documentation, Research and Communications, Hyderabad, 2007.
- 8. G. Omkarnath, *Economics A Primer for India Orient Blackswan, 2012.*
- 9. Economic development and growth, Spectrum Publishing House, Hyderabad, 2016

#### SEMESTER – 3:: COURSE – 3 : DEVELOPMENT ECONOMICS MODEL QUESTION PAPER

Time: 3 hours

#### Max Marks: 75

#### SECTION -A

Answer all the following questions.

1. Explain the concepts of economic growth and economic development. What are the differences between economic growth and economic development?

(OR)

Explain the various measures of Economic Development.

2. What are the various characteristics of under developed countries.

#### OR)

What are the factors that play important role in the process of economic development? What are the main obstacles to Development?

3. Explain the Karl Marx theory of Economic Development.

#### (OR)

Explain the growth theory of Adam Smith.

4. Explain the Balanced growth model.

#### (OR)

Explain the unbalanced growth theory.

5. Explain various objectives of Five Year Plans in India.

#### (OR)

Explain the role of IBRD and IMF in economic development of the countries.

#### SECTION -B

Answer any five questions

- 6. Explain the three core values of Economic Development.
- 7. Sustainable Development
- 8. NITI Aayog and its importance
- 9. Rostow's stages of Economic Growth
- 10. World Bank and IMF classification of countries
- 11. Kuznet's six characters of modern economic growth
- 12. Labour intensive technology
- 13. Capital intensiveTechnology

5×5=25

5x10=50

		SECTIO	ON – A	SECTION -	B		
SN		(Essay type	questions)	(Short answer questions)			
0	MODULE NO	10 Marl	ks each	5 Marks eac	h		
U		To be given	To be	To be given	To be		
		To be given	answered	10 be given	answered		
1	Module -1	02	01	01	Any		
					Five		
2	Module -2	02	01	01	questi		
					ons		
3	Module - 3	02	01	02	can be		
					answer		
4	Module - 4	02	01	02	ed out		
					of the		
5	Module – 5	02	01	02	08		
					questi		
					ons		
	Total	10	05	08	05		

#### **BLUE PRINT**

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- 3. The question paper must be confined to the syllabus provided for paper setting.
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- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

#### SEMESTER – 4 :: COURSE – 4 : ECONOMIC DEVELOPMENT- INDIA AND ANDHRA PRADESH

#### **COURSE OBJECTIVES**

1. leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses

2. Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies.

3. Indian Tax system, recent changes, issues of public expenditure and public debt, recent finance commissions and devolution of funds.

#### **COURSE OUTCOMES**

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

CO1: Remembers and states in a systematic way (Knowledge) leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses Objectives, outlays and achievements of economic plans and growth strategies

CO2: Explains (understanding) Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies, Sector specific problems, remedial policies and their effectiveness relating to Agriculture and Industrial Sectors of Indian and AP economy and infrastructure, issues of AP economy and Indian Public Finance.

CO3: Critically examines using data and figures (analysis and evaluation) Leading issues of current importance relating to India and AP economy, major policies and programmes and Covid– 19 and its impact on Indian economy

CO4: Uses official statistical data and reports including tables and graphs to explain the achievements of Indian economy with reference to the objectives of planning and policy and make critical evaluation.

#### **SYLLABUS**

#### Module – 1 Basic Features

Basic characteristics of Indian Economy as a developing economy – Economic development since independence - Objectives and achievements of planning – Planning Commission/NITIAyog and their approaches to economic development - India's Rank in Global Human Development Index .

#### **Module 2 National Income and Demography**

Trends in National income - Demographic trends - Poverty and Inequalities – Occupational Structure and Unemployment - Various Schemes of employment generation and eradication of poverty – Issues in Rural Development and Urban Development –Intra-state and Inter-state Labour Migration and unorganized sector Problems of Migrant Labour

#### Module - 3 Agricultural and Industrial Developments

Indian Agriculture – Agricultural Strategy and Agricultural Policy – Agrarian Crisis and land reforms – Agricultural credit – Minimum Support Prices -Malnutrition and Food Security -Indian Industry - Recent Industrial Policy – Make-in India – Start-up and Stand-up programmes – SEZs and Industrial Corridors - Economic Reforms and their impact -Economic initiatives by government of India during COVID - Atmanirbhar Bharat package.

#### Module –4Indian Public Finance

Indian Tax System and Recent changes – GST and its impact on Commerce and Industry – Centre, States financial relations- Recommendations of Recent Finance Commission – Public Expenditure and Public Debt - Fiscal Policy and Budgetary Trends

#### Module- 5Andhra Pradesh Economy

The basic characteristics of Andhra Pradesh economy after bifurcation in 2014 – Impact of bifurcation on the endowment of natural resources and state revenue – new challenges to industry and commerce - the new initiatives to develop infrastructure – Power and Transport - Information Technology and e-governance – Urbanization and smart cities – Skill development and employment –Social welfare programmes.

#### **Reference Books:**

- 1. Dhingra, I.C., Indian Economy, Sultan Chand, New Delhi, 2014.
- 2. Gaurav Datt and Ashwani Mahajan, *Datt and Sundharam's Indian Economy*, S.Chand& Co., 2016.
- 3. G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, New York, 3/e.
- 4. M. P. Todaro and Stephen C. Smith, *Economic Development*, 10/e, Indian Edition Published by Dorling Kindersley India Pvt. Ltd. 2012.
- 5. P. K. Dhar, Indian Economy: Its Growing Dimensions, Kalyani Publishers, Ludhiana, 2018.
- 6. Reserve Bank of India, *Handbook of Statistics on Indian Economy* (Latest).
- 7. S.K.Misra&V,K,Puri, *Indian Economy*, Himalaya Publishing House, 2015.
- 8. R.S.Rao, V.Hanumantha Rao &N.Venu Gopal (Ed.), *Fifty Years of Andhra Pradesh* (1956-2006), Centre for Documentation, Research and Communications, Hyderabad, 2007.
- 9. G. Omkarnath, *Economics A Primer for India Orient Blackswan, 2012.*
- 10. A.P Economy- Telugu Academy, 2018

#### SEMESTER – 4 :: COURSE – 4 : ECONOMIC DEVELOPMENT- INDIA AND ANDHRA PRADESH MODEL QUESTION PAPER

Time: 3 hours

Max Marks: 75

#### <u>SECTION –A</u>

5×10=50

1. Explain the basic characters of Indian economy. భారతదేశ ఆర్ధిక వ్యవస్థ ముఖ్య లక్షణాలను వివరించండి.

Answer all the following questions.

(Or)

Explain the objectives and achievements of 5 year plans in India. భారతదేశంలో వివిధ పంచవర్ష ప్రణాళికల లక్ష్యాలు మరియు విజయాలను గురించి వివరించండి.

2. Explain the population trends in India. భారతదేశంలో జనాభా ధోరణులను వివరించండి.

(Or)

Explain various schemes of employment generation and eradication of poverty. పదరికము మరియు నిరుద్యోగ నిర్మూలనకు ప్రపేశపెట్టిన వివిధ పథకాలను వివరించండి

 Write an essay on agricultural credit in India. భారతదేశంలో వ్యవసాయ పరపతి పై ఒక వ్యాసం రాయండి.

(Or)

Explain the new economic reforms introduced in India. భారతదేశంలో ప్రవేశపెట్టబడిన నూతన ఆర్ధిక సంస్కరణలను గురించి వివరించండి.

Explain the impact of GST on trade and commerce.
దేశంలోని పరిశ్రమలు మరియు వాణిజ్యంపై జీఎస్టీ ప్రభావాన్సి వివరించండి.

(Or)

Explain the recommendations of  $15^{\text{th}}$  finance Commission. 15వ ఆర్థిక సంఘం యొక్క సిఫారసుల గురించి వివరించండి

5. Explain the basic features of Andhra Pradesh economy after bifurcation of the state. రాష్ట్ర విభజన తర్వాత ఆంధ్రప్రదేశ్ ఆర్థిక వ్యవస్థ లక్షణాలను గురించి వివరించండి.

(Or)

Explain various social welfare schemes being implemented in Andhra Pradesh. ఆంధ్రప్రదేశ్ రాష్ట్రంలో అమలు చేస్తున్న సాంఘిక సంజేమ పథకాలను గురించి వివరించండి.

#### Section-B

Answer any 5 of the following questions. Each question carries 5 marks.

5x5=25marks

- 6. Niti aayog నీతి ఆయోగ్
- 7. India's rank in global Human Development Index మానవ అభివృద్ధి సూచికలో భారతదేశం యొక్క ర్యాంకు
- 8. Problems of migrant labour in unorganised sector అసంఘటిత రంగంలో వలస కార్మికుల సమస్యలు
- Land reforms in India భారతదేశంలో ప్రవేశపెట్టబడిన భూసంస్కరణలు
- 10. Atmanirbhar Bharat ఆత్మ నిర్బర్ భారత్
- 11. Income inequalities ఆదాయ అసమానతలు
- 12. Reasons of public debt ప్రభుత్వ రుణానికి కారణాలు
- 13. Urbanization and smart cities in Andhra Pradesh ఆంధ్రప్రదేశ్ లో నగరీకరణ మరియు స్మార్ట్ నగరాలు

		SECTI	ON – A	SECTION -	B
		(Essay type	questions)	(Short answer que	estions)
S.NO	MODULE NO	<b>10 Mar</b>	ks each	5 Marks eac	h
		To be given	To be	To be given	To be
		10 be given	answered	10 be given	answered
1	Module -1	02	01	01	Any
					Five
2	Module -2	02	01	01	questi
					ons
3	Module - 3	02	01	02	can be
					answer
4	Module - 4	02	01	02	ed out
					of the
5	Module – 5	02	01	02	08
					questi
					ons
	Total	10	05	08	05

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- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

#### **COURSE- 5(Semester - IV) : STATISTICAL METHODS FOR ECONOMICS**

#### **COURSE OBJECTIVES**

1. To develop the students ability to deal with numerical and quantitative issues in business

2. To enable the use of statistical, graphical and algebraic techniques wherever relevant.

3. To have a proper understanding of Statistical applications in Economics

#### **COURSE OUTCOMES**

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

CO1: Remembers and states in a systematic way (Knowledge) the definitions, terms and their meaning relating to statistical methods and various formulae used to measure central tendency, correlation regression and Indices

CO2: Explains (understanding) Importance of statistics and its applications the method of classification of primary data,Uses of Correlation and Regression analysis, time series and index numbers in economic analysis

CO3: Analyses and solves using given data and information (analysis and evaluation) about different kinds of statistical problems using various principles and formulae relating to central tendency, correlation, regression, time series and indices and to interpret data and suggest solutions to economic problems

CO4: Draws critical diagrams and graphs of Histogram, Frequency Polygon and Frequency Curve, More than cumulative and less than cumulative frequency curves (Ogive), Different types of Bar diagrams and Pie Diagram and its uses in economic analysis

#### SYLLABUS

#### Module - 1: Nature and Definition of Statistics

Introduction to Statistics – Definition, scope, importance and limitations of Statistics – Primary and Secondary data- Census and Sampling techniques and their merits and demerits

#### Module – 2:Diagrammatic Analysis

Collection of data - Schedule and questionnaire – Frequency distribution – Tabulation – diagram and graphic presentation of data – Histogram, Frequency Polygon, Cumulative Frequency Curves - Bar Diagrams and Pie Diagram

#### Module – 3:Measures of Central Tendency and Dispersion

Measures of Central Tendency and Dispersion - Types of averages- Arithmetic Mean, Geometric Mean, Harmonic Mean – Median – Mode – Dispersion - Range, Quartile Deviation, Mean Deviation, Standard Deviation- Coefficient of Variation.

#### Module – 4:Correlation and Regression

Correlation and Regression - Meaning, Definition and uses of Correlation- Types of Correlation- Karl Pearson's Correlation coefficient - Spearman's Rank Correlation- Regression Equations - utility of regression analysis – Demand forecasting.

#### Module – 5: Time Series and Index Numbers

Time Series and Index Numbers: Definition and components of Time Series – Measurement of Time Series – Moving Average and the Least Squares Method – Index Numbers - Concepts of Price and Quantity Relatives – Laspeyer's, Paasche's and Fisher's Ideal Index Numbers – Uses and Limitations of Index Numbers.

#### **Reference Books:**

- 1. B. R. Bhat, T. Srivenkataramana and K.S. MadhavaRao (1996): *Statistics: A Beginner's Text*, Vol. I, New Age International (P) Ltd.
- 2. Goon A.M, Gupta M.K., Das Gupta B. (1991), *Fundamentals of Statistics*, Vol. I, World Press, Calcutta.
- 3. M. R. Spiegel (1989): *Schaum's Outline of Theory and Problems in Statistics*, Schaum's Outline Series.
- 4. F. E. Croxton, D. J. Cowden and S. Kelin S (1973), *Applied General Statistics*, Prentice Hall of India. 2.
- 5. S.P. Gupta, Statistical Methods, S. Chand & Co, 1985
- 6. S. C. Guptha, *Fundamentals of Statistics*, Himalaya Publishing House, Hyderabad.
- 7. Digambar Patri and D. N. Patri, *Statistical Methods for Economics*, Kalyani Publishers, Ludhiana, 2017.
- 8. Telugu Akademy Book, ParimanathmakaPaddathulu (For B.A.).

#### **COURSE- 5(Semester - IV) : STATISTICAL METHODS FOR ECONOMICS**

#### MODEL QUESTION PAPER

Time: 3 hours

Max Marks: 75

#### **SECTION –A**

Answer all the following questions. Each question carries 10 marks.  $(5 \times 10 = 50 \text{ marks})$ 

Define statistics and explain its scope and importance.
గణాంక శాస్త్రం ను నిర్వచించి, దాని పరిధిని మరియు ప్రాధాన్యత ను వివరింపుము.

(OR)

Explain the sources of primary data. ప్రాధమిక దత్తాంశమునకు గల మూలాధారములను వివరింపుము.

Explain various types of bar diagrams.
వివిధ బార్ పటముల గురించి వివరించుము.

OR)

Distinguish between interview schedule and questionnaire. ఇంటర్ఫ్లూ పెడ్యూల్ మరియు ప్రశ్నా వళి కి మధ్య విభేదించుము.

3. Explain the merits and demerits of Arithmetic mean and calculate the arithmetic mean for the following data.

అంక మధ్యమం యొక్క సుగుణాలు మరియు లోపాలను వివరించి, ఈ క్రింది దత్తాంశమునకు

అంక మధ్యమం ను లెక్కించుము.

X: 125, 128, 132, 135, 140, 148, 155, 157, 159, 161

(OR)

Explain the quartile deviation and its Co-efficient for the following data.

ఈ క్రింది దత్తాంశము నకు చతురదాంశ విచలనం ను చతురదాంశ విచలన గుణకం ను

కనుగొనుము.

Marks	40-50	30-40	20-30	10-20	0-10
మార్కులు					
No of students	10	12	40	30	8
విధ్యార్ధుల సంఖ్య					

4. Calculate the Karl Pearson's Coefficient of Correlation for the data relating to age of employees and number of days they were reported sick in a month?

ఉద్యోగుల వయస్సు మరియు వారు ఒక సెలలో ఎన్ని రోజులు జట్బు పడ్డారో అనే విషయం ను

తెలియ జేసె దత్తాంశం నకు కార్ల్ పియర్ సన్ సహ సంబంద గుణకం ను లెక్కించుము.

Age	30	32	35	40	48	50	52	55	57	61
No of sick days	1	0	2	5	2	4	6	5	7	8
			(0	D						

(OR)

Obtain the two regression equations by taking deviations from actual mean of "X" and "Y"

X మరియు Y ల యొక్క వాస్తవిక మాధ్యమాల చే రెండు ప్రతిచయన సమీకరణములను రాబట్టుము.

X:	2	4	6	8	10
Y:	5	7	9	8	11

5. Calculate the 3- yearly moving averages of the production figures given below and draw the trend.

ఈ క్రింద ఇవ్వబడిన ఉత్పత్తి కి సంబందించిన దత్తాంశం నకు 3-సంవత్సరముల చలిత మధ్యమలను లెక్కించుము.

Year	Production ( සන්ු වී )	Year	Production ( සන්ු වී )
సంవత్సరం	(in m. tonnes)	సంవత్సరం	(in m. tonnes)
1989	15	1997	63
1990	21	1998	70
1991	30	1999	74
1992	36	2000	82
1993	42	2001	90
1994	46	2002	95
1995	50	2003	102
19996	56		

#### (OR)

Explain uses and limitations of Index numbers.

సూచీ సంఖ్య ల యొక్క ఉపయోగాలను మరియు పరిమితులను వివరింపుము.

#### SECTION -B

5×5=25 Marks

#### Answer any five questions

- Limitations of statistics గణాంక శాస్త్రం నకు గల పరిమితులు
- 7. Types of Sampling ప్రతిచయనం లో రకాలు
- 8. Pie diagram "పై" చిత్రం
- 9. Essentials of a good average మంచి సగటు కు ఉండవలసిన లక్షణాలు
- 10. The monthly income of ten families of a certain locality are given in rupees as below. ఒక ప్రాంతానికి చెందిన 10 కుటుంబాల యొక్క సెలవారి ఆదాయం ను క్రింద ఇవ్వడం జరిగినది.

Family	А	В	С	D	Е	F	G	Н	Ι	J
కుటుంబం										
Income in Rs. ఆధాయము	850	700	440	750	500	800	420	2500	2300	1500

Calculate the average income of the locality (Arithmetic Mean) ఆ ప్రాంతం యొక్క సగటు ఆదాయం ను గణించుము. (అంక మాధ్యమం)

- 11. Definition and types of correlation సహ సంబందం యొక్క నిర్వచనం మరియు రకాలు.
- 12. Definition and components of time series. కాల శ్రేణుల యొక్క నిర్వచనం మరియు కాల శ్రేణుల నందలి భాగాలు.
- 13. Calculate Laspayer's Index for the following data  $\Phi$  క్రింది దత్తాంశం నకు లాసపీయర్స్ సూచీ సంఖ్యను లెక్కించుము.

	2002		2003	
Commodity	Price	Quantity	Price	Quantity
Α	2	8	4	6
В	5	10	6	5
С	4	14	5	10
D	2	19	2	13

	MODULE NO	SECTION – A (Essay type questions) 10 Marks each		SECTION – B (Short answer questions) 5 Marks each	
S.NO					
				10 be given	answered
1	Module -1	02	01	01	Any
					Five
2	Module -2	02	01	01	questi
					ons
3	Module - 3	02	01	02	can be
					answer
4	Module - 4	02	01	02	ed out
					of the
5	Module – 5	02	01	02	08
					questi
					ons
	Total	10	05	08	05

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- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course 6A: **Rural Entrepreneurship** (Skill Enhancement Course (Elective) (4 Credits)

#### **COURSE OBJECTIVES**

- 1. To develop understanding about Entrepreneurship in Rural Context
- 2. To develop entrepreneurial skills in the rural youth
- 3. To explore and identify rural potential for a business idea
- 4. To developing skills to convert the idea into a commercial viable business concept
- 5. To measure the feasibility of the identified concept by the students

#### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1: Explain the basic theories and essentials of entrepreneurship;

CO2: Identify and analyze the entrepreneurship opportunities available in local rural area;

CO3: Apply the theories of entrepreneurship to the conditions of local rural area and formulate appropriate business ideas;

CO4: Demonstrate practical skills that will enable them to start rural entrepreneurship.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

#### Unit - 1: Entrepreneurship: Concept and Theories

Concept and Importance of Entrepreneurship - Theories of Entrepreneurship: Innovations,

Efficiency, Risk Bearing - Qualities and Functions of an Entrepreneur -Women

Entrepreneurship – Role of women Entrepreneurs in transforming society and women

empowerement – Ecopreneurship.

#### Unit - 2: Rural Entrepreneurship, Business Planning and Agribusiness

Rural Entrepreneurial Ecosystem – Factors, Problems and Challenges of Rural Entrepreneurships - Process of Identification of new Entrepreneurship Opportunities in Rural Areas - Formulation of Business Planning for Rural Entrepreneurship - Agribusiness and Value Addition: Procuring, Processing, Storing, and Marketing.

#### **Unit- 3: New Rural Entrepreneurship Opportunities**

**Types of rural Entrepreneurs (Farm and non Farm)** - New Entrepreneurship Opportunities in Farm sector: Organic Farm Products, Nutri-Cereals, Horticultural Products, Forest Produce, Medicinal Plant Products - New Entrepreneurship Opportunities in Rural Non-farm sector: Poultry, Aquaculture, Sericulture, Honeybee, Mushrooms Cultivation, Handicrafts.

#### Unit - 4: Financing and Marketing for Rural Entrepreneurship

Financing the Rural Entrepreneurship: Procedures to obtain formal loans from banks and other institutions - Preparation of Detailed Project Report for Loan - New avenues of Finance: Crowd Funding and Venture Capital - Marketing of Rural Products: Market Survey,

Demand Forecasting, Marketing Strategies, Branding, Planning and Promotion, Digital and Social Media Marketing.

#### Unit - 5: Institutional Support and Case Studies of Rural Entrepreneurship

Institutional Support for Rural Entrepreneurship - Special Role of NABARD in promoting and supporting the Rural Entrepreneurship - Government Schemes for promotion of Rural Entrepreneurship– Rules and Procedures to start a Rural Entrepreneurship Firm – Discussion of two different types of Case Studies related to Rural Entrepreneurship with local relevance.

#### **References:**

- 1. Gordona, E and N. Natarajan: *Entrepreneurship Development*, Himalaya Publishing House Pvt Ltd, Mumbai, 2017.
- 2. Sudhir Sharma, Singh Balraj, Singhal Sandeep, *Entrepreneurship Development*, WisdomPublications, Delhi, 2005.
- 3. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, 1985; revised edn., Butterworth-Heinemann, Oxford, 1999.
- 4. National Council of Rural Institute (NCRI): Curriculum for Rural Entrepreneurship, 2019. <u>http://www.mgncre.org/pdf/Rural%20Entrepreneurship%20Material.pdf</u>
- NITI Aayog: *Report of Expert Committee on Innovation and Entrepreneurship*, New Delhi, 2015. <u>https://niti.gov.in/writereaddata/files/new\_initiatives/report-of-theexpert-committee.pdf</u>
- Vardhaman Mahavir Open Unversity, *Entrepreneurship Development & Small Scale Business*, Kota. <u>http://assets.vmou.ac.in/BBA12.pdf</u>

 MANAGE: Agri-Business and Entrepreneurship Development, Course Material AEM-202, 2013. <u>https://www.manage.gov.in/pgdaem/studymaterial/aem202.pdf</u> 8. NABARD:Model Bankable Farming on Hi-Tech Agriculture, Green Farming, 2015.

https://www.nabard.org/demo/auth/writereaddata/ModelBankProject/1612162301Prec ision\_farming\_for\_vegetable\_cultivation\_in\_Kerala\_(E).pdf

- 9. Johanne Hanko: *A Handbook for Training of Disabled on Rural Enterprise Development*, Food and Agricultural Organisation (FAO), 2003. http://www.fao.org/3/ad453e.pdf
- 10. IGNOU: *Marketing for Managers*, New Delhi. http://egyankosh.ac.in/handle/123456789/4271
- 11. www.nirdpr.org
- 12. https://www.nabard.org/
- 13. http://sfacindia.com/

#### **Co-Curricular Activities:**

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) For Teacher: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like identification business product, making business plan, preparing DPR for loan, application for bank loan, doing marketing survey, marketing a product etc pertaining to any type of rural entrepreneurship of local relevance and make a field visit to any one such unit. The expertise of practicing rural entrepreneurs can be utilized for this purposes.

