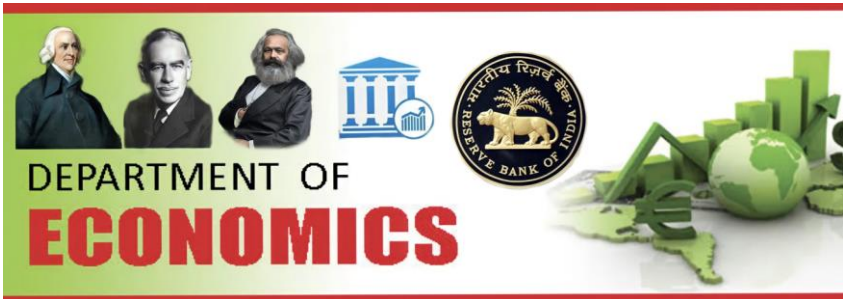




GOVERNMENT COLLEGE

An Autonomous Institution Since 2000 :: RAJAHMUNDRY, ANDHRA PRADESH, INDIA

Board of Studies



B.A RURAL DEVELOPMENT

2024-25

**Department of
Economics**



GOVERNMENT COLLEGE

An Autonomous Institution Since 2000 :: RAJAHMUNDRY, ANDHRA PRADESH, INDIA

Board of Studies

B.A. (Hons) Economics (I,II, III & IV Semesters w.e.f 2023-24)

B.A. (Hons) Economics (V&VI Semesters w.e.f 2022-23)

B.A/B.Sc. Economics (V& VI Semesters w.e.f 2021-22)

B.A. Hons Rural Development (I,II, III & IV Semesters w.e.f 2023-24)

B.A. Rural Development (V& VI Semesters w.e.f 2021-22)

Department of Economics

2024-25



DEPARTMENT OF ECONOMICS

Composition of Board of Studies

Consolidated Report of Board of Studies for the year 2024- 2025 (I,II,III,IV,V& VI Semesters). The Board of Studies of Department of *Economics* was convened on **30-05-2024** under the chairmanship of **Dr.R. Balayya**, Lecturer in-charge of Department of Economics and the following members were present.

| S.No | Name | Designation | Signature |
|------|--|----------------------|-----------|
| 1 | Dr. R.Balayya | Chairman | |
| 2 | Dr. D.V.Nageswara Rao , Lecturer in Economics, GDC Seethanagaram | Subject Expert | |
| 3 | G.Venkata Rao , Lecturer in Economics, GDC Chintur | Subject Expert | |
| 4 | Dr. P. Lakshminarayana, Dept. of Economics, UCAC,ANUR | University Nominee | |
| 5 | Sri Ramesh Reddy, Deputy Manager, State Bank of India, Kakinada | Expert form Industry | |
| 6 | Sri K.Ananda Rao | Member | |
| 7 | Sri Ch Sanjeev Kumar | Member | |
| 8 | C.Sivaji Saladi | Member | |
| 9 | Dr.A,Prasadu (Guest Faculty) | Member | |
| 10 | Ch.Gandhi Mani (Guest Faculty) | Member | |
| 11 | K.V.Ganesh Kumar (Guest Faculty) | Member | |

| | | | |
|----|---------------------------------------|----------------|--|
| 12 | Amudala Keerthi (Guest Faculty) | Member | |
| 13 | D.D.S lakshmi (Guest Faculty) | Member | |
| 14 | T.Lakshmi Teja (Guest Faculty) | Member | |
| 15 | PUVVADA MANOJ II B.A Economics (Hons) | Student Member | |
| 16 | Y.AKHILA II B.A EHP | Student Member | |

Date:30-05-2024

Chairman
Board of Studies
Department of Economics



Government College Rajahmundry

An Autonomous Institution since 2000
Affiliated to Adikavi Nannaya University

NAAC
3.38/4.00
(RAF-2017)

A+



Board of Studies Meeting 2024- 2025

GOOGLE MEET
Department of Economics

Date: 30-05-2024
Time: 10.30 AM

AGENDA:

1. To consider and adopt to make certain changes in syllabi under new Single Major System for the benefit of the student community as prescribed by New Education Policy-2020
2. To consider and approve syllabi and model question paper for the I, II, III & IV Semesters for B.A Economics (Hons) & B.A Rural Development (Hons) Major and Minor w.e.f. 2023-24
3. To consider and approve Syllabi & Model Question Papers for V & VI Semesters of B.A/B.Sc. Economics
4. To consider and approve syllabi and model question paper for the V & VI Semesters of B.A Rural Development.
5. To consider and approve syllabi and model question paper for V and VI Semesters for B.A ECONOMICS (HONOURS)
6. To consider and approve Syllabi and model question papers for the Certificate Course in *Office Management*
7. To consider and approve the list of paper setters and examiners for Academic year 2024- 2025.
8. To consider and approve different pedagogy in teaching and learning prescribed by CCE, AP.
9. To consider and approve the Departmental Activities for the year 2024-25



Government College Rajahmundry

An Autonomous Institution since 2000
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NAAC
3.38/4.00
(RAF-2017)

A+



DEPARTMENT OF ECONOMICS
Board of Studies Meeting 2024- 2025

RESOLUTIONS:

1. It is resolved to adopt certain changes in syllabi as per ANUR and APSCHE in consonance with UGC-NSQF pattern for the benefit of the student community and to enrich quality enhancement
2. It is resolved Syllabi for the I,II, III & IV Semesters for B.A Economics (Hons) & B.A Rural Development (Hons) Major & Minor w.e.f. 2023-24
3. It is resolved and approved the syllabi & model question papers for V & VI Semesters of B.A/B.Sc. Economics
4. It is resolved and approved the syllabi & model question papers for V & VI Semesters of B.A Rural Development
5. It is resolved to continue a Certificate Course in “*Office Management*” for the 2nd year students
6. It is resolved and approved the list of paper setters and examiners for Academic year 2024 – 2025
7. It is resolved and approved the Departmental Activities for the year 2024-25

University Nominee

Subject Expert-I

Subject Expert-II

Chairman of Board of Studies



Government College Rajahmundry

An Autonomous Institution since 2000
Affiliated to Adikavi Nannaya University

NAAC
3.38/4.00
(RAF-2017) **A+**



DEPARTMENT OF ECONOMICS

List of Examiners & Question Paper Setters 2024-2025

| S.No | Name Of The Lecturer | Designation | College |
|------|-----------------------|-----------------------|----------------------|
| 1 | Dr.K.Yamuna | Lecturer In Economics | ASD (W) Kakinada |
| 2 | Dr.D.V Nageswara Rao | Lecturer In Economics | GDC Seethanagram |
| 3 | M.Bala Raju | Lecturer In Economics | GDC, Jaggampeta |
| 4 | Mallikarjun Nayak | Lecturer In Economics | PR College, Kakinada |
| 5 | Dr.P. JAYANANDH KUMAR | Lecturer In Economics | GDC Kovvur |
| 6 | Ravi Kumar | Lecturer In Economics | GDC Ramachandrapuram |
| 7 | K. Chinna Babu | Lecturer In Economics | GDC, Ravulupalem |
| 8 | K. Ramadevi | Lecturer In Economics | GDC Kothapeta |
| 9 | M.Venkateswara Rao | Lecturer In Economics | PR College, Kakinada |
| 10 | G. Pavani Devi | Lecturer In Economics | ASD (W) Kakinada |



GOVERNMENT COLLEGE (A) RAJAHMUNDRI

DEPARTMENT OF ECONOMICS

ACTION PLAN: 2024-2025

| Sl.No | MONTH | ACTIVITY | REMARKS |
|--------------|----------------|---|----------------|
| 1. | June-2024 | <ol style="list-style-type: none"> 1. LMS Content generation -2 lessons 2. MOOCS (edx) Courses - 10 | |
| 2. | July-2024 | <ol style="list-style-type: none"> 1. CSP Evaluation 2. Short – Term Internship Evaluation 3. LMS Content Generation – 1 4. Student Induction Programme (DEEKSHARAMBH) 5. MOOCS (edx) Courses – 20 6. National Population Day | |
| 3. | August-2024 | <ol style="list-style-type: none"> 1. Guest Lecture 2. MOOCS (edx) Courses – 20 3. Outreach Inclusivity Programme | |
| 4. | September-2024 | <ol style="list-style-type: none"> 1. Green Initiative 2. Observation of Teachers Day 3. Workshop (Student/Faculty) | |
| 5. | October -2024 | <ol style="list-style-type: none"> 1. Guest Lecture 2. Student Seminar 3. Field Trip | |
| 6. | November-2024 | <ol style="list-style-type: none"> 1. Observation of National Education Day 2. Patent 3. Paper Publications – 3 4. Long – Term Internship Evaluation | |
| 7. | December-2024 | <ol style="list-style-type: none"> 1. National Seminar 2. National Farmers Day 3. ICT based student seminar | |

| | | | |
|-----|---------------|--|--|
| 8. | January-2025 | <ol style="list-style-type: none"> 1. MOU 2. Group Discussion/Debate | |
| 9. | February-2025 | <ol style="list-style-type: none"> 1. A talk on Union Budget 2025-2026 and Discussion on Economic Survey 2024-2025 2. Paper Publications – 3 | |
| 10. | March-2025 | <ol style="list-style-type: none"> 1. Career counselling to outgoing students 2. A talk on AP Budget 2025-2026 and Discussion on Economic Survey 2024-2025 | |

Dr.R.BALAYYA

In-Charge of the Department

Proceedings of the Principal, Government College (Autonomous), Rajahmundry
Present: Dr. Ramachandra R.K, M.Sc., Ph.D.

Rc. No. 269/GCRJY/UG-BoS/ 2024-25 dt. 27.04.2024

Sub: Government College (A), Rajamahendravaram- UG Boards of Studies (BoS)-
Nomination of Members – Orders issued.

Ref: 1. UGC Guidelines of for Autonomous Colleges-2023.

2. Proc. Of the VC No: ANUR/ ANUR Government College (A) Rajahmundry BOS/2023

Order

The Principal, Government College (Autonomous) Rajahmundry is pleased to nominate the following members to UG Board of Studies to frame the syllabus of **Economics subject** in all the semesters duly following the norms of the UGC regulations for the Autonomous colleges 2023.

| S. No | Name | Designation |
|-------|--|---------------------------------|
| 1 | Dr.R. Balayya | Chairman |
| 2 | All Faculty members in the department | Member |
| 3 | Dr.D. V. Nageswara Rao, Lecturer in Economics, GDC Sitanagaram, East Godavari | Subject Expert |
| 4 | Sri G. Venkata Rao, Lecturer in Economics, GDC Chintur | Subject Expert |
| 5 | Dr.P.Lakshmi Narayana, Dept. of Economics, UCAC, AKNU RJY | University Nominee |
| 6 | Sri Ramesh Reddy, Deputy Manager, State Bank of India, Kakinada | Expert from Corporate Sector |
| 7 | K Bujji Babu II B.A Economics (Hons), N. Likitha III B.A EHP | Student Nominee |

The above members are requested to attend the BoS meeting in May-2024 and share their valuable views, and suggestions on the following functionalities.

- a) Prepare syllabi for the subject keeping in view the objectives of the college, interest of the stake holders and National requirement for consideration and approval of the IQAC and Academic Council
- b) Suggest methodologies for innovative teaching and evaluation techniques
- c) Suggest the panel of names to the Academic Council for appointment of Examiners
- d) Coordinate research, teaching, extension and other activities in the department of the College.
- e) Suggest CLO, PLO, PI and subject experts to develop question bank in compliance with Bloom's Taxonomy.

The above said members are requested to bestow their services for the successful organization of the event.



PRINCIPAL
GOVERNMENT COLLEGE (AUTONOMOUS)
RAJAHMUNDRY

B.A ECONOMICS HONS PROGRAM**COURSE STRUCTURE 2024-2025****PAPER TITLES FOR ECONOMICS MAJOR**


| Sem | Title of the Paper | Credits | Hours per Week | |
|------------|---|--|-----------------------|---|
| I | 1.Fundamentals of Social Sciences | 4 | 4 | |
| | 2. Perspectives on Indian Society | 4 | 4 | |
| II | 3. Microeconomics | 4 | 4 | |
| | 4. Mathematical Methods for Economics | 4 | 4 | |
| III | 5. Macroeconomics | 4 | 4 | |
| | 6. Economic Thought and Political Economy | 4 | 4 | |
| | 7. Development Economics | 4 | 4 | |
| | 8. Public Economics | 4 | 4 | |
| IV | 9. India and A.P Economy | 4 | 4 | |
| | 10. Statistical Methods for Economics | 4 | 4 | |
| | 11. International Economics | 4 | 4 | |
| V | 12. Banking and Financial Services | 4 | 4 | |
| | 13. Insurance Services | 4 | 4 | |
| | 14 A. Urban Entrepreneurship and MSMEs Or 14 B. Retail and Digital Marketing | 4 | 4 | |
| | 15 A. Inferential Statistics and Software Packages Or 15 B. Project Designing and Report Writing | 4 | 4 | |
| VI | Internship | | | |
| VII | 7.1 Advanced Microeconomics Analysis Or Advanced Macroeconomics Analysis | 4 | 4 | |
| | 7.2 Environmental Economics Or Agricultural Economics | 4 | 4 | |
| | 7.3 Industrial and Infrastructural Economics Or Economics of Education and Health | 4 | 4 | |
| | 7.4 Basic Econometrics Or Computer Application for economic analysis | 4 | 4 | |
| | 7.5 Social entrepreneurship O Marketing Research r | 4 | 4 | |
| VIII | 8.1 Advanced Theories in Development Economics Or Contemporary Developmental Issues in Indian Economy | 4 | 4 | |
| | 8.2 Contemporary Developmental Issues in Andhra Pradesh Economy Or Gender and Social Economics | 4 | 4 | |
| | 8.3 Behavioral Economics Or Constitutional Economics | 4 | 4 | |
| | SEC | Investment Analysis and Portfolio Management Experimental Economics | 4 | 4 |
| | | Cooperative Economics Corporate Or Social Responsibility | 4 | 4 |

B.A ECONOMICS HONS PROGRAMCOURSE

STRUCTURE 2024-2025

PAPER TITLES FOR ECONOMICS MINOR

| Sem | Paper | Minor | Credits | Hours per Week |
|------------|--------------|--|----------------|-----------------------|
| II | 1 | Microeconomics | 4 | 4 |
| III | 2 | Macroeconomics | 4 | 4 |
| IV | 3 | India and A.P Economy | 4 | 4 |
| | 4 | Statistics for Economics | 4 | 4 |
| V | 5 | Inferential Statistics and Software Packages | 4 | 4 |
| | 6 | Urban Entrepreneurship and MSMEs | 4 | 4 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | I B.A ECONOMICS (HONOURS) SEM-I | | | |
| Course Code | TITLE OF THE COURSE FUNDAMENTALS OF SOCIAL SCIENCES | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will be able to: | |
| CO1 | Learn about the nature and importance of social science. |
| CO2 | Understand the Emergence of Culture and History |
| CO3 | Know the psychological aspects of social behaviour |
| CO4 | Comprehend the nature of Polity and Economy |
| CO5 | Knowledge on application of computer technology |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit – I – What is Social Science?

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

Unit -II: Understanding History and Society

1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of Indian History

Unit – III – Society and Social Behavior

1. Definition, Nature and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

Unit – IV – Political Economy

1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development - Various aspects of development

Unit - V – Essentials of Computer

1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
4. Cryptography – Symmetric and Asymmetric – malware – Fire walls – Fraud Techniques – Privacy and Data Protection

Activities

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.

Text books

1. The social sciences: An Integrated Approach by James M. Henslin and Danniell F. Chambliss
2. The Wonder that was India – A.L. Bhasham

Reference books

1. The social sciences: An Integrated Approach by James M. Henslin and Danniell F.Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
I - B.A ECONOMICS (HONOURS)**

FUNDAMENTALS OF SOCIAL SCIENCES

FIRST SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Unit | Essays (10 marks) | VSAQs/ Match the Following (1 marks) | Total Questions |
|--------------------|------------------------------|---|----------------------------|
| Unit-I | 1 | 4 | 5 |
| Unit-II | 1 | 4 | 5 |
| Unit-III | 1 | 4 | 5 |
| Unit-IV | 1 | 4 | 5 |
| Unit-V | 1 | 4 | 5 |
| Total Marks | 50 | 20 | 70 |

Note: VSAQs for 12 Marks - Restricted to any 3 Units and Match the following type questions for 8Marks from remaining 2 Units.

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY

I - B.A ECONOMICS (HONOURS)

FUNDAMENTALS OF SOCIAL SCIENCES

FIRST SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION - A

Answer any THREE from the following questions

(3x10=30 M)

1. Explain the methods and approaches commonly used in Social Sciences.
2. Define Psychology and explain its nature and scope.
3. Explore the different types of history, such as political, cultural, economic, and social history.
4. Explain the differences between microeconomics and macroeconomics and illustrate with examples.
5. Describe the milestones of computer evolution. Explain the significance of each generation of computers and their contributions to technological advancement.

SECTION - B

Answer all the Questions

(12X 1 = 12

M)

6. What is the primary focus of Social Science?
7. Name one example of a social science discipline.
8. Differentiate between natural science and social science in one sentence.
9. Define qualitative research in social sciences.
10. Define microeconomics.
11. What is the role of the legislative branch in a political system?
12. What is economic development?
13. Name one organ of the state in a political system.
14. What is a key characteristic of the first generation of computers?
15. What is the role of a firewall in network security?
16. Define "malware."
17. What is the purpose of an IP address?

SECTION - C

Match the Following Questions


(8 X 1 = 8 M)

Matching I

- | | | |
|-----------------------|--------|--|
| 18. Cultural History | () | A. Study of Economic relations in the past |
| 19. Social History | () | B. Study of Cultural expressions in the past |
| 20. Economic History | () | C. Study of Power relations in the past |
| 21. Political History | () | D. Study of Social relations in the past |

Matching II

- | | | |
|----------------------------|--------|---|
| 22. Cognitive Psychology | () | A. study mental processes |
| 23. Forensic Psychology | () | B. Apply Psychological principles to legal issues |
| 24. Clinical Psychology | () | C. Trating mental disorders |
| 25. Educational Psychology | () | D. study how people learn in educational settings |

| | | | | | |
|---|--|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | I B.A ECONOMIC S (HONOURS) I SEM | | | |
| CourseCode | TITLE OF THE COURSE PERSPECTIVES OF INDIAN SOCIETY | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | Learn about the significance of human behavior and social dynamics. |
| CO2 | Remembers the Indian Heritage and freedom struggle |
| CO3 | Comprehend the philosophical foundations of Indian Constitution |
| CO4 | Knowledge on Indian Economy |
| CO5 | Recognizes different Agencies for Rural Development. |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit – 1 – Man in Society

1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

Unit – 2: Indian Heritage and Freedom Struggle in India

1. Cultural & Heritage sites of Tourism in India

2. Indian Dance, Music and Yoga
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

Unit – 3 – Indian Constitution

1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

Unit – 4. Indian Economy

1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

Unit – 5 - Impact on Society & Analytics

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, Facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences

Activities

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

Text books:

1. Introduction to Psychology – Atkinson RC
2. . History of the freedom movement in India – Tarachand

Reference books:

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | | | |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | | | |
| CO5 | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 3 | 2 | 2 | | | |

I - B.A ECONOMICS (HONOURS)
PERSPECTIVES OF INDIAN SOCIETY
FIRST SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION - A

Answer any THREE from the following questions

(3x10=30 M)

1. Analyze the impact of human nature on interpersonal relationships. How does an understanding of human nature contribute to effective social interactions?
2. Explore key events and personalities that played a crucial role in the freedom struggle.
3. Discuss the philosophical principles that underpin the Indian Constitution. How do these foundations reflect the values and aspirations of the Indian society at the time of its framing?
4. Evaluate the role of financial institutions, particularly the Reserve Bank of India (RBI) and commercial banks, in shaping India's economic policies.
5. Explore the role of computers in society and the psychological impact of technology on human behavior. How has the advent of email transformed communication patterns?

SECTION - B

Answer all the Questions

(12X 1 = 12 M)

6. Provide an example where collectivism can lead to positive outcomes
7. How can social influence shape individual choices in lifestyle?
8. Provide a real-life example of how social influence can lead to negative consequences
9. How does an understanding of human nature contribute to effective communication?
10. Define the term "Yoga" in the context of Indian heritage.
11. Name a linguistic state formed post-independence in India.
12. Name a UNESCO World Heritage Site in India known for its architectural beauty.


13. Why are cultural and heritage sites important for tourism in India?
14. What is the purpose of data analysis in social sciences?
15. How can artificial intelligence benefit social sciences?
16. Provide an example of an expert system application in the social sciences.
17. Name three Social Media Platforms

SECTION - C

Match the Following Questions

(8X 1 = 8 M)

- | | | |
|------------------------|--------|--------------------|
| 18. Citizenship | () | A. Part-IVA |
| 19. Fundamental Rights | () | B. Part-IV |
| 20. DPSP's | () | C. Part-II |
| 21. Fundamental Duties | () | D. Part-III |
| | | |
| 22. RBI | () | A. Rajiv Kumar |
| 23. CEC | () | B. GC Murmu |
| 24. Supreme Court | () | C. Shaktikanth Das |
| 25. CAG | () | D. DY Chandrachud |

| | | | | | |
|---|--|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | I BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-101 | TITLE OF THE COURSE MICRO ECONOMICS | (II Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

1. To understand Economics is about the allocation of scarce resources, that scarcity fore's choice, trade off exist and that every choice has an opportunity cost.
2. This course is to learn about basic concepts, principles and theories in Microeconomic to understand the economic behavior of an individual person and firm.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | Explain what is an economy, economics and differentiate between micro and macro economics |
| CO2 | Analyses the demand of a product and estimate elasticity |
| CO3 | Estimate production function and understand its application |
| CO4 | Analyze functioning of different markets and their differentiations |
| CO5 | Examine the determination of rent, wage, interest and profit |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit-1: Introduction to Economics

- Economic Activities and Economic System; Definition, Scope and Importance of Economics
- Fundamental problems of economics: Scarcity and Choice, Production Possibilities Curve
- Meaning and Scope of Microeconomics; Differences between Micro and Macro Economics
- Principles of Microeconomics: Equilibrium, Optimization, Welfare; Methodology in Economics: Positive and Normative

Unit -2: Demand and Consumption

- Demand: Meaning, Types and Factors; Law of Demand
- Elasticity of Demand: Meaning, Price, Income and Cross Elasticities
- Utility: Meaning, Types, Importance; Marginal Rate of Substitution (MRS), DMRS
- Indifference Curves (IC): Concept, Properties; Budget Line; Consumer Equilibrium under IC

Unit -3: Production and Supply

- Firm: Concept and Objectives; Production and Factors of Production; Concepts of Production, Cost and Revenue: Total, Average, Marginal
- Production Function: Meaning and Types; Cobb- Douglas Production Function
- Law of Variable Proportions; Laws of Returns to Scale
- Supply: Meaning, Factors, Law of Supply, Elasticity of Supply

UNIT -4: Theory of Exchange

- Market: Concept and Classification; Perfect Competition: Characteristics, Equilibrium of Firm and Industry
- Monopoly: Characteristics, Equilibrium, Price Discrimination
- Monopolistic Competition: Characteristics, Equilibrium, Selling Costs
- Oligopoly: Characteristics, Types, Kinked Demand Curve Model

Unit - 5: Distribution

- Distribution: Meaning, types and importance
- Rent: Ricardian Theory of Rent, Marshallian Quasi Rent
- Theories of Wage: Subsistence Theory, Modern Theory
- Theories of Interest: Classical Theory, Loanable Funds Theory
- Theories of Profit: Risk and Uncertainty Theory, Innovations Theory

Suggested Activities:

Unit-1: Group discussion on Identifying Surrounding Economic Activities

Unit-2: Project on Demand Analysis of any Good/Services and make

presentation
Unit-3: Assignment on any production function or concepts of production

Unit-4: Field visit to any market and submission of

report
Unit-5: Seminar on distribution theories

Text books:

1. Microeconomic Analysis, Bilingual Textbook, APSCHE
2. H. L. Ahuja, Advanced Economic Theory, S. Chand, 2004.
3. M. L. Seth, Microeconomics, Lakshmi Narayan Agarwal, 2006

Reference books:

1. A. Koutsoyiannis, Modern Microeconomics – Macmillan, London
2. A. W. Stonier and D.C. Hague, A Text book of Economic Theory - ELBS & Long man Group, London.
3. P.A Samuelson & W.D. Nordhaus - Macroeconomics, Tata McGraw Hill, 18/e, 2005

Web Links:

1. <https://ocw.mit.edu/courses/economics/14-01sc-principles-of-microeconomics-fall-2011>
2. https://onlinecourses.nptel.ac.in/noc20_hs01/preview

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
I-B.A ECONOMICS (HONOURS) (w.e.f 2023-2024)
MICRO ECONOMICS
SECOND SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

Answer any five of the following questions

5×6 = 30 Marks

1. a) Explain the scope and importance of Micro Economics
(OR)
b) Distinguish between Micro and Macro Economics
2. a) Explain the concept of Law of Demand with exceptions
(OR)
b) What are the properties and characteristics of Indifference Curve
3. a) Explain the Cobb- Douglas production function
(OR)
b) Write about the Law of Variable Proportion
4. a) Critically explain the price and output determined under Perfect Competition
(OR)
b) Describe the Kinked Demand curve model
5. a) Briefly explain the Ricardian Theory of Rent
(OR)
b) Write about Loanable Funds Theory

SECTION-B

Answer any Five of the following

5×2=10 Marks

6. Basic Economic problems
7. Principles of Microeconomics
8. Elasticity of Demand
9. Budget Line
10. Law of Supply
11. Production function
12. Classification of Market
13. Price Discrimination
14. Quasi Rent
15. Theory of Interest

SECTION- C

Answer all of the following multiple choice questions

5×1=5 Marks

16. Which of the following is one of the major causes of economic problems?

- A) One of the major causes of economic problems is unlimited human wants
- B) One of the major causes of economic problems is the alternative usage of resources
- C) One of the major causes of economic problems is the scarcity of economic resources
- D) All of the above

17. The demand curve is always

- A) Level
- B) Irregular
- C) Upward sloping
- D) Downward sloping

18. Which of the following economists gave the statement 'Supply creates its own demand'?

- A) Jean-Baptiste Say
- B) James Madison
- C) Thomas Jefferson
- D) None of the above

19. Which of the following statements is true about a monopolist?

- A. A monopolist is a price taker
- B. A monopolist is a price maker
- C. A monopolist is a price acceptor
- D. A monopolist is a price taker

20 Quasi Rent is _____

- A. Equal to firm's total profit
- B. More than firm's total profit
- C. Less than firm's total profit
- D. None of the above

SECTION - D

Answer All the following questions one word question

5×1=5 Marks

- 21. Positive economics
- 22. Utility
- 23. Total cost
- 24. Marginal revenue MR
- 25. Monopolistic

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY

I – B.A ECONOMICS (HONOURS)

MICRO ECONOMICS


SECOND SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|---|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | I BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-102 | TITLE OF THE COURSE MATHEMATICAL METHODS FOR ECONOMICS | (II Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

This course is to provide basic understanding about mathematical methods relevant to economics and skills to apply them in understanding various economic issues.

Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Explain the basics of sets, functions and their graphical representation |
| CO2 | Learn the rules of differentiation and apply the same to economic problems |
| CO3 | Learn and use maxima and minima to Optimization problems in economics |
| CO4 | Apply rules of integration to estimate the size of consumers' and producers' surplus |
| CO5 | Solve the economic problems through the application of the Matrix Theory |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit 1: Sets & Functions

- Role of Mathematical Methods in Economics
- Sets: Types, Operations
- Functions: Meaning, Types, Graphical Representation, Applications in Economics.

Unit 2: Differential Calculus

- Limits of Functions; Continuity and Differentiability of a Function
- Derivative of a Function; Rules of Differentiation

- First and Second Derivatives and their Interpretations; Partial Derivatives
- Applications of Derivatives in Economics

Unit 3: Optimization Problems and their Applications

- Concept of Optimization in mathematics; Problems of Maxima and Minima
- Unconstrained & Constrained Optimization
- The Method of Lagrange Multipliers
- Some Applications of Optimization in Economics

Unit 4: Integrations and Linear Programming

- Concept of integration; Simple Rules of Integration
- Application of Integrations in Economics
- Linear Programming: Basic Concept, Formulation of Problem; Feasible, Basic and Optimal Solutions
- Applications of Linear Programming in Economics.

Unit 5: Matrices and Determinants and Applications in Economics

- Matrix: Concept, Types; Matrix Operations: Addition, Multiplication
- Determinants, Inverse of a Matrix
- Solution to the System of Simultaneous Equations, Cramer's Rule
- Some Applications of Matrix Theory in Economics

Suggested Activities:

Unit-1: Assignments on solving sets and modeling various functions

Unit-2: Exercises on solving differential equation and their application in economics

Unit-3: Board Presentation by students in solving the optimization problems related to economics

Unit-4: Task Based Learning (TBL) for solving and application of the linear program models with economic examples

Unit-5: Group Projects on solving matrix problems, submit report and make presentation.

Reference books:

1. Alien, R.G.D. (1974), *Mathematical Analysis for Economists*, Macmillan Press and ELBS, London.
2. Chiang, A.C. (1986), *Fundamental Methods of Mathematical Economics*, McGrawHill, New York.
3. Yamane, Taro (1975), *Mathematics for Economists*, Prentice Hall of India New Delhi.
4. Heijdra, B.J. and V.P. Fredericck (2001), *Foundations of Modern Macroeconomics*, Oxford University Press, New Delhi.
5. Knut Sydsaeter and Peter Hammond (2008), *Mathematics for Economic Analysis*. Pearson education.
6. Open Source Online Materials & Videos: IGNOU, e-PG Pathasala, SWAYM, Khan Academy etc.

Web Links:

1. <https://mjo.osborne.economics.utoronto.ca/index.php/tutorial/index/1/toc>
2. <https://egyankosh.ac.in/bitstream/123456789/67556/2/BLOCK%201.pdf>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY

**I-B.A ECONOMICS (HONOURS) (w.e.f 2023-2024)
MATHEMATICAL METHODS FOR ECONOMICS
SECOND SEMESTER END EXAMINATIONS**

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer any five of the following questions

5×6 = 30 Marks

1. A) Explain the concept of sets in mathematics and how they are applied in economics. Discuss the different types of sets and their significance in economic modelling.

OR

B) Define Functions in mathematics and explain their significance in economics. Discuss various types of functions used in economic models.

2. A) Explain the concept of limits of functions and their significance in calculus. How are limits used to determine continuity and differentiability of a function?

OR

B) Explain the various applications of derivatives in economics. How are derivatives used to solve optimization problems, analyse marginal changes, and study elasticity in economic contexts?

3. A) Differentiate between unconstrained and constrained optimization. Provide examples of each and discuss their significance in economic decision-making.

OR

B) Find the maximum and minimum values of the function $(f(x) = 3x^2 - 12x + 5)$ over the interval $([-2, 5])$.

4. A) Explore the applications of linear programming in economics. Discuss how linear programming is used to optimize resource allocation, production planning, and cost minimization in various economic contexts.

OR

B) Calculate the definite integral of $(f(x) = 2x + 3)$ from $(x = 1)$ to $(x = 5)$.

5. A) Explain the concept of matrices in mathematics, including different types such as row matrix, column matrix, square matrix, and diagonal matrix. Discuss how matrices are used to represent data and relationships in economics.

OR

B) Solve the given equations using cramer's rule

$$2x + y - z = 3,$$

$$x + y + z = 1,$$

$$x - 2y - 3z = 4$$

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. If $A = \{1, 3, 5, 7, 9, 11\}$ and $B = \{1, 2, 3, 13\}$, the find $A - B$ and $B - A$.
7. Graphical representation of linear and quadratic function.
8. Rules of differentiation.
9. Calculate $\lim_{x \rightarrow 2} (3x^2 - 2x + 1)$
10. What is the method of Lagrange multipliers used for?
11. What are some common applications of optimization in economics?
12. Rules of integration.
13. Calculate the definite integral of $f(x) = 2x + 3$ from $x = 1$ to $x = 5$.
14. Types of matrices.
15. Find A^{-1} for the matrix $A = \begin{bmatrix} 2 & 3 \\ 1 & 2 \end{bmatrix}$

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Sets in economics are used primarily for:
 - a) Graphing economic data
 - b) Categorizing and organizing economic variables
 - c) Calculating GDP
 - d) Predicting inflation rates
17. A function is said to be continuous if:
 - a) It has no breaks or jumps in its graph
 - b) It is differentiable at every point
 - c) It has a finite value at each point
 - d) It has a maximum value
18. Which type of optimization involves finding the maximum or minimum of a function without any restrictions?
 - a) Unconstrained optimization
 - b) Constrained optimization
 - c) Lagrange optimization
 - d) Dynamic optimization
19. Linear programming is used to:
 - a) Solve quadratic equations
 - b) Optimize resource allocation
 - c) Graph linear functions
 - d) Perform statistical analysis
20. What is the purpose of Cramer's Rule?
 - a) Adding matrices
 - b) Solving systems of linear equations
 - c) Finding matrix inverse
 - d) Multiplying matrices

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21. Functions
22. Partial Derivatives
23. Optimization
24. Optimal Feasible Solution
25. Non-Singular Matrix


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
I B.A ECONOMICS (HONOURS)
MATHEMATICAL METHODS FOR ECONOMICS
SECOND SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | II BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-103 | TITLE OF THE COURSES MACRO ECONOMICS | (III Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

1. This course is to learn about basic concepts, principles and theories in Macroeconomics to understand the functioning of a macro economy.

Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Explain the functioning a macro economy with its inter-linkages and measure and analyse the national income of the country |
| CO2 | Analyse the Classical and Keynes theories of employment and its application in current Economy |
| CO3 | Explain the importance of money and banking along with their functions Analyse RBI policies |
| CO4 | Analyse causes and evaluate the measures to control inflation and trade cycles in the economy |
| CO5 | Evaluate the macroeconomic policy targets |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit - 1: Introduction to Macroeconomics and National Income

- Macroeconomics: Definition, Scope and Importance; Macroeconomic Variable: Stock and Flow
- Circular Flow of Income: Two, Three and Four Sector Models
- National Income: Definition, Concepts, Importance
- Measurement of National Income and Difficulties

Unit -2: Theories of Employment, Consumption and Investment

- Classical Theory of Employment: Assumptions, Say's Law of Market, Pigou's Wage-Price Flexibility, Classical Model, Criticism
- Consumption: Factors, Consumption Function, Keynes' Psychological Law of Consumption
- Investment: Types, Factors, Investment Function; Marginal Efficiency of Capital, Multiplier and Accelerator
- Keynesian Theory of Employment: Assumption, Concepts and Model

Unit – 3: Money and Banking

- Money: Definition, Types, Functions; RBI classification of Money
- Theories of Money: Fisher and Cambridge
- Banking: Definition, Types, Importance, Functions; NBFCs
- Central Bank: Objectives, Functions, Monetary Policy

Unit – 4: Inflation and Trade Cycles

- Inflation: Meaning, Types, Importance, Measurement
- Causes, Consequences and Controlling of Inflation
- Inflation vs Unemployment, Phillip's Curve
- Trade Cycles: Phases, Causes and Controlling Measures

Unit -5: Financial Market and Macroeconomic Policies

- Financial Markets: Types, Instruments, Functions
- Stock Market: Functions, Indices Sensex and Nifty
- Macroeconomic Policy: Targets, Indicators and Instruments; Fiscal Policy and Crowding-Out Effect
- Neo-classical and Keynesian Synthesis: IS-LM Basic Model

Suggested Activities:

Unit-1: Practical Exercise on national income measurement

Unit-2: Group discussion on application of classical and Keynesian employment theories to current economics

Unit-3: Field visit to commercial bank and submit a report Unit-4:

Assignment on current measures to control inflation

Unit-5: Quiz on financial markets and debate on monetary vs fiscal policy

Reference books:

1. Macroeconomic Analysis, Bilingual Textbook, APSCHE
2. H. L. Ahuja, Advanced Economic Theory, S. Chand, 2004
3. P. N. Chopra, Macroeconomics, Kalyani Publishers, Ludhiana, 2014.
4. D. M. Mithani, Macro Economic Analysis and Policy, Himalaya Publications, NewDelhi
5. Telugu Academy Publications on Macroeconomics
6. Macroeconomics, Dr. Br. Ambedkar Open University Material
7. Macroeconomics, IGNOU Material

Web Links:

1. <https://economics.byu.edu/economics-websites-and-data-sources>
2. https://onlinecourses.swayam2.ac.in/cec20_hs43/preview

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A ECONOMICS (HONOURS)
MACRO ECONOMICS
THIRD SEMESTER END EXAMINATIONS

TIME:- 2 ½ HOURS

Max Marks:- 50

SECTION-A

I) Answer any five of the following questions

5×6 = 30 Marks

1. a) Explain the scope and importance of Macro Economics
(OR)
b) Explain the measuring methods of National Income
2. a) Briefly explain the Keynesian Theory of Employment
(OR)
b) Write about the Keynes's Psychological Law of Consumption
3. a) Critically examine the Fisher Quantity Theory of Value of Money
(OR)
b) Explain the functions of RBI
4. a) What is Inflation and explain the types of Inflation
(OR)
b) Briefly explain the phases of Trade Cycle
5. a) Describe the types of Financial Markets
(OR)
b) Critically explain the IS and LM model

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Concept of National Income
7. Percapita Income
8. Says Law of Market
9. Types of Investment
10. RBI classification of Money
11. Monetary Policy
12. Phillips Curve
13. Causes of Inflation
14. Fiscal Policy
15. Instruments of Financial Markets

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Which of the following is a method to measure the National Income?
- A. Expenditure method
 - B. Income method
 - C. Product method
 - D. All of the above
17. What measures can be used to correct the inflationary gap under the monetary policy?
- A. Reducing the availability of credit
 - B. Cutting the government expenditure
 - C. Increasing taxation
 - D. None of the above
18. Which agency regulates the money supply in India?
- A. The Government of India
 - B. Commercial banks
 - C. Reserve Bank of India
 - D. None of the above
19. Which of the following agencies can provide the data for unemployment in India?
- A. Reports from the census of India
 - B. The Directorate General of Employment
 - C. National Sample Survey Organisation (NSSO)
 - D. All of the above
20. How many companies are a part of Sensex (Stock Exchange Sensitive Index)?
- A. 20
 - B. 30
 - C. 50
 - D. 100

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

- 21. Difference between GNP GDP
- 22. MEC
- 23. NBFCs
- 24. Unemployment
- 25. Nifty


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A ECONOMICS (HONOURS)
MACRO ECONOMICS
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | II BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-104 | TITLE OF THE COURSES ECONOMIC THOUGHT AND POLITICAL ECONOMY | (III Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

1. This course is to learn about the philosophy and thoughts of various economists which are the basis for the evolution of economics as a discipline.

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Explain the Economic thoughts of Pre-classical, Classical and Socialist. |
| CO2 | Explain Neo-classical, Keynes and Post-Keynesian economic thoughts |
| CO3 | Analyze the essence of institutional and behaviorists' economic thoughts |
| CO4 | Evaluate the contribution of Indian economists to the evolution of economic thought. |
| CO5 | Analyze the political economy in relation to development |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit - 1: Classical and Socialist Schools

- Pre-Classical School: Mercantilism, Physiocracy
- Classical School 1: Adam Smith, David Ricardo
- Classical School 2: Jeremy Bentham, John Stuart Mill
- Socialist School: Karl Marxs, Fabian Socialists

Unit - 2: Neo-Classical and Keynesian Schools

- Neo Classical and Marginal Revolution School: Alfred Marshall, Vilfredo Pareto

- Keynesian School: John Maynard Keynes
- New Classical School
- New Keynesian School

Unit 3: Institutional and Behaviourist Schools

- Institutional School: Gunnar Mirdal, John Rawls
- New Institutional School 1: Ronald Coase, Frederick Hayek
- New Institutional School 2: Kenneth Arrow, Elinor Ostrom & Oliver E. Williamson
- Behaviourist School: Herbert Simon, Richard Thaler

Unit 4: Indian Political Thought

- Ancient Thought: Kautilya, Goutam Buddha
- Modern Thought1: Dadabhai Nauroji, R.C.Dutt; M.N. Roy
- Modern Thought2: Gandhi, Nehru, Ambedkar
- Contemporary Thought: Amartya Sen, Rao-Manmohan

Unit 5- Political Economy and Development

- Nexus between Politics and Economy; Basic Features of Political Economy
- Political Ideologies for Development: Economic Liberalism, Economic Nationalism, Marxism
- Role of Political Institutions for Development: Political Parties, Parliament

Suggested Activities:

Unit-1: Student Seminars on evolution of important economic doctrines

Unit-2: Group discussions on different schools of economic thought and their relevance today

Unit-3: Preparation of Comparative charts of various famous economic thoughts

Unit-4: Poster presentations on the economic ideology of Indian thinkers

Unit-5: Project on political economy of current Indian economy

Reference books:

1. Lokanathan (2018): History of Economic Thought, S.Chand & Co Ltd, NewDelhi
2. Hajela, T.N: History of Economic Thought, Ane's Books Pvt Ltd., New Delhi
3. R.R. Paul: History of Economic Thought, Kalyani Publishers, New Delhi
4. Gide and Rist : History of Economic Doctrines, Digital Library of India, 2015.274711
5. Roll. E. (1973) : A history of Economic Thoughts, Father, London.
6. Ghosh B.N. And Ghosh Roma. A Short History of Economic Doctrines.
7. Lange, O., "Political Economy", Vol. 1, 1963
8. Open Source Online Materials & Videos: IGNOU, e-PG Pathasala, SWAYM,Khan Academy etc.

Web Links:

1. <https://www.hetwebsite.net/het/>
2. https://www.muacollege.ac.in/public/uploads/downloads/economic_thought-study-mtrl-27.pdf

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A ECONOMICS (HONOURS)
THIRD SEMESTER END EXAMINATIONS
ECONOMIC THOUGHT AND POLITICAL ECONOMY

TIME:- 2 ½ HOURS

Max Marks:- 50

SECTION-A

I) Answer any five of the following questions

5×6 = 30 Marks

1. a) Discuss the main ideas of the Physiocrats and how they differed from the Mercantilists.
OR
b) Explain Karl Marx's critique of capitalism and the core tenets of the Marxist theory.
2. a) Compare and contrast the economic theories of Alfred Marshall and Vilfredo Pareto.
OR
b) Explain the main principles of Keynesian economics and its impact on modern economic policies.
3. a) Discuss the contributions of Gunnar Myrdal and John Rawls to the Institutional School of thought.
OR
b) Explain the significance of Herbert Simon's work in the Behaviourist School.
4. a) Discuss the economic ideas of Dadabhai Naoroji and R.C. Dutt.
OR
b) Explain the political and economic thoughts of Dr. B.R. Ambedkar.
5. a) Explain the nexus between politics and economy with examples.
OR
b) Discuss the role of political institutions in economic development.

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Who was the main proponent of Utilitarianism in the Classical School?
7. What is the primary economic contribution of Adam Smith?
8. Who introduced the concept of marginal utility in the Neo-Classical School?
9. What is the primary focus of the New Classical School?
10. Who is known for the theory of "Bounded Rationality"?
11. What is the main idea behind the New Institutional School?
12. What was the main contribution of Kautilya to Indian political thought?
13. Who is known for the theory of "Trusteeship"?
14. What is Economic Liberalism?
15. Name one role of the Judiciary in Economic Development.

SECTION - C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Who wrote "The Wealth of Nations"?
 - A) David Ricardo
 - B) John Stuart Mill
 - C) Adam Smith
 - D) Karl Marx
17. John Maynard Keynes is best known for his work, "The General Theory of Employment, Interest, and _____".
 - A) Prices
 - B) Money
 - C) Capital
 - D) Inflation
18. Ronald Coase is famous for the _____ theorem.
 - A) Efficiency
 - B) Coase
 - C) Market
 - D) Game
19. Who wrote "The Discovery of India"?
 - A) M.K. Gandhi
 - B) B.R. Ambedkar
 - C) Jawaharlal Nehru
 - D) M.N. Roy
20. Economic nationalism emphasizes the importance of _____ in economic policy.
 - A) Free trade
 - B) National sovereignty
 - C) Market deregulation
 - D) Foreign investment

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21. The principle of the "invisible hand" was introduced by _____.
22. The concept of "Pareto Efficiency" was developed by _____.
23. Elinor Ostrom won the Nobel Prize in Economic Sciences for her work on _____.
24. The "Drain Theory" was proposed by _____.
25. The political ideology that focuses on the abolition of private property and the establishment of a classless society is called _____.

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II- B.A ECONOMICS (HONOURS)
ECONOMIC THOUGHT AND POLITICAL ECONOMY


THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | II BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-105 | TITLE OF THE COURSES DEVELOPMENT ECONOMICS | (III Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

1. This course is to learn about basic concepts, principles and theories in development economics and apply them to analyze the issues in current economy

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Explain concepts of economic growth and development, measure them, identify their factors. |
| CO2 | Analyze the developmental issues of poverty, unemployment, inequality and sustainable development and suggest measures |
| CO3 | Comprehend the various theories of growth and development |
| CO4 | Examine and suggest various developmental strategies suitable to developing countries |
| CO5 | Explain the role of institutions, planning in economic development |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit - 1: Introduction to Economic Growth and Development

- Economic Growth and Development: Meaning, Differences, Importance,
- Measurements of Growth and Development
- Factors and Obstacles of Economic Growth and Development; Kuznets'

Characteristics of Modern Economic Growth

- World Bank and IMF Classification of Countries based on level of Development

Unit 2: Developmental Issues

- Poverty: Meaning, Types, Causes and Solutions; Vicious Circle of Poverty
- Unemployment: Meaning, Types, Causes and Solutions
- Inequalities: Meaning, Types, Causes and Solutions
- Sustainable Development and SDGs

Unit-3: Theories of Growth and Development

- Classical Theory of Development
- Marxian Theory of Development
- Rostow's Stages of Economic Growth
- Neo-Classical Models of Economic Growth: Harrod-Domar Model, Solow Model

Unit – 4: Strategies of Economic Development

- Capitalist, Socialist and Mixed Economy Strategies
- Big Push Strategy; Balanced and Unbalanced Growth Strategies
- Mahalanobis Strategy; Export Promotion and Foreign Capital Strategy
- Endogenous Growth Strategy; Human Capital–Capability Strategy

Unit - 5: Institutions for Economic Development

- Role Institutions in Economic Development
- Basic Features of New Institutional Economics
- Economic Planning: Concept, Objectives, Role in Economic Development; Economic Federalism
- Role of International Institutions in Development: World Bank, IMF

Suggested Activities:

Unit-1: Group discussions on factors of economic growth and development

Unit-2: Assignments on developmental issues like poverty, unemployment and their programs

Unit-3: Prepare comparative flow charts of various theories of economic growth or development

Unit-4: Project on application of any theory of economic growth or development to the current economic Problem

Unit-5: Seminar on role of institutions in economic development and prepare a plan for development of local

Reference books:

1. Ray, D. (2009), *Development Economics*, Princeton University Press.
2. Todaro M. P. and Stephen, C., Smith (2014), *Economic Development*, Pearson, 12Ed..
3. M.L. Jhingan, The Economics of Development and Planning, Vrinda Publications,
4. Hayami and Godo: Development Economics, Oxford Publication.
5. Sen, A., (1999), *Development as Freedom*, Oxford University Press.
6. Thirlwall A. P., (2005), *Growth and Development*, Palgrave Macmillan; 8th Edition.
7. Chenery, Hollis and T. N. Srinivasan, (1998), *Handbook of Development Economics*, Elsevier.
8. Basu, Kaushik (2000), *Analytical Development Economics: The Less developed Economy: Revisited*, Oxford University Press, India.
9. Development Economics, Telugu Academy
10. Open Source Online Materials & Videos: IGNOU, e-PG Pathasala, SWAYM, KhanAcademy etc.