2) **For Student:** Students shall visit and understand the functioning of rural entrepreneurship of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

#### Max. Marks: 75

Time: 3 Hours

#### Section A (Total 5 x 10 Marks = 50 Marks) Write Answers for the following *five* Questions. Each Answer Carries <u>10 Marks</u>

1	(a) Or
	(b)
2	(a) Or
	(b)
3	(a) Or
	(b)
4	(a) Or
	(b)
5	(a) Or
	(b)

(Each set of question contains two internal choice sub-questions (a or b) which should be given from the same unit and one set form each unit of all the five units. At least two choice sub-questions should be related to testing skills)

#### **Section B** (Total 5 x 5 Marks = 25 Marks)

Write Short Answers for any *five* of the following Questions. Each Answer Carries 5 Marks

6	
7	
8	
9	
10	
11	
12	
13	

(At least one question should be given from every unit of all the five units. At least two questions should be related to testing skills)

	MODULE NO	SECTION – A (Essay type questions) 10 Marks each		SECTION – B (Short answer questions)	
S.NO					
				5 Marks each	
		To be given	To be answered	To be given	To be answered
1	Module -1	02	01	02	Any
					Five
2	Module -2	02	01	01	questi
					ons
3	Module - 3	02	01	02	can be
					answer
4	Module - 4	02	01	02	ed out
					of the
5	Module – 5	02	01	02	08
					questi
					ons
	Total	10	05	08	05

#### BLUE PRINT

#### **Guidelines to the paper setters :**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course 7A: Farmer Producer Organizations (FPOs)

(Skill Enhancement Course (Elective), 4 Credits)

#### **COURSE OBJECTIVES**

1.To develop adequate conceptual base in the different management subject area relevance to management of FPOs

2.To develop the problem solving and decision making skill among the students3.To develop the application skills of management techniques appropriate in the unique context of Farmer Producer Organization

4.To develop the values, ethics, and attitudes among the students which makes responsible CEO of FPO and farming community

#### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1:Explain the concept and organization of FPO and its economic activities.

CO2:Identify and analyse the opportunities related to FPO in local rural area.

CO3:Apply the concepts to the identified FPO related opportunities available in the local area and formulate business ideas.

CO4:Demonstrate practical skills that will enable them to start a FPO or earn wage employment in it

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

#### **Unit 1: Concept of FPO and Importance**

Concept and importance of FPO - Types of FPOs - Organizational structure and Functions of

FPO - Ecosystem required for FPO - Role of FPOs in present Indian Agricultural

Development - Factors, Problems and Challenges of FPOs in India.

#### **Unit 2: Establishing FPO and Collaborations**

Situation Analysis and Mobilizing Farmer Producers for FPO - Rules and Regulation related

to FPOs - Procedures to start FPO -- Infrastructure required for FPO - Collaboration with

Other Organizations – Training and Capacity Building to Persons in FPO – Managing

Financial Accounts of FPO.
# Unit 3: Economic Activities and Business Planning of FPO

Economic Activities undertaken by FPO: Input Purchase, Custom Hiring Machines - Output Business: Procuring, Processing, Storage, Logistics, Marketing, Exporting etc. - Product Identification and Value Chain Analysis for FPO - Business Planning for FPO - Viable Business Models of FPO: Multi-product and Value Added.

### **Unit 4: Financing and Marketing of FPO**

Financial Planning in FPO - Mobilization of Capital from Members, Promoters, Banks and other Funding Agencies-Marketing of FPO Products: Market Survey, Demand Forecasting, Marketing Strategies, Branding, Planning and Promotion, Digital and Social Media Marketing.

## **Unit 5: Institutional Support and Case Studies of FPOs**

Institutional Support and Resource Supporting Agencies for FPOs - Special Roles of NABARD and SFAC – Government Schemes for promotion of FPOs - Discussion of two important Case Studies related to FPOs with different product or process types of local relevance.

### **References:**

- NABARD: Farmer Producer Organizations, FAQs. Mumbai, 2015.<u>https://www.nabard.org/demo/auth/writereaddata/File/FARMER%20PRODUC ER%20ORGANISATIONS.pdf</u>
- 2. NABARD: Farmer Producer Organizations: Status, Issues and Suggested Policy *Reforms*, Mumbai, 2019-

20.<u>https://www.nabard.org/auth/writereaddata/CareerNotices/2708183505Paper%20o</u> n%20FPOs%20-%20Status%20&%20%20Issues.pdf

- 3. NABARD: FPO e-Learning Module. <u>https://www.nabard.org/FPO/story\_html5.html</u>
- 4. SFAC: *Formation and Promotion of 10, 000 Farmer Producer Organisations: Operational Guidelines*, New Delhi, 2020. <u>http://sfacindia.com/UploadFile/Statistics/Formation%20&%20Promotion%20of%20</u> <u>10,000%20FPOs%20Scheme%20Operational%20Guidelines%20in%20English.pdf</u>
- 5. FAO: *Course on Agribusiness Management for Producers' Associations*, 2009. http://www.fao.org/3/i0499e/i0499e00.htm
- 6. Richa Govil, Annapurna Neti and Madhushree R. Rao: *Farmer Producer Organizations: Past, Present and Future*, Azim Premji University, Bengaluru, 2020.

http://publications.azimpremjifoundation.org/2268/

- 7. IGNOU: *Marketing for Managers*, New Delhi. http://egyankosh.ac.in/handle/123456789/4271
- 8. https://www.nabard.org/

9. http://sfacindia.com/FPOS.aspx

10. Other Relevant web resources suggested by the teacher and college librarian

# **Co-Curricular Activities:**

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) For Teacher: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like preparing business model, value chain analysis of any product, application for the support of NABARD, SFAC and any similar supporting organization, financial planning, capacity building form staff and members etc. pertaining to FPO of local relevance and make a field visit to any one such unit. The expertise of practicing FPO persons can be utilized for this purposes.

2) **For Student:** Students shall visit and understand the functioning of FPO in their local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

#### Max. Marks: 75

Time: 3 Hours

# Section A (Total 5 x 10 Marks = 50 Marks) Write Answers for the following *five* Questions. Each Answer Carries <u>10 Marks</u>

1	(a) Or
	(b)
1	(a) Or
	(b)
3	(a) Or
	(b)
4	(a) Or
	(b)
5	(a) Or
	(b)

(Each set of question contains two internal choice sub-questions (a or b) which should be given from the same unit and one set form each unit of all the five units. At least two choice sub-questions should be related to testing skills)

## **Section B** (Total 5 x 5 Marks = 25 Marks)

Write Short Answers for any *five* of the following Questions. Each Answer Carries 5 Marks

6	
7	
8	
9	
10	
11	
12	
13	

(At least one question should be given from every unit of all the five units. At least two questions should be related to testing skills)

		SECTIO	ON – A	SECTION -	B
	MODIILE	(Essay type	questions)	(Short answer questions) 5 Marks each	
S.NO	NODULE	10 Marl	ks each		
		To be given	To be	To be given	To be
		10 be given	answered	To be given	answered
1	Module -1	02	01	01	Any
					Five
2	Module -2	02	01	01	questi
					ons
3	Module - 3	02	01	02	can be
					answer
4	Module - 4	02	01	02	ed out
					of the
5	Module – 5	02	01	02	08
					questi
					ons
	Total	10	05	08	05

# **BLUE PRINT**

#### **Guidelines to the paper setters :**

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- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course 6B: Urban Entrepreneurship and MSMEs

(Skill Enhancement Course (Elective), 4 Credits)

### **COURSE OBJECTIVES**

1. To develop understanding about Entrepreneurship in Urban Context

2. To develop entrepreneurial skills in the urban youth

3. To explore and identify potential for a business idea

4. To developing skills to convert the idea into a commercial viable business concept

5. To measure the feasibility of the identified concept by the students

#### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1:Explain the basic theories and essentials of entrepreneurship

CO2:Identify and analyze the entrepreneurship opportunities available in local urban area.

CO3:Apply the theories of entrepreneurship to the conditions of local urban area and formulate appropriate business ideas.

CO4:Demonstrate practical skills that will enable them to start urban entrepreneurship

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

### **Unit1: Entrepreneurship: Concept and Theories**

Concept and Importance of Entrepreneurship - Theories of Entrepreneurship: Innovations,

Efficiency, Risk Bearing - Qualities and Functions of an Entrepreneur - Women

Entrepreneurship - Role of women Entrepreneurs in transforming society and women empowerement -Ecopreneurship.

### Unit2: Urban Entrepreneurship and Business Planning

Urban Entrepreneurial Ecosystem – Factors, Problems and Challenges of Urban Entrepreneurships - Process of Identification of new Entrepreneurship Opportunities in Urban Areas - Formulation of Business Planning for Urban Entrepreneurship.

## Unit 3: MSMEs and New Urban Entrepreneurship Opportunities

Features of Micro Small Medium Enterprises (MSMEs) – Cluster Development Approach and Leveraging Technology for MSMEs – Problems and Challenges of MSMEs - New Entrepreneurial Opportunities in Urban Area: Food and Beverages, Sanitary and Health Products, Solid Waste and Scrap Disposal, Tourism and Hospitality Services, Consultancy Services and Event Management, Logistic services.

### Unit 4: Financing and Marketing of Urban Entrepreneurship

Financing the Urban Entrepreneurship and MSMEs: Procedures to obtain formal loans from Banks and other Institutions, Preparing Detailed Project Report for Loan - New avenues of Finance: Crowd Funding and Venture Capital –Marketing of Urban Entrepreneurship and MSMEs products: Market Survey, Demand Forecasting, Marketing Strategies, Branding, Planning and Promotion, Digital and Social Media Marketing – Public Procurement Policy to purchase MSME Products.

### Unit 5: Institutional Support and Case Studies of Urban Entrepreneurship

Institutional support for Urban Entrepreneurship and MSMEs - Government Schemes for promotion of Urban Entrepreneurship and MSMEs: Startup, Standup, PMKVY, PLI etc. – Rules and Procedures to start a Urban Entrepreneurship Firm and MSME –Discussion of two different types of Case Studies related to Urban Entrepreneurship with local relevance.

### **References:**

- 1. Gordona, E and N. Natarajan: *Entrepreneurship Development*, Himalaya Publishing House Pvt Ltd, Mumbai, 2017.
- 2. Sharma Sudhir, Singh Balraj, Singhal Sandeep, *Entrepreneurship Development*, Wisdom Publications, Delhi, 2005.
- 3. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, 1985; revised edn, Butterworth-Heinemann, Oxford, 1999.
- 4. NITI Aayog: *Report of Expert Committee on Innovation and Entrepreneurship*, New Delhi, 2015. <u>https://niti.gov.in/writereaddata/files/new\_initiatives/report-ofthe-expert-committee.pdf</u>
- 5. Vardhaman Mahavir Open University, *Entrepreneurship Development & Small Scale Business*, Kota. <u>http://assets.vmou.ac.in/BBA12.pdf</u>
- Reserve Bank of India: *Report of Expert Committee on Marginal, Small, Medium Enterprises*, Mumbai, 2019.<u>https://www.rbi.org.in/Scripts/PublicationReportDetails.aspx?UrlPage=&ID</u> <u>=924</u>
- 7. IGNOU: Marketing for Managers, New Delhi.

http://egyankosh.ac.in/handle/123456789/4271

- 8. <u>https://nimsme.org</u>
- 9. Other Relevant web resources suggested by the teacher and college librarian

# **Co-Curricular Activities:**

(Training of students in the related skills by the teacher for a total 10 Hours)

1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like identification business product, making business plan, preparing DPR for loan, application for bank loan, marketing survey, marketing a product etc pertaining to any type of urban entrepreneurship of local relevance and make a field visit to any one such unit. The expertise of practicing rural entrepreneurs can be utilized for this purposes.

2) **For Student:** Students shall visit and understand the functioning of urban entrepreneurship of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

### COURSE– 7A(Semester - V) : Urban Entreprenuership and MSMEs (Skill Enhancement Course (Elective) MODEL QUESTION PAPER

Time: 3 hours

Max Marks: 75

### **SECTION -A**

Answer all the following questions.

5x10=50

Explain the concept and importance of Urban Entrepreneurship.
పట్టణ వ్యవస్థాపకత అను భావనను వివరించి దాని ప్రాధాన్యతను వివరించండి.

(OR)

Explain the various theories of entrepreneurship. వ్యవస్థాపకతకు సంబందించిన వివిధ సిద్దాంతాలు వివరించండి.

2. What are the problems and challenges in the Urban Entrepreneurship? ເມຍູເຄ ລູເລລູ້ ເຣຍ ລີດເດີ ເບ ລີດເປ ລີດເດີ ເບ ລີດເປ ລີດເປ

(OR)

Explain about the Process of Identification of new Entrepreneurship Opportunities in Urban Areas.

పట్టణ ప్రాంతాలలో నూతన వ్యవస్థాపకత అవకాశాలను తెలుసుకునే పద్దతులను వివరించండి.

3. Explain the Problems and Challenges of MSMEs. MSMEల సమస్యలను వివరించండి.

(OR)

Explain the new entrepreneurial opportunities in Urban Area. పట్టణ ప్రాంతాలలో నూతన వ్యవస్థాపకత అవకాశాలను వివరించండి.

4. Explain the procedure to obtain formal loans from banks and other institutions for MSMEs.

MSME లు బ్యాంకులు మరియు ఇతర ద్రవ్య సంస్థల నుండి రుణాలు ఏొందే పద్దతులను

వివరించండి.

(OR)

Explain various steps in marketing for products of urban entrepreneurs and MSMEs. పట్టణ వ్యవస్థాపకులు మరియు MSME లు తమ ఉత్పత్తులను మార్కెటింగ్ చేసుకోవడంలోని వివిధ పద్దతులను వివరించండి. 5. What are the rules and Procedures to start an Urban Entrepreneurship Firm and MSME.

పట్టణ వ్యవస్థాపకత సంస్థను మరియు MSME ను స్థాపించదానికి నియమాలు మరియు పద్దతులను వివరించండి.

(OR)

Discuss about various Government schemes being implemented for promotion of Urban Entrepreneurship. పట్టణ వ్యవస్థాపకత ను ప్రోత్సహించడానికి ప్రభుత్వం అమలు చేస్తున్న వివిధ పధకాలను వివరించండి.

#### **SECTION – B**

Answer any five questions

5×5=25

- 6. Women Entrepreneurship మహిళా వ్యవస్థాపకత
- Ecopreneurship ఎకోప్రన్యూర్షిప్
- 8. Formulation of business planning for urban Entrepreneurship పట్టణ వ్యవస్థాపకతకు వ్యాపార ప్రణాళిక రూపొందించడం
- 9. Features of MSMEs MSME ల లక్షణాలు
- 10. Market Survey మార్కెట్ సర్వే
- 11. Demand Forecasting డిమాండ్ అంచనా
- 12. Start up and Stand up స్టార్ట్ అప్ మరియు స్టాండ్ అప్
- 13. PMKVY పి.ఎం.కె.వి.పై

		SECTION – A		SECTION – B	
		(Essay type	questions)	(Short answer questions)	
S.NO	NODULE	10 Marks each		5 Marks each	
		To be given	To be	To be given	To be
		10 be given	answered	10 be given	answered
1	Module -1	02	01	01	Any
					Five
2	Module -2	02	01	01	questi
					ons
3	Module - 3	02	01	02	can be
					answer
4	Module - 4	02	01	02	ed out
					of the
5	Module – 5	02	01	02	08
					questi
					ons
	Total	10	05	08	05

# **BLUE PRINT**

#### **Guidelines to the paper setters :**

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- 2. There should not be any ambiguity in questions.
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- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
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- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course 7B: Retail and Digital Marketing

(Skill Enhancement Course (Elective), 4 Credits)

### **Course Objectives**

1. Review key trends within the Digital Marketing landscape.

2. Explain the holistic impact of all Digital Marketing channels.

3. Examine an example of each Digital Marketing channel.

### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1: Explain the concepts and principles about the retail and digital marketing;

CO2: Identify and analyse the opportunities related to retail and digital marketing available in the local area;

CO3: Apply the concept to formulate the new strategies related to retail and digital marketing; CO4: Demonstrate the practical skills required to get employment in retail and digital marketing or to start own digital marketing.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

### **Unit 1: Concept of Marketing**

Concept of Marketing - Type of Markets - Marketing Mix - Marketing Strategies -

Marketing Segmentation – Marketing Organization - Marketing Research - Pricing Policies and Practices - Major Players in Retail and Digital Market in India.

### **Unit 2: Understanding Product and Consumer**

Marketing Product Types – Product Decision and Strategies - Product Life Cycle - Consumer Behavior Model – Factors of Consumer Behavior -Understanding Indian Consumer -Strategies of persuading the Consumer – Sale Promotion: Advertisement, Branding and Packaging.

### **Unit 3: Retail Marketing**

Concept of Retail Marketing – Types of Retailing – Big and Small Retail Markets - Retail Marketing Mix – Essentials of Successful Retail Marketing - Retail Marketing Strategies – Multichannel Retailing – Store Management – Shopping Market Dynamics.

### **Unit 4: Digital Marketing**

Digital Marketing: Concept and Types – Telemarketing –Online or e-tailing – Essentials of Digital Marketing –Difference between Physical Retail and Digital Marketing – Digital Marketing Channels - Customer Behavior in Digital Marketing – Major players in Digital Marketing and their Marketing Strategies - Tools and Apps of Digital Marketing.

### **Unit 5: Marketing Models and Case Studies**

Marketing Models of Retail and Digital Market Companies/Shops: Global, National and Local levels- Discussion of two different types of Case Studies related to Retail and Digital Marketing.

### **References:**

- 1. Venkatesh Ganapathy: *Modern Day Retail Marketing Management*, Bookboon Company, 2017.<u>https://mmimert.edu.in/images/books/modern-day-retailmarketing-management.pdf</u>
- 2. Prashant Chaudary: *Retail Marketing in the Modern Age*, Sage Publication, 2019
- 3. Jermy Kagan and Siddarth Shekar Singh: *Digital Marketing & Tactics*, Wiely Publishers, 2020.
- 4. Philip Kotler: *Marketing Management*, 11<sup>th</sup>Edition, Prentice-Hall of India Pvt. Ltd., New Delhi., 2002
- 5. S.Neelamegham: *Marketing in India*, 3<sup>rd</sup>edition, Vikas Publications, New Delhi, 2000.
- 6. IGNOU: *Marketing for Managers*, New Delhi. http://egyankosh.ac.in/handle/123456789/4271
- Digitalmarketer: The Ultimate Guide to Digital Marketing. <u>https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-todigital-marketing.pdf</u>
- 8. NITI Aayog: Connected Commerce: Creating a Roadmap for Digitally Inclusive Bharat, 2021. <u>https://niti.gov.in/writereaddata/files/Connected-Commerce-</u> FullReport.pdf
- 9. IASRI Course in *Agribusiness Management and Trade Concepts in Marketing*<u>http://ecoursesonline.iasri.res.in/mod/page/view.php?id=710</u>

- 10. World Bank: Digital Economy in South East Asia: Strengthening the Foundations for Future Growth, 2019. <u>https://documents1.worldbank.org/curated/en/328941558708267736/pdf/TheDigit</u> <u>al-Economy-in-Southeast-Asia-Strengthening-the-Foundations-for-FutureGrowth.pdf</u>
- 11. Relevant web resources suggested by the teacher and college librarian

### **Co-Curricular Activities:**

(Training of students in the related skills by the teacher for a total 10 Hours)

1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like marking research, product life cycle analysis, preparing marketing model, behavior with customer, store management, use of important digital marketing websites and apps etc. pertaining to retail and digital marketing organization and make a field visit to any one such unit in local area. The expertise of practicing marketing persons can be utilized for this purposes.

2) **For Student:** Students shall visit and understand the functioning of retail and digital marketing organization in their local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

## COURSE– 7B (Semester - V) : Retail and Digital Marketing (Skill Enhancement Course (Elective) MODEL QUESTION PAPER

Time: 3 hours

Max Marks: 75

# SECTION -A

Answer all the following questions.

5x10=50

1. Explain the concept of marketing and write about different marketing strategies. మార్కెటింగ్ భావనను వివరించి, వివిధ రకాల మార్కెటింగ్ వ్యూహాలను వ్రాయండి.

(OR

Write about the major players in Retail and digital marketing in India. భారత దేశంలో రిటైల్ మరియు డిజిటల్ మార్కెటింగ్ లో ప్రముఖ సంస్థలను వివరించండి.

 Explain various stages of product Life Cycle. ఉత్పత్తి జీవిత చక్రంలోని వివిధ దశలను వివరించండి.

OR)

Explain about the various steps in sales promotion. అమ్మకాలను పెంచుకోవడానికి వివిధ పద్దతులను వివరించండి.

 Explain the concept and types of Retail marketing. రిటైల్ మార్కెటింగ్ భావనను , రకాలను వివరింపుము.

(OR)

What are the essentials for successful retail marketing. రిటైల్ మార్కెటింగ్ విజయవంతం కావడానికి కావలసిన అంశాలను వివరింపుము.

4. Explain the concept and types of Digital marketing. డిజిటల్ మార్కెటింగ్ భావనను , రకాలను వివరింపుము.

(OR)

Explain the differences between physical and digital marketing. భౌతిక మరియు డిజిటల్ మార్కెటింగ్ ల మధ్య భేదాలను వివరించండి.

5. What are the different marketing models of retail and digital marketing. రిటైల్ మరియు డిజిటల్ మార్కెటింగ్ లో వివిధ మార్కెటింగ్ నమూనాలను వివరించండి.

(OR)

Discuss a case study regarding retail and digital marketing.

రిటైల్ మరియు డిజిటల్ మార్కెటింగ్ లోఒక కేస్ స్టడీ ని వివరించండి.

### SECTION -B

Answer any five questions

- 6. Types of Markets మార్కెట్లలో రకాలు
- 7. Marketing Research మార్కెట్ పరిశోధన
- 8. Factors of consumer behavior వినియోగదారుని ప్రవర్తన నిర్ణయించే అంశాలు
- 9. Small Retail Market చిన్న రిటైల్ మార్కెట్లు
- 10. Store Management స్టోర్ ల నిర్వహణ
- 11. Tele Marketing టెలి మార్కెటింగ్
- 12. Tools and Apps in digital marketing డిజిటల్ మార్కెటింగ్ లోని app లు మరియు సాధనాలు
- 13. Understanding Indian Consumer భారతీయ వినియోగదారుని అర్ధం చేసుకొనుట

5×5=25

		SECTIO	ON – A	SECTION -	B
	MODIILE	(Essay type	questions)	(Short answer questions) 5 Marks each	
S.NO	NODULE	10 Marl	ks each		
		To be given	To be	To be given	To be
		10 be given	answered	To be given	answered
1	Module -1	02	01	01	Any
					Five
2	Module -2	02	01	01	questi
					ons
3	Module - 3	02	01	02	can be
					answer
4	Module - 4	02	01	02	ed out
					of the
5	Module – 5	02	01	02	08
					questi
					ons
	Total	10	05	08	05

# **BLUE PRINT**

#### **Guidelines to the paper setters :**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

(Skill Enhancement Course (Elective), 4 Credits)

#### **Course Objectives**

1. Explain the concept and principles of insurance service and functioning of insurance service agencies

2. Identify and analyse the opportunities related insurance services in local rural area;

3. Demonstrate practical skills to enable them to start insurance service agency or earn wage employment in it.

#### **Course Outcomes:**

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

CO1: Explain the concept and principles of insurance service and functioning of insurance service agencies;

CO2: Identify and analyse the opportunities related insurance services in local rural area;

CO3: Apply the concepts and principles of insurance to build a career in Insurance services;

CO4: Demonstrate practical skills to enable them to start insurance service agency or earn wage employment in it.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

### **Unit 1: Insurance Concept and Principles**

Risk Management: Risk and Uncertainty, Risk Classification - Concept, Importance and

Types of Insurance– Principles of Insurance – Insurance Regulations in India - Role of IRDA and Insurance Ombudsman –Scope for Insurance Business in India.

#### **Unit 2: Life Insurance and Products**

Life Insurance: Nature and Features - Major Life Insurance Companies in India - Important Life Insurance Products/policies and their Features: Conventional, Unit Linked, Annuities, Group Policies – Medical Examiner.