Web Links:

1. <https://ocw.mit.edu/courses/14-771-development-economics-fall-2021/resources/lecture-notes/>
2. <https://www.k-state.edu/economics/about/staff/websites/nafwayne/edevinst/Lecture%20notes%20Economic%20Dev%20CUP.doc>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A ECONOMICS (HONOURS)
DEVELOPMENT ECONOMICS
THIRD SEMESTER END EXAMINATIONS

TIME:- 2 ½ HOURS

Max Marks:- 50

SECTION-A

I) Answer any five of the following questions

5×6 = 30 Marks

1. a) Describe the measures of Economic Development
(OR)
b) Explain the distinguish between Economic Growth and Economic Development
2. a) Explain the causes of Unemployment
(OR)
b) Briefly explain the Poverty and Inequalities in India
3. a) Critically evaluate the Harrod and Domar model
(OR)
b) Discuss Rostow's stages of economic growth
4. a) Briefly explain the Balanced Growth Theory
(OR)
b) Critically explain the Endogenous Growth strategies
5. a) Explain the role of International Institutions in Development
(OR)
b) Describe the objectives and achievements of Planning Commission

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. IMF
7. Growth
8. Vicious circles of poverty
9. Inequalities
10. Classical theory of development
11. Marxian theory of development
12. Capitalist
13. Mahalanobis
14. Features of new Institutional Economics
15. Institutions in Economic Development

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. When was IMF ESTABLISHED?

- A. Dec 27,1945
- B. Jan 30 1947
- C. Jan 1 1946
- D. Sept 24 1947

17. In which year was the National Food for Work Programme launched in India?

- A. 2005
- B. 2004
- C. 2002
- D. 2001

18. Which of the following is not an indicator of an economically developed nation?

- A. High levels of literacy
- B. Low death rate
- C. High per capita income
- D. A high proportion of labour in the primary sector

19. Which of the following is a major source of human capital formation in India?

- A. Expenditure on on-the-job training
- B. Expenditure on education
- C. Both a and b are correct
- D. Both a and b are incorrect

20. How many members are present in the WTO?

- A. 207
- B. 195
- C. 165
- D. 164

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

- 21. Development
- 22. Sustainable development
- 23. Solow growth
- 24. Human capital
- 25. Federalism

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II- B.A ECONOMICS (HONOURS)
DEVELOPMENT ECONOMICS


THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | II BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-106 | TITLE OF THE COURSES PUBLIC ECONOMICS | (III Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

This course aims to provide an understanding of public economics principles, theories, and policies, enabling students to analyse and evaluate issues in government revenue, expenditure and debt management.

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Explain and illustrate the basic concepts and principle of public finance |
| CO2 | Discuss various sources of public revenue, different theories of taxation, tax systems and incidence of taxation |
| CO3 | analyze various principles, theories, practices of public expenditure with reference to public expenditure practices in India |
| CO4 | Explain the concept of debt burden and its effect, budget concepts and deficits with reference to Indian economy. |
| CO5 | Examine the importance of fiscal policy, fiscal federalism and discuss the role of finance commission with reference to India. |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit 1: Introduction to Public Finance and Market Failure

- Meaning, Nature, Scope, Importance of Public Finance; Public vs Private Finance
- Principle of Maximum Social Advantage
- Types of Goods: Private, Public, Merit, Club Goods
- Problems of Market Failure, Externalities and Free Riding and Solutions.

Unit 2: Public Revenue

- Sources of Revenue: Tax and Non-tax; Canons of Taxation
- Theories of Taxation: Socio-Political Theory, Benefit Received Theory,

Ability to Pay Theory

- Tax Systems: Progressive, Proportional, Regressive; Types of Taxes: Direct and Indirect
- Incidence and Effects of Taxation; Shares of Tax and Non-Tax Revenues in India.

Unit 3: Public Expenditure

- Principles of Public Expenditure (PE); Classification and Effects of PE
- Theories of PE: Wagner's Law, Peacock-Wiseman, Colin-Clarks Critical Limit Theory
- Determinants of PE; Criteria for Public Investment
- Trends and patterns of Public Expenditure in India; Reforms in public Expenditure in India.

Unit 4: Public Debt and Budget

- Public Debt (PD): Meaning, Types, Sources; Effects and Burden of PD
- Theories of PD: Classical Theory, Barro-Ricardo Equivalence, Keynesian Approach
- Shifting and Redemption of PD; Public Debt Management in India
- Budget: Meaning, Importance, Types; Basic Concepts and Deficits in Budget
- Fiscal Discipline and Consolidation, FRBM Act; Brief Analysis of a Recent Budget in India.

Unit 5: Fiscal Policy and Fiscal Federalism

- Fiscal Policy: Meaning, Objectives and Functions
- Principles of Multi-Unit Finance; Concept of Vertical and Horizontal Fiscal Imbalances
- Fiscal Federalism in India and Constitutional Provisions
- Recent Finance Commission: Objectives and Recommendations
- Issues and Challenges of Fiscal Federalism and State Governments Finances in India.

Suggested Activities:

Unit 1: Assignment on importance of public finance and role of government in an economy

Unit 2: Make poster presentation of Indian tax system with revenue details from recent budget.

Unit 3: Organize debates on the growth of public expenditure in India and its management.

Unit 4: Assignments on the management of deficits and public debt and watch budget presentation and make analysis.

Unit 5: Quiz sessions on the recommendations of finance commissions with justification for changes in criteria/ quantum of devolution

Reference books:

1. Musgrave, R. A. & Musgrave, P. B. (2004), *Public Finance in Theory and Practice*. Fifth edition, TATA McGraw-Hill
2. Tyagi, B.P., “Public Finance”, Jai Prakash Nath Co., 1992.
3. Bhatia H.L., “Public Finance”, Vikas Publishing House Pvt.Ltd., 1984.
4. Dalton, H., “Principles of Public Finance”, Routledge, 1st Edition, 2009.
5. Stiglitz, J. E (2000), *Economics of the Public Sector*. W W Norton
6. Rangarajan, C. and D. K. Srivastava (2011), *Federalism and Fiscal Transfers in India*. Oxford University Press, New Delhi.
7. Open Source Online Materials & Videos: IGNOU, e-PG Pathasala, Economic Survey, SWAYM, Khan Academy etc.

Web Links:

1. https://scholar.harvard.edu/files/paradisi/files/lecture_notes_paradisi.pdf
2. https://doonuniversity.ac.in/admin/assets/uploads/docs/final_public%20finance.pdf

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
II BA ECONOMICS (Hons)
THIRD SEMESTER END EXAMINATIONS

PUBLIC ECONOMICS

TIME:- 2 ½ HOURS

Max Marks:- 50

SECTION-A

I) Answer any five of the following questions

5×6 = 30 Marks

1. a) Explain the meaning, Nature, Scope, and Importance of Public Finance.
OR
b) Discuss the problems of Market Failure, Externalities, and Free Riding along with Potential Solutions.
2. a) Discuss the sources of Government Revenue, distinguishing between Tax and Non-Tax Revenues, and explain the canons of taxation.
OR
b) Explain the different theories of taxation, including the socio-political theory, benefit received theory, and ability to pay theory.
3. a) Discuss the principles of public expenditure, its classification, and its effects on the economy
OR
b) Explain Wagner's Law and Peacock-Wiseman hypothesis of public expenditure.
4. a) Explain the meaning, sources, effects, and burden of public debt.
OR
b) Discuss the theories of public debt, including the Classical Theory, Barro-Ricardo Equivalence, and Keynesian Approach.
5. a) Explain the meaning, objectives, and functions of fiscal policy.
OR
b) Discuss the issues and challenges of fiscal federalism and state government finances in India

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Principle of Maximum Social Advantage
7. Differentiate between Public Goods and Private Goods.
8. Direct Tax
9. Progressive and Regressive Tax Systems
10. Determinants of Public Expenditure
11. Public Investment
12. Fiscal Consolidation
13. FRBM Act
14. Vertical Fiscal Imbalance
15. Constitutional provisions related to fiscal federalism in India

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Which of the following is a characteristic of public goods? ()
A) Excludable
B) Rival in consumption
C) Non-rival in consumption
D) Exclusively provided by the private sector
17. Which of the following is an example of non-tax revenue? ()
A) Income tax
B) Sales tax
C) Custom duty
D) Fees and fines
18. Which theory of taxation suggests that taxes should be based on an individual's ability to pay? ()
A) Socio-Political Theory
B) Benefit Received Theory
C) Ability to Pay Theory
D) Equal Sacrifice Theory
19. Which theory of public expenditure suggests that government spending grows as economies develop and industrialize? ()
A) Peacock-Wiseman Hypothesis
B) Wagner's Law
C) Colin Clark's Critical Limit Theory
D) Keynesian Theory
20. Which of the following is considered external debt? ()
A) Treasury bills
B) Bonds sold to domestic investors
C) Loans from the World Bank
D) Savings certificates

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

20. Main objective of fiscal policy?
21. Write the Meaning of Horizontal fiscal imbalance
22. Which article in the constitution refer to Finance commission
23. Which Tax is imposed on company profits
24. Give an example for merit good

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II- B.A ECONOMICS (HONOURS)
PUBLIC ECONOMICS


THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | II BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-107 | TITLE OF THE COURSES INDIA AND AP ECONOMY | (IV Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

This course is to provide basic understanding about functioning of various aspects in Indian economy and analyze various issues and problems and suggest measures.

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Explain the basic characteristics, structural changes, planning and human development in Indian economy |
| CO2 | Analyze the changes in incomes, demography and the developmental issues such as poverty, inequality, unemployment and migration and suggest measures to address them |
| CO3 | Examine the components of agricultural and industrial sectors and their performance |
| CO4 | Examine the issues in public finance in terms of taxes, revenues, deficits and finance commission |
| CO5 | Analyze the issues in Andhra Pradesh economy related to agriculture, industry and welfare programs |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit 1: Basic Features, Planning and Human Development in India

- Basic characteristics of Indian Economy as a developing economy
- Economic development since independence, Economic Structure and its changes in India
- Planning Commission: Objectives, major strategies and achievements; NITI Ayog its

- approaches to economic transformation in India
- Trends in Human Development Index in India and Measures to Improve

Unit 2: National Income, Demography and Developmental Issues

- Trends in National income; Demographic Features
- Poverty and Inequalities; Occupational Structure and Unemployment
- Various Schemes of employment generation and eradication of poverty
- Issues in Rural and Urban Development; Labour Migration: Challenges and Measures

Unit 3: Agricultural and Industrial Developments

- Indian Agriculture: Agricultural Reforms, Agricultural Strategies and Agricultural Policy
- Agricultural Credit; Agricultural Price Policy & MSP
- Indian Industry: Economic Reforms and New Industrial Policy
- Industrial Development Programs: Make-in India, Start-up, Stand-up, Industrial Corridors

Unit-4 Indian 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
- Fiscal Policy: Status and Issues in Public Expenditure and Public Revenue
- Status and Issues in Public Debt and Budget Deficits; Analysis of Latest Budget

Unit- 5 Andhra Pradesh Economy

- Basic characteristics of Andhra Pradesh economy after bifurcation in 2014; Impact of bifurcation on the Economy
- Challenges in industrial Development and new initiatives
- Challenges in Agriculture and Rural Development and new Initiatives
- Social Welfare Programmes and other measures to address Issues of Poverty and Unemployment; Skill Development Initiatives

Suggested Activities:

Unit-1: Assignments on features and structural changes of Indian economy

Unit-2: Group Project on issues of poverty, unemployment and inequality and make suggestions

Unit-3: Quiz on Agriculture and Industrial sectors

Unit-4: Group discussions to issues of taxation, public expenditure, Public debt, budget

Unit-5: Seminar topics in AP economy and field visits to industry or agriculture in local area submit a report

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,
4. P. K. Dhar, Indian Economy: Its Growing Dimensions, Kalyani Publishers, Ludhiana,2018.
5. Reserve Bank of India, Handbook of Statistics on Indian Economy (Latest).
6. S.K.Misra&V,K,Puri, Indian Economy, Himalaya Publishing House, 2015. 8. R.S.Rao,
7. A.P Economy- Telugu Academy, 2018
8. Economic Surveys

Web Links:

1. https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SBAA1203.pdf
2. <https://www.scribd.com/document/526134907/AP-Economy-in-Brief>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

**GOVERNMENT COLLEGE(AUTONOMOUS) RAJAHMUNDRY
FOURTH SEMESTER END EXAMINATIONS**

INDIA AND AP ECONOMY

TIME:- 2 ½ HOURS

Max Marks:- 50

SECTION-A

I) Answer any five of the following questions

5×6 = 30 Marks

1. a) Explain the basic characteristics of Indian Economy
(OR)
b) Describe the objectives and achievements of Five Year Plans

2. a) What are the trends in National Income
(OR)
b) Critically evaluate the Poverty and Inequalities in India

3. a) Explain the importance of Indian Agricultural Sector
(OR)
b) Critically evaluate the New Industrial Policy

4. a) Write about the Indian Tax System
(OR)
b) Describe the center State Financial Relations in India

5. a) Write about the basic characteristics of AP Economy after bifurcation in 2014
(OR)
b) Explain recent Social Welfare programs in Andhra Pradesh

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. NITI Aayog
7. Human Development Index
8. write down GNP
9. Migration
10. Minimum Support Price
11. Make in India
12. Explain GST
13. Fiscal policy
14. AP Bifurcation Act
15. Skill Development in India

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. The final approval to the 5 year plans of India given by
- A. Niti aayog
 - B. President of India
 - C. National development council
 - D. Minister of Finance
17. Which of the following is a method of measure of their national income
- A. Expenditure method
 - B. Income method
 - C. Product method
 - D. All the above
18. -----is the world's largest producer of sugar cane
- A. India
 - B. Brazil
 - C. Copa
 - D. USA
19. GST was implemented in India from
- A. 1st January 2017
 - B. 1st April 2017
 - C. 1st March 2017
 - D. 1st July 2017
20. What is the growth rate of AP gross state domestic product at current prices according to AP socio economic survey 2022 -23
- A. 10 .22%
 - B. 1.2%
 - C. 4.2%
 - D. 16.2%

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

- 21. PQLI
- 22. GDP
- 23. Agricultural credit
- 24. GST
- 25. Public debt


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II- B.A ECONOMICS (HONOURS)
INDIA AND AP ECONOMY
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|---|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | II BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-108 | TITLE OF THE COURSES STATISTICAL METHODS FOR ECONOMICS | (IV Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The course teaches students the basics of statistics with a special focus on its day-to-day applications in economics. It sets a necessary foundation for the econometrics courses and courses in advanced microeconomic theory within the Honors programme.

| On Completion of the course, the students will be able to- | |
|--|---|
| CO1 | Understand the nature of statistics and able to collect data using questionnaire |
| CO2 | Draws critical diagrams and graphs for presentation of data |
| CO3 | Calculates and Analyses Averages and Dispersions using given data and information |
| CO4 | Explains the uses of correlation and regression analysis, time series and index numbers in economic analysis. |
| CO5 | Calculate index numbers |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit – 1: Introduction to Statistics

- Nature and Definition of Statistics, scope, importance and limitations of Statistics
- Primary and Secondary data
- Census and Sampling techniques and their merits and demerits
- Schedule and questionnaire, Collection of data
- Applications in economics

Unit – 2: Diagrammatic Analysis

- Data: Meaning and Types; Frequency distribution
- Tabulation, Graphical presentation of data: Line graph, Histogram, Frequency

Polygon, Cumulative Frequency Curves

- Diagrammatic presentation of data: Line, Bar, Pie Diagrams
- MS.Excel for Diagrammatic Analysis; Applications in economics

Unit – 3: Measures of Central Tendency and Dispersion

- Averages: Arithmetic Mean, Median, Mode, Geometric Mean, Harmonic Mean
- Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation
- MS.Excel for Measures of Central Tendency and Dispersion; Applications in economics

Unit – 4: Correlation and Regression

- Correlation: Concept, Definition and Use
- Types of Correlation: Karl Pearson's Correlation coefficient, Spearman's Rank Correlation
- Regression: Concept, Definition, Use, Regression Equations, Demand forecasting
- MS Excel for Correlation and Regression; Applications in economics

Unit – 5: Time Series and Index Numbers

- Time Series: Definition and Components; 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
- MS Excel for Index Numbers; Applications in economics

Suggested Activities:

- Unit-1: Assignments of the application of various statistical methods
- Unit-2: Student Seminar on themes requiring usage of tables, diagrams, statistical analysis and interpretation
- Unit-3: Group project work for collection of data on locally relevant economic problems
- Unit-4: Exercise on calculation of correlation and regression using Excel
- Unit-5: Chart Preparation on formulas of different 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. S.P. Gupta, Statistical Methods , S. Chand & Co, 1985
5. Telugu Academy Book, ParimanathmakaPaddathulu (For B.A.).

Web Links:

1. <https://egyankosh.ac.in/bitstream/123456789/73726/1/Block-1.pdf>
2. <https://kamarajcollege.ac.in/wp-content/uploads/Core-Statistics-for-Economics-I.pdf>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
FOURTH SEMESTER END EXAMINATIONS**

STATISTICAL METHODS FOR ECONOMICS

TIME:- 2 ½ HOURS

Max Marks:- 50

SECTION-A

I) Answer any five of the following questions

5×6 = 30 Marks

1. a) Explain about the nature and scope of Statistics.
OR
b) Explain about the Sampling and Census methods with advantages and disadvantages.

2. a) The table below shows the favorite color of 200 students in a class:

| Favorite Color | Red | Green | Blue | Yellow | Orange |
|--------------------|-----|-------|------|--------|--------|
| Number of Students | 45 | 17 | 50 | 48 | 40 |

- i) Using the above information draw a bar graph
ii) Arrange the colours in ascending and descending order according to number of students
iii) What is the difference between the 2nd favorite color and least favorite color

OR

- b) Explain about the meaning and types of data.
3. a) Calculate the Arithmetic mean

| Class Interval | Frequency |
|----------------|-----------|
| 0-10 | 3 |
| 10-20 | 10 |
| 20-30 | 6 |
| 30-40 | 4 |
| 40-50 | 2 |

OR

- b) Explain about the measures of Central Tendency with advantages and disadvantages

4. a) Define correlation and regression. Differentiate between them
OR

- b) Calculate the Karl Pearson's correlation coefficient.

| | | | | | |
|----------|----|----|----|----|----|
| Price | 10 | 12 | 14 | 16 | 18 |
| Quantity | 20 | 29 | 21 | 22 | 28 |

5. a) Define Time Series and its measurements.

OR

- b) Explain the uses and limitations of index numbers

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Primary Data Collection
7. Schedule and its advantages
8. Pie Chart
9. Frequency Distribution
10. Mean of 12, 18, 22, 27, 19 and 33
11. Quartile Deviation of 23, 8, 5, 16, 33, 7, 24, 5, 30, 33, 37, 30, 9, 11, 26, 32
12. Types of correlation
13. Demand Forecasting
14. Index Numbers
15. Moving Averages

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. What is the nature of statistics?

- A) Predictive B) Quantitative C) Descriptive D) Qualitative

17. What type of data is represented by a pie diagram?

- A) Time-series data B) Continuous data
C) Categorical data D) Discrete data

18. Which measure of central tendency is the middle value when data is arranged in ascending order?

- A) Arithmetic mean B) Median
C) Mode D) Geometric mean

19. Spearman's rank correlation is used when:

- A) Variables are continuous B) Variables are categorical
C) Data is skewed D) There is no correlation

20. What is the main application of index numbers in economics?

- A) Predicting future trends B) Measuring inflation
C) Determining GDP growth D) Analyzing stock market performance

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21. What is the importance of statistics in economics?
22. What are the types of data?
23. Which measure of dispersion is calculated by summing the absolute deviations from the mean?
24. When is Regression analysis used?
25. What are the components of Time Series?


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II- B.A ECONOMICS (HONOURS)
STATISTICAL METHODS FOR ECONOMICS
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|---|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | II BA ECONOMICS (HONOURS) | | | |
| Course Code EHON-109 | TITLE OF THE COURSES INTERNATIONAL ECONOMICS | (IV Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

This Course aims to develop a systematic understanding of the key concepts and theories in international economics, enabling them to critically evaluate the impact of trade policies on national economies and welfare.

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | Explain the importance and concepts of international trade |
| CO2 | Make a critical analysis of the theories of international trade |
| CO3 | Explain changes in the methods of determining exchange rates |
| CO4 | Analyze the effects of Trade Barriers and protectionism in International Trade. |
| CO5 | Explain multilateralism, regionalism and India's international trade |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit - 1: Introduction to Theory of International Trade

- International Trade (IT): Meaning and Importance; Gains from Trade, Free Trade vs Restricted Trade
- Offer Curves: Meaning, Properties; Trade Elasticity
- Terms of Trade (ToT): Concept, Types, Equilibrium
- Opportunity Costs in IT; Trade Multiplier

Unit - 2: Theories of International Trade

- Classical Trade Theories: Absolute Advantage Theory, Comparative Advantage theory
- Modern Trade Theories: Heckscher-Ohlin Factor Endowments Theory, Leontief Paradox, Stolper-Samuelson Theorem

- Other Trade Theories: Prebisch-Singer's Secular Deterioration Thesis, Gunnar Myrdal Trade Theory in brief

Unit - 3: Exchange Rates and BOP Mechanism

- Exchange Rates: Meaning and Types; Changes in Exchange Rates: Devaluation & Revaluation, Depreciation & Appreciation
- Factors and Determination of Exchange Rate Purchasing Power Parity
- Balance of Payments (BoP): Definition, Composition, Equilibrium and Disequilibrium
- BoP Adjustment Mechanisms; Policy Assignment Problems and Mundel Model in brief

Unit- 4: Trade Barriers and International Finance

- Trade Barriers: Tariffs, Quotas, Subsidies, Dumping & Anti-Dumping, Price Discrimination, Effects of Trade Barriers
- Optimum Tariff: Theory and Formula; Effective Rate of Protection; New Protectionism
- Role of International Finance in Trade; Role of World Bank and IMF in International Trade and Finance

Unit- 5: Multilateralism, Regionalism and India's International Trade

- Multilateralism: Concept, GATT & WTO
- Forms of Economic Cooperation: Free Trade Area, Customs Union and Common Market
- India's International Trade: Trade Volume, Composition, Direction, BoP, Forex Reserves
- India's Important Trade Agreements and New Foreign Trade Policy

Suggested Activities:

Unit-1: Assignments and Student Seminars on theories of International Trade.

Unit-2: Web Assignments on economic cooperation and economic clusters

Unit-3: Poster presentations on free trade and protection

Unit-4: Debate on Indian trade and current trends

Unit-5: Workshop on DGFT sops for beginning export/import business

Reference books:

1. Salvatore, D., “International Economics”, John Wiley, 12th Edition, 2015
2. Krugman, P., Obstfeld, M. and Melitz, M., “International Economics: Theory and Policy”, Pearson Education Indian Edition, 9th Edition, 2012
3. Cherunilam. F (2016), *International Economics*, The McGraw-Hill, New Delhi
4. Open Source Online Materials & Videos: IGNOU, e-PG Pathasala, SWAYM, KhanAcademy etc.
5. Websites of WTO, IMF, WB, Ministry of Commerce, DPIIT, Govt of India

Web Links:

1. <https://ocw.mit.edu/courses/14-581-international-economics-i-spring-2013/pages/lecture-notes/>
2. <https://nou.edu.ng/coursewarecontent/ECO344%20International%20Economics%20ORIGINAL.pdf>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY
FOURTH SEMESTER END EXAMINATIONS
INTERNATIONAL ECONOMICS**

TIME:- 2 ½ HOURS

Max Marks:- 50

SECTION-A

I) Answer any FIVE of the following questions

5×6 = 30 Marks

1. a) Explain the importance of International Trade

(OR)

b) Describe the Free Trade Vs Restricted Trade

2) a) Write about Absolute Advantage Theory

(OR)

b) Critically evaluate the Hecksher- Ohlin Theory

3.a) Explain the meaning and types of Exchange Rates

(OR)

b) What are the factors and determinants of Exchange Rate

4.a) Briefly explain effects of Trade Barriers

(OR)

b) Explain the role of World Bank and IMF in International Trade

5.a) What are the objectives and functions of WTO

(OR)

b) Describe the New Foreign Trade Policy

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Trade elasticity

7. Opportunity cost

8. Comparative advantage theory

9. Leontief paradox

10. Purchasing power parity

11. Balance of payments

12. Subsidies

13. Price discrimination

14. Forex reserves

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Which of the follow is international trade
 - A. Trade between countries
 - B. Trade between provinces
 - C. Trade between regions
 - D. Both (B) and (C)

17. The concept of opportunity cost in employee under
 - A. Modern theory of trade
 - B. Factor equalization theorem
 - C. Comparative cost advantage theory
 - D. Absolute cost advantage theory

18. The components of balance of payments account are ----
 - (A) Capital account
 - (B) Current account
 - (C) Both A and b
 - (D) None of the above

19. International finance is concerned with
 - (A) Exchange rates of currencies
 - (B) Monetary systems of the world
 - (C) Foreign direct investment
 - (D) All of the above

20. India's foreign exchange rates system is
 - A. Fixed target of band
 - B. Free float
 - C. Fixed system
 - D. Managed float

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21. Trade multiplier
22. Modern trade
23. Depreciation
24. Quotas
25. Free trade

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II- B.A ECONOMICS (HONOURS)
INTERNATIONAL ECONOMICS
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |



**Government College
(Autonomous) Rajahmundry**


**Board of Studies
For
B.A/ B.Sc. ECONOMICS
2022-2023 Admitted Batch
V & VI Semesters**

**Department of Economics
2024-25**

Course Structure

| Sl.No | Paper | Name of Paper | Sem | Hours / Week | Credits | Marks | | Total |
|---|-------|--|-----|--------------|---------|---------|---------|-------|
| | | | | | | Mid Sem | Sem End | |
| III YEAR B.A/B.Sc SYLLABUS (W.E.F 2023-2024) (To Choose One pair from the Four (A, B, C, & D)) | | | | | | | | |
| 1 | 6A | Insurance Services (ECO 140) | V | 5 | 4 | 50 | 50 | 100 |
| 2 | 7A | Banking and Financial Services(ECO141) | V | 5 | 4 | 50 | 50 | 100 |
| (OR) | | | | | | | | |
| 3 | 6B | Rural Entrepreneurship and MSME's (ECO 142) | V | 5 | 4 | 50 | 50 | 100 |
| 4 | 7B | Farmer Producer Organization (ECO 143) | V | 5 | 4 | 50 | 50 | 100 |
| (OR) | | | | | | | | |
| 5 | 6C | Urban Entrepreneurship and MSME's(ECO 144) | V | 5 | 4 | 50 | 50 | 100 |
| 6 | 7C | Retails and Digital Marketing (ECO 145) | V | 5 | 4 | 50 | 50 | 100 |
| (OR) | | | | | | | | |
| 7 | 6D | Inferential Statistics and Software Packages (ECO 146) | V | 5 | 4 | 50 | 50 | 100 |
| 8 | 7D | Project Designing and Report Writing(ECO147) | V | 5 | 4 | 50 | 50 | 100 |

Note: In view of mandatory 6 months Internship, it is decided to send half of the students in V Semester and rest of them into VI Semester due to unavailable of internships at one go.

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester III B.A/ B.Sc. (V Sem) | | | |
| Course Code ECO140 | TITLE OF THE COURSE Insurance Service | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

1. Explain the concept and principles of insurance service and functioning of insuranceservice 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:

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Evaluate the growth and Development of Insurance Business. |
| 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. |
| CO5 | Understanding the Customer and Case Studies |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Syllabus:

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

Text Books

1. P. Periyaswamy: *Principles and Practice of Insurance*, Himalaya Publishers, New Delhi (2nd Edition), 2019.
2. G. Dionne and S.E. Harrington (Eds.): *Foundations of Insurance Economics*, Kluwer Academic Publishers, Boston, 1997.
3. K. Jr. Black, and H.D. Skipper Jr.: *Life and Health Insurance*, Prentice Hall, Upper Saddle River, New Jersey, 2000.

Reference books:

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

Web Links

1. <https://egyankosh.ac.in/bitstream/123456789/6472/1/Unit-20.pdf>
2. <https://egyankosh.ac.in/bitstream/123456789/6470/1/Unit-21.pdf>
3. <https://www.irdai.gov.in>



CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 2 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 2 | 1 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS),
RAJAHMUNDRY III-B.A/ B.Sc ECONOMICS – SEMESTER-V
Paper-VI(A) INSURANCE SERVICE**

Time: 2 ½ hours

Max. Marks: 50

Model Question Paper - 2024-25

Section-A

Answer the following questions

(3X10 = 30 Marks)

1. (a) What is insurance and explain the Scope and importance of Insurance.
(or)
(b) Explain the role of IRDA in insurance
2. (a) Explain the major life insurance companies in India.
(or)
(b) What is General Insurance and explain the types of General Insurance.
3. (a) Explain the Insurance contract and terms of insurance policy
(or)
(b) Ethically examine the ethical behaviour of costumers in insurance sector.

Section-B

Answer any FOUR of the following questions

(4X5 = 20 Marks)

4. Principles of Insurance
5. Types of insurance
6. Importance of Life insurance
7. Features of Life insurance
8. Health Insurance
9. Features of general insurance
10. Procedure to issue a policy
11. Insurance customer categories

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY


**Under (CBCS PATTERN)
III - B.A/ B.Sc Paper-VI (Core Paper)
INSURANCE SERVICE
SEMESTER - V**

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 1 | 2 |
| Module-II | 1 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|--|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester III B.A/B.Sc. (V Sem) | | | |
| Course Code ECO141 | TITLE OF THE COURSE Banking and Financial Services | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

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:

| | |
|--|---|
| On Completion of the course, the students will 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. |
| CO5 | To gain basic knowledge of branches of Functional Management: personnel, marketing, strategic management and production management. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Syllabus:

Unit1: 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.

Unit 2: 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.

Unit 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.

Unit 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.

Unit 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.

Text books:

1. D.R.Patade Babasaheb Sangale and T.N.Salve : *Banking and Finance: Fundamental of Banking*, Success Publications, Pune, January 2013.
2. N. Mukund Sharma: *Banking and Financial Services*, Himalaya Publishers, 2015.

Reference books:

1. Indian Institute of Banking and Finance: *Principles and Practices of Banking*, Macmillan India Limited, 2021
2. Indian Institute of Banking and Finance: *Retail Banking*, Macmillan India Limited, 2015.
5. Reserve Bank of India - Hand book of Statistics on Indian Economy (Latest).

Web Links:

1. <https://drive.google.com/file/d/1VU7aN4s5ikPQl7nX6mTBW-sVLQCNhfvK/view>
2. [https://app1.unipune.ac.in/external/course-material/Fundamental-of-Banking- English.pdf](https://app1.unipune.ac.in/external/course-material/Fundamental-of-Banking-English.pdf)
3. https://www.rbi.org.in/scripts/bs_viewcontent.aspx?Id=2234



CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 2 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY

III-B.A/ B.Sc ECONOMICS

SEMESTER-V

Under CBCS Pattern

Paper-VII: BANKING AND FINANCIAL SERVICES

Time: 2 ½ hours

Max. Marks: 50

Model Question Paper- 2024-25

Section-A

Answer the following questions

(3X10 = 30 Marks)

1. (a) Explain the functions of RBI
(or)
(b) Define different categories of loans
2. (a) Explain various E- Banking facilities
(or)
(b) Explain main activities of Banking correspondents
3. (a) Explain NBFI's and define problems of NBFI's India.
(or)
(b) Describe procedure and requirements in FSC's loan sanction.

Section-B

Answer any FOUR of the following questions

(4X5 = 20 Marks)

4. Principles of Banking -
5. KYC Norms
6. Common Service Centre
7. Deposit Mobilization
8. Concept of EMI
9. Regulations of NBFI's
10. Marketing of FSC's Loans
11. Needs of FSC's

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
III-B.A/ B.Sc Paper-VII(A) (Core Paper)


PAPER VII: BANKING AND FINANCIAL SERVICES
SEMESTER - V

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 1 | 2 |
| Module-II | 1 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|---|-----------------------------------|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester | | | |
| Course Code ECO142 | TITLE OF THE COURSE Rural Entrepreneurship | III B.A/ B.Sc. (VI Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |




Course Objectives:

The course is designed to build the capabilities of rural entrepreneurs, SME operators, and rural development planners, trainers, and consultants who are engaged in business advisory services and/or are interested in initiating businesses in rural areas.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will 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 |
| CO5 | To developing skills to convert the idea into a commercial viable business concept |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|----------------------|---|---------------|---|------------------|---|
| Skill Development |  | Employability |  | Entrepreneurship |  |
|----------------------|---|---------------|---|------------------|---|

Syllabus:

Unit - 1: Entrepreneurship: Concept and Theories

Concept and Importance of Entrepreneurship - Theories of Entrepreneurship: Innovations, X- Efficiency, Risk Bearing - Qualities and Functions of an Entrepreneur –Women Entrepreneurship – 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

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.

Text books:

1. Gordona, E and N. Natarajan: *Entrepreneurship Development*, Himalaya Publishing House Pvt Ltd, Mumbai, 2017.
2. Sudhir Sharma, Singh Balraj, Singhal Sandeep, *Entrepreneurship Development*, Wisdom Publications, Delhi, 2005.

Reference books:

1. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, 1985; revised edn., Butterworth-Heinemann
2. Johanne Hanko: *A Handbook for Training of Disabled on Rural Enterprise Development*, Food and Agricultural Organisation (FAO), 2003.

Web Links:

1. <http://www.mgncre.org/pdf/Rural%20Entrepreneurship%20Material.pdf>
2. https://niti.gov.in/writereaddata/files/new_initiatives/report-of-the_expert-committee.pdf

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate [Medium]; 3: Substantial [High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | | | |
| CO2 | 3 | 3 | 2 | 1 | 3 | 3 | 1 | 3 | 3 | 1 | | | |
| CO3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 1 | | | |


GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY
II B.A/ B.Sc - ECONOMICS (CBCS PATTERN)
Paper-VI (B)
RURAL ENTREPRENEURSHIP
FIFTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs.

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 1 | 2 |
| Module-II | 1 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|---|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester III B.A/ B.Sc. (VSem) | | | |
| Course Code ECO14 3 | TITLE OF THE COURSE Farmer Producer Organizations (FPOs) | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

To enhance the production, productivity, and profitability of farmers. Farmer Producer Organizations (FPO) have helped the farmers to enhance their economic strength and market

Course Outcomes:

linkages for improving their income.

| | |
|--|---|
| On Completion of the course, the students will 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 |
| CO5 | Student will discuss the different case studies of FPO |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Syllabus:

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.

Text books:

1. Farmer producing organization by Sanjiv Phansalkar and Avinash Paranjape

Reference books:

1. NABARD: *Farmer Producer Organizations: Status, Issues and Suggested Policy Reforms*, Mumbai, 2019-
2. NABARD: *Farmer Producer Organizations*, FAQs. Mumbai, 2015

Web Links:

1. <https://www.nabard.org/demo/auth/writereaddata/File/FARMER%20PRODUCER%20ORGANISATIONS.pdf>
2. <https://www.nabard.org/auth/writereaddata/CareerNotices/2708183505Paper%20on%20FPOs%20-%20Status%20&%20Issues.pdf>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | | | |

| | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|--|--|--|
| CO2 | 3 | 3 | 3 | 1 | 2 | 3 | 1 | 3 | 3 | 1 | | | |
| CO3 | 3 | 2 | 3 | 1 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | | | |


GOVERNMENT COLLEGE (AUTONOMOUS):
RAJAHMUNDRY III B.A/ B.Sc – ECONOMICS
(CBCS PATTERN)
Paper-VII (B)
FARMER PRODUCE ORGANISATION
FIFTH SEMESTER END
EXAMINATIONS

Time: 2 ½ Hrs.

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 1 | 2 |
| Module-II | 1 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|---|-----------------------------------|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester | | | |
| Course Code ECO14 4 | TITLE OF THE COURSE Urban Entrepreneurship and MSMEs | III B.A/ B.Sc. (V Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

- A. To generate employment opportunities in rural and urban areas of the country through setting up of new self-employment projects / micro enterprises in non-farm sector.
- B. To increase the wage-earning capacity of artisans and contribute to increase in the growth rate of rural and urban employment

Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will 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 |
| CO5 | Student will discuss the different case studies of MSME's |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Syllabus:

Unit1: Entrepreneurship: Concept and Theories

Concept and Importance of Entrepreneurship - Theories of Entrepreneurship: Innovations, X- Efficiency, Risk Bearing - Qualities and Functions of an Entrepreneur – Women Entrepreneurship - 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 twodifferent types of Case Studies related to Urban Entrepreneurship with

Text books:

local relevance.

1. Gordona, E and N. Natarajan: *Entrepreneurship Development*, HimalayaPublishing House Pvt Ltd, Mumbai, 2017.
2. Sharma Sudhir, Singh Balraj, Singhal Sandeep, *Entrepreneurship Development*, Wisdom Publications, Delhi, 2005.

Reference books:

1. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper &Row, New York, 1985; revised edn, Butterworth-Heinemann, Oxford, 1999
2. Vardhaman Mahavir Open University, *Entrepreneurship Development & Small ScaleBusiness*, Kota

Web Links:

1. https://niti.gov.in/writereaddata/files/new_initiatives/report-of-the-expert-committee.pdf

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | | | |

| | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|--|--|--|
| CO2 | 3 | 3 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 1 | | | |
| CO3 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS):
RAJAHMUNDRYIII B.A/B.Sc – ECONOMICS (CBCS
PATTERN)**

Paper-VI (V)


**Urban Entrepreneurship and MSMEs
FIFTH SEMESTER END EXAMINATIONS**

Time: 2 ½ Hrs.

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 1 | 2 |
| Module-II | 1 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|---|-----------------------------------|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester | | | |
| Course Code ECO14 5 | TITLE OF THE COURSE Retail and Digital Marketing | III B.A/ B.Sc. (V Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

Review key trends within the Digital Marketing landscape. • Explain the holistic impact of all Digital Marketing channels. • Examine an example of each Digital Marketing channel.

Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will 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. |
| CO5 | Student will discuss the different case studies of marketing models |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Syllabus:

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.

Text books:

1. Prashant Chaudary: *Retail Marketing in the Modern Age*, Sage Publication, 2019
2. Philip Kotler: *Marketing Management*, 11th Edition, Prentice-Hall of India Pvt.Ltd., New Delhi. , 2002

Reference books:

1. S.Neelamegham: *Marketing in India*, 3rd edition, Vikas Publications, New Delhi, 2000.
2. Venkatesh Ganapathy: *Modern Day Retail Marketing Management*, Bookboon Company, 2017

Web Links:

1. <https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-to-digital-marketing.pdf>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | | | |
| CO2 | 3 | 3 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 1 | | | |
| CO3 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS):
RAJAHMUNDRYIII B.A/B.Sc – ECONOMICS (CBCS
PATTERN)**

Paper-VI (V)

Retail and Digital Marketing


FIFTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs.

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 1 | 2 |
| Module-II | 1 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|--|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester III B.A/ B.Sc. (V Sem) | | | |
| Course Code ECO14 6 | TITLE OF THE COURSE Inferential Statistics and Software Packages | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

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:

On Completion of the course, the students will 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. |
| CO4 | This course will focus on the concept of linear regression, non-linear regression and regression modelling. |
| CO5 | This course is designed to provide you with basic working knowledge for using Excel spreadsheets for Data Analysis |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Syllabus:

Unit 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).

Unit 2: Theoretical Probability Distributions

Binomial Distribution: Constants (without proof) and Properties – Poisson 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, Poisson and Normal Distributions.

Unit 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, χ^2 test, F-test – One way and Two way ANOVA.

Unit 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^2 and adjusted R^2 – Estimation of Non-linear Multiple Regression: Cobb-Douglas Production Function and Interpretation of Elasticity Coefficients.

Unit 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.

Text books:

1. S. C. Gupta: **Fundamentals of Statistics**, Himalaya Publishing House, Bombay,1982.
2. S. P. Gupta: *Statistical Methods*, S. Chand & Company, New Delhi, 2000.

Reference books:

1. B. N. Gupta: *Statistics Theory and Practice*, Sahitya Bhavan, Agra, 1992.
2. Goon A.M., M. K. Gupta and B. Dasgupta: *Fundamentals of Statistics*, Vol.1, TheWorld Press, Ltd, Calcutta, 1975.

Web Links:

1. <https://www.sciencedirect.com/topics/medicine-and-dentistry/inferential-statistics>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | | | |
| CO2 | 3 | 3 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 1 | | | |
| CO3 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS):
RAJAHMUNDRY III B.A/B.Sc – ECONOMICS (CBCS
PATTERN)**

Paper-VI (D)

Inferential Statistics and Software

Packages FIFTH SEMESTER END


EXAMINATIONS

Time: 2 ½ Hrs.

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 1 | 2 |
| Module-II | 1 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|---|-----------------------------------|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester | | | |
| Course Code ECO14 7 | TITLE OF THE COURSE Project Designing and Report Writing | III B.A/ B.Sc. (V Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

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:

| | |
|--|---|
| On Completion of the course, the students will 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. |
| CO5 | The ability to write all kinds of reports in a globally recommended structured manner, in keeping with their organizational brand values. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Syllabus:

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

Text books:

- a. C. T. Kurien: *A Guide to Research in Economics*, Sangam Publishers for Madras Institute of Development Studies, Chennai, 1973.
- b. O. R. Krishnaswami and M. Ranganatham: *Methodology of Research in Social Sciences*, Himalaya Publishing House, Mumbai, 2018.

Reference books:

- a. Dr. Ranjit Kumar: *Research Methodology: A Step-by-Step Guide for Beginners*, Sage Publications, New Delhi, 2014.
- b. Mark Balnaves & Peter Caputi: *Introduction to Quantitative Research Methods: An Investigative Approach*, Sage Publications, New Delhi, 2001.

Web Links:

1. <https://www.sinnaps.com/en/project-management-blog/project-report>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | | | |
| CO2 | 3 | 3 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 1 | | | |
| CO3 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY
III B.A/B.Sc – ECONOMICS (CBCS PATTERN)**

Paper-VII (D)

Project Designing and Report Writing

FIFTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs.

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|--------------------|------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 1 | 2 |
| Module-II | 1 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |



Government College (Autonomous) Rajahmundry

**Board of Studies for
B.A. (Hons) Economics 2022-23
Admitted Batch
V & VI Semesters**

**Department of Economics
2024-25**

Government College (Autonomous) Rajahmundry
B.A. (H) Economics Three Year Course of Study for 2022-23 Batch

Semester-I

| S.No | Course | Course Name | Hours | Credits |
|------|----------------|--------------------------------------|-------|---------|
| 1 | Core Course-I | Introductory Microeconomics | 5 | 4 |
| 2 | Core Course-II | Mathematical Methods in Economics-I | 5 | 4 |
| 3 | GE-I | General Elective-I | 5 | 4 |
| 4 | FL | English | 4 | 3 |
| 5 | SL | Telugu | 4 | 3 |
| 6 | LSC | Human Values and Professional Ethics | 2 | 2 |
| 7 | SDC | Tourism Guidance | 2 | 2 |

Semester-II

| S.No | Course | Course Name | Hours | Credits |
|---|-----------------|---------------------------------------|-------|----------|
| 8 | Core Course-III | Introductory Macroeconomics | 5 | 4 |
| 9 | Core Course-IV | Mathematical Methods in Economics -II | 5 | 4 |
| 10 | GE-II | General Elective-II | 5 | 4 |
| 11 | FL | English | 4 | 3 |
| 12 | SL | Telugu | 4 | 3 |
| 13 | LSC | ICT | 2 | 2 |
| 14 | SDC | Survey & Reporting | 2 | 2 |
| 15 | SDC | Social Work | 2 | 2 |
| Community Service Project (2 Months) | | | | 4 |

Semester-III

| S.No | Course | Course Name | Hours | Credits |
|------|-----------------|-----------------------------------|-------|---------|
| 16 | Core Course-V | Intermediate Microeconomics | 5 | 4 |
| 17 | Core Course-VI | Intermediate Macroeconomics | 5 | 4 |
| 18 | Core Course-VII | Statistical Methods for Economics | 5 | 4 |
| 19 | FL | English | 4 | 3 |
| 20 | SL | Telugu | 4 | 3 |
| 21 | LSC | Analytical Skills | 2 | 2 |
| 22 | LSC | Environmental Education | 2 | 2 |
| 23 | SDC | Financial Markets | 2 | 2 |

Semester-IV

| S.No | Course | Course Name | Hours | Credits |
|------|------------------|------------------|-------|---------|
| 24 | Core Course-VIII | Indian Economy-I | 5 | 4 |

| 25 | Core Course-IX | Development Economics-I | 5 | 4 |
|---------------------------------|-----------------------------|---------------------------------------|-------------------|----------------|
| 26 | Core Course-X | Public Economics | 5 | 4 |
| 27 | Core Course-XI | Introductory Econometrics | 5 | 4 |
| 28 | SEC -I | Insurance Services | 5 | 4 |
| 29 | SEC -II | Banking and Financial Services | 5 | 4 |
| Internship- I (2 Months) | | | | 4 |
| Semester-V | | | | |
| S.No | Course | Course Name | Hou rs | Credits |
| 30 | Core Course-XI | Indian Economy-II | 5 | 4 |
| 31 | Core Course-XII | Development Economics-II | 5 | 4 |
| 32 | Core Course-XIII | International Economics | 5 | 4 |
| 33 | Core Course-XIV | Economic History of India (1857-1947) | 5 | 4 |
| 34 | Project/Dissertation | | | 8 |
| Semester-VI | | | | |
| Internship-II (6Months) | | | | 12 |

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

UNIT – 1 Macro Economic Policies and Their Impact

Definition and Types of Macro Economic Policies - Objectives of Macro Economic Policies - Instruments of Fiscal and Monetary Policies in India - Types of Supply-Side Policies - Investment Incentives and Tax Policies - Labor Market Policies and Regulations - Demand- Side Stabilization Policies - Trade Policies - International Trade and Finance Policies- Effects of Macro Economic Policies in India.

UNIT-2 Policies and Performance in Indian Agriculture Sector

- Overview of Indian Agricultural Sector - Pre-Independence Agricultural Policies - Post-Independence Agricultural Policies - Agricultural Price Policies - Green Revolution and its impact - National Agricultural Policy (2000) - National Food Security Mission (2007) - Pradhan Mantri Fasal Bima Yojana (2016) - Pradhan Mantri Kisan Samman Nidhi (2019) - Performance of Indian Agriculture - Agricultural Productivity and growth - Food Security and Availability - Rural Development and Poverty Reduction- Environmental Sustainability - Impact of Policies on Agricultural Performance in India

UNIT – 3 Policies and Performance of India in industry and Services:

Overview of Indian industry and services - Pre-independence industrial policies - Post-independence industrial policies - Liberalization and reforms (1991) - National Manufacturing Policy (2011) - Make in India initiative (2014) - Start-up India and Stand-up India initiatives (2016) - Ease of Doing Business reforms Performance of Indian Industry - Industrial growth and productivity - Competitiveness and global integration - Sector-specific performance (textiles, automobiles, pharmaceuticals) Service Sector Policies and Performance - IT and ITES policies - Tourism and hospitality policies - Financial services and banking sector policies - Healthcare and education services policies

Reference books:

1. R., Kochhar, K., Mishra, S. (2015). Make in India: Which exports candrive the next wave of growth? *IMF working paper*, WP/15/119.
2. Banga, R. (2014). Trade facilitation and `hollowing-out' of Indian manufacturing. *Economic and Political Weekly*, 49(40), 57-63.
3. Basole, A., Basu, D., Bhattacharya, R. (2015). Determinants and impactsof subcontracting: Evidence from India's unorganised manufacturing sector. *International Review of Applied Economics*, 29, 374-402.
4. Bhagwati, J., Panagariya, A. (2012). A multitude of labor laws andtheir reforms. In *India's tryst with destiny*. Collins Business.
5. Centre for Sustainable Employment. (2018). State of working India 2018. *Azim Premji University*.
6. Chanda, R. (2017). Services for Indian manufacturing. In M. Dev (ed.) *India Development Report*

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 2 | | | |
| CO2 | 3 | 3 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 1 | | | |
| CO3 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY
III – B A ECONOMICS (HONOURS)
INDIAN ECONOMY-II
FIFTH SEMESTER END EXAMINATIONS**

Time:2 ½ hours

MAX MARKS:50

SECTION -A

Answer all questions

3x10 =30 Marks

1. a) Discuss the objectives of Macroeconomic policies and their impact on the Indian Economy.
(or)
b) Compare and contrast Fiscal and Monetary policies in India, including their instruments and effects.
2. a) Discuss the evolution of agricultural policies in India from Pre-Independence to Post-Independence era.
(or)
b) Discuss the role of crop insurance schemes like Pradhan Mantri Fasal Bima Yojana (2016) in mitigating agricultural risks.
3. a) Discuss the evolution of industrial policies in India from Pre-Independence to Post-Independence era, including liberalization and reforms (1991).
(or)
b) Discuss the role of IT and ITES policies in promoting the service sector in India.