### **Unit 3: General and Health Insurances and Products**

General Insurance: Nature, Features and Types - Major General Insurance Companies in India - Important General Insurance Products/Policies and their Features - Surveyor – Health Insurance: Nature and Features - Health Insurance Companies in India - Major Health Insurance Products/policies and their Features: Individual, Family, Group.

### **Unit 4: Practicing as an Insurant Agent**

Insurance Contract and Terms of Insurance Policy - Registration of Insurance Agency with the Company — Procedure to issue a Policy: Application and Acceptance – Policy Lapse and Revival – Premium Payment, Assignment, Nomination and Surrender of Policy – Policy Claim - Important Websites and Apps of Insurance in India.

### Unit 5: Understanding the Customer and Case Studies

Insurance Customer and Categories – Understanding Customer Mindset and Satisfaction -Addressing the Grievances of the Customer – Ethical Behavior in Insurance – Moral Hazard –Discussion of two different Case Studies related to Life or General or Health Insurance Services.

#### **References:**

- 1. Insurance Institute of India: *Principles of Insurance (IC-01)*, Mumbai, 2011.
- 2. Insurance Institute of India: Practice of Life Insurance (IC-02), Mumbai, 2011.
- 3. Insurance Institute of India: Practice of General Insurance (IC-11), Mumbai, 2011
- 4. IGNOU: *Life Insurance* <u>https://egyankosh.ac.in/bitstream/123456789/6472/1/Unit-20.pdf</u>
- 5. IGNOU: Non-Life Insurance https://egyankosh.ac.in/bitstream/123456789/6470/1/Unit-21.pdf
- 6. P. Periyaswamy: *Principles and Practice of Insurance*, Himalaya Publishers, New Delhi (2<sup>nd</sup> Edition), 2019.
- 7. G. Dionne and S.E. Harrington (Eds.): *Foundations of Insurance Economics*, Kluwer Academic Publishers, Boston, 1997.
- 8. K. Jr. Black, and H.D. Skipper Jr.:*Life and Health Insurance*, Prentice Hall, Upper Saddle River, New Jersey, 2000.
- 9. https://www.irdai.gov.in
- 10. https://www.insuranceinstituteofindia.com
- 11. https://licindia.in/
- 12. Other Relevant web resources suggested by the teacher and college librarian

## **Co-Curricular Activities:**

### (Training of students in the related skills by the teacher for a total 10 Hours)

1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like explaining the details of an insurance policy to a customer – life, health and general policy, filling up application for a policy, calculation of premium and claim, make use of important websites and apps etc.

pertaining to insurance and make a field visit to any insurance organization in local area. The expertise of practicing insurance agent or trainer can be utilized for this purposes.

2) **For Student:** Students shall visit and understand the functioning of insurance agency of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

## COURSE– C1 (Semester - V) Insurance Services (Skill Enhancement Course (Elective) MODEL QUESTION PAPER

Time: 3 hours

#### Max Marks: 75

### SECTION -A

Answer all the following questions.

5x10=50

1. Explain the concept and importance of Insurance. (OR

Explain the role of IRDA in insurance.

2. Explain the nature and features of Life Insurance. OR)

Explain important Life Insurance Products/policies and their Features.

3. What is General Insurance and explain the types of General Insurance? (OR)

What are the Major General Insurance Companies in India?

4. Explain about Important Websites and Apps of Insurance in India. (OR)

Explain the procedure to issue a new insurance policy.

5. Explain how to Understand Customer Mindset and Satisfaction in Insurance business. (OR)

Explain the importance of Ethical behavior in insurance.

# **SECTION –B**

Answer any five questions.

5×5=25

- 6. Risk and Uncertainity
- 7. Principles of Insurance
- 8. Life insurance
- 9. Health insurance
- 10. Policy lapse
- 11. Noination and surrender of policy
- 12. Features of General Insurance
- 13. Addressing grievances in insurance

	MODULE	SECTIO	ON - A	SECTION -	B
		(Essay type questions) 10 Marks each		(Short answer questions) 5 Marks each	
S.NO	NODULE				
	NO	To be given	To be answered	To be given	To be answered
1	Module -1	02	01	01	Any Five
2	Module -2	02	01	01	questi ons
3	Module - 3	02	01	02	can be answer
4	Module - 4	02	01	02	ed out of the
5	Module – 5	02	01	02	08 questi ons
	Total	10	05	08	05

#### **BLUE PRINT**

#### **Guidelines to the paper setters :**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course 7C: **Banking and Financial Services** (Skill Enhancement Course (Elective), 4 Credits)

#### **Course Objectives**

1. Keeping in view job prospects in banking & financial sector the objective of the course is to give in-depth knowledge of Banking & Finance to the students of economics with practical inputs and prepare them for career in Banks & other Financial Institutions.

#### **Course Outcomes**

Students at the successful completion of the course shall be able to:

CO1: Explain the concept and essentials banking and financial services.

CO2: Identify and analyse the employment opportunities related to banks and other financial institutions.

CO3: Apply the concepts to banking and financial opportunities and formulate ideas related to them.

CO4: Demonstrate practical skills to enable them to get employment in Banks and other financial institutions as business correspondents or Common Service Centers or marketing agents.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

### Module1: Principles of Banking and Indian Banking System

Meaning of Banking – Principles of Banking – Functions of Banking – Structure of Indian Banking System – Regulations of Banking in India – Role of RBI in Banking – Anti-money Laundering - Basics of Financial literacy - Problems and Challenges of Banking in India.

### Module2: Deposits, Loans and Digital Banking

Bank Deposit Account Types – Account Opening and Closing – Banking Customer types – KYC Norms – Negotiable Instruments: Cheque, Bill of Exchange, Promissory Note, Endorsement - Principles of Lending – Different categories of Loans – Mortgaging -Priority Sector Lending – E-Banking facilities: Debit Card, Credit Card, Net Banking, Mobile Banking, Tele-banking, Micro ATMs, Digital Currency – Core Banking Solutions.

## Module 3: Banking Correspondents and Common Service Centers

Banking Correspondent Model - Activities of Banking Correspondent: Deposit Mobilization. Identification of Borrowers, Collection and Recovery Loan, Other Banking Services – Common Services Centre (CSC) - Provision of Services by CSC – Requirement for Registering CSC and Telecentre - Case Study of Banking Correspondents with any Bank or CSC in Local Area.

### **Module 4: Financial Services of NBFIs**

Non-Banking Financial Institutions (NBFIs): Types and Major Players of NBFIs in India – Important Financial Services offered by NBFIs and their Features – Concept of EMI - Micro Finance: Concept and Operation - Chit Funds: Concept and Operations– Payment Banks -Regulations of NBFIs in India – Problems and Challenges of NBFIs in India.

## Module 5: Work with Finance Service Company (FSC)

Types of loans by Finance Service Company (FSC) - Customer of FSC: Types and Needs -

Marketing of FSC's Loans - Procedures and Requirements in FSC's Loan Sanction -

Collection and Recovery of FSC Loans - Case Study of a FSC's services in Local Area.

### **References:**

 Indian Institute of Banking and Finance: *Principles and Practices of Banking*, Macmillan India Limited, 2021. <u>https://drive.google.com/file/d/1VU7aN4s5ikPQI7nX6mTBW-sVLQCNhfvK/view</u> 2.
Indian Institute of Banking and Finance: *Retail Baking*, Macmillan India Limited, 2015.

- D.R.Patade Babasaheb Sangale and T.N.Salve : *Banking and Finance:* Fundamental of Banking, Success Publications, Pune, January 2013. <u>https://app1.unipune.ac.in/external/course-material/Fundamental-of-BankingEnglish.pdf</u>
- 4. N. Mukund Sharma: *Banking and Financial Services*, Himalaya Publishers, 2015.
- 5. Akhan Ali Jafor: *Non-Banking Financial Companies in India: Functioning and Practice,* New Century Publications, New Delhi, 2010.
- 6. RBI: "Non-Banking Financial Institutions" in *Report on Trend and Progress of Banking in India 2019-20.*
- 7. RBI: Discussion Paper on *Engaging Business Correspondents*. https://www.rbi.org.in/scripts/bs\_viewcontent.aspx?Id=2234
- 8. Govt. of India: Ministry of Electronic and Information Technology: *Digital SevaOperational Manual for Common Service Centres*. https://csc.gov.in/assets/cscmanual/digitalsevaoperationalmanual.pdf
- 9. <u>http://www.cscentrepreneur.in/</u> for Telecentre Entrepreneurship Course
- 10. <u>https://www.rbi.org.in/</u>
- 11. http://www.iibf.org.in/

## **Co-Curricular Activities:**

**a) Mandatory** (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like opening and closing bank account, explaining negotiable instruments, loan application process at banks, operation of digital banking, operating common service center, loan application and sanction in FSC, make use of important websites and apps etc. pertaining to banks and FSCs and make a field visit to any bank and FSC in local area. The expertise of practicing insurance agent or trainer can be utilized for this purposes.

2) **For Student:** Students shall visit and understand the functioning of bank and FSC of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

### COURSE– C2 (Semester - V) Banking and Financial Services (Skill Enhancement Course (Elective) MODEL QUESTION PAPER

Time: 3 hours

Max Marks: 75

## SECTION -A

Answer all the following questions.

5x10=50

1. Explain the structure of Indian Banking system. (OR

Explain the functions of RBI.

2. Explain different E- banking facilities.

OR)

Explain Different categories of Loans.

3. Write about the Activities of Banking Correspondent. (OR)

Write about the Common Services Centre (CSC).

4. Explain the types of NBFCs in India.

(OR)

Explain the need of micro finance.

5. Explain the Types of loans by Finance Service Company (FSC). (OR)

Explain Procedures and Requirements in FSC's Loan Sanction

# SECTION -B

Answer any five questions.

5×5=25

- 6. Principles of banking
- 7. Basics of financial literacy
- 8. Negotiable Instruments
- 9. KYC norms
- 10. Deposit mobilisation
- 11. Concept of EMI
- 12. Chit Funds
- 13. Collection and recovery of loan

	MODULE	SECTION – A		SECTION – B	
		(Essay type	questions)	(Short answer questions)	
S.NO	NODULE	10 Marks each		5 Marks each	
		To be given	To be answered	To be given	To be answered
1	Module -1	02	01	02	Any Five
2	Module -2	02	01	02	questi ons
3	Module - 3	02	01	02	can be answer
4	Module - 4	02	01	02	ed out of the
5	Module – 5	02	01	-	08 questi ons
	Total	10	05	08	05

### **BLUE PRINT**

### **Guidelines to the paper setters :**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course 6D: Inferential Statistics and Software Packages

(Skill Enhancement Course (Elective), 4 Credits)

### **Course Objectives**

1. This course covers commonly used statistical inference methods for numerical and categorical data.

2. Demonstrate knowledge and understanding of the basic ideas behind discriminant and clustering analysis.

#### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1: Demonstrate the knowledge related to the important concepts and techniques of inferential statistics

CO2: Calculate correlation, regression coefficients and interpret the results.

CO3: Use Excel sheets and SPSS package to analyse the data and derive the results.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

### Module 1: Concept and Theories of Probability

Concept of Probability - Definitions of Probability: Classical or Mathematical and Empirical or Statistical – Axiomatic Approach to Probability – Theorems of Probability: Addition and Multiplication (without proofs).

### **Module 2: Theoretical Probability Distributions**

Binomial Distribution: Constants (without proof) and Properties – Poison Distribution: Constants (without proof) and Properties – Normal Distribution: Constants (without proof) and Properties – Standard Normal Distribution and Standard Normal Curve – Economic and Practical Applications of Binomial, Poison and Normal Distributions.

### Module 3: Test of Significance - Large and Small Sample Tests

Steps involved in Testing of Hypotheses – Large Sample or Z-Test – Testing the difference between Means and Proportions – Small Sample Tests – Difference between Large and Small

Sample Tests – Applications of Student's t-test,  $\chi^2$  test, F-test – One way and Two way ANOVA.

### Module 4: Linear and Non-linear Multiple Regression Models

Four Variable Linear Multiple Regression Model – Notation – Assumptions – Estimation of Partial Regression Coefficients – Interpretation of Regression coefficients - Testing the coefficients: t-test, p- value – Coefficient of Determination: R<sup>2</sup> and adjusted R<sup>2</sup> – Estimation of Non-linear Multiple Regression: Cobb-Douglas Production Function and Interpretation of Elasticity Coefficients.

### Module 5: Excel and Software Packages for Data Analysis

Worksheet – Entering data in Worksheets – Creating Graphs and Charts - Mathematical and Statistical Functions -Data Analysis Pack in Excel - Descriptive Statistics, Testing of Hypotheses, ANOVA, Correlation and Regression, Random Number Generation - Data Handling Using SPSS - Opening Excel files in SPSS - Analysis Tools - Descriptive Statistics - Selection of Variables in Multiple Linear Regression – Estimation of Regression Coefficients using SPSS and their interpretation.

### **References:**

- 1. S. C. Gupta: Fundamentals of Statistics, Himalaya Publishing House, Bombay, 1982.
- 2. S. P. Gupta: Statistical Methods, S. Chand & Company, New Delhi, 2000.
- 3. K. V. S. Sharma : *Statistics Made Simple: Do it yourself on PC*, (*Second edn.*) Prentice Hall of India, New Delhi, 2010.
- 4. తెలుగు అకాడమీ ప్రచురణ ''రరిమాణాత్మ' క రద్దులుధ
- 5. B. N. Gupta: Statistics Theory and Practice, Sahitya Bhavan, Agra, 1992.
- 6. Goon A.M., M. K. Gupta and B. Dasgupta: *Fundamentals of Statistics*, Vol.1, The World Press, Ltd, Calcutta, 1975.
- 7. Nagar, A.L. and R. K. Das: *Basic Statistics*, Oxford University Press, New Delhi, 1996.
- 8. *D N Elhance*, Veena Elhance & B M Aggarwal *Foundation of Statistics*, Kitab Mahal, New Delhi, 2018.
- 9. Relevant web resources suggested by the teacher and college librarian

## **IV. Co-Curricular Activities:**

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) For Teacher: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like calculation and interpretation normal curve, Z-values, t-test,  $\chi^2$  test, F-test, ANOVA, regression results, t, p and R<sup>2</sup>values using Excel and/or SPSS. The expertise of practicing persons can be utilized for this purposes.

2) For Student: Students shall take up a real time data of any economic organisation or firm

and calculate the important statistical tests for the data and write the results with interpretations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

Max. Marks: 75

Time: 3 Hours

# Section A (Total 5 x 10 Marks = 50 Marks) Write Answers for the following *five* Questions. Each Answer Carries <u>10 Marks</u>

1	(a) Or
	(b)
2	(a) Or
	(b)
3	(a) Or
	(b)
4	(a) Or
	(b)
5	(a) Or
	(b)

(Each set of question contains two internal choice sub-questions (a or b) which should be given from the same unit and one set form each unit of all the five units. At least two choice sub-questions should be related to testing skills)

**Section B** (Total 5 x 5 Marks = 25 Marks)

Write Short Answers for any *five* of the following Questions. Each Answer Carries 5 Marks

6	
7	
8	
9	
10	
11	
12	
13	

(At least one question should be given from every unit of all the five units. At least two questions should be related to testing skills)

		SECTIO	ON – A	SECTION -	B
	MODIILE	(Essay type	questions)	(Short answer questions) 5 Marks each	
S.NO	NODULE	10 Marl	ks each		
		To be given	To be	To be given	To be
		10 be given	answered	To be given	answered
1	Module -1	02	01	01	Any
					Five
2	Module -2	02	01	01	questi
					ons
3	Module - 3	02	01	02	can be
					answer
4	Module - 4	02	01	02	ed out
					of the
5	Module – 5	02	01	02	08
					questi
					ons
	Total	10	05	08	05

# **BLUE PRINT**

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- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course 7D: Project Designing and Report Writing

(Skill Enhancement Course (Elective), 4 Credits)

#### **Course Objectives**

1. To make them understand the concepts of Project Management for planning to execution of projects.

2. To make them understand the feasibility analysis in Project Management and network analysis tools for cost and time estimation

#### **Course Outcomes:**

The Student at the successful completion of the course shall be able to:

CO1: Demonstrate the knowledge relating to research, its role in enhancement of knowledge in social sciences in general and economics in particular;

CO2: Formulate a good research design to undertake mini research projects with a view to studying the socio-economic problems of the society;

CO3: Undertake a field survey by himself/herself to collect relevant data and information relating to his/her project work;

CO4: Develop capacity to write a simple project report with all relevant components on the research project undertaken by him/her.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

## **Unit 1: Foundations of Research**

Meaning and Importance of Research - Scientific Research - Social Science Research -

Methods of ensuring Objectivity in Social Science Research – Limitations of Research in Social Science – Ethics in Research.

### **Unit 2: Classification of Research**

Pure and Applied Research – Exploratory and Descriptive Research – Diagnostic Research – Action Research – Analytical Research – Evaluation Research – Experimental Research Design – Concepts of Independent and Dependent Variables – Case Study method.

#### **Unit 3: Planning of Research Project**

Selection of a Research Problem – Criteria for Selecting a Research Problem – Review of Theoretical and Related Research Studies - Choice of Secondary and Primary Data for the Study - Choice of Census and Sample Data – Preparation of a Research Proposal – Components of a good Research Proposal.

### **Unit 4: Implementation of a Project Design**

Fieldwork/Project work and Collection of Data – Choice of Schedules and Questionnaire – Pilot Study – Role of Observation and Participation – Documentary Evidences - Projective Techniques: Functions and Types - Editing Data – Graphical and Statistical Analysis of Data using Appropriate Statistical Techniques.

## **Unit 5: Report Writing**

Types of Research Report – Target Audience – Nature of Language to be used in Research Report - Outlines of a good Research Report – Prefatory Items – Body of the Report – Terminal Items: Differences between References and Bibliography – Appendices - Ethical values in Research Report - Plagiarism Test - Components of a good Research Paper.

#### **References:**

- 1. C. T. Kurien: *A Guide to Research in Economics*, Sangam Publishers for Madras Institute of Development Studies, Chennai, 1973.
- 2. O. R. Krishnaswami and M. Ranganatham: *Methodology of Research in Social Sciences*, Himalaya Publishing House, Mumbai, 2018.
- 3. C. R. Kothari: *Research Methodology: Methods and Techniques*, New Age International (Pvt.) Ltd. Publishers, New Delhi, 2004.
- 4. K. V. S. Sharma : *Statistics Made Simple: Do it yourself on PC*, (Second edn.) Prentice Hall of India, New Delhi, 2010.
- John W. Creswell and J. David Creswell : *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches,* Sage Publications, New Delhi, 2018.
- 6. Shanti Bhushan Mishra and Shashi Alok, *Handbook of Research Methodology*, Educreation, Bilaspur, 2017.
- 7. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams: *The Craft of Research*, University of Chicago Press, Chicago, 2016.
- 8. Dr. Ranjit Kumar: *Research Methodology: A Step-by-Step Guide for Beginners*, Sage Publications, New Delhi, 2014.
- 9. Geoffrey Marczyk, David DeMatteo, and David Festinger: *Essentials of Research Design and Methodology*, John Wiley and Sons, New Jersey, 2005.
- 10. Sharan B. Merriam: *Qualitative Research: A Guide to Design and Implementation* Jossey Boss, San Francisco, 2009.
- 11. Mark Balnaves & Peter Caputi: *Introduction to Quantitative Research Methods: An Investigative Approach*, Sage Publications, New Delhi, 2001.
- 12. Relevant web resources suggested by the teacher and college librarian.

# **Co-Curricular Activities:**

**a) Mandatory** (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like evaluation of program, selection of research problem, doing literature survey, preparation of research proposal, data editing, graphs and statistics, writing research report and paper etc. and make field visit to study a simple research issue. The expertise of practicing researcher can be utilized for this purposes.

2) **For Student:** Students shall take up small research issue of their interest and visit a field area related to that problem. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

Max. Marks: 75

Time: 3 Hours

# Section A (Total 5 x 10 Marks = 50 Marks) Write Answers for the following *five* Questions. Each Answer Carries <u>10 Marks</u>

1	(a) Or
	(b)
2	(a) Or
	(b)
3	(a) Or
	(b)
4	(a) Or
	(b)
5	(a) Or
	(b)

## **Section B** (Total 5 x 5 Marks = 25 Marks)

Write Short Answers for any *five* of the following Questions. Each Answer Carries 5 Marks

6	
7	
8	
9	
10	
11	
12	
13	

(At least one question should be given from every unit of all the five units. At least two questions should be related to testing skills)

S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each		SECTION – B (Short answer questions)	
				To be given	To be answered
		1	Module -1	02	01
					Five
2	Module -2	02	01	01	questi
					ons
3	Module - 3	02	01	02	can be
					answer
4	Module - 4	02	01	02	ed out
					of the
5	Module – 5	02	01	02	08
					questi
					ons
	Total	10	05	08	05

### BLUE PRINT

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- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
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- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.
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#### ANNEXURE

#### PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

#### PROGRAMME OUTCOMES (POS)

## After the completion of the B. A. (H.E.P.)Programme, the students will be able to achieve the following outcomes:

PO1: Understand the basic concepts like GDP, Poverty, Employment, International trade, Fiscal and Monetary policies, Economic conditions of various Historic periods, the development of Trade and Commerce from the ancient period to modern period and their role in administration, for formulating relevant policies for effective utilisation of resources and tackling. Evaluate the contemporary economic conditions with the economic theories and principles.

PO2 : To analyze the concept of political science processes, institutions and the Welfare State and Urban governance of Mauryan administration, Local Self-Government of Chola administration and all Democratic practices of modern British administration.

PO3: Demonstrate proficiency in Historical knowledge of India and modern world. To understand the impact of economic prosperity that attracted the foreign invaders towards India, resulting in changed administration and economy in due course.

PO4:To provide life skills required for gainful employment by using domain knowledge such as Economics, History and Political Science at various levels. I play the equator knowledge to solve problems in relevant fields.

PO5: To promote values such as sustainable development, Optimum utilisation of resources, patriotism, respecting the ideals of freedom struggle and responsible citizenship, political participation and socialisation

#### PROGRAMME (ECONOMICS) SPECIFIC OUTCOMES (PSO)

After completion of Economics programme, the students will be in a position to take informed decisions with regard to the following:

PSO1 - How the consumers and producers will take rational decisions in the context of unlimited needs and availability of scarce resources;

PSO2 – How the economy at the aggregate level works, what are the determinants of national income, prices, demand for and supply of money, poverty, and unemployment in an economy;

PS03 - He/she Gets understanding of the process of economic growth, economic development, sustainable growth in the context of existence of trade-off between rapid economic growth and environmental sustainability in the long-run;

PS04 - He/she will be able to apply the determinants of economic growth and development to the economies of India and Andhra Pradesh and appraise the fiscal, monetary and other socioeconomic policies being pursued in India and Andhra Pradesh

PSO5 – He/she will get a basic understanding of Statistical Methods with a view to applying them to economics and real life situations.

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#### **COURSE OBJECTIVES**

1.To understand the Economics of Government expenditure and taxation.

2. To critically analyse the fiscal policies and its implication in Indian Economy.

3. To understand the various types of Budgets and types of Budget deficits and their significance.

4. To critically analyse the criteria of verical and horizontal devolution of Finance Commission.

5. To understand the nature of Indian taxation system.

#### **COURSE OUTCOMES**

Co1: To have conceptual clarity of Public expenditure and revenue.

Co2: To analyse various Government fiscal policies

Co3: To analyse the changing pattern of central state financial relations

Co4. To understand the recent and current issues regarding Indian Public Finance.

#### SYLLABUS

Module 1: Budget – Definition – Types of Budget - Components of Budget – Revenue Receipts and Capital Receipts – Revenue Expenditure and Capital Expenditure – Recent Union Budget.

Module 2: Deficit Financing – Types of Budget Deficit – FRBM act-2003.