SECTION -B

Answer any FOUR of the following

4x5=20 Marks

4. What are the primary objectives of macroeconomic policies in India
5. Define fiscal policy and monetary policy. How do they differ
6. Define trade policy and international trade and finance policies.
7. What are the main objectives of the National Agricultural Policy (2000)?
8. Describe the impact of policies on rural development and poverty reduction
9. What is the role of crop insurance schemes like Pradhan Mantri Fasal Bima Yojana (2016) in Indian agriculture?

10. What are the main objectives of the Make in India initiative (2014)?
11. What are the challenges faced by Indian industry and services in terms of global integration?


GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY
III B.A ECONOMICS (Honours) (CBCS PATTERN)
Indian Economy – II

Time: 2 ½ Hrs.

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|--------------------|------------------------------|------------------------------------|----------------------------|
| Module-I | 2 | 3 | 5 |
| Module-II | 2 | 3 | 5 |
| Module-III | 2 | 2 | 4 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|---|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | III BA ECONOMICS (HONOURS) | | | |
| Course Code | TITLE OF THE COURSE DEVELOPMENT ECONOMICS-II | (V Sem) | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

1. This is the second course of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries
2. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | Analyze the impact of demographic trends (population growth, aging, migration) on economic development, health, education, and environmental outcomes. |
| CO2 | These outcomes should equip students with a comprehensive understanding of the complex interactions between land, labor, and credit markets in developing countries, preparing them for careers in development economics, policy, or research. |
| CO3 | students will be able to analyze the complex relationships between human activities and the environment, and design sustainable solutions to balance economic, social, and environmental needs for current and future generations. |
| CO4 | Upon completing the "Globalisation" course, students will be able to critically evaluate the economic, political, social, and cultural impacts of globalization, and understand the complex interactions between global markets, institutions, and societies. |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline

Unit 1- Demography and Development Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration

Unit 2- Land, Labour and Credit Markets The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter- linkages between rural factor markets

Unit 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

Unit 4- Globalisation Globalisation in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalised world

Text books:

1. Banerjee, A., Benabou, R., Mookerjee, D. (eds.) (2006). *Understanding poverty*. Oxford University Press.
2. Dasgupta, P. (2007). *Economics: A very short introduction*. Oxford University Press.

Reference books:

1. Meier, G., Rauch, J. (2005). *Leading issues in economic development*. Oxford University Press.
2. Nordhaus, W. (2013). *The Climate Casino*. Yale University Press.
3. Rajan, R. (2011). *Fault lines: How hidden fractures still threaten the world economy*. Princeton University Press.

Web Links:

3. <https://ocw.mit.edu/courses/economics/14-01sc-principles-of-microeconomics-fall-2011>
4. https://onlinecourses.nptel.ac.in/noc20_hs01/preview

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
III- B.A ECONOMICS (HONOURS)
DEVELOPMENT ECONOMICS-II
FIFTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION - A

Answer the following questions.

(3 X 10 = 30 M)

1. a) What are the main components of demographic transition, and how do they impact economic development?
(or)
b) Discuss the policy implications of demographic transition for developing countries.
2. a) Analyze the impact of labor market imperfections on agricultural productivity and rural development
(or)
b) Discuss the importance of Sustainable Management of Natural Resources for future generations.
3. a) Discuss the role of Environmental Externalities in Market Failures.
(or)
b) Explain impact of Globalization on Indian Economy

SECTION – B

Answer any Four of the following

(4 X 5 = 20 M)

4. Define demographic transition and explain its stages.
5. What is the difference between fertility rate and mortality rate?
6. What are the effects of land reform on productivity?
7. Explain the concept of microfinance.
8. What are the benefits and drawbacks of Globalization
9. Define sustainability in the context of renewable resources.
10. What are environmental externalities?
11. How does trade affect world inequality?


**GOVERNMENT COLLEGE (AUTONOMOUS),
RAJAHMUNDRYIII – B.A ECONOMICS (HONOURS)
DEVELOPMENT ECONOMICS-II
FIFTH SEMESTER END EXAMINATIONS**

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Unit-I | 2 | 2 | 4 |
| Unit-II | 1 | 2 | 3 |
| Unit-III | 1 | 1 | 2 |
| Unit-IV | 2 | 2 | 4 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|--|---|----------|----------|----------|
|  | Government College (Autonomous) Rajahmundry | Program & Semester III -BA (Hons) (V-Semester) | | | |
| Course Code | TITLE OF THE COURSE INTERNATIONAL ECONOMICS | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 5 | 1 | 0 | 6 |

Course Objectives

- ✓ To understand global trade patterns
- ✓ To Analyzing international trade policies
- ✓ To explore exchange rate mechanisms
- ✓ To understand the causes and consequences of international capital flows
- ✓ To examine the impacts of globalization

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 arises 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. |
| CO5 | To discuss price levels, output and exchange rates in long and short run |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Course Outline:

Unit 1

International Trade Theory: The law of Comparative Advantage, Factor Endowments and Heckscher – Ohlin theory, Terms of Trade, Economic Growth and International Trade.

Unit 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

Unit 3

Balance of Payments Accounting, Foreign Exchange Markets and Exchange Rates, Exchange Rate Determination: Fixed and Flexible Exchange Rate Systems, Purchasing Power Parity Theory.

Unit 4

Aggregate Demand in an Open Economy under Fixed and Flexible Exchange Rates; International Monetary system: The gold standard system and the Bretton Woods System, Present International Monetary System, International Monetary Fund

Activities

Unit 1:

- Divide students into groups representing different countries. Assign them the production of two goods and have them calculate comparative advantages. Conduct a trade simulation to demonstrate the benefits of trade based on comparative advantage.
- Organize a debate where students discuss the Heckscher-Ohlin theory's relevance in today's global economy. Assign students roles as supporters and critics of the theory.

Unit 2:

- Assign students to research and present on a real-world trade restriction or tariff barrier imposed by a country. Discuss the economic and political implications of such policies.
- Have students create a simplified model to showcase the economic effects of customs unions and free trade areas. Encourage them to consider the impact on trade, investment, and economic growth.

Unit 3:

- Develop a game or simulation where students take on the roles of different economic agents (e.g., central banks, exporters, importers) to illustrate how transactions impact a country's balance of payments.
- Assign students to analyze historical exchange rate movements and determine factors influencing exchange rate fluctuations. Discuss how exchange rates affect trade and investment.

Unit 4:

- Analyze the impact of changes in exchange rates on aggregate demand in an open economy. Discuss how fiscal and monetary policies can be used to stabilize the economy.
- Have students research and present on historical monetary systems like the gold standard and the Bretton Woods System. Discuss the lessons learned from these systems and how they influenced the present international monetary system and the role of the International Monetary Fund (IMF).

Textbooks:

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, International Economics: Theory and Policy, Addison-Wesley (Pearson Education Indian Edition), 11th edition, 2018.
2. Dominick Salvatore, International Economics: Trade and Finance, John Wiley International Student Edition, 10th edition, 2011.

Referencebooks:

1. International Trade: Theory and Policy by Steven M. Suranovic
2. International Economics Sodersten, Bo; Reed, Geoffrey Palgrave Macmillan, 1994

Web Links

1. [https://ddceutkal.ac.in/Syllabus/MA_Economics/ECO-3.3- International Economics.pdf](https://ddceutkal.ac.in/Syllabus/MA_Economics/ECO-3.3-International_Economics.pdf)
2. <https://www.ifn.se/wfiles/wp/wp463.pdf>



CO-PO Mapping

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High],'-':No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | | | |
| CO2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | | | |
| CO3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS):
RAJAHMAHENDRAVARAMIII- B.A Hons ECONOMICS
INTERNATIONAL ECONOMICS
V-SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Unit | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|------------------------|
| Unit-I | 2 | 2 | 4 |
| Unit-II | 1 | 2 | 3 |
| Unit-III | 2 | 2 | 4 |
| Unit-IV | 1 | 2 | 3 |
| Total Marks | 6 0 | 40 | 100 |

GOVERNMENT COLLEGE (AUTONOMOUS):
RAJAHMAHENDRAVARAMIII– B.A Hons ECONOMICS
INTERNATIONAL ECONOMICS
V-SEMESTER END EXAMINATIONS

TIME: 2 ½ HOURS

MAX MARKS: 50

SECTION-A

ANSWER ALL THE QUESTIONS

3X10=30

1. a) Critically evaluate Hecksher-Ohlin theory of International trade

(or)

b) Define terms of trade. How terms of trade is determined.

2. a) Explain the role of GATT and establishment of WTO

(or)

b) Define Balance of Payments and discuss features of Balance of Payments

3. a) Critically examine Purchasing Power Parity theory

(or)

b) Explain the Role of IMF in International Liquidity.

SECTION-B

II) ANSWER ANY FOUR OF THE FOLLOWING

4X5=20

4. Leontief Paradox

5. Comparative Cost Advantage Theory

6. Non-Tariff Barriers


7. Customs Union

8. Balance of Trade

9. Flexible Exchange Rate

10. Functions of Foreign Exchange Market

11. Bretton-Woods system

| | | | | | |
|---|---|---|----------|----------|----------|
|  | Government College (Autonomous) Rajahmundry | Program & Semester III -BA (Hons) (V-Semester) | | | |
| Course Code EHON- | TITLE OF THE COURSE Economic History of India (1857-1947) | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 5 | 1 | 0 | 6 |

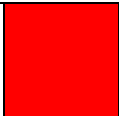
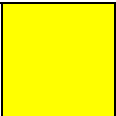

Course Objectives

1. This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the mechanisms that linked economic development in India to the compulsions of colonial rule.

Course Outcomes

| | |
|-----|--|
| CO1 | These outcomes summarize the knowledge and skills students are expected to gain from studying Unit 1, providing a foundation for further exploration of India's economic history during the colonial period. |
| CO2 | Enabling them to understand the economic and demographic dynamics of colonial India. |
| CO3 | Providing insights into the complex relationships between agriculture, land, and colonialism in India. |
| CO4 | Providing insights into the transformative impact of railways and industrialization on India's economy and society during the colonial era. |
| CO5 | Providing insights into the complex relationships between the colonial state, economy, and global trade, and their enduring impact on India's economic trajectory. |

Course with focus on employability / entrepreneurship / Skill Development Units

| | | | | | |
|-------------------|---|---------------|---|------------------|---|
| Skill Development |  | Employability |  | Entrepreneurship |  |
|-------------------|---|---------------|---|------------------|---|

Course Outline:

Unit 1: Colonial India - Background and Introduction

Overview of the Indian subcontinent before British rule- British East India Company and the establishment of colonial rule- Key features of colonial India (1757-1947)- Economic, social, and political impact of colonialism- Introduction to the drain of wealth theory and its critics

Unit 2: Trends in National Income, Population, Labour, and Occupational Structure

Estimating national income in colonial India - Trends in population growth and demographic changes - Labour market and occupational structure in colonial India - Migration and urbanization during the colonial period - Impact of colonial policies on Indian economy and society

Unit 3: Agriculture, Agrarian Structure, and Land Relations

Agricultural production and productivity in colonial India - Land tenure systems and agrarian structure - Impact of colonial policies on agriculture and land relations - Peasant movements and agrarian unrest - Role of agriculture in the broader colonial economy

Unit 4: Railways and Industry

Development of railways in colonial India - Impact of railways on Indian economy and society - Growth of modern industry in colonial India - Role of foreign capital and technology in Indian industry - Indian entrepreneurs and industrial development

Unit 5: Economy and State in the Imperial Context

Colonial state and its role in shaping the Indian economy - Fiscal policies and taxation in colonial India - Impact of colonial policies on Indian trade and commerce - International trade and India's position in the global economy - Economic legacy of colonialism and its impact on post-independence India

Referencebooks:

1. Balachandran, G. (2016). Colonial India and the world economy, C. 1850-1940. In L. Chaudhary, B. Gupta, T. Roy, A. Swami (eds.): *A new economic history of colonial India*. Routledge.
2. Bogart, D., Chaudhary, L. (2016). Railways in colonial India: an economic achievement? In L. Chaudhary, B. Gupta, T. Roy, A. Swami (eds.): *A new economic history of colonial India*. Routledge.
3. Chaudhary, L., Gupta, B., Roy, T., Swami, A. (2016). Agriculture in colonial India. In L. Chaudhary, B. Gupta, T. Roy, A. Swami (eds.): *A new economic history of colonial India*. Routledge.
4. Chaudhuri K. (1982). Foreign trade and balance of payments (1757-1947). In D. Kumar, T. Raychaudhari (eds.): *Cambridge economic history of India 1757-c.1970* 2. Orient Longman.
5. Guha, S. (1991). Mortality decline in early 20th century India. *Indian Economic and Social History Review*, 28(4), 371-87.

6. Jain, L. (2011). Indigenous credit instruments and systems. In M. Kudaisya (ed.): *The Oxford India anthology of business history*. Oxford University Press.
7. Klein, I. (1984). When rains fail: Famine relief and mortality in British India. *Indian Economic and Social History Review*, 21, 185-214.
8. Krishnamurty, J. (1982). Occupational structure. In D. Kumar, T. Raychaudhari (eds.): *Cambridge economic history of India 1757-c.1970* 2. Orient Longman

Web Links

3. https://onlinecourses.swayam2.ac.in/cec20_hs34/preview
4. https://prc.ac.in/crm/public/uploads/ssr_documents/Anil-Kumar-Economic-History-of-India-302.pdf

CO-PO Mapping

(1:Slight[Low]; 2:Moderate[Medium]; 3:Substantial[High], '-' :No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | | | |
| CO2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | | | |
| CO3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY
III – B A ECONOMICS (HONOURS)
ECONOMIC HISTORY OF INDIA (1857-1947)
FIFTH SEMESTER END EXAMINATIONS

Time:2 ½ hours

MAX MARKS:50

SECTION -A

Answer all questions

3x10 =30 Marks

- 1 (a) Discuss the economic, social, and political impact of colonialism on India.
(or)
(b) Explain the key features of colonial India and their significance.
2. (a) Estimate and explain the trends in national income in colonial India.
(or)
(b) Discuss the trends in agricultural production and productivity in colonial India
- 3.(a) Discuss the development and impact of railways on Indian economy and society.
(or)
(b) Discuss the colonial state's role in shaping the Indian economy.

SECTION -B

Answer any FOUR of the following

4x5=20 Marks

4. What was the Indian subcontinent's economic condition before British rule?
5. What is the drain of wealth theory?
6. How was national income estimated in colonial India?
7. How did colonial policies affect India's economy and society?
8. What were the different land tenure systems in colonial India?
9. What was the role of foreign capital and technology in Indian industry?
10. What were the fiscal policies and taxation systems in colonial India?
11. What is the economic legacy of colonialism in post-independence India?

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMAHENDRAVARAM
III- B.A Hons ECONOMICS
ECONOMIC HISTORY OF INDIA (1857-1947)
V-SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Unit | Essay s (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|-----------------------------------|------------------------------------|----------------------------|
| Unit-I | 2 | 2 | 4 |
| Unit-II | 1 | 2 | 3 |
| Unit-III | 1 | 1 | 2 |
| Unit-IV | 1 | 1 | 2 |
| Unit-V | 1 | 2 | 3 |
| Total Marks | 6 0 | 40 | 100 |



Government College (Autonomous) Rajahmundry

**Board of Studies
For
RURAL DEVELOPMENT (HONOURS)
2023-24 Admitted Batch
I, II, III & IV Semesters**

**Department of Economics
2024-25**



Government College (Autonomous) Rajahmundry

Program Specific Outcomes

development, including area-based programs like the Drought Prone Area Programme and Target Group Programmes like the Swarnajayanti Gram Swarajgar Yojana. Assess the strengths, weaknesses, and effectiveness of these strategies in addressing rural challenges. MGNREGS and Deen Dayal Upadhyay Grameen Kaushalya Yojana in fostering rural livelihoods and skill enhancement.

PSO2: Social Impact Assessment: Understand the functioning and outcomes of social sector initiatives like Sarva Siksha Abhiyan, National Health Mission, and Prime Minister's Awas Yojana-Gramin. Evaluate their contributions to improving education, healthcare, housing, and social security in rural areas.

PSO3: Policy Application: Apply knowledge gained from the course to propose and design holistic rural development solutions, considering integrated approaches, target group empowerment, employment generation, and social welfare enhancement.


**B.A RURAL DEVELOPMENT HONS PROGRAM
COURSE STRUCTURE 2024-2025
PAPER TITLES FOR ECONOMICS MAJOR**

| Semester | Paper | Hours | Credits |
|-----------------|---|--------------|----------------|
| I | 1. Fundamentals of Social Sciences | 4 | 4 |
| | 2. Perspectives on Indian Society | 4 | 4 |
| II | 3. Elements of Rural Development | 4 | 4 |
| | 4. Rural Development Policy and Programmes | 4 | 4 |
| III | 5. Indian Rural Economic Scene | 4 | 4 |
| | 6. Indian Rural Social Scene | 4 | 4 |
| | 7. Rural Development Planning and Management | 4 | 4 |
| | 8. Rural Markets | 4 | 4 |
| IV | 9. Human Resource Development in Rural Areas. | 4 | 4 |
| | 10. Rural Industrialization and Entrepreneurship | 4 | 4 |
| | 11. Agriculture Growth in India: Problems and Prospective | 4 | 4 |
| V | 12. Working with Rural People: Techniques and policies | 4 | 4 |
| | 13. Rural Industrialization and Entrepreneurship | 4 | 4 |
| | 14 A. Communication for Rural Development | 4 | 4 |
| | 14 B. Non-Government Organization and Rural Development | 4 | 4 |
| | 15 A. Information Communication Technology for Rural Development | 4 | 4 |
| | 15 B. Corporate Social Responsibility in Rural Development | | |
| VI | INTERNSHIP | | |
| VII | 7.1. Good Governance and Rural Development | 4 | 4 |
| | or 7.1. Gandhi in Everyday Life 7.2. Empowerment of Weaker Section(SC/ST/OBCs/Women and Minorities) | 4 | 4 |

| | | | |
|------|---|---|---|
| | or 7.2. Rural Development Administration 7.3 Gender Issues and Women Empowerment | 4 | 4 |
| VIII | 8.1. Rural Credit and Banking or 8.1. Natural Resource Management- Land | 4 | 4 |
| | 8.2. Natural Resource Management – Water or 8.2. Natural Resource Management –Vegetation | 4 | 4 |
| | 8.3. Economic for Rural Development or 8.3. Non-Conventional Energy Resource Management and Rural Energy | 4 | 4 |

B.A (RURAL DEVELOPMENT) MINOR Papers for THREE YEARS

| Semester | Course Number | Course Name | No. of Hrs/Week | No. of Credits |
|---------------------|----------------------|---|------------------------|-----------------------|
| Semester-II | 1 | Elements of Rural Development | 4 | 4 |
| Semester-III | 2 | Rural Development Planning and Management | 4 | 4 |
| Semester-IV | 3 | Human Resource Development in Rural Areas | 4 | 4 |
| | 4 | Agriculture Growth in India: Problems and Prospective | 4 | 4 |
| Semester-V | 5 | Working with Rural People: Techniques and policies | 4 | 4 |
| | 6 | Rural Industrialization and Entrepreneurship | 4 | 4 |




| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester I B.A RURAL DEVELOPME T(HONOURS) SEM-I | | | |
| Course Code | TITLE OF THE COURSE FUNDAMENTALS OF SOCIAL SCIENCES | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Learn about the nature and importance of social science. |
| CO2 | Understand the Emergence of Culture and History |
| CO3 | Know the psychological aspects of social behaviour |
| CO4 | Comprehend the nature of Polity and Economy |
| CO5 | Knowledge on application of computer technology |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|---|---------------|--|------------------|---|
| Skill Development |  | Employability |  | Entrepreneurship |  |
|-------------------|---|---------------|--|------------------|---|

Unit – I – What is Social Science?

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

Unit -II: Understanding History and Society

1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and

Chronology of Indian History

Unit – III – Society and Social Behaviour

1. Definition , Nature and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society

4. Thought process
and Social
Behavior

Unit – IV – Political Economy

1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development -

Various aspects of development

Unit - V – Essentials of Computer

1. Milestones of Computer Evolution - Computer – Block
Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks
–IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and
Security concepts – Information assurance
fundamentals
4. Cryptography – Symmetric and Asymmetric –malware
– Fire walls –Fraud Techniques – Privacy and Data

Activities

Protection

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP
address and bandwidth of your college network) and prepare a report
covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.

Text books:

1. The social sciences: An Integrated Approach by James
M. Henslin and Danniell F. Chambliss
2. The Wonder that was India – A.L. Bhasham

Reference books:

1. The social sciences: An Integrated Approach by James M. Henslin and Danniell
F. Chambliss
2. The Wonder that was India – A.L. Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C. Johari

6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman

WEBLINKS

1. https://brocku.ca/MeadProject/Allport/1924/1924_15.html
2. <https://www.studocu.com/row/document/the-islamia-university-of-bahawalpur/networking-administration/computer-generation-lecture-notes-3/10459628>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | | | |

**GOVERNMENT COLLEGE (AUTONOMOUS) : RAJAHMUNDRY
I - B.A RURAL DEVELOPMENT (HONOURS)**

FUNDAMENTALS OF SOCIAL SCIENCES

FIRST SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | Essays (10 marks) | VSAQS/ Match the Following (1 marks) | Total Questions |
|--------------------|------------------------------|---|----------------------------|
| Unit-I | 1 | 4 | 5 |
| Unit-II | 1 | 4 | 5 |
| Unit-III | 1 | 4 | 5 |
| Unit-IV | 1 | 4 | 5 |
| Unit-V | 1 | 4 | 5 |
| Total Marks | 50 | 20 | 70 |

**Note: VSAQs 12 Marks - Restricted to any 3 Units
and Match the Following type questions 8Marks from remaining 2 Units.**

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY

I - B.A RURAL DEVELOPMENT (HONOURS)

FUNDAMENTALS OF SOCIAL SCIENCES

FIRST SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max.

Marks: 50

SECTION - A

Answer any THREE from the following questions

(3x10=30 M)

1. Explain the methods and approaches commonly used in Social Sciences.
2. Define Psychology and explain its nature and scope.
3. Explore the different types of history, such as political, cultural, economic, and social history.
4. Explain the differences between microeconomics and macroeconomics and illustrate with examples.
5. Describe the milestones of computer evolution. Explain the significance of each generation of computers and their contributions to technological advancement.

SECTION - B

Answer all the Questions

(12X 1 = 12 M)

6. What is the primary focus of Social Science?
7. Name one example of a social science discipline.
8. Differentiate between natural science and social science in one sentence.
9. Define qualitative research in social sciences.
10. Define microeconomics.
11. What is the role of the legislative branch in a political system?
12. What is economic development?
13. Name one organ of the state in a political system.
14. What is a key characteristic of the first generation of computers?
15. What is the role of a firewall in network security?
16. Define "malware."
17. What is the purpose of an IP address?

SECTION - C

Match the Following Questions


(8 X 1 = 8 M)

Matching I

- | | | |
|-----------------------|-----|--|
| 18. Cultural History | () | A. Study of Economic relations in the past |
| 19. Social History | () | B. Study of Cultural expressions in the past |
| 20. Economic History | () | C. Study of Power relations in the past |
| 21. Political History | () | D. Study of Social relations in the past |

Matching II

- | | | |
|----------------------------|-----|---|
| 22. Cognitive Psychology | () | A. study mental processes |
| 23. Forensic Psychology | () | B. Apply Psychological principles to legal issues |
| 24. Clinical Psychology | () | C. Trating mental disorders |
| 25. Educational Psychology | () | D. study how people learn in educational settings |

| | | | | | |
|---|--|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester | | | |
| Course Code | TITLE OF THE COURSE PERSPECTIVES OF INDIAN SOCIETY | I B.A RURAL DEVELOPME T(HONOURS) I SEM | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to

Course Outcomes:

social phenomena.

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | 1. Learn about the significance of human behavior and social dynamics. |
| CO2 | 2. Remembers the Indian Heritage and freedom struggle |
| CO3 | 3. Comprehend the philosophical foundations of Indian Constitution |
| CO4 | 4. Knowledge on Indian Economy |
| CO5 | Recognizes different Agencies for Rural Development. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Unit – 1 – Man in Society

- Human Nature and Real-Life Engagement
- Social Groups and Social Dynamics
- Individualism and Collectivism – Ethical Concerns
- Human Life – Social Influence and Social Impact

Unit-II: Indian Heritage and Freedom Struggle in India

- Cultural & Heritage sites of Tourism in India
- Indian Dance, Music and Yoga
- Rise of Nationalism Under British Rule in brief (1857-1947)
- Contemporary history of India-integration of Princely States, abolition of

Zamindari, formation of linguistic states

Unit – 3 – Indian Constitution

- Philosophical Foundations of Indian Constitution
- Elements of Indian Constitution
- Study of Rights in Indian Constitution
Directive principles to State

Unit – 4. Indian Economy

- Indian Economy - Features – Sectoral contribution in income
- Role of Financial Institutions - RBI - Commercial Banks
- Monetary and Fiscal Policies for Economic Development
- Economic Reforms - Liberalization - Privatization- Globalization

Unit – 5 - Impact on Society & Analytics

- Role of Computer, impact of Computers on human behavior, e-mail,
- Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
- Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
- Expert Systems and Artificial Intelligence Applications in the Social Sciences

Activities

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

Text books:

1. Introduction to Psychology – Atkinson RC
 2. . History of the freedom movement in India – Tarachand
-
1. Introduction to Psychology – Atkinson RC
 2. History of the freedom movement in India – Tarachand
 3. India since Independence – Bipinchandra
 4. Introduction to the Constitution of India D.D.Basu
 5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
 6. Government of India, Economic Survey (Annual), New Delhi
 7. Information and Communication Technology by APCCE
 8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

Web Links:

1. nacademy.com/content/upsc/study-material/polity/a-short-note-on-constitution-of-india/#:~:text=The%20Constitution%20of%20India%20from,%2C%20secular%2C%20and%20democratic%20republic.
2. <https://byjus.com/free-ias-prep/indian-economy-notes-upsc/>

CO PO MAPPING

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | | | |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | | | |
| CO5 | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 3 | 2 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY
I - B.A RURAL DEVELOPMENT (HONOURS)
PERSPECTIVES OF INDIAN SOCIETY
FIRST SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | Essays (10 marks) | VSAQS/ Match the Following (1 marks) | Total Questions |
|--------------------|------------------------------|---|----------------------------|
| Unit-I | 1 | 4 | 5 |
| Unit-II | 1 | 4 | 5 |
| Unit-III | 1 | 4 | 5 |
| Unit-IV | 1 | 4 | 5 |
| Unit-V | 1 | 4 | 5 |
| Total Marks | 50 | 20 | 70 |

**Note: VSAQs 12 Marks - Restricted to any 3 Units
and Match the Following type questions 8Marks from remaining 2 Units.**

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY
I - B.A RURAL DEVELOPMENT (HONOURS)
PERSPECTIVES OF INDIAN SOCIETY
FIRST SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION - A

Answer any THREE from the following questions

(3x10=30 M)

1. Analyze the impact of human nature on interpersonal relationships. How does an understanding of human nature contribute to effective social interactions?
2. Explore key events and personalities that played a crucial role in the freedom struggle.
3. Discuss the philosophical principles that underpin the Indian Constitution. How do these foundations reflect the values and aspirations of the Indian society at the time of its framing?
4. Evaluate the role of financial institutions, particularly the Reserve Bank of India (RBI) and commercial banks, in shaping India's economic policies.
5. Explore the role of computers in society and the psychological impact of technology on human behavior. How has the advent of email transformed communication patterns?

SECTION - B

Answer all the Questions

(12X 1 = 12 M)


6. Provide an example where collectivism can lead to positive outcomes
7. How can social influence shape individual choices in lifestyle?
8. Provide a real-life example of how social influence can lead to negative consequences
9. How does an understanding of human nature contribute to effective communication?
10. Define the term "Yoga" in the context of Indian heritage.
11. Name a linguistic state formed post-independence in India.
12. Name a UNESCO World Heritage Site in India known for its architectural beauty.
13. Why are cultural and heritage sites important for tourism in India?
14. What is the purpose of data analysis in social sciences?
15. How can artificial intelligence benefit social sciences?
16. Provide an example of an expert system application in the social sciences.

SECTION - C

Match the Following Questions

(8X 1 = 8 M)

- | | | |
|------------------------|--------|--------------------|
| 17. Citizenship | () | A. Part-IVA |
| 18. Fundamental Rights | () | B. Part-IV |
| 19. DPSP's | () | C. Part-II |
| 20. Fundamental Duties | () | D. Part-III |
| | | |
| 21. RBI | () | A. Rajiv Kumar |
| 22. CEC | () | B. GC Murmu |
| 23. Supreme Court | () | C. Shaktikanth Das |
| 24. CAG | () | D. DY Chandrachud |

| | | | | | |
|---|---|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester I B.A RURAL DEVELOPMENT N(HONOURS) II SEM | | | |
| Course Code RD H-101 | TITLE OF THE COURSE ELEMENTS OF RURAL DEVELOPMENT | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

Understand the diversity of rural development approaches and to access the role of essential rural development components.

Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Analyze Rural Development Concepts |
| CO2 | Evaluate Approaches to Rural Development |
| CO3 | Assess Rural Social Sector Status |
| CO4 | Appreciate Rural Marketing Dynamics |
| CO5 | Understand Rural Credit Systems |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

UNIT-I: Rural Development Concept and Scope

Definition of Rural Areas – Meaning of Development – Concept of Rural Development – Causes of Rural Backwardness – Rural-Urban differences in Standards of Living – Scope of Rural Development in India

Unit-II :Approaches to Rural Development in India

Gandhian Approach – Decentralised Planning Approach – Sectoral Approach – Area Approach – Target Group Approach – Integrated/ Holistic Approach – Participatory Approach – Rights Approach

Unit-III :Status of Rural Social Sector

Education System in Rural Areas – School Dropout problem – Importance of Girl Child Education – Structure and Functioning of Health Care Services in Rural Areas –Status of Rural Housing – Drinking Water Supply in Rural Areas – Rural Sanitation

Unit-IV:RuralCredit

Magnitude, Causes and Consequences of Rural Indebtedness – Sources of Rural Credit: Institutional and Non-Institutional – Cost of Credit in Rural Areas – Role of NABARD in Rural

Unit-V:Rural Marketing

Concept and Components of Rural Marketing – Input (Seed, Fertilizer, Pesticides, Labour) Markets – Commodity (Agricultural Produce) Markets – Cooperative Marketing Societies – Regulated Markets – Cattle Markets – Consumer Markets: Weekly Shandies, Rythu

Activities

Bazars, Corporate Sector managed Consumer Markets

Unit-I: Rural Development Concept and Scope

- **Rural Development Case Study Analysis:** Assign students different case studies of rural development projects from various parts of India. They should analyze the scope, challenges, and outcomes of these projects, and present their findings to the class.
- **Debate on Causes of Rural Backwardness:** Divide the class into groups and assign each group a specific cause of rural backwardness (e.g., lack of infrastructure, low education levels). Have them prepare arguments and counterarguments for a debate on which cause has the most significant impact on rural backwardness.

Unit-II: Approaches to Rural Development in India

- **Approach Comparison Chart:** Assign students to create a comparison chart detailing the different approaches to rural development in India. They should highlight the key principles, goals, and advantages of each approach.
- **Role-Play of Participatory Approach:** Organize a role-play where students simulate a participatory approach meeting involving local community members, government officials, and NGOs. This will help them understand the dynamics of involving stakeholders in decision-making.

Unit-III: Status of Rural Social Sector

- **Healthcare Access Survey:** Have students conduct a survey in a nearby rural area to assess the availability and quality of healthcare services. They can compile their findings into a report with recommendations for improvement.
- **Campaign for Girl Child Education:** Divide the class into groups and assign them different rural areas. Ask each group to design a campaign to raise awareness about the importance of girl child education in those areas. They can create posters, pamphlets, and presentations.

Unit-IV: Rural Credit

- **Rural Indebtedness Case Analysis:** Provide students with real-life cases of rural indebtedness. Ask them to analyze the causes, consequences, and potential solutions for each case, and present their findings in a seminar-style discussion.
- **Role of NABARD Simulation:** Organize a simulation where students take on the roles of NABARD officials, local banks, and farmers. They should navigate through the process of providing rural credit, considering factors like interest rates, collateral, and repayment plans.

Unit-V: Rural Marketing

- **Market Visit and Analysis:** Take students on a field trip to a nearby rural market (e.g., weekly shandy, rythu bazar). Have them observe the various components of rural marketing, such as input markets, commodity markets, and cooperative societies. They can then create reports or presentations based on their observations.
- **Cooperative Marketing Workshop:** Divide students into groups and assign

Text books:

each group a specific agricultural product. Ask them to come up with a cooperative marketing plan for that product, including strategies for production, branding, and distribution.

1. N.I.R.D. : Facets of Rural Development in India
2. S.C. Jain : Rural Development.
3. . S.K. Mishra and V.K. Puri- Economics of Development and Planning, Himalaya Publishing House, Mumbai, 2012.

Reference books:

1. Katar Singh : Rural Development: Principles, Policies & Management
2. G. Sreedhar and : Rural Development in India: Strategies and Processes, D.Rajasekhar Concept Publishing House, New Delhi, 2014

Web Links:

1. <http://www.freebookcentre.net/Biology/Agriculture-Books.html>
2. <https://subjectguides.ara.ac.nz/agriculture/Books>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
I-B.A RURAL DEVELOPMENT (HONOURS) (w.e.f 2023-2024)
ELEMENTS OF RURAL DEVELOPMENT
SECOND SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer any five of the following questions

5×6 = 30 Marks

1. a) Explain the causes of rural backwardness in India?
(OR)
b) Explain the scope of rural development in India?
2. a) Explain the Gandhian approach to rural development in India?
(OR)
b) Explain the Decentralised planning approach?
3. a) Explain the education system in rural areas?
(OR)
b) Describe the structure and functions of Health care services in rural areas?
4. a) Write about different sources of rural credit in India?
(OR)
b) Explain the functions of NABARD?
5. a) what are problems and challenges faced by rural marketing in India?
(OR)
b) Explain the concept and components of rural marketing in India?

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Concept of rural areas.
7. Difference between standard of living in rural and urban in India?
8. Target group approach
9. Holistic Approach.
10. Importance of Girl child Education
11. Status of Rural Housing
12. Cost of credit in rural areas
13. Non institutional credit facilities in India
14. Rythu Bazars
15. Regulated markets

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Which of the following is not a characteristic of a rural area?
- A. Low population density
 - B. Predominantly agricultural activities
 - C. Highly developed infrastructure
 - D. Strong sense of community
17. When choosing an approach to rural development its MOST, Important to consider:
- A. National economic goals only
 - B. Local community needs and resources
 - C. Government budget limitations
 - D. Speed of implementing the plan.
- 18) An indicator of a healthy rural social sector could be
- A. High rates of child labour
 - B. Low female Literacy rates
 - C. Strong Community participation in local development Initiatives
 - D. Limited access to sanitation facilities
- 19) When was the national Bank for agriculture and Rural development (NABARD) set up
- A. 1969
 - B. 1975
 - C. 1982
 - D. 1991
- 20) Rythu Bazars were started in
- A. 1998
 - B. 2000
 - C. 1999
 - D. 2001

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

- 21) SHGs
- 22) NABAARD
- 23) White revolution
- 24) National Rural Health mission
- 25) Rural marketing


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
I – B.A RURAL DEVELOPMENT (HONOURS)
ELEMENTS OF RURAL DEVELOPMENT
SECOND SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester I B.A RURAL DEVELOPMENT N(HONOURS) II SEM | | | |
| CourseCode RD H 102 | TITLE OF THE COURSE RURAL DEVELOPMENT POLICY AND PROGRAMMES | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |




Course Objectives:

Analyze policy frame works for rural development and evaluate the impact of ruraldevelopment programmes

Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | Trace Historical Rural Development Initiatives |
| CO2 | Evaluate Area Development Approaches |
| CO3 | Assess Target Group-Oriented Strategies |
| CO4 | Analyse Employment and Skill Development Initiatives |
| CO5 | Understand Social Sector Program Impact |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|---|---------------|--|------------------|---|
| Skill Development |  | Employability |  | Entrepreneurship |  |
|-------------------|---|---------------|--|------------------|---|

Unit-I : Early Efforts in Rural Development

Sriniketan – Martandam – Sevagram – Baroda – Firka Development Scheme – Nilokheri –Etawa Pilot Project – Community Development Programme and National Extension Service

Unit-II: Area Development Programmes

Drought Prone Area Programme – Command Area Development Programme – Desert Development Programme – Hill Area Development Programme – Integrated Tribal Development Agency – Tribal Development Corporation

Unit-III :Target Group Programmes

Swarnajayanti Gram Swarojgar Yojana – Deendayal Antyodaya Yojana (National Rural Livelihoods Mission) – Micro Finance and Self-help Groups for Women Empowerment – Functioning of Velugu in A.P.

Unit-IV :Employment and Skill Development Programmes

MGNREGS: Strategy, Implementation mechanism, Progress and Problems – Prime Minister's Rojgar Yojana – Deen Dayal Upadhyay Grameen Kaushalya Yojana

Unit-V:Social Sector Programmes

National Food Security Mission – Sarva Siksha Abhiyan – Saakshar Bharat –National Health Mission – AB-PM-JAY – Prime Minister's Awas Yojana-Gramin (PMAY-G) – Rastriya Swasthya Bhima Yojana – Aam Admi Bhima Yojana – Atal Pension Yojana – National Social Assistance Programme – National Mission for Financial Inclusion (PM-JDY)

Activities

Unit-I: Early Efforts in Rural Development

- **Historical Analysis of Early Efforts:** Assign students to research and prepare a timeline that highlights the key features and outcomes of early rural development efforts such as Sriniketan, Sevagram, and Community Development Programme. They should present their findings in a chronological order to showcase the evolution of these initiatives.

Unit-II: Area Development Programmes

- **Programme Impact Assessment:** Provide students with case studies of various area development programmes. In groups, they should analyze the effectiveness of each programme in addressing specific regional challenges. They can present their findings through presentations or reports.
- **Design Your Area Development Programme:** Have students imagine they are tasked with designing a new area development programme for a specific region (e.g., a drought-prone area or a hill region). They should outline the objectives, strategies, and expected outcomes of their programme.

Unit-III: Target Group Programmes

- **Entrepreneurship Fair:** Organize a fair where students create stalls representing different target group programmes like Swarnajayanti Gram Swarojgar Yojana and Deendayal Antyodaya Yojana. Each stall should showcase success stories, benefits, and opportunities provided by these programmes.
- **Case Study Discussion on Women Empowerment:** Provide students with real-life case studies of women who have benefitted from microfinance and self-help groups.

In pairs or small groups, they should discuss and present the transformative effects of these programmes on women's empowerment.

Unit-IV: Employment and Skill Development Programmes

- **MGNREGS Simulation Game:** Design a simulation game that replicates the dynamics of the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS). Students can experience the challenges and decision-making involved in providing employment opportunities in a rural context.
- **Youth Skill Development Workshop:** Have students select specific skills (e.g., carpentry, farming techniques) and conduct workshops for their peers to teach these skills. This practical activity can mirror the objectives of skill development programmes.

Unit-V: Social Sector Programmes

- **Policy Debate:** Divide the class into two teams for a debate on the effectiveness and impact of a chosen social sector programme, such as National Food Security Mission or Sarva Siksha Abhiyan. Each team should present arguments supporting their stance.

Text books:

1. N.I.R.D. : Facets of Rural Development in India
2. S.C. Jain : Rural Development.
3. . S.K. Mishra and V.K. Puri- Economics of Development and Planning, HimalayaPublishing House, Mumbai, 2012.

Reference books:

1. Katar Singh : Rural Development: Principles, Policies & Management
2. G. Sreedhar and : Rural Development in India: Strategies and Processes, D.RajasekharConcept Publishing House, New Delhi, 2014

Web Links:

1. <http://www.freebookcentre.net/Biology/Agriculture-Books.html>
2. <https://subjectguides.ara.ac.nz/agriculture/Books>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
I-B.A RURAL DEVELOPMENT (HONOURS) (w.e.f 2023-2024)
RURAL DEVELOPMENT POLICY AND PROGRAMES
SECOND SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer any five of the following questions

5×6 = 30 Marks

1. (a) Explain the Etawa pilot project?
(OR)
(b) Critically explain the Community Development Programme?
2. (a) Briefly explain the Drought prone Area programme ?
(OR)
(b) Explain the Integrated Tribal Development Agency?
3. (a) Describe the Deendayal Antyodaya Yolana?
(OR)
(b) Explain the Role and Importance of Micro Finance in rural development?
4. (a) Define MGNREGA and explain the objectives of MGNREGA Act?
(OR)
(b) Deen Dayal Upadhyaya Grameen Kaushalyg Yojana?
5. (a) Briefly Explain the National Food Security Mission
(OR)
(b) Explain the Rastriya Swasthya Bhima Yojana ?

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Martandam rural development scheme
7. Firka Development scheme
8. Hill Area Development Programme
9. Tribal Development Corporation
10. Self-Help Groups for Women Empowerment
11. Functioning of Velugu in for AP
12. PMRY
13. Strategy of MGNREGS.
14. Sarva Siksha Abhiyan
15. Atal Pension Yoiana

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

- 16) which of the following was a primary focus of early rural development efforts
- A. Industrialization in rural areas
 - B. Improving social infrastructure (Education, health care)
 - C. promoting large- Scale commercial agriculture
 - D. Encouraging road -to- urban migration
- 17) A Key objective of area development programs is to :
- A. Focus solely on economic growth in a specific region
 - B. promote balanced and sustainable development across all aspects of an area.
 - C. Encourage large corporation to relocate to the designated areas
 - D. Reduce government involvement in local development initiatives.
- 18) Target group programs are designed to address the specific needs of :
- A. The entire population of a region.
 - B. well-defined group of people with shared Characteristics or challenges
 - C. primarily government employees.
 - D. Large corporations facing economic defaulting
- 19) A Primary goal of employment and skill development programs is to:
- A. Reduce the overall unemployment rate
 - B. Increase taxes on businesses to fund training. Programs
 - C. Limit Job opportunities for foreign workers
 - D. Encourage early retirement for experienced works.
- 20) The main objective of social sector Programs is to:
- A. Generate profit for private companies
 - B. Address social issues and improve the well- being of disadvantage groups
 - C. Primarily focus on economic development Initiatives
 - D. Reduce government involvements in Social welfare

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

- 21. Where is the National Institute of Rural development
- 22. ITDA
- 23. SHGS
- 24. DDUGKY
- 25. NHM


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
I – B.A RURAL DEVELOPMENT (HONOURS)
RURAL DEVELOPMENT POLICY AND PROGRAMES
SECOND SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester II B.A RURAL DEVELOPMENTN (HONOURS) III SEM | | | |
| Course Code RD H 103 | TITLE OF THE COURSE INDIAN RURAL ECONOMIC SCENE | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The "Indian Rural Economic Scene" course aims to equip you with a deep understanding of the unique structure and challenges of India's rural economy. You'll explore key issues like agriculture, credit, and poverty, analyze government policies, and delve into the role of institutions in driving rural development.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | This course equips students to analyze demographics of rural India and their impact on development challenges and future. |
| CO2 | The "Development of Agriculture" course will prepare you to understand and contribute to advancements in agricultural practices. |
| CO3 | Students will gain the knowledge and skills to identify, evaluate, and promote sustainable rural industrial development strategies. Understand the significance of rural industries for economic growth and poverty reduction in rural areas. |
| CO4 | This course explores the importance of infrastructure and information and communication technologies (ICT) for empowering rural communities. |
| CO5 | This course equips students with knowledge and skills to understand and promote sustainable management of natural resources. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

UNIT-1 Demographic Structure of Rural India

Trends in Rural Population Growth– Causes and Consequences of Overpopulation: –Composition of Rural Work Force: Emerging Trends

Unit-II Development of Agriculture

Green Revolution – Land Reforms – Dry Land Agriculture – Importance of Organic Farming – Promotion of Allied Activities: Dairying, Sheep/Goat Rearing, Poultry and Aquaculture –Pradhan Mantri Fasal Bhima Yojana – Pradhan Mantri Krishi Sinchayee Yojana

Unit-III - Development of Rural Industries

Khadi and Village Industries Commission – District Industries Centre – Industrial Estates –Artisans Development – MSMEs: Problems and Prospects

Unit-IV- Rural Infrastructure and ICT

Bharat Nirman – Prime Minister’s Grameen Sadak Yojana – Role of Information and Communication Technology in Rural Development: MeeSeva, E-marketing, Remote Sensing, Land Records and Human Resources Records.

Unit-V Conservation of Natural Resources

Conservation of Land, Water and Forest Resources – Watershed Management – Conservation of Energy: Conventional and Non-conventional Sources

Suggested Activities:-

Unit 1 on rural demographics with activities! Students can analyze census data and create visualizations, debate population control, explore the demographic dividend, conduct rural community surveys, research specific demographic trends, participate in population growth simulations, or design infographics. These engaging activities will build critical thinking, data analysis skills, and a deeper understanding of rural India's demographic landscape.

Unit- II

Explore Locally: Visit a farm near you! Talk to the farmer about their practices, the challenges they face, and how technology is impacting agriculture.

Debate Club: Research the pros and cons of a current agricultural practice, like genetically modified crops. Hold a debate with friends or classmates, arguing from both sides.

Unit- III

Explore rural entrepreneurship by researching local craft industries, creating a business plan for a value-added agricultural product, or interviewing artisans to understand their challenges and opportunities.

Unit-IV

Explore the digital divide by researching the benefits of improved rural infrastructure (roads, electricity) for ICT access, or design a plan to bridge the gap by creating mobile learning centers or promoting ICT-based services for farmers.

Unit-V

Students can become conservation heroes by conducting a home waste audit, creating a plan to reduce, reuse, and recycle in their community, or researching a specific endangered species and proposing solutions to protect it.

Text books:

1. N.I.R.D. : Facets of Rural Development in India
 2. S.C. Jain : Rural Development
 3. K. Venkata Reddy : Rural Development in India: Poverty and Development ,Himalaya Publishing House, Mumbai, 2012
 4. Katar Singh : Rural Development: Principles, Policies &Management
 5. G. Sreedhar and : Rural Development in India: Strategies and Processes, D. Rajasekhar Concept Publishing House, New Delhi, 2014
 6. Misra & Sarma : Problems & Prospects of Rural Development.
 7. Vasant Desai : A Study of Rural EconomyPublications of A.P. Telugu Academy
- Journals: Kurukshetra, Yojana, Jagruti, Khadi Gramodyog, Journal of R.D.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II-B.A RURAL DEVELOPMENT (HONOURS)
INDIAN RURAL ECONOMIC SCENE
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer any five of the following questions

5×6 = 30 Marks

1. (a) What are the Causes and consequences of over population ?
(OR)
(b) Explain the Trends in rural population Growth?
2. (a) Explain the factors responsible for "Green Revolution" in India, and its impact Rural on Indian rural economy ?
(OR)
(b) Briefly explain various land reforms in India ?
3. (a) write briefly about MSMEs ?
(OR)
(b) Explain the Khadi and Village Industres Commision ?
4. (a) What are the "Bharat Nirman" in India ?
(OR)
(b) Explain the Role of Information and Communication Technology in Rural development ?
5. (a) Explain the measures for the conservation of land and forest resources ?
(OR)
(b) Explain the Watershed Management. in rural areas ?