Module 3.: Taxation – Types of taxes – Proportional Tax – Progressive Tax – Regressive Tax – Direct and Indirect Taxes – Recent Trends in the Direct and Indirect taxes in India.

Module 4: Fiscal Policy in India – Objectives - Explansionary, Contractionary and Neutral Fiscal Policy

Module 5: Financial Relations under the Constitution – Evaluation of first 14 Finance Commissions – Recommendations of 15<sup>th</sup> Finance Commission.

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Max. Marks: 50

Time: 1 hour and 30 mins.

#### **Section A** (Total 4 x 5 Marks = 20 Marks)

#### Write Short Answers for any four of the following Questions.

#### Each Answer Carries 5 marks.

6	
7	
8	
9	
10	
11	
12	
13	

(At least one question should be given from every unit of all the five units. At least two questions should be related to testing skills)

#### Section B (Total 3 x 10 Marks = 30 Marks) Write Answers for the following five Questions. Each Answer Carries 10 marks

1	(a) Or
	(b)
2	(a) Or
	(b)
3	(a) Or
	(b)
4	(a) Or
	(b)
5	(a) Or
	(b)

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w.e.f. 2022-23

#### **BLUE PRINT**

S.NO	MODULE	Essay type questions 10 Marks each	Short answer questions 5 Marks each	
	NO	To be given	To be given	
1	Module -1	1	2	
2	Module -2	1	2	
3	Module - 3	1	2	
4	Module - 4	1	1	
5	Module – 5	1	1	
	Total	5	8	

#### SEMESTER – II :: SKILL DEVELOPMENT COURSE SURVEY & REPORTING

Total Hours : 30 (2h/w),

Credits : 02,

Max Marks:50

#### **COURSE OUTCOMES**

After successful completion of this course, the student will be able to:

CO1: Understand the basics of survey and reporting needs and methods

CO2: Comprehend designing of a questionnaire

CO3: Conduct a simple and valid survey and Collect data

CO4: Organize and interpret data and Prepare and submit report.

#### **SYLLABUS**

Module I (08Hrs) :

Survey: Meaning and Definition –Identifying need for survey - Identifying Sample – Characteristics of Sample - Types of Survey – Survey Methods – Advantages and Disadvantages of Survey – Essential Steps in Survey – Online Survey.

#### Module II (09Hrs) :

Preparing Questionnaire: Types and Parts of Questionnaire – Qualities of good Questionnaire – Precautions inPreparing Questionnaire Administering/Piloting Questionnaire –Collection of data -Dealing with People – Maintaining objectivity/neutrality.

#### Module III (10Hrs):

Methods of Organizing data – Forms of data presentation - Tables and Figures – Basic Statistical Methods of Analysis of data –Percentages - Mean, Mode and Median –Simple Ways of showing Results– Tables/Graphs/Diagrams Report Writing: Forms of Reporting - Parts of a Report - Title page to Acknowledgements -Characteristics of a Good Report – Style of language to be used - Explaining Data in the Report – Writing fact-based Conclusions – making Recommendations – Annexing required material.

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Skill Development Course Survey and Reporting

#### Section A

Max Marks: 50

Time: 1 hour 30 mins.

#### Answer any 4 questions. Each question carries 5 marks. (4x5 = 20 marks)

- 1. Meaning and Definition of survey.
- 2. Online survey
- 3. Characters of Sample
- 4. Qualities of a good Questionnaire
- 5. Piloting Questionnaire
- 6. Precautions in preparing Questionnaire
- 7. Write a short note on Tabulation
- 8. Write a brief note on data analysis

Answer any **3** of the following questions. Each question carries 10 marks. (3x10=30 marks)(At least 1 question should be given from each Unit)

- 1. Define Survey? Explain the various types of Surveys?
- 2. Advantages and disadvantages of survey
- 3. Define questionnaire? Explain the types and parts of questionnaire?
- 4. Explain the detailed procedure of writing research report
- 5. Find Mean, Median and Mode for the following data.

2, 3, 7, 1, 3, 2, 3

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S.NO	MODULE	Essay type questions 10 Marks each	Short answer questions 5 Marks each
	NU	To be given	To be given
1	Module -1	2	3
2	Module -2	1	2
3	Module - 3	2	3

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#### SEMESTER – III :: SKILL DEVELOPMENT COURSE FINANCIAL MARKETS

#### **COURSE OUTCOMES**

After successful completion of this course, the students will be able to;

- 1. Acquire knowledge of financial terms
- 2. Know the concepts relating to and markets and different avenues of investment
- 3. Understand the career skills related to Stock Exchanges
- 4. Comprehend the personal financial planning and money market skills

#### SYLLABUS

UNIT-I: (06hrs): Indian Financial System- its components - Financial markets and institutions

UNIT-II: (10hrs): Capital Market - its function - organizations - elements - (shares,

debentures, bonds, mutual funds) debt market - Equity market (SEBI) and secondary market (NSE)

UNIT-III: (10hrs) : Money market - Organized - Unorganized - Sub market (call money, commercial bills, Treasury bill, Certificate of Deposit, Commercial papers

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Max. Marks: 50

Time: 1 1/2hrs (90 Minutes)

**SECTION A** (4X5=20 marks) Write Answers for any four Questions. Each Answer Carries 5 marks

- **1.Financial Services**
- 2. Commercial bill market
- 3. Call money market
- 4. Secondary market
- 5. Differences between debt market and equity market
- 6. Types of financial instruments
- 7. Types of bills in money market
- 8. Listing of security

**SECTION B** (Total: 3x10 = 30 Marks)

(Answer any three questions. Each rewsna carries 10 marks

(At least 1 question should be given from each Unit)

- 1.Explain the functions of financial system in Indiia.
- 2.Briefly explain the componenets of the Indian financial system.
- 3. Define capital markets and mention its functions.
- 4. Explain the role and functions of SEBI in capital market.
- 5. write the objectives and functions of money market.

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S.NO	MODULE	Essay type questions 10 Marks each	Short answer questions 5 Marks each
	NU	To be given	To be given
1	Module -1	2	3
2	Module -2	1	2
3	Module - 3	2	3

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- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

DR.V.S.KRISHNA GOVT. DEGREE & PG COLLEGE(A)

MADDILAPALEM, VISAKHAPATNAM DEPARTMENT OF ECONOMICS



# BOARD OF STUDIES 2022-23 B.A.(ECONOMICS) PROGRAMME

REVISED SYLLABUS OF ECONOMICS UNDER CBCS FRAMEWORK WITH EFFECT FROM 2022-2023

#### Dr. V.S. KRISHNA GOVT. DEGREE AND P.G. COLLEGE (A) VISAKHAPATNAM B.A ECONOMICS PROGRAMME – COURSE STRUCTURE IN ECONOMICS UNDER CBCS 2022-2023

	2022-2023								
Sl.no	paper	Name of the paper sem Hours		cre	Ma	rks	Total		
				per	dits	CIA	End		
				week			sem		
	I & II YEAR BA SYLLABUS (W.E.F 2022-2023)								
1.	CC1	Introductory Micro Economics	I	5	4	25	75	100	
2	CC2	Mathematical Methods for	I	5	4	25	75	100	
		Economics 1							
		Internship I ( Community Service Project)			4			100	
3	CC3	Introductory Macro Economics	II	5	4	25	75	100	
4	CC4	Mathematical Methods for	II	5	4	25	75	100	
		Economics 2							
		Internship II (Industry training)			4			100	
5	CC5	Intermediate Micro Economics		5	4	25	75	100	
6	CC6	Statistical Methods for Economics		5	4	25	75	100	
7	CC7	Intermediate Macro Economics	IV	5	4	25	75	100	
8	CC8	Introductory Econometrics	IV	5	4	25	75	100	
9	CC9	Indian Economy	IV	5	4	25	75	100	
10	CC10	Development Economics I	IV	5	4	25	75	100	
11	CC11	Development Economics II	IV	5	4	25	75	100	
III YEA	R B.A SYLL	 ABUS (W.E.F 2022-2023) (To Choose	three p	airs from	the six	(A, B, (	C, D,E	and F)	
		Skill Enhancement	Course	S		• • •		-	
12			V	5	1	25	75	100	
12	SEC -A1	Rural Entrepreneurship	v	5	4	25	/5	100	
13	SEC- A2	Farmer Producer Organizations	V	5	4	25	75	100	
14	SEC-B1	Urban Entrepreneurship and MSMEs	V	5	4	25	75	100	
15	SEC-B2	Retail and Digital Marketing	V	5	4	25	75	100	
16	SEC-C1	Insurance Services	V	5	4	25	75	100	
17	SEC- C2	Banking and Financial Services	V	5	4	25	75	100	

18	SEC-D1	Inferential Statistics and Software Packages	V	5	4	25	75	100
19	SEC-D2	Project Designing and Report Writing	V	5	4	25	75	100
20	SEC-E1	Public Economics	V	5	4	25	75	100
21	SEC-E2	International Economics	V	5	4	25	75	100
22	SEC- F1	Economics of Health and	V	5	4	25	75	100
		Education						
23	SEC- F2	Environmental Economics	V	5	4	25	75	100
	SEMESTER VI							
	INTERNSHIP III ( On job training)			-	12	-	-	200

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#### **Course Objectives**

- 1. This course is designed to expose the students to the basic principles of microeconomic theory.
- 2. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

#### **Course Outcomes**

CO1. To explore the Subject Matter of Economics and to discuss about the Elementary Theories of Demand, Supply & Market.

CO2. To explain the Theory of Consumer Preferences & Choice and Theory of Firm including the concepts of Production, Cost & Revenue.

CO3. To explore the idea of Market Morphology including Classification and nature of different Markets.

#### SYLLABUS

#### MODULE 1

1. Exploring the subject matter of Economics - Nature and Scope of economics; the basic economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; Micro and Macroeconomics; methodology of economics: deductive and inductive methods, economic statistics and dynamics

#### MODULE 2

2. Demand function; law of demand, factors determining demand: demand schedule and demand curves, market vs individual demand, demand for complementary and substitute goods, Cardinal utility: law of diminishing marginal utility and principle of equi marginal utility. Ordinal utility: properties of indifference curves, marginal rate of substitution

#### MODULE 3

3. Production function: Cobb-Douglas production function - Total, Average and Marginal products, law of variable proportions; three stages of production; Iso-quants: general properties of Iso-quants; marginal rate of technical substitution: The concept of costs; Total, Fixed and Variable costs in the short run - average and marginal cost curves.

#### MODULE 4

4. The meaning of supply, supply function and law of supply. Concept of revenue: Total, Average and Marginal revenue and their relationship. Meaning of market: Classification of Market structure; Perfect Competition and it's features, equilibrium of a firm and industry under Perfect Competition.

#### References

1. Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education Inc., 8<sup>th</sup> Edition, 2007.

2. N. Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4<sup>th</sup> edition, 2007.

3. Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007.

#### **Core Economics Course 1: INTRODUCTORY MICROECONOMICS**

Model Question Paper					
Max.75 Marks Duration: 3 hrs.					
Section –A					
Answer the following questions. Each question carries 10 marks. $(5 \times 10 = 50 \text{ marks})$					
1. a. Explain the scope and subjective matters of Economics?					
(or)					
b. Write the differences between Micro Economics and Macro Economics.					
2. a. Describe the law of demand.					
(or)					
b. Explain the law of diminishing marginal utility with the help of a diagram.					
3. a. Write the properties of Indifference Curves and Explain them?					
(or)					
b. Explain the law of equi marginal utility with the help of a diagram.					
4. a. Discuss the law of variable proportions?					
(or)					
b. Explain the nature of various cost curves in short run.					

5. a. Write about the properties of Perfect Competitive Market?

(or)

b. Explain the equilibrium of a firm in short run.

#### Section-B

Write short answer for any **FIVE** of the following. Each question carries **5** marks.

 $(5 \times 5 = 25 \text{ marks})$ 

- 6. Inductive method
- 7. Economic problem

- 8. Demand function
- 9. Marginal Rate of Substitution
- 10. Relation between Average Cost and Marginal Cost
- 11. Cobb-Douglas production function
- 12. Law of Supply
- 13. Concepts of Revenue

S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each		
		To be given	To be given	To be answered	
1	Module -1	02	02	ons 1 out 8	
2	Module -2	04	02	questi swerec otal 0 tions	
3	Module - 3	02	02	y five be ans of the 1 ques	
4	Module - 4	02	02	An can c	
	Total	10	08	05	

#### **BLUE PRINT**

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- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
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#### Core Economics Course 2: MATHEMATICAL METHODS IN ECONOMICS-I

#### **Course Objectives**

1. This course is designed to expose the students to the basic principles of Mathematical economics

2. To transmit the body of basic mathematics that enables the study of economic theory, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics

#### **Course Outcomes**

C1. To provide the knowledge of Sets & Set Operations and its applications in Consumer Preferences and Budget in Terms of Sets

C2. To teach some Preliminary Mathematical Concepts and its applications in Calculations of Population Growth, Compound Interest, Depreciation & Present Value

C3. To teach Matrix Algebra and its applications in Partial Market Equilibrium Model - Simple National Income Determination Model & Comparative Static Analysis.

C4. To provide the knowledge of Functions & Derivatives and its applications in the Utility Function, Demand & Supply Functions, Production & Cost Functions, Revenue Function and Consumption Function etc.

C5. To teach Optimization Techniques and Techniques of Integration and their applications in Utility Maximization, Cost Minimization, finding Total Functions ,Consumer's Surplus, Producer's Surplus etc

#### **Course Outline**

#### MODULE 1

**Concepts of Numbers, Sets and Function**: Number systems, Geometric Representations, Set Theory, Set Notions, Universal Set, Null Set, Convex Set, Finite & Infinite Sets, Laws of Set Operation, Function and Equations, Variables, Relations and Functions, sequences and series, Equations, Identities, Equilibrium Condition, Systems of Simultaneous Linear Equations, Homogeneous and Homothetic functions, The Straight line and its Slope.

#### MODULE 2

**Limits & Continuity**: Introduction, Sequence, neighbourhood, limit, evaluation of different types of limits, Continuity of a function, Illustrative examples

#### MODULE 3

**Differential Calculus:** Derivative of a function, geometric interpretation of derivatives, rules of differentiation, second and higher order derivatives, Partial and total Derivatives,

Economic Applications of First Order, Second Order Differential Equation, Illustrative examples and exercise, Homogeneous Function homothetic functions, characterizations and applications Euler's Theorem

#### MODULE 4

**Integration**: Concept, Rules of Integration, Methods of Integration, Integration by Parts, Definite and Indefinite Integrals; Improper integrals, Fundamental Theorem of calculus, Illustrated examples, computation techniques,

#### **Readings:**

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002.

2. Chiang, A.C. and K. Wainwright Fundamental Methods for Mathematical Economics, McGraw Hill, New Delhi ,(2013)

3. Mukherji, A. and Guha, S.: Mathematical Methods and Economic Theory, Oxford University Press, (2011)

#### Core Economics Course 2: MATHEMATICAL METHODS IN ECONOMICS-I Model Question Paper

Max.75 Marks

Duration: 3 hrs.

#### Section -A

Answer the following questions. Each question carries 10 marks.  $(5 \times 10 = 50 \text{ marks})$ 

1. A) Define Set and prove the properties of Set theory.

(or)

B) Define Function and explain different types of functions along with graphs.

2. A) In the recent survey of 400 students in a school. 100 were listed as smokers and 150 as chewers of gum. 75 were listed as both smokers and gum chewers. Find Out how many student are neither smokers and nor gum chewers.

(or)

B) If 
$$A = \{1,2,3\}$$
 B=  $\{1,3,4,5\}$  C=  $\{2,4,5,6\}$ 

Verify i)  $A \cap (B \cup C) = (A \cap B) \cup (A \cap C)$ 

ii)  $A U (B \cap C) = (A U B) \cap (A U C)$ 

3. A) State L-Hospital Rule and solve the following equation by using the same rule

$$\lim x \to 2 \frac{x^{2} - 7x^{2} + 10x}{x^{2} + x - 6}$$

(or)

B) In a steel plant the total revenue function R and total cost function C are given by R=120Q+8Q2-25 and C=2Q3-4Q2-6Q+25 where Q denotes output. Then find i) Output level at which profit is maximum ii) determine the maximum profit.

4. A) Find 
$$dy/dx$$
 of  $y = (2x^2 + 6x)(2x^3 + 5x^2)$ ,  $y = (2x^2 + 6x)/(2x^3 + 5x^2)$ 

(or)

B) If marginal cost of a firm is given by MC= $3Q^2$ -4Q+5 find the total cost when the fixed cost is 100

5. A) Describe different methods of integration.

B) Evaluate i)  $\int 4x^2 (x^5+5)^3 dx$  ii)  $\int 9x^4 (x^5+7)^8 dx$ 

#### Section-B (5×5=25 marks)

#### Write short answer for any FIVE of the following. Each question carries 5 marks.

6. If A=(1,4,5), B=(2,4,5) and C=(2,3) then show that (AUB)UC=AU(BUC)

7. In a certain culture, the count of bacteria gets doubled after every hour. There were 3 bacteria in the culture initially. What would be the total count of bacteria at the end of the 6th hour?

- 8.  $Y=2X^5+3X^3+6X=2$  find dy/dx
- 9. Find  $\int (X^3 + 3X^2 + 5X + 6) dx$
- 10. If average cost function AC=2Q=20+40/Q then find marginal cost function
- 11. Arithmetic Progression
- 12. If A=(1,2,5), B=(2,3,5,6) and C=(4,6) then find out (AUB) $\cap$ C and (A $\cap$ B)UC
- 13. Consider the function  $F(X)=X^2-4X+3$

Х	0	1	2	3	4	5
F(X)	3	0	-1	0	-3	8

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		SECTION – A		SECTION -	B	
		(Essay type	questions)	(Short answer questions) 5 Marks each		
S.NO	MODULE NO	10 Marl	ks each			
		To be given	To be	To be given	To be	
		10 be given	answered	10 be given	answered	
1	Module -1	02	01	01	Any	
					Five	
2	Module -2	02	01	01	questi	
					ons	
3	Module - 3	02	01	02	can be	
					answer	
4	Module - 4	02	01	02	ed out	
					of the	
5	Module – 5	02	01	02	08	
					questi	
					ons	
	Total	10	05	08	05	

#### **BLUE PRINT**

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#### **Core Economics Course 3: INTRODUCTORY MACROECONOMICS**

#### **Course Objectives**

1. This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy.

2. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

#### **Course Outcomes**

CO1 Define and explain the process of calculating national income, identify its components, analyse the various identities with government and international trade

CO2 To understand the concept of circular flow of income and how the production process takes place in economy.

CO3 Demonstrate the meaning and functions of money, illustrate various versions of quantity theory of money

CO4 To analyse the income determination through classical and Keynesian economics.

CO5 Understanding of IS-LM Mode

#### **Course Outline**

#### MODULE 1

#### 1. Introduction to Macroeconomics and National Income Accounting

Nature and Scope of Macro Economics – Concepts of National Income – Methods of measurement of National Income - circular flow of income - Balance of payments: current and capital accounts.

#### MODULE 2

#### 2. Money

Functions of money; quantity theory of money; Fisher' theory and Cambridge theory - credit creation; tools of monetary policy.

MODULE 3

#### 3. Inflation

Meaning, types, causes, consequences and remedial measures of Inflation

MODULE 4

#### 4. The Closed Economy in the Short Run

Classical and Keynesian systems; simple Keynesian model of income determination; ISLM model; fiscal and monetary multipliers.

#### **Readings:**

- 1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
- 2. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
- 3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
- 4. Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition, 2005.
- 5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.
- 6. Errol D'Souza, Macroeconomics, Pearson Education, 2009.
- 7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition, 2012.

#### **Core Economics Course 3: INTRODUCTORY MACROECONOMICS MODEL PAPER**

Time: 3 hours

Max Marks: 75

#### SECTION -A

Answer all the following questions. Each question carries 10 marks.  $(5 \times 10 = 50 \text{ marks})$ 

- 1. Explain the nature and scope of Macro Economics. (OR)Explain various methods of measuring the National Income.
- 2. Explain the concept of circular flow of income. (OR)Explain the concept of Balance of Payments.
- 3. Critically examine the Fisher's quantity theory of money. (OR)Explain the functions of Money.
- 4. Explain various causes and consequences of inflation. (OR) Discuss various tools of Monetary Policy to control Inflation.
- 5. Explain the classical theory of employment. (OR)Explain the Keynesian theory of employment.

#### Answer any five questions

- 6. Concepts of National Income
- 7. Current Account of Balance of Payments
- 8. Credit creation
- 9. Cambridge theory of quantity theory
- 10. Types of Inflation
- 11. IS-LM Model
- 12. Measures of control inflation
- 13. Fiscal multiplier

 $5 \times 5 = 25$  marks

**SECTION – B** 

S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each		
		To be given	To be given	To be answered	
1	Module -1	04	02	ons 1 out 8	
2	Module -2	02	02	questi swerec total 0 tions	
3	Module - 3	02	02	y five be ans of the 1 ques	
4	Module - 4	02	02	Anj can c	
	Total	10	08	05	

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#### **Core Economics Course 4: MATHEMATICAL METHODS IN ECONOMICS – II**

#### **Course Objectives**

1. To transmit the body of basic mathematics that enables the study of economic theory such as microeconomic theory, macroeconomic theory, statistics and econometrics

2. To make familiar to the students by exposing to various mathematical operations so as to understand the nuances of economics theory and its derivations.

#### **Course Outcomes**

CO1: To use matrix algebra techniques in economic analysis CO2: To demonstrate an understanding of the rules of differentiation as they apply to multivariable functions

CO3: To analyse difference and differential equations of first and second order

CO4: To find solutions to unconstrained optimization problems by identifying relative and global maximums and minimums of single variable functions

CO5: To find solutions to constrained optimization with equal constraints problems to multivariable functions

#### **Course Outline**

MODULE 1

**Matrix and Determinants**: Vectors & Matrices, Types of Matrices, Rules of Addition and Multiplication, Matrix Operation, Inverse Matrix, Determinants, Solution of Linear Equations, Illustrative examples, Economic Applications of Matrices

#### MODULE 2

**Differential Equations**: Concept of Differential Equation, Exact Differential Equation Integrating Factor, First Order Linear Differential Equation

#### MODULE 3

**Unconstrained Optimization**: Concept of maxima and minima, First and Second Order Conditions, Necessary and Sufficient Conditions for Existence of Global & Local optima, Identification of maxima and minima, points of inflection, illustrative examples, Economic Applications

#### MODULE 4

**Constrained Optimization**: Equality Constraints, Formulation Lagrange Method for first and Second Order Conditions, geometric characterizations, Economic Applications: Utility Maximization, Profit Maximization, Envelope theorem and applications

#### **Readings:**

1.K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002.2. Chiang, A.C. and K. Wainwright Fundamental Methods for Mathematical Economics, McGraw Hill, New Delhi ,(2013)

3. Mukherji, A. and Guha, S.: Mathematical Methods and Economic Theory, Oxford University Press, (2011)

#### Core Economics Course 4: MATHEMATICAL METHODS IN ECONOMICS – II Model Question Paper (Use of simple Calculator allowed)

Max.75 Marks

Duration: 3 hrs.

Section -A

 $5 \times 10 = 50$  marks

Answer all the following questions. Each question carries 10 marks.

1. a) Find the solutions for the system of equations by matrix Inverse method.