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Composition of Rural work force
7. What are the advantages and dis advantages of rural population?
8. Importance of organic Farming
9. Pradhan Mantri Fasal Bhima yojana.
10. District Industries Centre
11. Industrial Estates.
12. E-marketing
13. Prime Minister's Grameen Sadak Yojana.
14. Conservation of energy
15. Briefly discuss the sources and effects of Water pollution

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. What is the predominant occupation in Rural India?
 - A. manufacturing
 - B. Agriculture
 - C. Information Technology
 - D. Service Industry
17. Which of the following is a major goal of developing modern Agricultural Practices?
 - A. Reduce overall crop yields
 - B. Increase dependence on manual labour
 - C. Improve food security and sustainability
 - D. Encourage mono culture without crop rotation
18. What type of industry is most likely to be Suited for development in a rural area with Plentiful Bamboo Resources?
 - A. Heavy machinery manufacturing
 - B. Handicrafts using bamboo
 - C. Large – scale chemical production
 - D. Software development company
19. What type of ICT infrastructure is crucial for providing internet access remote rural areas?
 - A. Fib optic cables
 - B. micro wave towers
 - C. satellite communication
 - D. All of the above
20. Which of the following is a renewable resource
 - A. coal
 - B. solar energy
 - C. Natural gas
 - D. petroleum

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21. Population explosion.
22. Aqua culture
23. MSMEs
24. Remote sensing
25. Conventional and Non-conventional sources


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A RURAL DEVELOPMENT (HONOURS)
INDIAN RURAL ECONOMIC SCENE
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|---|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester II B.A RURAL DEVELOPMENT (HONOURS) III SEM | | | |
| Course Code RD H 104 | TITLE OF THE COURSE INDIAN RURAL SOCIAL SCENE | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The "Indian Rural Economic Scene" course aims to equip you with a deep understanding of the unique structure and challenges of India's rural economy. You'll explore key issues like agriculture, credit, and poverty, analyze government policies, and delve into the role of institutions in driving rural development.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | This course equips students to analyze demographics of rural India and their impact on development challenges and future. |
| CO2 | The "Development of Agriculture" course will prepare you to understand and contribute to advancements in agricultural practices. |
| CO3 | Students will gain the knowledge and skills to identify, evaluate, and promote sustainable rural industrial development strategies. Understand the significance of rural industries for economic growth and poverty reduction in rural areas. |
| CO4 | This course explores the importance of infrastructure and information and communication technologies (ICT) for empowering rural communities. |
| CO5 | This course equips students with knowledge and skills to understand and promote sustainable management of natural resources. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Unit-I Rural Social Institutions

Characteristics of Village Communities – Rural Social Institutions – Family, Marriage and Religion: Role and Functions

Unit-II Caste System

Definition of Caste – Distinction between Caste and Class – Caste system in India Functions – Emerging trends

Unit-III Social Change

Concept of Social Change – Factors of Social Change: Demographic, Economic, Technological and Cultural – Process of Social Change in India: Sanskritization, Westernization and Modernization

Unit-IV Rural Social Problems

Major Social Problems: Poverty – Unemployment – Illiteracy – Untouchability – Child Labour – Trafficking of Women – HIV/AIDS – Covid-19

Unit-V Social Legislation

Social Legislation for Women, Children, Scheduled Castes and Scheduled Tribes and Backward Classes

Text books:

1. Vasant Desai : Rural Development: Issues & Problems.
 2. Chitambar : Rural Sociology.
 3. P.C. Deb : Rural Sociology.
 4. A.R. Desai : Rural Sociology.
 5. Katar Singh : Rural Development: Principles, Policies & Management
 6. K. Venkata Reddy : Rural Development in India: Poverty and Development , Himalaya Publishing House, Mumbai, 2012
 7. G. Sreedhar and : Rural Development in India: Strategies and Processes, Publications of A.P. Telugu Academy
 8. D. Rajasekhar Concept Publishing House, New Delhi, 2014
- Journals: Kurukshetr, Yojana, Jagruti, Khadi Gramodyog, Journal of R.D.

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II-B.A RURAL DEVELOPMENT (HONOURS)
INDIAN RURAL SOCIAL SCENE
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer ALL of the following questions

5×6 = 30 Marks

1. a) Explain the basic characteristics of Village Communities?
[OR]
b) Describe the Role and Functions of Rural Social Institutions.
2. a) Distinction between Caste and Class?
[OR]
b) What is the main Caste system in India. And explain it's emerging trends.
3. a) Explain the Concept of Social Change and What are factors of Social Change?
[OR]
b) Explain the Process of Social Change in India.
4. a) What are the Major Social Problems?
[OR]
b) What are the most common factors of Women Trafficking.
5. a) What is the Purpose of the Social Legislation?
[OR]
b) What is the Relationship between Social Legislation and Social Change.?

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. Role of Religion
7. Definition of Caste
8. Concept Social Change
9. Untouchability
10. Scheduled Castes and Scheduled Tribes
11. Any Three Functions of Family
12. Cultural Social Change
13. 5 Levels of the Caste System
14. COVID - 19
15. Social Legislation for Women

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. The family in which person is married is known as

- (A) family of procreation
- (B) family of orientation
- (C) nuclear family
- (D) joint family

17. Social Change may result from changes in the demographic structure, such as:

- (A) Increase in life expectancy
- (B) Decrease in birth rates
- (C) Decrease in migration
- (D) Decrease in urbanization

18. The Caste System in India represents which of the following?

- (A) Discrimination
- (B) Hierarchical
- (C) Diversity
- (D) Prejudice

19. Participating in the removal of illiteracy is a

- (A) Conscience Change
- (B) Cultural Change
- (C) Social Change
- (D) Economic Change

20. What is the justification for the caste system of India?

- (A) Religion
- (B) Political necessity
- (C) Economic movements
- (D) Punishment for crimes committed

SECTION – D

IV) Answer all the following questions one word question

5×1=5 Marks

- 21. Marriage
- 22. Class
- 23. Sanskritisation
- 24. Poverty
- 25. Backward Classes


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A RURAL DEVELOPMENT (HONOURS)
INDIAN RURAL SOCIAL SCENE
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester II B.A RURAL DEVELOPMENT (HONOURS) III SEM | | | |
| CourseCode RD H 106 | TITLE OF THE COURSE RURAL DEVELOPMENT PLANNING AND MANAGEMENT | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The objective of a Rural Development Planning and Management course is to equip students with the knowledge, skills, and tools necessary to effectively plan, implement, and manage rural development projects and programs that promote sustainable livelihoods, social justice, and environmental conservation.

Course Outcomes:

| | |
|--|--|
| On Completion of the course, the students will be able to- | |
| CO1 | -Understand the concept of development planning and its importance in rural development. Learn about multi-level planning and its application in rural development. Familiarize yourself with initiatives like DISHA, Mission Antyodaya, Gram Swaraj Abhiyan, and Sabki Yojana Sabka Vikas |
| CO2 | - Define and characterize projects and their role in overall development - Identify types of projects and their suitability for rural development - Understand the project cycle and participatory project cycle management |
| CO3 | - Understand the structure and functions of rural development administration at national and state levels- Learn about Panchayati Raj Institutions, 73rd Constitutional Amendment Act, and transfer of functions and powers to PRIs |
| CO4 | - Understand the interface between government and non-government organizations in rural development - Learn about the role of community-based organizations in rural development |
| CO5 | - Learn about Rapid Rural Appraisal and Participatory Rural Appraisal - Familiarize yourself with tools of PRA like Wealth Ranking, Timeline, Transect, Seasonality, Social Mapping, Resource Mapping, Venn diagram, and Focus Group Discussion |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Unit-I- Framework for Rural Development Planning

Concept of Development Planning – Multi-level Planning – District Development Coordination and Monitoring Committee (DISHA) – Mission Antyodaya – Gram Swaraj Abhiyan – Sabki Yojana Sabka Vikas (Gram Panchayat Development Plan) – Shyama Prasad Mukherji RURBAN Mission

Unit-II- Project Planning

Definition and Characteristics of Project – Types of Projects – Role of Projects in Overall Development – Need for Project Approach to Rural Development – Concept of Project Cycle-Phases in Participatory Project Cycle Management

Unit-III- Rural Development Administration in India

Rural Development Administration at the National and State level – Structure of Panchayati Raj Institutions – 73rd Constitutional Amendment Act – Transfer of Functions and Powers to PRIs – Role of District Rural Development Agency – Role of Grama Sachivalayas

Unit-IV- Rural Development Institutions

Interface between Government Organizations and Non-Government Organizations in Rural Development – Role of Community Based Organizations.

Unit-V-Participatory Approaches

Rapid Rural Appraisal – Participatory Rural Appraisal – Tools of PRA: Wealth Ranking – Timeline – Transect – Seasonality – Social Mapping – Resource Mapping – Venn diagram –Focus Group Discussion

Suggested Activities:-

Unit-I: Framework for Rural Development Planning

- Activity 1: Case study of a successful rural development project, analyzing the planning process and stakeholders involved.
- Activity 2: Group discussion on the importance of multi-level planning in rural development.
- Activity 3: Research on initiatives like DISHA, Mission Antyodaya, and Gram Swaraj Abhiyan, and present their key features and impact.
- Activity 4: Develop a Gram Panchayat Development Plan for a selected village, incorporating Sabki Yojana Sabka Vikas principles.

Unit-II: Project Planning

- Activity 1: Identify and classify different types of projects (e.g., infrastructure, social, economic) and their suitability for rural development.
- Activity 2: Develop a project proposal for a rural development initiative, including definition, objectives, and scope.
- Activity 3: Create a project cycle diagram and explain each phase, including participatory approaches.
- Activity 4: Role-play a project planning meeting, incorporating stakeholder participation and feedback.

Unit-III: Rural Development Administration in India

- Activity 1: Create an organizational chart of rural development administration at the national and state levels.
- Activity 2: Research and present on the 73rd Constitutional Amendment Act and its impact on Panchayati Raj Institutions.
- Activity 3: Case study of a successful District Rural Development Agency or Grama Sachivalaya, highlighting their roles and achievements.
- Activity 4: Group discussion on the challenges and opportunities in rural development administration.

Unit-IV: Rural Development Institutions

- Activity 1: Research and present on the interface between government and non-government organizations in rural development.
- Activity 2: Identify and analyze the role of community-based organizations in rural development initiatives.
- Activity 3: Develop a partnership plan between government and non-government organizations for a rural development project.
- Activity 4: Role-play a meeting between government officials and non-government organizations, negotiating roles and responsibilities.

Unit-V: Participatory Approaches

- Activity 1: Conduct a Rapid Rural Appraisal (RRA) or Participatory Rural Appraisal (PRA) exercise in a selected village.
- Activity 2: Use PRA tools like Wealth Ranking, Timeline, and Social Mapping to analyze village data.
- Activity 3: Facilitate a Focus Group Discussion on a selected rural development issue.
- Activity 4: Develop a participatory project plan incorporating community engagement and feedback mechanisms.

Text books:

1. Robert Chambers : Rural Development - Putting the Last First
2. B.C. Chattopadhyay : Rural Development Planning in India.
3. S. Venugopal Reddy : Multi-level Planning
4. R.C. Arora : Integrated Rural Development
5. V.A. Pai Panandikar : Development Administration in India.
6. Rajasekhar D : Poverty Alleviation Strategies of NGOs, Concept, 2004
7. Price Gittinger : Economic Analysis of Agricultural Projects
8. G. Sreedhar and : Rural Development in India: Strategies and Processes,
- 9.D. Rajasekhar Concept Publishing House, New Delhi, 2014 Publications of A.P. Telugu Academy
10. Journals: Kurukshetra, Yojana, Jagruti, Khadi Gramodyog, Journal of R

CO-PO MAPPING

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II-B.A RURAL DEVELOPMENT (HONOURS)
RURAL DEVELOPMENT PLANNING AND MANAGEMENT
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer ALL of the following questions

5×6 = 30 Marks

- 1.a) Explain the concept of development planning and its significance in rural development.
[OR]
 - b) Describe the key features of Sabki Yojana Sabka Vikas and its implementation in Gram Panchayat Development Plans.
2. a) Define a project and its characteristics, and explain its role in overall development.
[OR]
 - b) Explain the need for a project approach in rural development, highlighting its advantages.
- 3.a) Explain the significance of the 73rd Constitutional Amendment Act and its impact on Panchayati Raj Institutions.
[OR]
 - b) Discuss the role of District Rural Development Agencies and Grama Sachivalayas in rural development.
- 4.a) Discuss the interface between government organizations and non-government organizations in rural development.
[OR]
 - b) Explain the role of community-based organizations in rural development initiatives.
- 5.a) Explain the concepts of Rapid Rural Appraisal and Participatory Rural Appraisal, highlighting their differences.
[OR]
 - b) Discuss the importance of community participation in rural development planning and management.

SECTION-B

II) Answer any Five of the following

5×2=10 Marks

6. What is development planning, and why is it essential for rural development?
7. What is Mission Antyodaya, and what are its objectives?
8. Define a project and its characteristics.
9. What is the concept of the project cycle, and what are its phases?
10. What is the role of Panchayati Raj Institutions in rural development?
11. What is the role of District Rural Development Agencies in rural development?
12. Challenges and opportunities in collaborative rural development efforts?
13. Effectiveness of rural development institutions in achieving development goals?
14. Explain the tools of PRA, and how are they applied?
15. Explain the importance of community participation in rural development planning and management

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. What is the primary goal of development planning in rural areas?
 - A. Economic growth
 - B. Social justice
 - C. Environmental sustainability
 - D. All of the above

17. Which type of project is suitable for rural development?
 - A. Infrastructure project
 - B. Social project
 - C. Economic project
 - D. All of the above

18. What is the structure of rural development administration at the national level?
 - A. Central government
 - B. State government
 - C. District government
 - D. Panchayati Raj Institutions

19. What is the role of community-based organizations in rural development initiatives?
 - A. To implement development programs
 - B. To monitor development programs
 - C. To evaluate development programs
 - D. To provide technical assistance

20. What are the tools of PRA?
 - A. Wealth Ranking
 - B. Timeline
 - C. Transect
 - D. All of the above

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21. What is the primary goal of development planning in rural areas?
22. Why is a project approach necessary for rural development?
23. What is the significance of the 73rd Constitutional Amendment Act?
24. What is the role of community-based organizations in rural development initiatives?
25. What are the tools of PRA?


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A RURAL DEVELOPMENT (HONOURS)
RURAL DEVELOPMENT PLANNING AND MANAGEMENT
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 MARKS | 2 MARKS | 1 MARK | TOTAL QUESTIONS |
|--------------------|----------------|----------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|--|--|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester II B.A RURAL DEVELOPMENT (HONOURS) III SEM | | | |
| CourseCode RD H 107 | TITLE OF THE COURSE RURAL MARKETS | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The objective of the Rural Markets course is to comprehend the dynamics of rural credit, input, commodity, and consumer markets, including their institutional arrangements, challenges, and opportunities, to effectively manage and leverage rural marketing systems in the context of globalization and emerging trends

Course Outcomes:

| On Completion of the course, the students will be able to- | |
|--|---|
| CO1 | Understand the significance and sources of credit markets, institutional credit systems, and the challenges of rural indebtedness. |
| CO2 | Analyze the input market dynamics, sources, and supply chains, and identify solutions to farmers' problems in accessing inputs. |
| CO3 | Comprehend the nature, scope, and challenges of commodity markets, including marketing information, costs, and minimum support prices. |
| CO4 | Classify and understand the institutional arrangements for rural marketing, including regulated markets, cooperative marketing, and supply chains. |
| CO5 | Evaluate the impact of globalization on Indian agricultural marketing, including WTO regulations, subsidies, and emerging trends in commodity and consumer markets. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Unit I

Credit Markets: Nature and Significance – Sources: Institutional and Non-Institutional- Cost of Credit – Rural Indebtedness. Institutional Credit: Cooperative Credit Institutions – Commercial Banks – Regional Rural Banks – Concept of Lead Bank Scheme

Unit II

Input Markets: Sources of Input Supply – Government and Private Sources – Seed, Fertilizer and Plant Protection Chemicals – Problems of Farmers in Input Markets - Community based Initiatives and Input Markets, National Seed Corporation and State Seed Corporation.

Unit III

Commodity Markets: Nature and Scope of Rural Marketing - Problems of Transportation, Grading, Storage and Warehousing - Marketing Information - Channels of Marketing Information - Marketing Cost and its Measuring – Minimum Support Prices for Agricultural Commodities

Unit IV

Classification of Commodity Markets: Primary, Secondary and Tertiary Markets – Institutional Arrangements for Rural Marketing: Regulated Markets – Pledge Finance Scheme – Cooperative Marketing System – Supply Chains

Unit V

Implications of Globalization on Indian Agricultural Marketing: World Trade Organization Agricultural Protection and Subsidies in Developed Countries. Commodity and Consumer Markets - Apni Mandi Scheme/ Rythu Bazars - Corporate Sector and Retail Rural Markets

Suggested Activities:-

Unit I: Credit Markets

Case study: Analyze a rural credit market in a specific region - Group discussion: Compare institutional and non-institutional credit sources

Unit II: Input Markets

Field visit: Observe input supply chains in a rural area - Role-play: Simulate a farmer's experience in accessing input markets - Policy analysis: Evaluate government initiatives for input market development

Unit III: Commodity Markets

- Marketing plan: Develop a plan for a rural commodity market - Data analysis: Examine marketing costs and minimum support prices - Group presentation: Discuss the role of marketing information in rural markets

Unit IV: Classification of Commodity Markets

Market survey: Identify primary, secondary, and tertiary markets in a region - Case study: Analyze a regulated market or cooperative marketing system - Supply chain mapping: Visualize the flow of commodities from farm to consumer

Unit V: Implications of Globalization

Debate: Discuss the impact of WTO agreements on Indian agricultural marketing - Group discussion: Explore the role of corporate sector and retail in rural markets

Text books:

1. Gupta A P-Marketing of Agricultural Produce in India
2. Acharya S S &-Agricultural Marketing in India N.W.Agarwal
3. Shamin Ahmed-Rural Marketing in India
4. Saxena H M-Rural Markets and Development
5. Sarap Kailas-Inter Linked Agrarian Markets in Rural India

6. GOI-Report of the National Commission on Agriculture - XII Jagdish Prasad Various issues of Encyclopedia of Agricultural Marketing Belshaw, H Agricultural Credit in Economically Underdeveloped Countries Desai, SSM Rural Banking in India
7. Khusro, AM-Agricultural Credit Review Committee Report
8. Bhaskar K-“Need for Linking of Regulated Markets with Cooperative Marketing Societies” *Cooperator*, Aug 1989

CO-PO MAPPING

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II-B.A RURAL DEVELOPMENT (HONOURS)
RURAL MARKETS
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer ALL of the following questions

5×6 = 30 Marks

1. a) Source of Institutional and Non-Institutional Credit.
(OR)
b) Explain the Role of Regional Rural Banks [RRBs] in Rural Development.?
2. a) Explain the Government and Private Sources of Input Supply.?
(OR)
b) Describe the Problems of Farmers in Input Markets.?
3. a) Nature and Scope of Rural Marketing.?
(OR)
b) Explain about Minimum Support Prices for Agricultural Commodities.?
4. a) Classification of Commodity Markets.?
(OR)
b) Explain the institutional Arrangements for Rural Marketing.?
5. a) Discuss the Implications of Globalization on Indian Agricultural Marketing.?
(OR)
b) Distinction between Corporate Sector and Retail Rural Markets.?

SECTION-B

II) Answer any FIVE of the following

5×2=10 Marks

6. Rural Indebtedness
7. Input Markets
8. Measuring of Marketing Cost
9. Regulated Markets
10. Apni Mandi Scheme
11. Lead Bank Scheme
12. National Seed Corporation
13. Marketing Information
14. Supply Chains
15. WTO

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Cooperative Credit Society is an example for

- (A) Formal Group
- (B) Informal Group
- (C) Primary Group
- (D) Territory Group

17. Which of the following is not an example of farmers' market in India?

- (A) Apni Mandi in Punjab, Haryana and Rajasthan
- (B) Hadaspar Mandi in Pune
- (C) Rythu Bazars in Andhra Pradesh
- (D) Chandani chock in New Delhi

18. Consider the following statements regarding efficient Agricultural marketing:

- (A) It leads to optimization of resource use
- (B) It leads to growth of agro-based industries
- (C) It leads to increase in urban migration
- (D) It leads to widening of markets

19. When was the Regional Rural Banks Act passed in India?

- (A) 1904
- (B) 1948
- (C) 1976
- (D) 1995

20. Rural Marketing Means:

- (A) Movement of goods from urban to rural
- (B) Movement of goods from rural to urban
- (C) Exchange between rural and urban
- (D) Exchange between rural areas

SECTION – D

IV) Answer all the following questions one word question

5×1=5 Marks

21. Marriage

22. Class

23. Sanskritisation

24. Poverty

25. Backward Classes


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A RURAL DEVELOPMENT (HONOURS)
RURAL MARKETS
THIRD SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|---|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester II B.A RURAL DEVELOPMENT (HONOURS) IV SEM | | | |
| CourseCode RD H 108 | TITLE OF THE COURSE Human Resource Development in Rural Areas. | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The course objective is to understand the concepts, importance, and strategies of Human Resource Development (HRD) in rural areas, focusing on capacity building, human capital formation, and management for rural development, agriculture, industries, and services, to improve nutritional, educational, and skill development standards.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | Understand the concept, need, and elements of Human Resource Development (HRD) in rural areas and its role in human capital formation and capacity building. |
| CO2 | Identify the dimensions of HRD for rural development, including health, nutrition, education, skill development, and its importance in agriculture, industries, and services. |
| CO3 | Comprehend the concept, importance, and components of the Human Development Index (HDI) and learn how to construct it at the state and district level. |
| CO4 | Develop strategies for human resource planning in agriculture, industries, and services, and understand institutional arrangements for HRD promotion, including educational programs. |
| CO5 | Understand the principles, functions, and components of Human Resource Management (HRM) and its application in rural institutions, including cooperatives, PRIs, NGOs, and CBOs. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Unit I

Human Resource Development: Concept, Need and Elements – HRD in Rural Sector, Human Capital Formation: Efforts and Achievements in Investment for raising Nutritional and Educational Standards – Capacity Building for Rural Development.

Unit-II

Dimensions of HRD for Rural Development: Health – Nutrition – Education – Skill Development – Importance of HRD in Agriculture and Allied Activities, Rural Industries and Rural Service Sector.

Unit-III

Human Development Index – Concept – Importance – Components – Measurement
Construction of Human Development Index at the State and District level.

Unit-IV

Strategies for Human Resource Planning: Agriculture and Allied Activities– Rural Industries –
Business and Service Sectors Institutional Arrangements for the Promotion of HRD – F.T.C. –
K.V.K – GOs and NGOs (CAPART, NIRD and KVIC) – Educational Programmes: Vocational
Education – Total Literacy Campaign, Jana Sikshana Nilayams, Zilla Saksharatha Samithis.

Unit-V

Human Resources Management: Definition, Scope and Components – Principles and Functions
– Management and Administration – Universality of Management concepts and principles,
Human Resource Management in Rural Institutions: Cooperatives – PRIs – NGOs –CBOs.