 $4X_1+X_2-5X_3=8$ -2X1+3X2+X3=12 3X1-X2+4X3=5

(or)

```
b) Verify that (\mathbf{A} + \mathbf{B}) = \mathbf{A}^T + \mathbf{B}^T, (\mathbf{A}\mathbf{B})^T = \mathbf{B}^T \cdot \mathbf{A}^T, for the Matrices A=4 5 6

7 8 9

-7 \quad 0 \quad 3

B= 9 1 4

0 6 5
```

2 a) Define independence, consistency, homogeneous and equivalence with examples

(or)

b) Find the value of x at which the cubic function  $f(x) = x^3 + ax^2 + bx + c$  is convex downward

3. a) Find the maxima and minima values of  $Y = X^3 + 6X^2 + 9$ 

(or)

b) Solve the differential equation by using integrating factor  $dy dt + 3t 2y = 6t^2$ 

4. a) solve differential equation  $\frac{dy}{dx} = \frac{y(x-y)}{x^2}$  by the homogeneous method

(or)

b) find the  $\frac{dy}{dx}$  from  $y = \frac{x^2}{(x+3)(2x+1)}$ 

5. A firm under perfect competition produces X1 and X2 with prices equal to Rs.10 and Rs.15 respectively. If cost function of the firm is  $C=2X_1^2 + X_1X_2 + 2X_2^2$ , where  $X_1$  and  $X_2$  denote the levels of output then find out the Maximum Profit and  $X_1$  and  $X_2$ 

(or)

b) Find the extreme value of the objective function by using Lagrange method  $Y=X_1X_2$  subject to  $X_1+X_2=6$ 

#### Section -B

 $(5 \times 5 = 25 \text{ marks})$ 

Write short answer for any **FIVE** of the following. Each question carries **5** marks.

- 1 5 6 6. Find out the determinant of 7 2 4
- 5 7 9
- 7. Find the roots for  $X^2 5X + 6 = 0$
- 8. Find dy/dx If Y=3X<sup>2</sup>+7X+6
- 9. Singular Matrix
- 10. Find dy/dx If Y=(X<sup>2</sup> -1)/(X<sup>2</sup> +1)
- 11. Point of inflection
- 12. If Z=X<sup>2</sup>Y+2X+Y <sup>3</sup> then find out  $\partial Z/\partial X$  and  $\partial Z/\partial Y$
- 13. Envelope Theorem.

S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be given	To be answered
1	Module -1	02	02	ons 1 out 8
2	Module -2	03	02	questi swerec total 0 tions
3	Module - 3	03	02	y five be ans of the 1 ques
4	Module - 4	02	02	Anj can c
	Total	10	08	05

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- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
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#### **Core Economics Course 5: INTERMEDIATE MICRO ECONOMICS**

#### **Course Objectives**

1. This course is designed to expose the students to the basic principles of microeconomic theory

2. To provide a sound training in microeconomic theory to formally analyze the behavior of individual agents

3. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

#### **Course Outcomes**

CO1. To illustrate the Theory of Consumer behaviour along with Alternative Approaches like Cardinal Utility Approach, Ordinal Utility Approach, The Revealed Preference Approach.

CO2. To explore the Relation between Price Elasticity of Demand, Price and Marginal

Revenue, Relation between Price Elasticity and Total Expenditure.

CO3. To explain the Theory of Production and Cost.

CO4.To explain the Theory of Perfect and imperfect Competition.

CO5: To explain the theory of distribution.

#### **Course Outline**

#### MODULE 1

#### **1.** Consumer Theory:

Budget constraint; Consumer's equilibrium with the help of indifference curve analysis – Income, Substitution and Price effects - Elasticity of demand – Types of price elasticity of demand – Measurement of elasticity of demand – Revealed Preference theory.

#### MODULE 2

#### 2. Production and cost theory

Production & Cost Theory - Returns to scale – changes in scale and factor proportions - Theory of long run costs: long run average cost curves.

#### **3. Imperfect Competetion**

#### MODULE 3

Monopoly – Characteristics - price and output determination under monopoly: Price and output determination under monopolistic competition; oligopoly: Introduction, characteristics of oligopoly, various approaches to determination of price and output under oligopoly – Kinked demand curve.

#### MODULE 4

#### 4. Theory of Distribution

Marginal productivity theory of distribution : Clark and Marshall - Hicks Versions of wage determination under collective bargaining - Ricardian theory of rent and it's critical evaluation;

Concept of quasi rent; classical theory of interest and Keynes liquidity preference theory of interest, profit as a dynamic surplus, Schumpeter theory of profits and knight theory of profits.

#### **Readings:**

- 1. Hal R. Varian, *Intermediate Microeconomics, a Modern Approach*, W.W. Norton and Company/Affiliated East-West Press (India), 8th edition, 2010. The workbook by Varian and Bergstrom may be used for problems.
- 2. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010.
- 3. B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, Tata McGraw-Hill (India), 2009.
- 4. W.W. Norton and Company/Affiliated East-West Press (India), 2010. The workbook by Varian and Bergstrom could be used for problems.

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#### **Model Question Paper**

Max.75 Marks

Duration: 3 hrs.

#### Section –A

Answer all the following questions. Each question carries 10 marks.  $(5 \times 10 = 50 \text{ marks})$ 

1. a. Explain the consumer's equilibrium with the help of indifference curves.

#### (or)

- b. Write about the types of price elasticity of demand with the help of diagrams.
- 2. a. Discuss about the revealed preference theory.

(or)

b. Discuss the law of returns to scale.

3. a.Discuss about the long run cost curves.

(or)

b. Explain the price and output determination in Monopoly Market.

4. a. Write a note on characters and price determination in Oligopoly market.

(or)

- b. Explain the Marginal productivity theory of distribution.
- 5. a. Explain the Ricardian theory of rent

#### (or)

b. Explain the Keynesian theory of liquidity preference.

Section-B

Write short answer for any **FIVE** of the following. Each question carries **5** marks.

 $(5 \times 5 = 25 \text{ marks})$ 

- 6. Price effect
- 7. Point Method
- 8. Total expenditure method
- 9. Kinked Demand curve
- 10. Characteristics of monopolistic competetion
- 11. Quasi Rent
- 12. Knight theory of profit
- 13. Collective bargaining theory of wages

S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be given	To be answered
1	Module -1	03	03	ons 1 out 8
2	Module -2	02	-	questi swerec otal 0 tions
3	Module - 3	02	02	y five be ans of the 1 ques
4	Module - 4	03	03	Anj can c
	Total	10	08	05

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#### **Core Economics Course 6: STATISTICAL METHODS FOR ECONOMICS**

#### **Course Objectives**

1. This course is designed to expose the students to the basic principles of Statistics

2. To provide a sound training in statistical methods so as to formally analyze the data

3. The emphasis will be on thinking like an economist and the course will illustrate how the tools of statistics can be applied to analyze theoretical validation.

### **Course Outcomes**

CO1: To understand the measures of Central Tendency and Dispersion in order to interpret empirical data

CO2: To analyse the data by using correlation and regression

CO3: To study the elementary theory of probability including probability distributions.

CO4: To understand the concept of sampling and estimation

CO5: To understand hypothesis testing

### **Course Outline**

#### **MODULE 1**

#### **1. Introduction and Overview**

The distinction between populations and samples and between population parameters and sample statistics; the use of measures of location and variation to describe and summarize data; population moments and their sample counterparts.

#### MODULE 2

#### 2. Elementary Probability Theory

Sample spaces and events; probability axioms and properties; counting techniques; conditional probability and Bayes' rule; independence.

#### MODULE 3

## 3. Random Variables and Probability Distributions

Defining random variables; probability distributions; expected values of random variables and of functions of random variables; properties of commonly used discrete and continuous distributions (uniform, binomial, normal, poisson and exponential random variables).

#### MODULE 4

## 4. Random Sampling and Jointly Distributed Random Variables

Density and distribution functions for jointly distributed random variables; computing expected values; covariance and correlation coefficients.

### 5. Sampling

### MODULE 5

Principal steps in a sample survey; methods of sampling; the role of sampling theory; properties of random samples.

#### MODULE 6

### 6. Point and Interval Estimation

Estimation of population parameters using methods of moments and maximum likelihood procedures; properties of estimators; confidence intervals for population parameters. **Readings:** 

- 1. Jay L. Devore, Probability and Statistics for Engineers, Cengage Learning, 2010.
- 2. John E. Freund, Mathematical Statistics, Prentice Hall, 1992.
- 3. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.
- 4. William G. Cochran, Sampling Techniques, John Wiley, 2007.

### DR.V.S.KRISHNA GOVT. DEGREE & P.G. COLLEGE(A), MADDILAPALEM, VISAKHAPATNAM, A.P. (An institution re-accredited by NAAC with "A" grade) REVISED B.A.(ECONOMICS) SYLLABUS UNDER CBCS PATTERN w.e.f. 2022-23 Core Economics Course 6: STATISTICAL METHODS FOR ECONOMICS Model Question Paper

Max.75 Marks	Duration: 3 hrs.
Section –A	
Answer all the following questions. Each question carries 10 marks.	(5×10=50 marks)
<ol> <li>a) What is covariance and coefficients ?         (or)</li> <li>b) State and prove the uniform distribution.</li> </ol>	
<ul> <li>2. a) Discuss about binomial distribution. (or)</li> <li>b) Explain sampling theory and its role.</li> </ul>	
3. a) What are the principle steps involving in sample survey?	
(or) b) Write brief account on population parameters and samples	
<ul><li>4. a) State and prove the Baye's rule (or)</li><li>b) What are the methods of Sampling</li></ul>	
<ul> <li>5. a) Explain population moments and their counter parts (or)</li> <li>b) A card is drawn from well shifted pack of cards find the pro either a diamond or a king</li> </ul>	bability that it is
Section-B	
Write short answer for any <b>FIVE</b> of the following.	(5×5=25 marks)
6) Define expected value with suitable example.	

- 7) What is the conditional event, explain.
- 8) What is the Properties of estimators ?
- 9) Explain different types of events in probability.
- 10) Define multiplication theorem.

- 11) Properties of random samples.
- 12) What are the measures of location sample statistics?
- 13) Write a short note on Independence, totality condition.

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S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be given	To be answered
1	Module -1	02	02	эе 1 08
2	Module -2	02	02	can l e tota
3	Module - 3	02	01	of the
4	Module - 4	02	01	ques s
5	Module - 5	01	01	five werec
6	Module - 6	01	01	Any ansv que:
	Total	10	08	05

### **BLUE PRINT**

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- 4. The question paper must be adhered to the format given in the model paper.
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- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

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#### **Core Economics Course 7: INTERMEDIATE MACRO ECONOMICS**

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### **Course Objectives**

1. This course is designed to expose the students to the principles of macroeconomic theory.

2. To provide a sound training in macroeconomic theory to formally analyze the aggregates

3. It also provides the macro-economic foundations to the various aggregative concepts used in the previous course.

#### **Course Outcomes**

CO1: To have a familiarize about various hypotheses of consumption

CO2: To have an understanding about money and banking

CO3: To get good ideas on the nuances of Fiscal Policy

CO4: To understand the nuances of Monetary Policy

### **Course Outline**

#### MODULE 1

#### 1. Theory of employment

Classical theory of employment – Say's law of markets – Keynesian approach - Aggregate supply function, aggregate demand function; Derivation of aggregate demand and aggregate supply interaction of aggregate demand and aggregate supply – concept of Effective Demand

#### **MODULE 2**

**2.** Consumption Function and Investment Function: Keynesian consumption function – Average Propensity to Consume, Marginal Propensity to Consume – Factors determining consumption function - Concept of Multiplier – Investment function and MEC

#### 3. Money and Banking

#### **MODULE 3**

Definitions of Money – Functions of Money - Money illusion - Gresham's Law - RBI classification of Money - Banking - Commercial Banks - Functions - Recent Trends in Banking - Mergers and Acquisitions - Central Bank - Functions - Control of Credit by Central Bank

#### 4. Fiscal and Monetary Policy

MODULE 4

Fiscal Policy – Meaning – Objectives of fiscal policy – Types of fiscal policy – tools of fiscal policy-Monetary policy – meaning – Objectives of monetary policy – tools of monetary policy

#### **Readings:**

- 1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
- 2. N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
- 3. Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.

- 4. Steven M. Sheffrin, *Rational Expectations*, Cambridge University Press, 2<sup>nd</sup> edition, 1996.
- 5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.
- 6. Errol D'Souza, Macroeconomics, Pearson Education, 2009
- 7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition, 2012
- 8. Charles I. Jones, Introduction to Economic Growth, W.W. Norton & Company, 2<sup>nd</sup> edition,2002
- 9. Robert J. Gordon, Macroeconomics, Prentice-Hall India Limited, 2011.

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Max.75 Marks Duration: 3 hrs. Section –A Answer all the following questions. Each question carries 10 marks.  $(5 \times 10 = 50 \text{ marks})$ 1. a) Explain the classical theory of employment (or) b) Explain the Keynesian theory of income and employment. 2. a) Explain the concept of multiplier. (or) b) Explain the consumption function and factors determining the consumption function. 3. a) Explain the functions of money. (or) b) Explain the functions of commercial banks 4. a) briefly discuss the functions of central bank. (or) b) Explain the objectives of monetary policy. 5. a) Explain the recent trends in banking sector. (or) b) Explain objectives and various tools of fiscal policy. Section-B Write short answer for any **FIVE** of the following. Each question carries **5** marks.  $(5 \times 5 = 25 \text{ marks})$ 6. Say's law of markets 7. Aggregate supply 8. Investment function 9. Gresham's law 10. RBI classification of money

- 11. Credit control by RBI
- 12. MEC
- 13. Types of fiscal policy

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S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be given	To be answered
1	Module -1	02	02	ons 1 out 8
2	Module -2	02	02	questi swerec otal 0 tions
3	Module - 3	04	03	y five be ans of the t ques
4	Module - 4	02	01	An; can c
	Total	10	08	05

## **BLUE PRINT**

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- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

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#### **Core Economics Course 8: INTRODUCTORY ECONOMETRICS**

### **Course Objectives**

1. This course provides a comprehensive introduction to basic econometric concepts and techniques

2. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models.

3. The course also covers the consequences of and tests for misspecification of regression models.

### **Course Outcomes**

CO1: To have a familiarize about various statistical concepts which are essential for econometric Modelling

CO2: To understand about statical hypotheses and testing parameters

CO3: To get good ideas on estimation of a model by method of ordinary least squares

CO4: To have broad understanding on Multiple Regression Models

CO5: To understand the concepts of Multicollinearity; heteroscedasticity; serial correlation.

### **Course Outline**

### MODULE 1 Nature and Scope of Econometrics

## MODULE 2

### **Statistical Concepts**

Normal distribution; chi-sq, t- and F-distributions; estimation of parameters; properties of estimators; testing of hypotheses: defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test; tests for comparing parameters from two samples.

### MODULE 3

### Simple Linear Regression Model: Two Variable Case

Estimation of model by method of ordinary least squares; properties of estimators; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; Gauss-Markov theorem; forecasting.

### **MODULE 4**

#### Multiple Linear Regression Model

Estimation of parameters; properties of OLS estimators; goodness of fit - R<sub>2</sub> and adjusted R<sub>2</sub>; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables.

#### MODULE 5

Violations of Classical Assumptions: Consequences, Detection and Remedies

Multicollinearity; heteroscedasticity; serial correlation.

## MODULE 6 Specification Analysis

Omission of a relevant variable; inclusion of irrelevant variable; tests of specification errors.

## Readings

- 1. Jay L. Devore, *Probability and Statistics for Engineers*, Cengage Learning, 2010.
- 2. John E. Freund, Mathematical Statistics, Prentice Hall, 1992.
- 3. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.
- 4. D. N. Gujarati and D.C. Porter, *Essentials of Econometrics*, McGraw Hill, 4<sup>th</sup> edition, International Edition, 2009.
- 5. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3<sup>rd</sup> edition, Indian edition, 2007.
- 6. Jan Kmenta, *Elements of Econometrics*, Indian Reprint, Khosla Publishing House, 2nd edition, 2008.

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Max.75 Marks Duration: 3 hrs. Section –A Answer all the following questions. Each question carries 10 marks. (5×10=50 marks) 1. a) Explain the steps you would follow in an econometric study. (or) b) Define chi-square distribution. Bring out its important properties. 2. a) Describe the desirable properties of an estimator. (or) b) Distinguish between Type I and Type II errors. 3. a) State Gauss-Markov Theorem. (or)

b)What is meant by perfect multicollinearity?

4. a) What is meant by heteroscedasticity?

(or)

b) What is the additional assumption made for the multiple regression model?

5. a) State the methods of detecting autocorrelation

(or)

b) Find regression equation for the given data .

Price	4	6	5	6	8	9
Quantity	10	8	5	4	2	1

#### SECTION B

Write short answer for any five of the following.

5x5=25 marks

- 6. Bring out the important properties of normal probability distribution.
- 7. What is meant by a 'confidence interval'?

- 8. What are the advantages of the log-linear model?
- 9. Specify the satisfaction of the property which makes the OLS estimators obey the Gauss Markov theorem?
- 10. Mention the steps of carrying out a test of the overall significance a multiple regression model.
- 11. Bring out four important consequences of Multicollinearity.`
- 12. What is ment by Autocorrelation.
- 13. What are the implications of violations of the basic assumptions classical regression model?

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S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be given	To be answered
1	Module -1	02	02	эе 1 08
2	Module -2	02	02	can l e tota
3	Module - 3	02	01	of the
4	Module - 4	02	01	ques s
5	Module - 5	01	01	five werec
6	Module - 6	01	01	Any ansv que:
	Total	10	08	05

### **BLUE PRINT**

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#### **Core Economics Course 9: INDIAN ECONOMY**

### **COURSE OBJECTIVES**

1. leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses

2. Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies.

3. Indian Tax system, recent changes, issues of public expenditure and public debt, recent finance commissions and devolution of funds.

### **COURSE OUTCOMES**

At the end of the course, the student is expected to demonstrate the following cognitive abilities and psychomotor skills.

CO1: Remembers and states in a systematic way (Knowledge) leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses Objectives, outlays and achievements of economic plans and growth strategies

CO2: Explains (understanding) Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies, Sector specific problems, remedial policies and their effectiveness relating to Agriculture and Industrial Sectors of Indian and AP economy and infrastructure, issues of AP economy and Indian Public Finance.

CO3: Critically examines using data and figures (analysis and evaluation) Leading issues of current importance relating to Indian economy, major policies and programmes and Covid–19 and its impact on Indian economy

CO4: Uses official statistical data and reports including tables and graphs to explain the achievements of Indian economy with reference to the objectives of planning and policy and make critical evaluation.

#### **Course Outline**

#### Module – 1 Basic Features

Basic characteristics of Indian Economy as a developing economy – Economic development since independence - Objectives and achievements of planning – Planning Commission/NITIAyog and their approaches to economic development - India's Rank in Global Human Development Index .

#### Module 2 National Income and Demography

Trends in National income - Demographic trends - Poverty and Inequalities – Occupational Structure and Unemployment - Various Schemes of employment generation and eradication of poverty – Issues in Rural Development and Urban Development –Intra-state and Inter-state - Labour Migration and unorganized sector Problems of Migrant Labour

### Module – 3 Agricultural and Industrial Developments

Indian Agriculture – Agricultural Strategy and Agricultural Policy – Agrarian Crisis and land reforms – Agricultural credit – Minimum Support Prices -Malnutrition and Food Security -Indian Industry - Recent Industrial Policy – Make-in India – Start-up and Stand-up programmes – SEZs and Industrial Corridors - Economic Reforms and their impact -Economic initiatives by government of India during COVID - Atmanirbhar Bharat package.

### Module –4Indian Public Finance

Indian Tax System and Recent changes – GST and its impact on Commerce and Industry – Centre, States financial relations- Recommendations of Recent Finance Commission – Public Expenditure and Public Debt - Fiscal Policy and Budgetary Trends

### Module – 5 External sector

India's Balance of Payments - Trends, Composition and Direction of India's foreign trade

### References

- 11. Dhingra, I.C., Indian Economy, Sultan Chand, New Delhi, 2014.
- 12. Gaurav Datt and Ashwani Mahajan, *Datt and Sundharam's Indian Economy*, S.Chand& Co., 2016.
- 13. G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, New York, 3/e.
- 14. M. P. Todaro and Stephen C. Smith, *Economic Development*, 10/e, Indian Edition Published by Dorling Kindersley India Pvt. Ltd. 2012.
- 15. P. K. Dhar, Indian Economy: Its Growing Dimensions, Kalyani Publishers, Ludhiana, 2018.
- 16. Reserve Bank of India, Handbook of Statistics on Indian Economy (Latest).
- 17. S.K.Misra&V,K,Puri, *Indian Economy*, Himalaya Publishing House, 2015.
- 18. R.S.Rao, V.Hanumantha Rao &N.Venu Gopal (Ed.), *Fifty Years of Andhra Pradesh* (1956-2006), Centre for Documentation, Research and Communications, Hyderabad, 2007.
- 19. G. Omkarnath, *Economics A Primer for India Orient Blackswan, 2012.*

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Model Question Paper

Max.75 Marks

Duration: 3 hrs.

#### Section –A

Answer all the following questions.

1. Explain the basic characters of Indian economy.

(Or)

Explain the objectives and achievements of Five year plans in India.

2. Explain the population trends in India.

(Or)

Explain various schemes of employment generation and eradication of poverty.

3. Write an essay on agricultural credit in India.

(Or)

Explain the new economic reforms introduced in India.

4. Explain the impact of GST on trade and commerce.

(Or)

Explain the recommendations of 15<sup>th</sup> finance Commission

5. Explain the composition of India's foreign trade

(Or)

Explain the direction of India's foreign trade.

Section-B

Answer any 5 of the following questions.

Each question carries 5 marks.

6. Niti Aayog

- 7. India's rank in global Human Development Index
- 8. Problems of migrant labour in unorganised sector

9. Land reforms in India

10. Atmanirbhar Bharat

- 11. Income inequalities in India
- 12. Reasons of public debt
- 13. Balance of payments

5x5=25marks

5×10=50

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		SECTION – A		SECTION -	B	
		(Essay type	questions)	(Short answer questions)		
S.NO	MODULE NO	<b>10 Mar</b>	ks each	5 Marks eac	h	
		To be given	To be	To be given	To be	
		10 be given	answered	10 be given	answered	
1	Module -1	02	01	01	Any	
					Five	
2	Module -2	02	01	01	questi	
					ons	
3	Module - 3	02	01	02	can be	
					answer	
4	Module - 4	02	01	02	ed out	
					of the	
5	Module – 5	02	01	02	08	
					questi	
					ons	
	Total	10	05	08	05	

## **BLUE PRINT**

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- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
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#### **Core Economics Course 10: DEVELOPMENT ECONOMICS-I**

#### **Course Objectives**

1. The goal of this course is to provide students with the essential tools and concepts of development economics, to prepare them to understand what makes underdevelopment persist and what helps development succeed.

2.To Introduce the development economics, and then proceeds to study comparative economic development.

3.To explain the theories of economic development, models of economics growth and technical progress.

4, To discuss the poverty and inequality associated issues.

#### **Course Outcomes**

CO1: This course introduces students to the basics of development economics, with in depth discussions of the concepts of development, growth, and poverty and inequality.

CO2: To explain development economic growth theories, international trade development theories, and related economic development theories.

CO3: To get good ideas on basic indicators of development

CO4:The course ends by discussing the Connections between inequality and development; Millennium Development Goals

#### **Course Outline**

#### MODULE 1

Introduction to Development Economics: Concepts and Approaches of Development Economics; Economic Growth vs. Economic Development; Measurement of Economic Development; Human Development Indices; Obstacles to Economic Development; Sustainable Development.

#### MODULE 2

Comparative Economic Development: Defining the Developing World; Basic Indicators of Development: Real Income, Health, and Education; Universal Measures of Living Levels and Capabilities; Characteristics of the Developing World.

#### MODULE 3

Theories of Economic Development: Adam Smith, Ricardo, Marx, Schumpeter, Balanced & Unbalanced Growth, Big Push Approach.

### **MODULE 4**

Models of Economic Growth and Technical Progress: Rostow's Stages of Economic Growth -Harrod-Domar two sector model -Solow's Model and Robinson's Golden Age

### **MODULE 5**

Unit-IV: Poverty and Inequality: Definitions and Measures of Poverty; Mechanisms that generate poverty traps and path dependence of growth processes; Connections between inequality and development; Millennium Development Goals

## Readings

- 1. Debraj Ray, Development Economics, Oxford University Press, 2009.
- 2. Partha Dasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.
- 3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, Understanding Poverty, Oxford University Press, 2006.
- 4. Kaushik Basu, The Oxford Companion to Economics in India, OUP, 2007.
- 5. Amartya Sen, Development as Freedom, OUP, 2000.
- 6. Daron Acemoglu and James Robinson, Economic Origins of Dictatorship and Democracy, Cambridge University Press, 2006.
- 7. Robert Putnam, Making Democracy Work: Civic Traditions in Modern Italy, Princeton University Press, 1994

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**Core Economics Course 10: Development Economics-I** 

#### **Model Question Paper**

Max.75 Marks

Duration: 3 hrs.

Section -A

Answer the following questions. Each question carries 10 marks.  $(5 \times 10=50 \text{ marks})$ 1. a. Discuss the differences between economic growth and economic development.

(or)

- b. Explain the Obstacles of economic development.
- 2. a. What are the basic characters of under developed world.

(or)

- b. Explain the basic indicators of development.
- 3. a. Explain the balanced growth theory

(or)

b. Discuss about Adam Smith's theory of economic development.

4. a. Explain Rostow's stages of economic growth.

(or)

- b. Explain Harrod Domar growth model.
- 5. a. Discuss about the connections between inequality and development.

(or)

b. Explain the Millennium Development Goals

#### Section-B

Write short answer for any **FIVE** of the following. Each question carries **5** marks.

(5×5=25 marks)

- 6. Human Development Index
- 7. Sustainable development
- 8. Comparative economic development
- 9. Unbalanced growth
- 10. Concept of poverty traps.
- 11. Big Push theory
- 12. Definitions of poverty
- 13. Concept of surplus value in Karl Marx theory

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S.NO	MODULE NO	SECTIO (Essay type 10 Marl	ON – A questions) ks each	SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be answered	To be given	To be answered
1	Module -1	02	01	01	Any Five
2	Module -2	02	01	01	questi ons
3	Module - 3	02	01	02	can be answer
4	Module - 4	02	01	02	ed out of the
5	Module – 5	02	01	02	08 questi ons
	Total	10	05	08	05

### **BLUE PRINT**

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- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

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### Core Economics Course 11: DEVELOPMENT ECONOMICS-II

#### **Course Outcomes**

CO1: This course teaches the student various aspects of social sector in the international and national economics view point, as well as important themes relating to the environment and sustainable development.

CO2: It also introduces them to some issues of globalization and international financial institutions.

CO3: It introduces the role of health and education in human development

CO4: It explains the importance of International institutions in the development of countries.

### Course Outline MODULE 1

Demography and Development: Demographic concepts; Birth and death rates, age structure, fertility and mortality; Demographic transitions; Gender bias and unequal treatment; Connections between income, mortality, fertility choices and human capital accumulation; Migration.

### MODULE 2

Health and Education: Role of health and education in human development; Health sector in India - health outcome; health systems; health financing. Education sector in India- literacy rates, school participation, school quality measures.

### MODULE 3

Environment and Sustainable Development: Defining sustainability for renewable resources; A brief history of environmental change; Common - pool resources; Environmental externalities and state regulation of the environment; Economic activity and climate change.

### MODULE 4

Unit-IV: Globalization: Globalization in historical perspective; The economics and politics of multilateral agreements; Trade, production patterns and world inequality; Financial instability in a globalized world.

### **MODULE 5**

Foreign Investment, IMF and World Bank: Foreign Capital/Foreign Direct Investment (FDI), government policy, foreign aid, different forms of foreign investment and their roles in economic development; Role of IMF and World Bank in economic development of the LDCs.

#### Readings

1. Debraj Ray, Development Economics, Oxford University Press, 2009.

- 2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.
- 3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
- 4. Thomas Schelling, Micromotives and Macrobehavior, W. W. Norton, 1978.
- 5. Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States,* Harvard University Press, 1970.
- 6. Raghuram Rajan, Fault Lines: How Hidden Fractures Still Threaten the World Economy, 2010.
- 7. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.
- 8. Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.
- 9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

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#### **Core Economics Course 11: Development Economics-II**

#### **Model Question Paper**

Max.75 Marks

Duration: 3 hrs.

### Section -A

Answer the following questions. Each question carries 10 marks.  $(5 \times 10 = 50 \text{ marks})$ 

1. a) Explain different demographic concepts and features?

(or)

b) What are the types of migration? Explain about migration in India?

2. a) Explain about land reforms in India?

(or)

b)Role and measures of inter linkages between rural factor and markets?

3. a) What are the factors that contribute for the efficiency in individual behavior in social environment ?

(or)

b) What are the factors that contribute to individual responses to organizational inefficiency?

4. a) What are the renewable resources ?

(or)

b) )Write about environmental externalities? What are the measures of state regulation on the Environmental?

5. a) Explain the economics and politics of multilateral agreements.

(or)

b) What are the effects of globalization in the present world?

#### Section-B

Write short answer for any **FIVE** of the following. Each question carries **5** marks.

 $(5 \times 5 = 25 \text{ marks})$ 

6. Demographic transition-theory.

7. Human capital Accumulation

8. What are the effects of land reforms on productivity?

## 9. Micro finance

- 10. Governance in organisations and in communities.
- 11. Sustainable development.
- 12. Concept of common pool resources.
- 13. Different patterns of production.

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		SECTION – A		SECTION -	B	
		(Essay type	questions)	(Short answer questions)		
S.NO	MODULE NO	<b>10 Mar</b>	ks each	5 Marks eac	h	
		To be given	To be	To be given	To be	
		10 be given	answered	10 be given	answered	
1	Module -1	02	01	01	Any	
					Five	
2	Module -2	02	01	01	questi	
					ons	
3	Module - 3	02	01	02	can be	
					answer	
4	Module - 4	02	01	02	ed out	
					of the	
5	Module – 5	02	01	02	08	
					questi	
					ons	
	Total	10	05	08	05	

## **BLUE PRINT**

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- 5. It is requested to set the question paper in the following way:
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- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

### DR.V.S.KRISHNA GOVT. DEGREE & P.G. COLLEGE(A), MADDILAPALEM, VISAKHAPATNAM, A.P. (An institution re-accredited by NAAC with "A" grade) REVISED SYLLABUS OF ECONOMICS FOR B.A.(ECONOMICS) PROGRAMME UNDER CBCS PATTERN w.e.f. 2022-23 SEMESTER V

Course A1: **Rural Entrepreneurship** (Skill Enhancement Course (Elective) (4 Credits)

### **COURSE OBJECTIVES**

- 1. To develop understanding about Entrepreneurship in Rural Context
- 2. To develop entrepreneurial skills in the rural youth
- 3. To explore and identify rural potential for a business idea
- 4. To developing skills to convert the idea into a commercial viable business concept
- 5. To measure the feasibility of the identified concept by the students

#### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1: Explain the basic theories and essentials of entrepreneurship;

CO2: Identify and analyze the entrepreneurship opportunities available in local rural area;

CO3: Apply the theories of entrepreneurship to the conditions of local rural area and formulate appropriate business ideas;

CO4: Demonstrate practical skills that will enable them to start rural entrepreneurship.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

#### Unit - 1: Entrepreneurship: Concept and Theories

Concept and Importance of Entrepreneurship - Theories of Entrepreneurship: Innovations,

Efficiency, Risk Bearing - Qualities and Functions of an Entrepreneur -Women

Entrepreneurship – Role of women Entrepreneurs in transforming society and women

empowerement – Ecopreneurship.

#### Unit - 2: Rural Entrepreneurship, Business Planning and Agribusiness

Rural Entrepreneurial Ecosystem – Factors, Problems and Challenges of Rural Entrepreneurships - Process of Identification of new Entrepreneurship Opportunities in Rural Areas - Formulation of Business Planning for Rural Entrepreneurship - Agribusiness and Value Addition: Procuring, Processing, Storing, and Marketing.

### **Unit- 3: New Rural Entrepreneurship Opportunities**

**Types of rural Entrepreneurs (Farm and non Farm)** - New Entrepreneurship Opportunities in Farm sector: Organic Farm Products, Nutri-Cereals, Horticultural Products, Forest Produce, Medicinal Plant Products - New Entrepreneurship Opportunities in Rural Non-farm sector: Poultry, Aquaculture, Sericulture, Honeybee, Mushrooms Cultivation, Handicrafts.

### Unit - 4: Financing and Marketing for Rural Entrepreneurship

Financing the Rural Entrepreneurship: Procedures to obtain formal loans from banks and other institutions - Preparation of Detailed Project Report for Loan - New avenues of Finance: Crowd Funding and Venture Capital - Marketing of Rural Products: Market Survey,

Demand Forecasting, Marketing Strategies, Branding, Planning and Promotion, Digital and Social Media Marketing.

#### Unit - 5: Institutional Support and Case Studies of Rural Entrepreneurship

Institutional Support for Rural Entrepreneurship - Special Role of NABARD in promoting and supporting the Rural Entrepreneurship - Government Schemes for promotion of Rural Entrepreneurship– Rules and Procedures to start a Rural Entrepreneurship Firm – Discussion of two different types of Case Studies related to Rural Entrepreneurship with local relevance.

#### **References:**

- 8. Gordona, E and N. Natarajan: *Entrepreneurship Development*, Himalaya Publishing House Pvt Ltd, Mumbai, 2017.
- 9. Sudhir Sharma, Singh Balraj, Singhal Sandeep, *Entrepreneurship Development*, WisdomPublications, Delhi, 2005.
- 10. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, 1985; revised edn., Butterworth-Heinemann, Oxford, 1999.
- 11. National Council of Rural Institute (NCRI): Curriculum for Rural Entrepreneurship, 2019. <u>http://www.mgncre.org/pdf/Rural%20Entrepreneurship%20Material.pdf</u>
- 12. NITI Aayog: *Report of Expert Committee on Innovation and Entrepreneurship*, New Delhi, 2015. <u>https://niti.gov.in/writereaddata/files/new\_initiatives/report-of-theexpert-committee.pdf</u>
- Vardhaman Mahavir Open Unversity, *Entrepreneurship Development & Small Scale Business*, Kota. <u>http://assets.vmou.ac.in/BBA12.pdf</u>

 MANAGE: Agri-Business and Entrepreneurship Development, Course Material AEM-202, 2013. <u>https://www.manage.gov.in/pgdaem/studymaterial/aem202.pdf</u> 8. NABARD:Model Bankable Farming on Hi-Tech Agriculture, Green Farming, 2015.

https://www.nabard.org/demo/auth/writereaddata/ModelBankProject/1612162301Prec ision\_farming\_for\_vegetable\_cultivation\_in\_Kerala\_(E).pdf

- 14. Johanne Hanko: *A Handbook for Training of Disabled on Rural Enterprise Development*, Food and Agricultural Organisation (FAO), 2003. http://www.fao.org/3/ad453e/ad453e.pdf
- 15. IGNOU: *Marketing for Managers*, New Delhi. http://egyankosh.ac.in/handle/123456789/4271
- 16. www.nirdpr.org
- 17. https://www.nabard.org/
- 18. http://sfacindia.com/

### **Co-Curricular Activities:**

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) For Teacher: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like identification business product, making business plan, preparing DPR for loan, application for bank loan, doing marketing survey, marketing a product etc pertaining to any type of rural entrepreneurship of local relevance and make a field visit to any one such unit. The expertise of practicing rural entrepreneurs can be utilized for this purposes.

3) **For Student:** Students shall visit and understand the functioning of rural entrepreneurship of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

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### FORMAT FOR MODEL QUESTION PAPER

Time: 3 hours

# SECTION -A

Answer all the following questions. Each question carries ten marks.  $(5 \times 10 = 50 \text{ Marks})$ 

01.	(a) (b)	(OR)
02.	(a)	(OR)
03.	(b) (a)	
	(b)	(OR)
04.	(a)	(OR)
05.	(b) (a)	
	(b)	(OR)

### **SECTION -B**

Answer any five q	juestions. Each	question carries	FIVE marks.	(5×5=25 Marks)
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06. 07. 08. 09. 10. 11. 12. 13. \*\*\* \*\*\* Max Marks: 75

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	SECTION – A		SECTION -	B		
		(Essay type	questions)	(Short answer questions)		
S.NO	MODULE NO	10 Marl	ks each	5 Marks each		
		To be given	To be answered	To be given	To be answered	
1	Module -1	02	01	01	Any	
					Five	
2	Module -2	02	01	01	questi	
					ons	
3	Module - 3	02	01	02	can be	
					answer	
4	Module - 4	02	01	02	ed out	
					of the	
5	Module – 5	02	01	02	08	
					questi	
					ons	
	Total	10	05	08	05	

### BLUE PRINT

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
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- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

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Course A2: Farmer Producer Organizations (FPOs)

(Skill Enhancement Course (Elective), 4 Credits)

### **COURSE OBJECTIVES**

1.To develop adequate conceptual base in the different management subject area relevance to management of FPOs

2.To develop the problem solving and decision making skill among the students

3.To develop the application skills of management techniques appropriate in the unique context of Farmer Producer Organization

4.To develop the values, ethics, and attitudes among the students which makes responsible CEO of FPO and farming community

### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1:Explain the concept and organization of FPO and its economic activities.

CO2:Identify and analyse the opportunities related to FPO in local rural area.

CO3: Apply the concepts to the identified FPO related opportunities available in the local area and formulate business ideas.

CO4:Demonstrate practical skills that will enable them to start a FPO or earn wage employment in it

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

### **Unit 1: Concept of FPO and Importance**

Concept and importance of FPO - Types of FPOs - Organizational structure and Functions of

FPO - Ecosystem required for FPO - Role of FPOs in present Indian Agricultural

Development - Factors, Problems and Challenges of FPOs in India.

### **Unit 2: Establishing FPO and Collaborations**

Situation Analysis and Mobilizing Farmer Producers for FPO - Rules and Regulation related to FPOs - Procedures to start FPO –Infrastructure required for FPO - Collaboration with Other Organizations –Training and Capacity Building to Persons in FPO – Managing Financial Accounts of FPO.

### Unit 3: Economic Activities and Business Planning of FPO

Economic Activities undertaken by FPO: Input Purchase, Custom Hiring Machines - Output Business: Procuring, Processing, Storage, Logistics, Marketing, Exporting etc. - Product Identification and Value Chain Analysis for FPO - Business Planning for FPO - Viable Business Models of FPO: Multi-product and Value Added.

### **Unit 4: Financing and Marketing of FPO**

Financial Planning in FPO - Mobilization of Capital from Members, Promoters, Banks and other Funding Agencies-Marketing of FPO Products: Market Survey, Demand Forecasting, Marketing Strategies, Branding, Planning and Promotion, Digital and Social Media Marketing.

### **Unit 5: Institutional Support and Case Studies of FPOs**

Institutional Support and Resource Supporting Agencies for FPOs - Special Roles of NABARD and SFAC – Government Schemes for promotion of FPOs - Discussion of two important Case Studies related to FPOs with different product or process types of local relevance.

#### **References:**

- 11. NABARD: *Farmer Producer Organizations*, FAQs. Mumbai, 2015.<u>https://www.nabard.org/demo/auth/writereaddata/File/FARMER%20PRODUC</u> <u>ER%20ORGANISATIONS.pdf</u>
- 12. NABARD: Farmer Producer Organizations: Status, Issues and Suggested Policy Reforms, Mumbai, 2019-

20.<u>https://www.nabard.org/auth/writereaddata/CareerNotices/2708183505Paper%20o</u> n%20FPOs%20-%20Status%20&%20%20Issues.pdf

- 13. NABARD: FPO e-Learning Module. https://www.nabard.org/FPO/story\_html5.html
- 14. SFAC: Formation and Promotion of 10, 000 Farmer Producer Organisations:<br/>Operational Guidelines, New Delhi, 2020.<br/><a href="http://sfacindia.com/UploadFile/Statistics/Formation%20&%20Promotion%20of%20">http://sfacindia.com/UploadFile/Statistics/Formation%20&%20Promotion%20of%20</a><br/><a href="http://sfacindia.com/UploadFile/Statistics/Formation%20&%20Promotion%20of%20">http://sfacindia.com/UploadFile/Statistics/Formation%20&%20Promotion%20of%20</a><br/><br/>
  10,000%20FPOs%20Scheme%20Operational%20Guidelines%20in%20English.pdf
- 15. FAO: Course on Agribusiness Management for Producers' Associations, 2009. http://www.fao.org/3/i0499e/i0499e00.htm
- 16. Richa Govil, Annapurna Neti and Madhushree R. Rao: *Farmer Producer Organizations: Past, Present and Future*, Azim Premji University, Bengaluru, 2020.

http://publications.azimpremjifoundation.org/2268/

- 17. IGNOU: *Marketing for Managers*, New Delhi. <u>http://egyankosh.ac.in/handle/123456789/4271</u>
- 18. https://www.nabard.org/

19. http://sfacindia.com/FPOS.aspx

20. Other Relevant web resources suggested by the teacher and college librarian

## **Co-Curricular Activities:**

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) For Teacher: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like preparing business model, value chain analysis of any product, application for the support of NABARD, SFAC and any similar supporting organization, financial planning, capacity building form staff and members etc. pertaining to FPO of local relevance and make a field visit to any one such unit. The expertise of practicing FPO persons can be utilized for this purposes.

3) **For Student:** Students shall visit and understand the functioning of FPO in their local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

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### FORMAT FOR MODEL QUESTION PAPER

Time: 3 hours

# SECTION -A

Answer all the following questions. Each question carries ten marks.  $(5 \times 10 = 50 \text{ Marks})$ 

01.	(a) (b)	(OR)
02.	(a)	(OR)
	(b)	(01)
03.	(a)	(OR)
	(b)	
04.	(a)	(OR)
	(b)	(01)
05.	(a)	(OR)
	(b)	

### **SECTION -B**

Answer any five ques	tions. Each question	carries FIVE marks.	(5×5=25 Marks)
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06. 07. 08. 09. 10. 11. 12. 13. \*\*\* \*\*\* Max Marks: 75
|      |            | SECTION – A<br>(Essay type questions) |          | SECTION – B              |          |  |
|------|------------|---------------------------------------|----------|--------------------------|----------|--|
|      |            |                                       |          | (Short answer questions) |          |  |
| S.NO | MODULE NO  | <b>10 Mar</b>                         | ks each  | 5 Marks each             |          |  |
|      |            | To be siver                           | To be    | To be given              | To be    |  |
|      |            | 10 be given                           | answered | 10 be given              | answered |  |
| 1    | Module -1  | 02                                    | 01       | 01                       | Any      |  |
|      |            |                                       |          |                          | Five     |  |
| 2    | Module -2  | 02                                    | 01       | 01                       | questi   |  |
|      |            |                                       |          |                          | ons      |  |
| 3    | Module - 3 | 02                                    | 01       | 02                       | can be   |  |
|      |            |                                       |          |                          | answer   |  |
| 4    | Module - 4 | 02                                    | 01       | 02                       | ed out   |  |
|      |            |                                       |          |                          | of the   |  |
| 5    | Module – 5 | 02                                    | 01       | 02                       | 08       |  |
|      |            |                                       |          |                          | questi   |  |
|      |            |                                       |          |                          | ons      |  |
|      | Total      | 10                                    | 05       | 08                       | 05       |  |

# **BLUE PRINT**

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- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course B1: Urban Entrepreneurship and MSMEs

(Skill Enhancement Course (Elective), 4 Credits)

## **COURSE OBJECTIVES**

1. To develop understanding about Entrepreneurship in Urban Context

2. To develop entrepreneurial skills in the urban youth

3. To explore and identify potential for a business idea

4. To developing skills to convert the idea into a commercial viable business concept

5. To measure the feasibility of the identified concept by the students

#### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1:Explain the basic theories and essentials of entrepreneurship

CO2:Identify and analyze the entrepreneurship opportunities available in local urban area.

CO3: Apply the theories of entrepreneurship to the conditions of local urban area and formulate appropriate business ideas.

CO4:Demonstrate practical skills that will enable them to start urban entrepreneurship

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

#### **Unit1: Entrepreneurship: Concept and Theories**

Concept and Importance of Entrepreneurship - Theories of Entrepreneurship: Innovations,

Efficiency, Risk Bearing - Qualities and Functions of an Entrepreneur - Women

Entrepreneurship - Role of women Entrepreneurs in transforming society and women empowerement -Ecopreneurship.

#### Unit2: Urban Entrepreneurship and Business Planning

Urban Entrepreneurial Ecosystem – Factors, Problems and Challenges of Urban Entrepreneurships - Process of Identification of new Entrepreneurship Opportunities in Urban Areas - Formulation of Business Planning for Urban Entrepreneurship.

## Unit 3: MSMEs and New Urban Entrepreneurship Opportunities

Features of Micro Small Medium Enterprises (MSMEs) – Cluster Development Approach and Leveraging Technology for MSMEs – Problems and Challenges of MSMEs - New Entrepreneurial Opportunities in Urban Area: Food and Beverages, Sanitary and Health Products, Solid Waste and Scrap Disposal, Tourism and Hospitality Services, Consultancy Services and Event Management, Logistic services.

## Unit 4: Financing and Marketing of Urban Entrepreneurship

Financing the Urban Entrepreneurship and MSMEs: Procedures to obtain formal loans from Banks and other Institutions, Preparing Detailed Project Report for Loan - New avenues of Finance: Crowd Funding and Venture Capital –Marketing of Urban Entrepreneurship and MSMEs products: Market Survey, Demand Forecasting, Marketing Strategies, Branding, Planning and Promotion, Digital and Social Media Marketing – Public Procurement Policy to purchase MSME Products.

#### Unit 5: Institutional Support and Case Studies of Urban Entrepreneurship

Institutional support for Urban Entrepreneurship and MSMEs - Government Schemes for promotion of Urban Entrepreneurship and MSMEs: Startup, Standup, PMKVY, PLI etc. – Rules and Procedures to start a Urban Entrepreneurship Firm and MSME –Discussion of two different types of Case Studies related to Urban Entrepreneurship with local relevance.

#### **References:**

- 10. Gordona, E and N. Natarajan: *Entrepreneurship Development*, Himalaya Publishing House Pvt Ltd, Mumbai, 2017.
- 11. Sharma Sudhir, Singh Balraj, Singhal Sandeep, *Entrepreneurship Development*, Wisdom Publications, Delhi, 2005.
- 12. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, 1985; revised edn, Butterworth-Heinemann, Oxford, 1999.
- 13. NITI Aayog: *Report of Expert Committee on Innovation and Entrepreneurship*, New Delhi, 2015. <u>https://niti.gov.in/writereaddata/files/new\_initiatives/report-ofthe-expert-committee.pdf</u>
- 14. Vardhaman Mahavir Open University, *Entrepreneurship Development & Small Scale Business*, Kota. <u>http://assets.vmou.ac.in/BBA12.pdf</u>
- 15. Reserve Bank of India: *Report of Expert Committee on Marginal, Small, Medium Enterprises*, Mumbai, 2019.<u>https://www.rbi.org.in/Scripts/PublicationReportDetails.aspx?UrlPage=&ID</u> <u>=924</u>
- 16. IGNOU: Marketing for Managers, New Delhi.

http://egyankosh.ac.in/handle/123456789/4271

17. https://nimsme.org

18. Other Relevant web resources suggested by the teacher and college librarian

# **Co-Curricular Activities:**

(Training of students in the related skills by the teacher for a total 10 Hours)

1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like identification business product, making business plan, preparing DPR for loan, application for bank loan, marketing survey, marketing a product etc pertaining to any type of urban entrepreneurship of local relevance and make a field visit to any one such unit. The expertise of practicing rural entrepreneurs can be utilized for this purposes.

3) **For Student:** Students shall visit and understand the functioning of urban entrepreneurship of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

# COURSE– B2(Semester - V) : Urban Entreprenuership and MSMEs (Skill Enhancement Course (Elective) MODEL QUESTION PAPER

Time: 3 hours

Max Marks: 75

# SECTION -A

Answer all the following questions.

5x10=50

1. Explain the concept and importance of Urban Entrepreneurship. (OR)

Explain the various theories of entrepreneurship.

2. What are the problems and challenges in the Urban Entrepreneurship? (OR)

Explain about the Process of Identification of new Entrepreneurship Opportunities in Urban Areas.

3. Explain the Problems and Challenges of MSMEs.

(OR)

Explain the new entrepreneurial opportunities in Urban Area.

4. Explain the procedure to obtain formal loans from banks and other institutions for MSMEs.

(OR)

Explain various steps in marketing for products of urban entrepreneurs and MSMEs.

5. What are the rules and Procedures to start an Urban Entrepreneurship Firm and MSME.

(OR)

Discuss about various Government schemes being implemented for promotion of Urban Entrepreneurship.

# SECTION -B

Answer any five questions

- 6. Women Entrepreneurship
- 7. Ecopreneurship
- 8. Formulation of business planning for urban Entrepreneurship
- 9. Features of MSMEs
- 10. Market Survey
- 11. Demand Forecasting
- 12. Start up and Stand up
- 13. PMKVY

5×5=25

S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each		SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be answered	To be given	To be answered
1	Module -1	02	01	01	Any Five
2	Module -2	02	01	01	questi ons
3	Module - 3	02	01	02	can be answer
4	Module - 4	02	01	02	ed out of the
5	Module – 5	02	01	02	08 questi ons
	Total	10	05	08	05

# **BLUE PRINT**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course B2: Retail and Digital Marketing

(Skill Enhancement Course (Elective), 4 Credits)

#### **Course Objectives**

1. Review key trends within the Digital Marketing landscape.

2. Explain the holistic impact of all Digital Marketing channels.

3. Examine an example of each Digital Marketing channel.

#### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1: Explain the concepts and principles about the retail and digital marketing;

CO2: Identify and analyse the opportunities related to retail and digital marketing available in the local area;

CO3: Apply the concept to formulate the new strategies related to retail and digital marketing; CO4: Demonstrate the practical skills required to get employment in retail and digital marketing or to start own digital marketing.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

#### **Unit 1: Concept of Marketing**

Concept of Marketing - Type of Markets - Marketing Mix - Marketing Strategies -

Marketing Segmentation – Marketing Organization - Marketing Research - Pricing Policies and Practices - Major Players in Retail and Digital Market in India.

#### **Unit 2: Understanding Product and Consumer**

Marketing Product Types – Product Decision and Strategies - Product Life Cycle - Consumer Behavior Model – Factors of Consumer Behavior -Understanding Indian Consumer -Strategies of persuading the Consumer – Sale Promotion: Advertisement, Branding and Packaging.

# **Unit 3: Retail Marketing**

Concept of Retail Marketing – Types of Retailing – Big and Small Retail Markets - Retail Marketing Mix – Essentials of Successful Retail Marketing - Retail Marketing Strategies – Multichannel Retailing – Store Management – Shopping Market Dynamics.

## **Unit 4: Digital Marketing**

Digital Marketing: Concept and Types – Telemarketing –Online or e-tailing – Essentials of Digital Marketing –Difference between Physical Retail and Digital Marketing – Digital Marketing Channels - Customer Behavior in Digital Marketing – Major players in Digital Marketing and their Marketing Strategies - Tools and Apps of Digital Marketing.

# **Unit 5: Marketing Models and Case Studies**

Marketing Models of Retail and Digital Market Companies/Shops: Global, National and Local levels- Discussion of two different types of Case Studies related to Retail and Digital Marketing.

#### **References:**

1. Venkatesh Ganapathy: *Modern Day Retail Marketing Management*, Bookboon Company, 2017.<u>https://mmimert.edu.in/images/books/modern-day-retailmarketing-management.pdf</u>

2. Prashant Chaudary: *Retail Marketing in the Modern Age*, Sage Publication, 2019

3.J ermy Kagan and Siddarth Shekar Singh: *Digital Marketing & Tactics*, Wiely Publishers, 2020.

4. Philip Kotler: *Marketing Management*, 11<sup>th</sup>Edition, Prentice-Hall of India Pvt. Ltd., New Delhi., 2002

5. S.Neelamegham: *Marketing in India*, 3<sup>rd</sup>edition, Vikas Publications, New Delhi, 2000.

6. IGNOU: *Marketing for Managers*, New Delhi.

http://egyankosh.ac.in/handle/123456789/4271

7.Digitalmarketer: The Ultimate Guide to Digital Marketing. <u>https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-</u> todigital-marketing.pdf

8.NITI Aayog: *Connected Commerce: Creating a Roadmap for Digitally Inclusive Bharat,* 2021. <u>https://niti.gov.in/writereaddata/files/Connected-Commerce-FullReport.pdf</u>

9.IASRI Course in *Agribusiness Management and Trade Concepts in Marketing*<u>http://ecoursesonline.iasri.res.in/mod/page/view.php?id=710</u>

10.World Bank: Digital Economy in South East Asia: Strengthening the Foundations for Future Growth, 2019.

https://documents1.worldbank.org/curated/en/328941558708267736/pdf/TheDigit al-Economy-in-Southeast-Asia-Strengthening-the-Foundations-for-FutureGrowth.pdf

# **Co-Curricular Activities:**

(Training of students in the related skills by the teacher for a total 10 Hours)

1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like marking research, product life cycle analysis, preparing marketing model, behavior with customer, store management, use of important digital marketing websites and apps etc. pertaining to retail and digital marketing organization and make a field visit to any one such unit in local area. The expertise of practicing marketing persons can be utilized for this purposes.

3) **For Student:** Students shall visit and understand the functioning of retail and digital marketing organization in their local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

COURSE– B2 (Semester - V) : Retail and Digital Marketing (Skill Enhancement Course (Elective) MODEL QUESTION PAPER

Time: 3 hours

Max Marks: 75

#### SECTION -A

Answer all the following questions.

5x10=50

14. Explain the concept of marketing and write about different marketing strategies. మార్కెటింగ్ భావనను వివరించి, వివిధ రకాల మార్కెటింగ్ వ్యూహాలను వ్రాయండి.

(OR

Write about the major players in Retail and digital marketing in India. భారత దేశంలో రిటైల్ మరియు డిజిటల్ మార్కెటింగ్ లో ప్రముఖ సంస్థలను వివరించండి.

15. Explain various stages of product Life Cycle. ఉత్పత్తి జీవిత చక్రంలోని వివిధ దశలను వివరించండి.

OR)

Explain about the various steps in sales promotion. అమ్మకాలను పెంచుకోవడానికి వివిధ పద్దతులను వివరించండి.

16. Explain the concept and types of Retail marketing. రిటైల్ మార్కెటింగ్ భావనను , రకాలను వివరింపుము.

(OR)

What are the essentials for successful retail marketing. రిటైల్ మార్కెటింగ్ విజయవంతం కావడానికి కావలసిన అంశాలను వివరింపుము.

17. Explain the concept and types of Digital marketing. డిజిటల్ మార్కెటింగ్ భావనను , రకాలను వివరింపుము.

(OR)

Explain the differences between physical and digital marketing. భౌతిక మరియు డిజిటల్ మార్కెటింగ్ ల మధ్య భేదాలను వివరించండి.

18. What are the different marketing models of retail and digital marketing. రిటైల్ మరియు డిజిటల్ మార్కెటింగ్ లో వివిధ మార్కెటింగ్ నమూనాలను వివరించండి.

(OR)

Discuss a case study regarding retail and digital marketing. రిటైల్ మరియు డిజిటల్ మార్కెటింగ్ లోఒక కేస్ స్టడీ ని వివరించండి.

#### **SECTION –B**

Answer any five questions

- 19. Types of Markets మార్కెట్లలో రకాలు
- 20. Marketing Research మార్కెట్ పరిశోధన
- 21. Factors of consumer behavior వినియోగదారుని ప్రవర్తన నిర్ణయించే అంశాలు
- 22. Small Retail Market చిన్న రిటైల్ మార్కెట్లు
- 23. Store Management స్టోర్ ల నిర్వహణ
- 24. Tele Marketing టెలి మార్కెటింగ్
- 25. Tools and Apps in digital marketing డిజిటల్ మార్కెటింగ్ లోని app లు మరియు సాధనాలు
- 26. Understanding Indian Consumer భారతీయ వినియోగదారుని అర్ధం చేసుకొనుట

		SECTION – A (Essay type questions)		SECTION – B		
				(Short answer questions)		
S.NO	MODULE NO	10 Marl	ks each	5 Marks eac	h	
		To be given	To be	To be given	To be	
		10 be given	answered	To be given	answered	
1	Module -1	02	01	01	Any	
					Five	
2	Module -2	02	01	01	questi	
					ons	
3	Module - 3	02	01	02	can be	
					answer	
4	Module - 4	02	01	02	ed out	
					of the	
5	Module – 5	02	01	02	08	
					questi	
					ons	
	Total	10	05	08	05	

# **BLUE PRINT**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

# Course C1: Insurance Services

(Skill Enhancement Course (Elective), 4 Credits)

## **Course Objectives**

1. Explain the concept and principles of insurance service and functioning of insurance service agencies

2. Identify and analyse the opportunities related insurance services in local rural area;

3. Demonstrate practical skills to enable them to start insurance service agency or earn wage employment in it.

#### **Course Outcomes:**

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

CO1: Explain the concept and principles of insurance service and functioning of insurance service agencies;

CO2: Identify and analyse the opportunities related insurance services in local rural area;

CO3: Apply the concepts and principles of insurance to build a career in Insurance services; CO4: Demonstrate practical skills to enable them to start insurance service agency or earn wage employment in it.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

#### **Unit 1: Insurance Concept and Principles**

Risk Management: Risk and Uncertainty, Risk Classification – Concept, Importance and Types of Insurance– Principles of Insurance – Insurance Regulations in India - Role of IRDA and Insurance Ombudsman –Scope for Insurance Business in India.

# **Unit 2: Life Insurance and Products**

Life Insurance: Nature and Features - Major Life Insurance Companies in India - Important Life Insurance Products/policies and their Features: Conventional, Unit Linked, Annuities, Group Policies – Medical Examiner.

# **Unit 3: General and Health Insurances and Products**

General Insurance: Nature, Features and Types - Major General Insurance Companies in India - Important General Insurance Products/Policies and their Features - Surveyor – Health Insurance: Nature and Features - Health Insurance Companies in India - Major Health Insurance Products/policies and their Features: Individual, Family, Group.

#### **Unit 4: Practicing as an Insurant Agent**

Insurance Contract and Terms of Insurance Policy - Registration of Insurance Agency with the Company — Procedure to issue a Policy: Application and Acceptance – Policy Lapse and Revival – Premium Payment, Assignment, Nomination and Surrender of Policy – Policy Claim - Important Websites and Apps of Insurance in India.

#### **Unit 5: Understanding the Customer and Case Studies**

Insurance Customer and Categories – Understanding Customer Mindset and Satisfaction -Addressing the Grievances of the Customer – Ethical Behavior in Insurance – Moral Hazard –Discussion of two different Case Studies related to Life or General or Health Insurance Services.

#### **References:**

- 13. Insurance Institute of India: *Principles of Insurance (IC-01)*, Mumbai, 2011.
- 14. Insurance Institute of India: *Practice of Life Insurance (IC-02)*, Mumbai, 2011.
- 15. Insurance Institute of India: Practice of General Insurance (IC-11), Mumbai, 2011
- 16. IGNOU: *Life Insurance* <u>https://egyankosh.ac.in/bitstream/123456789/6472/1/Unit-20.pdf</u>
- 17. IGNOU:Non-LifeInsurancehttps://egyankosh.ac.in/bitstream/123456789/6470/1/Unit-21.pdfInsurance
- P. Periyaswamy: *Principles and Practice of Insurance*, Himalaya Publishers, New Delhi (2<sup>nd</sup> Edition), 2019.
- 19. G. Dionne and S.E. Harrington (Eds.): *Foundations of Insurance Economics*, Kluwer Academic Publishers, Boston, 1997.
- 20. K. Jr. Black, and H.D. Skipper Jr.:*Life and Health Insurance*, Prentice Hall, Upper Saddle River, New Jersey, 2000.
- 21. https://www.irdai.gov.in
- 22. https://www.insuranceinstituteofindia.com
- 23. https://licindia.in/
- 24. Other Relevant web resources suggested by the teacher and college librarian

#### **Co-Curricular Activities:**

(Training of students in the related skills by the teacher for a total 10 Hours)

1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like explaining the details of an insurance policy to a customer – life, health and general policy, filling up application for a policy, calculation of premium and claim, make use of important websites and apps etc.

pertaining to insurance and make a field visit to any insurance organization in local area. The expertise of practicing insurance agent or trainer can be utilized for this purposes.

3) **For Student:** Students shall visit and understand the functioning of insurance agency of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

## COURSE– C1 (Semester - V) Insurance Services (Skill Enhancement Course (Elective) MODEL QUESTION PAPER

Time: 3 hours

Max Marks: 75

#### SECTION -A

(OR

Answer all the following questions.

5x10=50

14. Explain the concept and importance of Insurance.

Explain the role of IRDA in insurance.

15. Explain the nature and features of Life Insurance. OR)

Explain important Life Insurance Products/policies and their Features.

16. What is General Insurance and explain the types of General Insurance?

(OR)

What are the Major General Insurance Companies in India?

17. Explain about Important Websites and Apps of Insurance in India.

(OR)

Explain the procedure to issue a new insurance policy.

18. Explain how to Understand Customer Mindset and Satisfaction in Insurance business.

(OR)

Explain the importance of Ethical behavior in insurance.

# SECTION -B

Answer any five questions.

5×5=25

19. Risk and Uncertainity

- 20. Principles of Insurance
- 21. Life insurance
- 22. Health insurance
- 23. Policy lapse
- 24. Noination and surrender of policy
- 25. Features of General Insurance
- 26. Addressing grievances in insurance

		SECTION – A		SECTION – B		
		(Essay type questions)		(Short answer questions)		
S.NO	MODULE NO	10 Marl	ks each	5 Marks each		
		To be given	To be answered	To be given	To be answered	
1	Module -1	02	01	01	Any	
					Five	
2	Module -2	02	01	01	questi	
					ons	
3	Module - 3	02	01	02	can be	
					answer	
4	Module - 4	02	01	02	ed out	
					of the	
5	Module – 5	02	01	02	08	
					questi	
					ons	
	Total	10	05	08	05	

#### BLUE PRINT

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course C2: **Banking and Financial Services** (Skill Enhancement Course (Elective), 4 Credits)

#### **Course Objectives**

1. Keeping in view job prospects in banking & financial sector the objective of the course is to give in-depth knowledge of Banking & Finance to the students of economics with practical inputs and prepare them for career in Banks & other Financial Institutions.

#### **Course Outcomes**

Students at the successful completion of the course shall be able to:

CO1: Explain the concept and essentials banking and financial services.

CO2: Identify and analyse the employment opportunities related to banks and other financial institutions.

CO3: Apply the concepts to banking and financial opportunities and formulate ideas related to them.

CO4: Demonstrate practical skills to enable them to get employment in Banks and other financial institutions as business correspondents or Common Service Centers or marketing agents.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

#### **Module1: Principles of Banking and Indian Banking System**

Meaning of Banking – Principles of Banking – Functions of Banking – Structure of Indian Banking System – Regulations of Banking in India – Role of RBI in Banking – Anti-money Laundering - Basics of Financial literacy - Problems and Challenges of Banking in India.

#### Module2: Deposits, Loans and Digital Banking

Bank Deposit Account Types – Account Opening and Closing – Banking Customer types – KYC Norms – Negotiable Instruments: Cheque, Bill of Exchange, Promissory Note, Endorsement - Principles of Lending – Different categories of Loans – Mortgaging -Priority Sector Lending – E-Banking facilities: Debit Card, Credit Card, Net Banking, Mobile Banking, Tele-banking, Micro ATMs, Digital Currency – Core Banking Solutions.

#### Module 3: Banking Correspondents and Common Service Centers

Banking Correspondent Model - Activities of Banking Correspondent: Deposit Mobilization. Identification of Borrowers, Collection and Recovery Loan, Other Banking Services – Common Services Centre (CSC) - Provision of Services by CSC – Requirement for Registering CSC and Telecentre - Case Study of Banking Correspondents with any Bank or CSC in Local Area.

## Module 4: Financial Services of NBFIs

Non-Banking Financial Institutions (NBFIs): Types and Major Players of NBFIs in India – Important Financial Services offered by NBFIs and their Features – Concept of EMI - Micro Finance: Concept and Operation - Chit Funds: Concept and Operations– Payment Banks -Regulations of NBFIs in India – Problems and Challenges of NBFIs in India.

# Module 5: Work with Finance Service Company (FSC)

Types of loans by Finance Service Company (FSC) - Customer of FSC: Types and Needs -

Marketing of FSC's Loans - Procedures and Requirements in FSC's Loan Sanction -

Collection and Recovery of FSC Loans - Case Study of a FSC's services in Local Area.

#### **References:**

 Indian Institute of Banking and Finance: *Principles and Practices of Banking*, Macmillan India Limited, 2021. <u>https://drive.google.com/file/d/1VU7aN4s5ikPQl7nX6mTBW-sVLQCNhfvK/view</u> 2.
Indian Institute of Banking and Finance: *Retail Baking*, Macmillan India Limited, 2015.

- 12. D.R.Patade Babasaheb Sangale and T.N.Salve : *Banking and Finance: Fundamental of Banking,* Success Publications, Pune, January 2013. <u>https://app1.unipune.ac.in/external/course-material/Fundamental-of-BankingEnglish.pdf</u>
- 13. N. Mukund Sharma: *Banking and Financial Services*, Himalaya Publishers, 2015.
- 14. Akhan Ali Jafor: *Non-Banking Financial Companies in India: Functioning and Practice,* New Century Publications, New Delhi, 2010.
- 15. RBI: "Non-Banking Financial Institutions" in *Report on Trend and Progress of Banking in India 2019-20.*
- 16. RBI: Discussion Paper on *Engaging Business Correspondents*. <u>https://www.rbi.org.in/scripts/bs\_viewcontent.aspx?Id=2234</u>
- 17. Govt. of India: Ministry of Electronic and Information Technology: *Digital SevaOperational Manual for Common Service Centres*. https://csc.gov.in/assets/cscmanual/digitalsevaoperationalmanual.pdf
- 18. <u>http://www.cscentrepreneur.in/</u> for Telecentre Entrepreneurship Course
- 19. <u>https://www.rbi.org.in/</u>
- 20. http://www.iibf.org.in/

# **Co-Curricular Activities:**

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) For Teacher: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like opening and closing bank account, explaining negotiable instruments, loan application process at banks, operation of digital banking, operating common service center, loan application and sanction in FSC, make use of important websites and apps etc. pertaining to banks and FSCs and make a field visit to any bank and FSC in local area. The expertise of practicing insurance agent or trainer can be utilized for this purposes.

3) **For Student:** Students shall visit and understand the functioning of bank and FSC of their interest in the local area. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

## COURSE– C2 (Semester - V) Banking and Financial Services (Skill Enhancement Course (Elective) MODEL QUESTION PAPER

Time: 3 hours	Max Marks: 75		
SI	ECTION -A		
Answer all the following questions.		5x10=50	
1.Explain the structure of Indian Banking	system. (OR		
Explain the functions of RBI.	× ·		
2.Explain different E- banking facilities.	OR)		
<ul><li>Explain Different categories of Loans.</li><li>3. Write about the Activities of Banking of</li></ul>	Correspondent. (OR)		
Write about the Common Services Ce	entre (CSC).		
4. Explain the types of NBFCs in India.	(OR)		
Explain the need of micro finance. 5. Explain the Types of loans by Finance	Service Company (FSC) (OR)	).	
Explain Procedures and Requirements	in FSC's Loan Sanctior	1	
SECT	<u> (ION – B</u>		
Answer any five questions.	5×5–25		
6. Principles of banking	5/(5-25		
7. Basics of financial literacy			
8. Negotiable Instruments			
9. KYC norms			
10. Deposit mobilisation			
11. Concept of EMI			
12. Chit Funds			

13. Collection and recovery of loan

		SECTION – A		SECTION – B		
		(Essay type questions)		(Short answer questions)		
S.NO	MODULE NO	10 Marl	ks each	5 Marks eac	h	
		To be given	To be answered	To be given	To be answered	
1	Module -1	02	01	01	Any Five	
2	Module -2	02	01	01	questi ons	
3	Module - 3	02	01	02	can be answer	
4	Module - 4	02	01	02	ed out of the	
5	Module – 5	02	01	02	08 questi ons	
	Total	10	05	08	05	

#### **BLUE PRINT**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

## DR.V.S.KRISHNA GOVT. DEGREE & P.G. COLLEGE(A), MADDILAPALEM, VISAKHAPATNAM, A.P. (An institution re-accredited by NAAC with "A" grade) REVISED SYLLABUS OF ECONOMICS FOR B.A.(ECONOMICS) PROGRAMME UNDER CBCS PATTERN w.e.f. 2022-23 Course D1: Inferential Statistics and Software Packages

(Skill Enhancement Course (Elective), 4 Credits)

#### **Course Objectives**

1. This course covers commonly used statistical inference methods for numerical and categorical data.

2. Demonstrate knowledge and understanding of the basic ideas behind discriminant and clustering analysis.

#### **Course Outcomes:**

Students at the successful completion of the course shall be able to:

CO1: Demonstrate the knowledge related to the important concepts and techniques of inferential statistics

CO2: Calculate correlation, regression coefficients and interpret the results.

CO3: Use Excel sheets and SPSS package to analyse the data and derive the results.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

## Module 1: Concept and Theories of Probability

Concept of Probability - Definitions of Probability: Classical or Mathematical and Empirical or Statistical – Axiomatic Approach to Probability – Theorems of Probability: Addition and Multiplication (without proofs).

#### **Module 2: Theoretical Probability Distributions**

Binomial Distribution: Constants (without proof) and Properties – Poison Distribution: Constants (without proof) and Properties – Normal Distribution: Constants (without proof) and Properties – Standard Normal Distribution and Standard Normal Curve – Economic and Practical Applications of Binomial, Poison and Normal Distributions.

#### Module 3: Test of Significance - Large and Small Sample Tests

Steps involved in Testing of Hypotheses – Large Sample or Z-Test – Testing the difference between Means and Proportions – Small Sample Tests – Difference between Large and Small

Sample Tests – Applications of Student's t-test,  $\chi^2$  test, F-test – One way and Two way ANOVA.

#### Module 4: Linear and Non-linear Multiple Regression Models

Four Variable Linear Multiple Regression Model – Notation – Assumptions – Estimation of Partial Regression Coefficients – Interpretation of Regression coefficients - Testing the coefficients: t-test, p- value – Coefficient of Determination: R<sup>2</sup> and adjusted R<sup>2</sup> – Estimation of Non-linear Multiple Regression: Cobb-Douglas Production Function and Interpretation of Elasticity Coefficients.

## Module 5: Excel and Software Packages for Data Analysis

Worksheet – Entering data in Worksheets – Creating Graphs and Charts - Mathematical and Statistical Functions -Data Analysis Pack in Excel - Descriptive Statistics, Testing of Hypotheses, ANOVA, Correlation and Regression, Random Number Generation - Data Handling Using SPSS - Opening Excel files in SPSS - Analysis Tools - Descriptive Statistics - Selection of Variables in Multiple Linear Regression – Estimation of Regression Coefficients using SPSS and their interpretation.

#### **References:**

- 1. S. C. Gupta: Fundamentals of Statistics, Himalaya Publishing House, Bombay, 1982.
- 2. S. P. Gupta: Statistical Methods, S. Chand & Company, New Delhi, 2000.
- 3. K. V. S. Sharma : *Statistics Made Simple: Do it yourself on PC*, (*Second edn.*) Prentice Hall of India, New Delhi, 2010.
- 4. తెలుగు అకాడమీ ప్రచురణ ''రరిమాణాత్మ' క రద్దులుధ
- 5. B. N. Gupta: Statistics Theory and Practice, Sahitya Bhavan, Agra, 1992.
- 6. Goon A.M., M. K. Gupta and B. Dasgupta: *Fundamentals of Statistics*, Vol.1, The World Press, Ltd, Calcutta, 1975.
- 7. Nagar, A.L. and R. K. Das: *Basic Statistics*, Oxford University Press, New Delhi, 1996.
- 8. *D N Elhance*, Veena Elhance & B M Aggarwal *Foundation of Statistics*, Kitab Mahal, New Delhi, 2018.
- 9. Relevant web resources suggested by the teacher and college librarian

# V. Co-Curricular Activities:

a) Mandatory (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) For Teacher: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like calculation and interpretation normal curve, Z-values, t-test,  $\chi^2$  test, F-test, ANOVA, regression results, t, p and R<sup>2</sup>values using Excel and/or SPSS. The expertise of practicing persons can be utilized for this purposes. 3) For Student: Students shall take up a real time data of any economic organisation or firm

and calculate the important statistical tests for the data and write the results with interpretations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

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# FORMAT FOR MODEL QUESTION PAPER

Time: 3 hours

# SECTION -A

Answer all the following questions. Each question carries ten marks.  $(5 \times 10 = 50 \text{ Marks})$ 

01.	(a) (b)	(OR)
02.	(a)	(OR)
	(b)	(01)
03.	(a)	(OR)
	(b)	
04.	(a)	(OR)
	(b)	(01)
05.	(a)	(OR)
	(b)	

# **SECTION -B**

Answer any five ques	tions. Each question	carries FIVE marks.	(5×5=25 Marks)
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06. 07. 08. 09. 10. 11. 12. 13. \*\*\* \*\*\* Max Marks: 75

		SECTION – A (Essay type questions)		SECTION – B		
				(Short answer questions)		
S.NO	MODULE NO	<b>10 Mar</b>	ks each	5 Marks each		
		To be siver	To be	To be given	To be	
		10 be given	answered	10 be given	answered	
1	Module -1	02	01	01	Any	
					Five	
2	Module -2	02	01	01	questi	
					ons	
3	Module - 3	02	01	02	can be	
					answer	
4	Module - 4	02	01	02	ed out	
					of the	
5	Module – 5	02	01	02	08	
					questi	
					ons	
	Total	10	05	08	05	

# **BLUE PRINT**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
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- 4. The question paper must be adhered to the format given in the model paper.
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- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

Course D2: Project Designing and Report Writing

(Skill Enhancement Course (Elective), 4 Credits)

#### **Course Objectives**

1. To make them understand the concepts of Project Management for planning to execution of projects.

2. To make them understand the feasibility analysis in Project Management and network analysis tools for cost and time estimation

#### **Course Outcomes:**

The Student at the successful completion of the course shall be able to:

CO1: Demonstrate the knowledge relating to research, its role in enhancement of knowledge in social sciences in general and economics in particular;

CO2: Formulate a good research design to undertake mini research projects with a view to studying the socio-economic problems of the society;

CO3: Undertake a field survey by himself/herself to collect relevant data and information relating to his/her project work;

CO4: Develop capacity to write a simple project report with all relevant components on the research project undertaken by him/her.

Syllabus: (Hours: Teaching: 60, Training: 10, Others Including Unit Tests: 05)

# **Unit 1: Foundations of Research**

Meaning and Importance of Research - Scientific Research - Social Science Research -

Methods of ensuring Objectivity in Social Science Research – Limitations of Research in Social Science – Ethics in Research.

#### **Unit 2: Classification of Research**

Pure and Applied Research – Exploratory and Descriptive Research – Diagnostic Research – Action Research – Analytical Research – Evaluation Research – Experimental Research Design – Concepts of Independent and Dependent Variables – Case Study method.

#### **Unit 3: Planning of Research Project**

Selection of a Research Problem – Criteria for Selecting a Research Problem – Review of Theoretical and Related Research Studies - Choice of Secondary and Primary Data for the Study - Choice of Census and Sample Data – Preparation of a Research Proposal – Components of a good Research Proposal.

#### **Unit 4: Implementation of a Project Design**

Fieldwork/Project work and Collection of Data – Choice of Schedules and Questionnaire – Pilot Study – Role of Observation and Participation – Documentary Evidences - Projective Techniques: Functions and Types - Editing Data – Graphical and Statistical Analysis of Data using Appropriate Statistical Techniques.

## **Unit 5: Report Writing**

Types of Research Report – Target Audience – Nature of Language to be used in Research

Report - Outlines of a good Research Report - Prefatory Items - Body of the Report -

Terminal Items: Differences between References and Bibliography – Appendices - Ethical

values in Research Report - Plagiarism Test - Components of a good Research Paper.

#### **References:**

- 13. C. T. Kurien: *A Guide to Research in Economics,* Sangam Publishers for Madras Institute of Development Studies, Chennai, 1973.
- 14. O. R. Krishnaswami and M. Ranganatham: *Methodology of Research in Social Sciences,* Himalaya Publishing House, Mumbai, 2018.
- 15. C. R. Kothari: *Research Methodology: Methods and Techniques*, New Age International (Pvt.) Ltd. Publishers, New Delhi, 2004.
- 16. K. V. S. Sharma : *Statistics Made Simple: Do it yourself on PC*, (Second edn.) Prentice Hall of India, New Delhi, 2010.
- John W. Creswell and J. David Creswell : *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches,* Sage Publications, New Delhi, 2018.
- 18. Shanti Bhushan Mishra and Shashi Alok, *Handbook of Research Methodology*, Educreation, Bilaspur, 2017.
- 19. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams: *The Craft of Research*, University of Chicago Press, Chicago, 2016.
- 20. Dr. Ranjit Kumar: *Research Methodology: A Step-by-Step Guide for Beginners*, Sage Publications, New Delhi, 2014.
- 21. Geoffrey Marczyk, David DeMatteo, and David Festinger: *Essentials of Research Design and Methodology*, John Wiley and Sons, New Jersey, 2005.
- 22. Sharan B. Merriam: *Qualitative Research: A Guide to Design and Implementation* Jossey Boss, San Francisco, 2009.
- 23. Mark Balnaves & Peter Caputi: *Introduction to Quantitative Research Methods: An Investigative Approach*, Sage Publications, New Delhi, 2001.
- 24. Relevant web resources suggested by the teacher and college librarian.

# **Co-Curricular Activities:**

**a) Mandatory** (*Training of students in the related skills by the teacher for a total 10 Hours*) 1) **For Teacher**: Training of students by teacher in the classroom and in the field for a total of not less than10 hours on skills and hands on experience like evaluation of program, selection of research problem, doing literature survey, preparation of research proposal, data editing, graphs and statistics, writing research report and paper etc. and make field visit to study a simple research issue. The expertise of practicing researcher can be utilized for this purposes.

3) **For Student:** Students shall take up small research issue of their interest and visit a field area related to that problem. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

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# FORMAT FOR MODEL QUESTION PAPER Time: 3 hours Max Marks: 75 **SECTION –A** Answer all the following questions. Each question carries ten marks. $(5 \times 10 = 50 \text{ Marks})$ 01. (a) (OR) (b) 02. (a) (OR) (b) 03. (a) (OR) (b) 04. (a) (OR) (b) 05. (a) (OR) (b)

# **SECTION –B**

Answer any five questions. Each question carries FIVE marks. (5×5=25 Marks)

06. 07. 08. 09. 10. 11. 12. 13. \*\*\* \*\*\*

		SECTION – A		SECTION – B		
		(Essay type questions)		(Short answer questions)		
S.NO	MODULE NO	10 Marl	ks each	5 Marks eac	h	
		To be given	To be answered	To be given	To be answered	
1	Module -1	02	01	01	Any	
					Five	
2	Module -2	02	01	01	questi	
					ons	
3	Module - 3	02	01	02	can be	
					answer	
4	Module - 4	02	01	02	ed out	
					of the	
5	Module – 5	02	01	02	08	
					questi	
					ons	
	Total	10	05	08	05	

## BLUE PRINT

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- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
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- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

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## SKILL ENHANCEMENT COURSE E1 - PUBLIC ECONOMICS

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#### **Course Objectives**

1. To understand the economics of government expenditure and taxation. To use economic analysis to predict and verify the effects of government intervention on behaviour of individuals, households, and firms.

2. To discuss the implications of policy for efficiency and equity.

#### **Course Outcomes**

CO1: The overall outcome of the course is the development of an understanding of public sector financial resources.

CO2: Understanding of the rationale for the existence of modern governments

CO3: Familiarity with the micro and macro aspects of public expenditure

CO4: Acquaintance with the phenomenon of externality and the role of government.

#### **Course Outline**

#### Module 1

#### **Economic activities and the state:**

public goods vs private goods, models of efficient allocation, pure and impure public goods, free riding ; Principle of Maximum Social Advantage.

#### Taxation:

Division of tax burden: Expediency Theory, Benefits Received Theory and Ability to Pay Theory; Incidence of taxes: Theories of Tax Shifting; Effects of Taxation.

Module 3

#### **Public Debt:**

Public Debt and economic growth, Burden of Debt, Debt Management; Public Expenditure: Wagner's law of increasing state activities, wiseman- Peacock Hypothesis, Classification of Public Expenditure, Canons of Public Expenditure, Effects of Public Expenditure

#### Indian Public Finances:

#### Module 4

Features and Assessment of the Indian Tax System, A Note on GST; Budget, Deficits and Public Debt; Fiscal Federalism in India, Finance Commission

#### **Readings:**

- 1. J. Hindriks, G. Myles: Intermediate Public Economics, MIT Press, 2006.
- 2. H. Rosen, T. Gayer: Public Finance, 9th ed., McGraw-Hill/Irwin, 2009.

# Module 2

- 3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3<sup>rd</sup> edition, 2000.
- 4. R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.
- 5. John Cullis and Philip Jones, *Public Finance and Public Choice*, Oxford University Press, 1st edition, 1998.
- 6. Harvey Rosen, Public Finance, McGraw Hill Publications, 7th edition, 2005.
- 7. Mahesh Purohit, Value Added Tax: Experiences of India and Other Countries, 2007.
- 8. Kaushik Basu and A. Maertens (ed.), *The N ew Oxford Companion to Economics in India*, Oxford University Press, 2013.
- 9. M.M. Sury, Government Budgeting in India, 1990.
- 10. M. Govinda Rao, Changing Contours of Federal Fiscal Arrangements in India, Amaresh Bagchi (ed.), Readings in Public Finance, Oxford University Press, 2005.
- 11. Paul Samuelson, 1955, —Diagrammatic Exposition of a theory of Public Expenditure, *Review of Economics and Statistics*, Volume 37.
- 12. Report of the 15th Finance Commission, 2021-26.
- 13. Economic Survey, Government of India (Latest).
- 14. State Finances: A Study of Budgets, Reserve Bank of India (Latest).

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#### **SKILL ENHANCEMENT COURSE- E1 - PUBLIC ECONOMICS**

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#### **Model Question Paper**

Max.75 Marks

Duration: 3 hrs.

#### Section –A

Answer the following questions. Each question carries 10 marks.  $(5 \times 10=50 \text{ marks})$ 1. a) Explain the different models of efficient association of resources

(or)

b) Explain the principle of maximum social advantage.

2. a) Explain the ability to pay theory of taxation.

b) Explain the theories of tax shifting.

3. a) Write about the effects of taxation on production.

(or)

b) Briefly describe the wagner's law of increasing state activities.

4. a) Briefly explain the Peacock – Wiseman hypothesis.

(or)

b) write about the public goods and private goods.

5. a) write a brief note on GST.

(or)

b) Explain the functioning of Finance Commission.

#### Section-B

Write short answer for any FIVE of the following. Each question carries 5 marks.

(5×5=25 marks)

6. Free riding

7.Benefits received theory

8. Public debt

10. Canons of public expenditure

11. Pure and impure public goods

12. Types of budget deficits

13. Fijscal federalism in India

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S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be given	To be answered
1	Module -1	02	02	ons 1 out 8
2	Module -2	02	02	questi swerec otal 0 tions
3	Module - 3	04	03	y five be ans of the t ques
4	Module - 4	02	01	An; can c
	Total	10	08	05

# **BLUE PRINT**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
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- 4. The question paper must be adhered to the format given in the model paper.
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- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.
### SKILL ENHANCEMENNT COURSE E2 - INTERNATIONAL ECONOMICS

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### **Course Objectives**

1. Understand the effect of international trade on welfare and income distribution. 2. Analyse the role of firm heterogeneity in international trade. Interpret the relationship between international trade and regional inequality. 3. Discuss price levels, output and exchange rates in the long and short run.

### **Course Outcomes**

CO1: To acquire the analytical methods needed and understanding of how and when to apply different models and approaches to events in the world economy.

CO2: To provide an understanding of the intellectual and practical problems that arise from the economic interaction between countries.

CO3: To offer explanations of the international pattern of trade and specialisation and of the reasons why similar economies often trade more with each other than with dissimilar ones

CO4: To provide an account of the sources of the gains from trade

### **Course Outline**

#### MODULE 1

International Trade Theory: The law of comparative advantage, factor endowments and Heckscher – Ohlin theory; Terms Of Trade, economic growth and international trade.

### MODULE 2

International trade policy: Trade Restrictions, Tariff and Non Tariff Barriers and The New Protectionism; International Trade Agreements, GATT and WTO; Economic Integration: Customs Unions and Free Trade Areas

#### MODULE 3

Balance of Payments Accounting, Foreign Exchange Markets and Exchange Rates, Exchange Rate Determination: Fixed and Flexible Exchange Rate Systems, Purchasing Power Parity Theory.

#### MODULE 4

Aggregate Demand in an Open Economy under Fixed and Flexible Exchange Rates; International Monetary system: The gold standard system and the Britain woods system, Present International Monetary System, International Monetary Fund

#### **Readings:**

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th edition, 2012.

2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

SKILL ENHANCEMENT COURSE E2 – INTERNATIONAL ECONOMICS

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#### **Model Question Paper**

Max.75 Marks

Duration: 3 hrs.

### Section –A

Answer the following questions. Each question carries 10 marks.  $(5 \times 10 = 50 \text{ marks})$ 

1. a. Critically evaluate Heckscher - Ohlin theory of International trade

(or)

- b. Define terms of trade. How terms of trade is determined.
- 2. a. Explain the role of International Trade in economic growth.

(or)

- b. Explain the classical theory of International trade.
- 3. a. Explain about Purchasing power parity theory

(or)

b. Explain the Role of IMF in International Liquidity.

4. a. Define Balance Of Payments and discuss features of Balance Of Payments

(or)

b. Write the differences between Tariffs and non tariff barriers.

5. a. Explain the role of WTO in promoting international trade.

#### (or)

b. Explain the differences between fixed and flexible exchange rates.

#### Section-B

Write short answer for any **FIVE** of the following. Each question carries **5** marks.

 $(5 \times 5 = 25 \text{ marks})$ 

- 6. Leontief paradox
- 7. Economic growth
- 8. Non-tariff barriers
- 9. Concept of International trade
- 10. Balance of Trade
- 11. Flexible exchange rate
- 12. Functions of Foreign exchange market
- 13. Bretton-Wood system

S.NO	MODULE NO	SECTION – A (Essay type questions) 10 Marks each	SECTION – B (Short answer questions) 5 Marks each	
		To be given	To be given	To be answered
1	Module -1	02	02	ons 1 out 8
2	Module -2	02	02	questi swerec otal 0 tions
3	Module - 3	04	03	y five be ans of the t ques
4	Module - 4	02	01	An; can c
	Total	10	08	05

# **BLUE PRINT**

### **Guidelines to the paper setters :**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
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- 4. The question paper must be adhered to the format given in the model paper.
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- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

### SKILL ENHANCEMENT COURSE F1 - ECONOMICS OF HEALTH AND EUCATION

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### **Course Objective**

To introduce the study of health and education as components of human capital in the framework of economic theory.

#### **Course Outcomes**

CO1: The students will learn the role of health and education in human development.

CO2: They will be able to apply economic theory to understand the demand for health care, market failure in health insurance, economic evaluation of health care programmes and the role of public policy in the healthcare industry.

CO3: They will also learn to analyse the returns to education, its role in labor market signaling, and the progress of schooling in India.

### **Course Outline**

### 1. Role of Health and Education in Human Development

Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.

### 2. Microeconomic Foundations of Health Economics

Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.

#### **3. Evaluation of Health Programs**

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

#### 4. Health Sector in India: An Overview

Health outcomes; health systems; health financing.

### 5. Education: Investment in Human Capital

Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India; Education Sector in India: An Overview - Literacy rates, school participation, school quality measures.

#### **Readings:**

- 1. William, Jack, *Principles of Health Economics for Developing Countries*, World Bank Institute Development Studies, 1999.
- 2. World Development Report, *Investing in Health*, The World Bank, 1993.
- 3. Ronald G., Ehrenberg and Robert S., Smith, *Modern Labor Economics: Theory and Public Policy*, Addison Wesley, 2005.

### FORMAT FOR MODEL QUESTION PAPER

Max Marks: 75

### SECTION -A

Answer all the following questions. Each question carries ten marks.  $(5 \times 10=50 \text{ Marks})$ 

01. (a) (OR) (b) 02. (a) (OR) (b) 03. (a) (OR) (b) 04. (a) (OR) (b) 05. (a) (OR) (b)

Time: 3 hours

### **SECTION -B**

Answer any five questions. Each question carries FIVE marks.  $(5 \times 5 = 25 \text{ Marks})$ 

06. 07. 08. 09. 10. 11. 12. 13.

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	MODULE NO	SECTION – A (Essay type questions) 10 Marks coch		SECTION – B (Short answer questions) 5 Morks each	
S NO					
5.10					
		To be given	answered	To be given	answered
1	Module -1	02	01	01	n be otal
2	Module -2	02	01	01	ons ca f the t ions
3	Module - 3	02	01	02	questi l out o questi
4	Module - 4	02	01	02	/ five ( wered 08
5	Module – 5	02	01	02	Any ans
	Total	10	05	08	05
Note : In section $-B$ the paper setter is supposed to set one question from Module-I					

# **BLUE PRINT**

Note : In section -B, the paper setter is supposed to set one question from Module-I and Module-II but this priority can be changed by the paper setter basing on the importance of the content.

### **Guidelines to the paper setters :**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
- 2. There should not be any ambiguity in questions.
- 3. The question paper must be confined to the syllabus provided for paper setting.
- 4. The question paper must be adhered to the format given in the model paper.
- 5. It is requested to set the question paper in the following way:
- 6. 80 percent of the questions can be asked to test the memory and understanding.
- 7. Remaining 20 can be asked to test the Creativity, Application and Skill.
- 8. All units may be fairly covered and even the learning outcomes may be fairly distributed.
- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

### **SKILL ENHANCEMENT COURSE F2 - ENVIRONMENTAL ECONOMICS**

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### **Course Objective**

1. This course focuses on economic causes of environmental problems.

2.In particular, economic principles are applied to environmental questions viewed as externalities and their management through various economic institutions, economic incentives and other instruments and policies.

3.Methods for analysing economic implications of environmental policy are also addressed as well as the valuation of environmental quality, assessment of environmental damages, and tools needed for the evaluation of projects such as cost

### **Course Outcomes**

The module aims to introduce students to the main theoretical and empirical concepts in environmental economics,

equip students with a thorough analytical grasp of environmental policy theory, ranging from externalities to international environmental agreements, and familiarise students with the main issues in environmental valuation and with the basic features of the environmental policy tools.

At the end of the course the students should be able to demonstrate their understanding of the economic concepts of environmental policy.

### **Course Outline**

### 1. Introduction

What is environmental economics; review of microeconomics and welfare economics.

### 2. The Theory of Externalities

Pareto optimality and market failure in the presence of externalities; property rights and the coase theorem.

#### 3. The Design and Implementation of Environmental Policy

Overview; pigouvian taxes and effluent fees; tradable permits; choice between taxes and quotas under uncertainty; implementation of environmental policy.

### 4. International Environmental Problems

Trans-boundary environmental problems; economics of climate change; trade and environment.

#### 5. Measuring the Benefits of Environmental Improvements

Non-Market values and measurement methods; risk assessment and perception - Sustainable Development - Concepts; measurement.

### **Readings:**

- 1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
- 2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
- 3. Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
- 4. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.

### FORMAT FOR MODEL QUESTION PAPER

Time: 3 hours

# SECTION -A

Answer all the following questions. Each question carries ten marks.  $(5 \times 10 = 50 \text{ Marks})$ 

01.	(a) (b)	(OR)
02.	(a)	(OR)
03.	(b) (a)	
	(b)	(OR)
04.	(a) (b)	(OR)
05.	(a)	
	(b)	(OR)

### **SECTION -B**

Answer any five questions	. Each question carries F	FIVE marks. $(5 \times 5 = 25 \text{ Marks})$
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06. 07. 08. 09. 10. 11. 12. 13. \*\*\* \*\*\* Max Marks: 75

	MODULE NO	SECTION – A (Essay type questions) 10 Marks coch		SECTION – B (Short answer questions) 5 Morks each	
S NO					
5.10					
		To be given	answered	To be given	answered
1	Module -1	02	01	01	n be otal
2	Module -2	02	01	01	ons ca f the t ions
3	Module - 3	02	01	02	questi l out o questi
4	Module - 4	02	01	02	/ five ( wered 08
5	Module – 5	02	01	02	Any ans
	Total	10	05	08	05
Note : In section $-B$ the paper setter is supposed to set one question from Module-I					

# **BLUE PRINT**

Note : In section -B, the paper setter is supposed to set one question from Module-I and Module-II but this priority can be changed by the paper setter basing on the importance of the content.

### **Guidelines to the paper setters :**

- 1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus. Otherwise they can follow the blue print given above.
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- 9. Action verbs specific to the learning outcome to be tested may be used.
- 10. There may be no ambiguity in the question. The wording may be carefully framed.
- 11. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

### **ANNEXURE-Program Outcomes**

PO1: To provide the students a well-founded education in Economics.

PO2: To provide the students structured curricula which support the academic development of students.

PO3: To provide the students with the opportunity to pursue courses that emphasize quantitative and theoretical aspects of Economics.

PO4: To provide students with the opportunity to focus on applied and policy issues in Economics.

PO5: To provide a well-resourced learning environment for Economics.

# DR.V.S.KRISHNA GOVT. DEGREE & P.G. COLLEGE(A), MADDILAPALEM, VISAKHAPATNAM, A.P. (An institution re-accredited by NAAC with "A" grade)

# **DEPARTMENT OF ECONOMICS**

### LIST OF EXAMINERS 2022-23

Sl.no.	Name of the Lecturer	Designation	College
1.	Sri T. Radha krishna	Lecturer in Economics	GDC, Chodavaram
2.	Dr. D. Pyditalli	Lecturer in Economics	GDC(M), Srikakulam.
3.	Dr. P.Surya Rao	Lecturer in Economics	GDC, Rajam
4.	Sri. A. Ramarao	Lecturer in Economics	GDC, Tekkali
5.	Dr. K. Geetanjali	Lecturer in Economics	VGDC(W), visakhapatnam
6.	Sri K. Hari Kishan	Lecturer in Economics	PR Govt. College, Kakinada
7.	Sri M. Venkateswara Rao	Lecturer in Economics	PR Govt. College, Kakinada
8.	Dr. K. Chakrapathi	Lecturer in Economics	GDC, Pathapatnam
9.	Sri K. Vasudevarao	Lecturer in Economics	GDC, S.Kota
10.	Dr. B. Prabhakara Raao	Lecturer in Economics	GDC, Palakonda
11.	Dr. B. Narayana Rao	Lecturer in Economics	SRR&CVR College, vijayawada.
12.	Sri Ch. Ramamurty	Lecturer in Economics	GDC(M), Srikakulam.