Suggested Activities:-

Unit-I:

Case study: Analyze a successful HRD initiative in a rural area - Group discussion: Identify the
need for HRD in rural sectors - Field visit: Observe HRD programs in action in a rural setting

Unit-II:

- Role-play: Demonstrate the importance of HRD in agriculture, industries, and services
- Group project: Develop a plan for HRD in a rural development project
- Debate: Discuss the dimensions of HRD for rural development

Unit-III:

- Calculate and compare HDI scores for different states or districts
- Group discussion: Analyze the components and measurement of HDI
- Presentation: Create a presentation on the construction of HDI at the state and district level

Unit-IV:

- Develop a strategic plan for HRD in a rural industry or service sector
- Case study: Analyze an institutional arrangement for HRD promotion
- Group project: Design an educational program for vocational education or total literacy campaign
- Role-play: Demonstrate the role of GOs, NGOs, and CBOs in HRD promotion

Unit-V:

- Case study: Analyze HRM practices in a rural institution
- Group discussion: Discuss the principles and functions of HRM
- Field visit: Observe HRM practices in a cooperative, PRI, NGO, or CBO

Text books:

1. Mehta, M.R-Human Resource Development Planning with Special Reference to Asia
2. Alexander V. Alex-Human Capital Approach to Economic Development
3. Batra V P-The Economic and Human Resources
4. ILO-Employment Promotion with Special Reference to Rural Areas
5. George Toblas-Human Resources in India
6. Gerold M.Meier-Leading Issues in Economic
7. DevelopmentGyan Chand-Population in Perspective
8. World Bank-World Development Report, 1991
9. Govindappa K Adult Education – Impact of National Literacy Mission
10. UNDP-Human Development Report(s) 1998, 1999, 2000
11. Gupta, R.C.-Management Information System, CBS Publishers and Distributors,

CO-PO MAPPING

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II-B.A RURAL DEVELOPMENT (HONOURS)
HUMAN RESOURCE DEVELOPMENT IN RURAL AREAS
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer ALL of the following questions

5×6 = 30 Marks

1. a) Critically evaluate the concept of Human resource development.
(OR)
b) Write about the capacity building for rural development
- 2.a) Explain the importance of human resource development in Agricultural sector
(OR)
b) Define importance of Industrial sector and service sector in rural areas
- 3.a) What is HDI. Write about the measurements of HDI.
(OR)
b) Describe the construction of HDI at the state level and the district level
- 4.a) Explain the strategies for human development planning
(OR)
b) write about agriculture and allied activities in India.
- 5.a) Describe the scope and components of human resource management.
(OR)
b) what are the principles and functions of human resource management

SECTION-B

II) Answer any FIVE of the following

5×2=10 Marks

6. Human capital
7. Nutritional level
8. Education
9. Skill development
10. Note an HDI
11. PQLI
12. Write about agriculture
13. Describe CAPART
14. Management and administration of HRD
15. NGO's.

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Is the process of developing skills competencies and knowledge of employees

- A) Human relation management.
- B) Human resource management
- C) Human resource accounting
- D) Human resource planning

17. India is the second largest producer of rice in the world after

- A)Indonesia.
- B)Japan
- C)Malaysia
- D)China

18.IMR stands for

- A)Infant Mortality Rate.
- B)Indian Mortality Ratio
- C)International Mortality Ratio
- D)None above

19. Which of the following are institutional sources of rural credit

- A) Regional rural banks.
- B) Landlords
- C) Traders
- D) Moneylenders

20. The meaning of the acronym HRM

- A) Human relations management.
- B)Human resource management
- C)Humanistic resource management
- D)Human resources full management

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21.Human Capital

22.HDI

23.NIRD

24.Human Resource Management

25.PQLI


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A RURAL DEVELOPMENT (HONOURS)
HUMAN RESOURCE DEVELOPMENT IN RURAL AREAS
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|---|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester II B.A RURAL DEVELOPMENT (HONOURS) IV SEM | | | |
| CourseCode RD H 109 | TITLE OF THE COURSE RURAL INDUSTRIALIZATION AND ENTREPRENEURSHIP | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The objective of this course is to understand the concepts, importance, and development of rural industrialization, entrepreneurship, and organizations that promote rural industries, as well as the policies, programs, and strategies for marketing, growth, and globalization of rural industries.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | Understand the concept and importance of rural industrialization, Gandhian approach, appropriate technology, entrepreneurship, and incubation centers for rural development. |
| CO2 | Analyze policies, programs, and industrial sectors for rural industrial development, including cottage, small scale, handloom, agro-based industries, and Khadi and Village Industries Commission. |
| CO3 | Identify marketing problems and strategies for rural industries, including consortium approach, exhibitions, agri-business management, and agri-clinics. |
| CO4 | Recognize organizations promoting rural industries, including District Industries Centre, National Institute for Micro, Small and Medium Enterprises, and Small Industries Development Bank of India (SIDBI). |
| CO5 | Evaluate growth centre strategy, industrial estates, globalization, and promotion of rural industries through imports, exports, strategies, policies, and implications. |

Course with focus on Employability / Entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Unit-I

Rural Industrialization: Concept and Importance – Gandhian Approach to Rural Industrialization – Appropriate Technology for Rural Industries and features, Entrepreneurship: Concept, Characteristics and Types – Entrepreneurship and Rural Industrialization – Rural Entrepreneurship: Problems and Prospects – Significance of Incubation Centers.

Unit-II

Policies and Programmes for the Development of Rural Industries – Industrial Policy Resolutions – Five Year Plans Rural Industrial Sectors: Cottage, Small Scale, Handloom, Agro-based Industries, Rural Artisans, Handicrafts – Khadi and Village Industries Commission.

Unit-III

Rural Industries: Marketing Problems and Strategies – Consortium Approach – Exhibitions – Agri-business Management – Agri-Clinics.

Unit-IV

Organizations for Promotion of Rural Industries: District Industries Centre – National Institute for Micro, Small and Medium Enterprises – Small Industry Development Organization – Small Industries Service Institutes – Regional Rural Banks – State Finance Corporations – Small Industries Development Bank of India (SIDBI).

Unit-V

Growth Centre Strategy: Advantages and Operational Difficulties – Industrial Estates Globalization and Promotion of Rural Industries: Imports and Exports, Strategies, Policies, and Implications.

Suggested Activities:-

Unit-I:

1. Case study: Analyze a successful rural industrialization project using the Gandhian approach.
2. Group discussion: Debate the role of appropriate technology in rural industrialization.
3. Entrepreneurship quiz: Test knowledge of entrepreneurship concepts, characteristics, and types.
4. Incubation center visit: Organize a field trip to a local incubation center to understand its significance.

Unit-II:

1. Policy analysis: Evaluate the effectiveness of industrial policy resolutions and five-year plans for rural industrial development.
2. Khadi and Village Industries Commission project: Develop a project proposal for promoting rural industries through KVIC.
3. Group presentation: Discuss the role of government programs in rural industrial development.
4. Case study: Examine the impact of rural industrialization on rural artisans and handicrafts.

Unit-III:

1. Marketing plan: Develop a marketing strategy for a rural industry product.
2. Exhibition planning: Organize a mock exhibition to showcase rural industry products.
3. Agri-business management case study: Analyze a successful agri-business management project.
4. Agri-clinic visit: Arrange a field trip to an agri-clinic to understand its services.

Unit-IV:

1. Panel discussion: Invite experts from organizations promoting rural industries for a panel discussion.
2. Business plan competition: Encourage students to develop business plans for rural industries.
3. Field trip: Visit a regional rural bank or state finance corporation to understand their role.

Unit-V:

1. Growth centre strategy analysis: Evaluate the advantages and operational difficulties of growth centre strategy.
2. Industrial estate visit: Organize a field trip to an industrial estate to understand its role.
3. Globalization debate: Debate the impact of globalization on rural industries.

Text books:

1. Battacharya- S.N Rural Industrialization in India
2. Behari-Rural Industrialization in India
3. Rao R.V.-Rural Industrialization in India
4. Bagli V.-Khadi and Village Industries in the Indian Economy
5. Kripalani J.B.-Gandhian Thought
6. Vasant Desai-Organization and Management of Small Scale Industries
7. Sundaram J.B. -Rural Industrial Development
8. K.V.I.C.-Khadi and Village Industries - The Gandhian Approach
9. Vasant Desai-Problems and Prospects of Small Scale Industries in India
10. Mehan K K-Small Industry Entrepreneurs Handbook
11. T.S. Papola-Rural Industrialization

CO-PO MAPPING

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II-B.A RURAL DEVELOPMENT (HONOURS)
RURAL INDUSTRIALIZATION AND ENTREPRENEURSHIP
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer any five of the following questions

5×6 = 30 Marks

1. a) Discuss the concept and importance of rural industrialization
(OR)
b) Discuss the problems and prospects of rural entrepreneurship.
- 2.a) Analyze the policies and programs for the development of rural industries in India.
(OR)
b) Describe the significance of Khadi and Village Industries Commission in rural industrialization.
- 3.a) Discuss the marketing problems faced by rural industries and strategies to overcome them.
(OR)
b) Describe the role of agri-business management and agri-clinics in rural industries.
- 4.a) Explain the significance of Regional Rural Banks and State Finance Corporations in rural industrial development.
(OR)
b) Describe the role of Small Industries Development Bank of India (SIDBI) in promoting rural industries.
- 5.a) Discuss the growth centre strategy for rural industrialization,
(OR)
b) Analyze the impact of globalization on rural industries

SECTION-B

II) Answer any FIVE of the following

5×2=10 Marks

6. Define rural industrialization
7. What is the Gandhian approach to rural industrialization
8. Mention two Industrial Policy Resolutions for rural industries.
9. Define cottage industry and mention one example.
10. Explain the consortium approach in rural industrial marketing.
11. Mention one strategy to overcome marketing problems in rural industries.
12. How do organizations like SIDBI support rural entrepreneurship?
13. Explain the significance of Small Industry Development Organization in rural industrial development
14. What is the growth centre strategy for rural industrialization?
15. Mention one strategy to promote rural industries in the global market.

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. What is the main objective of rural industrialization?

- A. To promote urbanization
- B. To reduce rural-urban migration
- C. To increase agricultural production
- D. To promote industrial development in rural areas

17. India is the second largest producer of rice in the world after

17. What is the main goal of Industrial Policy Resolutions for rural industries?

- A. To promote large-scale industries
- B. To encourage foreign investment
- C. To support small-scale and cottage industries
- D. To reduce industrial development

19. Which of the following are institutional sources of rural credit

- A) Regional rural banks.
- B) landlords
- C) Traders
- D) Moneylenders

20. The meaning of the acronym HRM

- A) Human relations management.
- B) Human resource management
- C) Humanistic resource management
- D) Human resources full management

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21. Human capital

22. HDI

23. NIRD

24. Human Resource Management

25. PQLI


GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A RURAL DEVELOPMENT (HONOURS)
RURAL INDUSTRIALIZATION AND ENTREPRENEURSHIP
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M

BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

| | | | | | |
|---|---|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester II B.A RURAL DEVELOPMENT (HONOURS) IV SEM | | | |
| CourseCode RD H 110 | TITLE OF THE COURSE Agriculture Growth in India:Problems and Prospective | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

The course aims to provide a comprehensive understanding of Indian agriculture, including its history, development, socio-economic perspectives, technological advancements, and policy frameworks, to equip students with knowledge and skills for sustainable agricultural development and rural growth.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | Understand the history, development, and socio-economic perspectives of Indian agriculture, including agrarian movements, land reforms, and green revolution. |
| CO2 | Analyze the challenges faced by marginal farmers, land acquisition policies, and institutional aspects of sustainable agriculture and rural development. |
| CO3 | Apply knowledge of mushroom, vermicompost, aqua farming, and bio-floc technologies to promote sustainable agriculture and allied sectors. |
| CO4 | Utilize agriculture extension services, bio-pesticides, tissue culture, and soil-less farming to enhance rural development and agricultural productivity. |
| CO5 | Evaluate the impact of agricultural policies, including price policy, import-export policy, and globalization, on sustainable agricultural development. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Unit-I

Agriculture: History and development of agriculture in India; Objectives, Socio-economical perspectives; Agrarian Movements, Land Reforms, Green Revolution, Significance and Status of production of food crops and commercial crops, Drip irrigation., Merits and Demerits.

Unit-II

Marginal farmers issues and income, Land acquisition policies, tribal land rights, social impact assessment, institutional aspects of sustainable agriculture and rural development, Agrarian distress, tenancy, social and gender dimensions in agrarian sector.

Unit-III

Agriculture and allied sectors Mushroom Technology: Introduction, Nutritional/medicinal importance, Cultivation of edible mushrooms; Vermicompost Technology: Significance, methodology of production, merits and demerits, impact on agriculture development. Aqua farming and Bio-floc Technology.

Unit-IV

Agriculture Extension services and Rural Development: Concept, Applications; Bio- pesticides-introduction, Types, Advantages, and disadvantages, Social impact; Tissue culture, Vegetative propagation, Soil-less farming.

Unit-V

Agricultural Policy: Price policy, Import – Export Policy of agricultural Commodities, Impact of New Economic Policy and Globalization on agriculture.

Suggested Activities:-

Unit-I: Agriculture

Group discussion: Debating the impact of Green Revolution on Indian agriculture - Case study: Analyzing the effectiveness of Land Reforms in a specific region - Field visit: Observing drip irrigation systems in a local farm - Quiz: Testing knowledge on food and commercial crop production in India

Unit-II: Marginal Farmers and Sustainable Agriculture

Role-play: Simulating a social impact assessment of a land acquisition project - Case study: Examining the effects of agrarian distress on a rural community - Group project: Developing a sustainable agriculture plan for a marginal farmer

Unit-III: Agriculture and Allied Sectors

Field visit: Observing vermicompost production and its application in farming - Group discussion: Debating the merits and demerits of aqua farming and bio-floc technology - Quiz: Testing knowledge on mushroom, vermicompost, and aqua farming technologies

Unit-IV: Agriculture Extension Services and Rural Development

Group project: Developing a bio-pesticide awareness campaign for farmers - Field visit: Observing soil-less farming techniques in a local farm

Unit-V: Agricultural Policy

- Group discussion: Debating the impact of globalization on Indian agriculture
- Quiz: Testing knowledge on agricultural policy and its impact on sustainable development

Text books:

1. Bhagawati, Jagdish (1972), The Economics of Underdeveloped Countries,
2. Weidenfeld & Nicholason, London.
3. Desai, A.R, (1961), Rural India in Transitia, Popular Book Depot, Mumbai.
4. Joshi, P.C. (1976), Land Reforms in India, Allied Publishers, Mumbai.
5. S.C. Jain, & Satya, S. Sundaram, Problems and Policies of Indian Agriculture, Rural
6. Development, Himalaya Publishing House, Mumbai.
7. K.N. Parasad, Indian Rural Problems.
8. Dr. Tyagi, B.P., Agricultural Economics & Rural Development, Jayprakash Nath &
9. IU, Merrul-2,
10. Vasant, Desai, Fundamental of Rural Development, Himalaya Publishing House, Mumbai

CO-PO MAPPING

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 1 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II-B.A RURAL DEVELOPMENT (HONOURS)
AGRICULTURE GROWTH IN INDIA: PROBLEMS AND PROSPECTIVE
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

SECTION – A

I) Answer any five of the following questions

5×6 = 30 Marks

1. A) Briefly evaluate the history of agricultural development in India.
(OR)
B) Explain the land reforms in India.
2. A) Write about issues and income of marginal farmers.
(OR)
B) What are the social and gender dimensions in the agrarian sector.
3. A) Explain the importance of mushroom technology.
(OR)
B) Describe the impact of mushroom cultivation on agricultural development
4. A) Critically evaluate the advantages and disadvantages of bio pesticides.
(OR)
B) What are the uses of tissue culture.
5. A) Write about agricultural price policy.
(OR)
B) Explain the impact of globalization on Indian agricultural sector.

SECTION-B

II) Answer any FIVE of the following

5×2=10 Marks

6. Green revolution
7. Drip Irrigation
8. Rural development
9. Tenancy reforms
10. Tenancy reforms.
11. Vermi composed technology
12. Types of biopesticides
13. Vegetative propagation
14. Import export policy.
15. New economic policy

SECTION- C

III) Answer all of the following multiple choice questions

5×1=5 Marks

16. Which of the following is a measure of increase agricultural productivity

- A. Crop diversification.
- B. Over grazin
- C. Deforestation
- D. Soil erosion

17. Which of the following is not a challenge faced by Indian agriculture.

- A. Land degradation
- B. Increasing demand food .
- C. Climate change
- D. Overuse of fertilisers

18. Bajra grows well on Sandy soils and shallow

- A. Black soil.
- B. Red soil
- C. Laterite soil
- D. Alluvial soil

19. Rearing of Silkworm for the production of Silkworm fiber is known as

- A. Sericulture
- B. Floriculture
- C. Agriculture
- D. None of the above

20. Operation Flood is associated with

- A. Green Revolution
- B. White Revolution
- C. Blue Revolution
- D. Pink Revolution

SECTION - D

IV) Answer all the following questions one word question

5×1=5 Marks

21. Commercial Crops

22. Agrarian distress

23. Edible Mushroom

24. Soil erosion

25. Globalization

GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY
II – B.A RURAL DEVELOPMENT (HONOURS)
Agriculture Growth in India: Problems and Prospective
FOURTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50 M


BLUE PRINT

| Unit | 6 Marks | 2Marks | 1 Mark | Total Questions |
|--------------------|----------------|---------------|---------------|------------------------|
| Unit-I | 2 | 2 | 2 | 6 |
| Unit-II | 2 | 2 | 2 | 6 |
| Unit-III | 2 | 2 | 2 | 6 |
| Unit-IV | 2 | 2 | 2 | 6 |
| Unit-V | 2 | 2 | 2 | 6 |
| Total Marks | 60 | 20 | 10 | 90 |

B.A. Rural Development

Course Structure for 2022-23 Admitted Batches

| III YEAR B.A RURAL DEVELOPMENT SYLLABUS (To Choose One pair from (A & B)2022-23 Admitted Batch | | | | | | | | |
|---|----|---|---|---|---|----|----|-----|
| 4 | 6A | Regional Economics(RD105) | V | 5 | 4 | 50 | 50 | 100 |
| 5 | 7A | Rural Finance and Service (RD106) | V | 5 | 4 | 50 | 50 | 100 |
| (OR) | | | | | | | | |
| 6 | 6B | Basics of Andhra Pradesh Economy (RD107) | V | 5 | 4 | 50 | 50 | 100 |
| 7 | 7B | Rural Infrastructure and Development (RD108) | V | 5 | 4 | 50 | 50 | 100 |

| | | | | | |
|---|--|-----------------------------------|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester | | | |
| CourseCode RD105 | TITLE OF THE COURSE REGIONAL ECONOMICS | III B.A PARDSW &V SEM | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

- A. The ultimate objectives of regional economic policy run in terms of promotion of individual welfare, opportunity, equity, and social harmony.
- B. It would seem obvious, then, that economic policy in regard to a region should promote higher per capita real incomes, full employment, wide choice of kinds of work and styles of life for the individual, security of income, and not too much inequality among incomes.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | To understand the fundamentals of Regional Economics. |
| CO2 | To help students understand the impacts of globalization on regional economies. |
| CO3 | Assess the spatial micro economic theories of regional economics |
| CO4 | Assess the spatial macro economic theories of regional economics |
| CO5 | Understand the new economic reforms in India. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

MODULE - I INTRODUCTION

Definition and Scope of Regional Economics – Concepts of region – Types of Region – Importance of Regionalization – Regionalization Approaches – Indicators of Regional Development.

MODULE- II SPATIAL MICRO ECONOMIC THEORY

Determinants of Regional Location – Theories of Location – Von Thunen, Weber, Isard, Christaller, Losch on Location – Concentration vs Dispersal of Economic Activities.

MODULE -III SPATIAL MACRO ECONOMIC THEORY

Regional Social Accounting – Regional Growth Process – Regional Multipliers – Regional Input Output Analysis – Regional Business Cycle – Convergence and Divergence – Techniques for regional Economic Analysis

MODULE- IV REGIONAL ECONOMIC POLICY AND REGIONAL DISPARITIES

Importance and Objectives of regional Economic Policy – Formulation of Regional Economic Policy – Tools – Techniques Implementation – Limitations Causes of regional Disparities – Indicators – Extent – Trends – Policies and Programmes to reduce Disparities – Regional Planning – Backward Area Development Programmes – Institutional and Policy framework.

MODULE- V GLOBALIZATION AND REGIONALIZATION

Significance – Impact of New Economic Policy and Globalization on Regional Development – New Challenges and Policy Choices.

Text books:

1. Richardson H.W (1969) Elements of Regional Economics, Penguin Harmondsworth
2. Shankar Chatterjee- Implementation of Rural Development.

Reference books:

1. Shekhar Sudharshu (ed) (2003) Regional Planning in India, vol-I and II Anmol Publications, New Delhi.
2. Shrivastava O.S.(1992) Regional Economics : Theoretical issues, Anmol Publications, New Delhi

Web Links:

1. https://ddceutkal.ac.in/Syllabus/MA_Economics/ECO-4.1-REGIONAL- ECONOMICS.pdf
2. <https://link.springer.com/content/pdf/bfm%3A978-1-349-23364-9%2F1.pdf>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 2 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 2 | | | |
| CO5 | 3 | 3 | 2 | 1 | 3 | 2 | 2 | 3 | 3 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM
III B.A RURAL DEVELOPMENT
Paper – VI (A): REGIONAL ECONOMICS
V SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs.

Max. Marks: 50

SECTION – A

Answer the following questions

(3 X 10 = 30)

1. A) Define Regional economics. Explain the scope of regional economics.

(OR)

B) Explain the different indicators of Regional development.
2. A) What is Regional location. Explain the weber theory of regional location.

(OR)

B) Differentiate between concentration and dispersal of economic activities.
3. A) What is social accounting. Explain regional social accounting

(OR)

B) Explain the importance and objectives of regional economic policy.

Section-B

Answer any FOUR of the following questions

(4X5 = 20 Marks)

4. Types of regions.
5. Determinants of regional location.
6. Regional business cycle.
7. Backward Area Development Programme.
8. New economic policy.
9. Regional economics.
10. Regionalisation.


GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM
B.A RURAL DEVELOPMENT
Paper-V (CorePaper)REGIONAL ECONOMICS
FIFTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|------------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 1 | 1 | 2 |
| Module-II | 2 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|---|-----------------------------------|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester | | | |
| CourseCode RD106 | TITLE OF THE COURSE RURAL FINANCE AND SERVICE | III B.A PARDSW &V SEM | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre-requisites: | | 4 | 1 | - | 4 |

Course Objectives:

- A. Improve the transparency and accountability of financial institutions dealing with rural people. Reduce the high costs and risks of financial transactions in rural areas.
- B. Respond to the demand for a variety of financial services by the rural people.
- C. Bring about closer links between service providers and beneficiaries.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | To enable the students to understand nature of Rural Finance & Services |
| CO2 | To make familiar the students about Growth and Development processes |
| CO3 | To enable the students to understand Rural Marketing Processes |
| CO4 | Understand about the Rural co-operative marketing in India |
| CO5 | Understand the supporting prices for farmers in India. |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Module I :

Rural Finance in India 16 Hours Need for Rural credit -Credit delivery mechanisms - Rural Cooperative Credit Societies – Long-term Rural Credit -New strategy for Rural lending.

Module II :

Rural Institutional and Non –Institutional Finance in India Sources – Nationalized Banks, RRBs, NABARD - Co-operative Sector and Micro Finance -Non-Institutional Rural Financial Services – NBFIs, SHGs - Issues and Problems.

Module III:

Rural Marketing 12 Hours Concept –Importance of Rural Marketing - Classification and Structure of Rural Marketing - Input Market and Output Market Regulated markets -Ware Housing and Cold Storages - Problems & Remedies.

Module IV:

Rural Co-Operative Marketing 12 Hours Meaning and Definitions, Types, Structure-Role of Co- Operative markets,- State level Co-Cooperative marketing organizations, National Co-Operative Development Co-Operation (N.C.D.C) Government Policy measures.

Module V:

Rural Marketing Information and Pricing Nature and Scope, Channels of Marketing information, Farmers Service Centres - E-choupal -Support Price Policy in India.

Text books:

1. Richardson H.W (1969) Elements of Regional Economics, Penguin Harmondsworth
2. Shankar Chatterjee- Implementation of Rural Development.

Reference books:

1. Meenu agarwal – Consumer behaviour and Rural Marketing in India.
2. Y. Subbarayudu and P Mohana Reddy-Regional Rural Banks and Rural Development

Web Links:

1. <https://www.fao.org/3/Y2006E/y2006e0c.htm>
2. https://www.soas.ac.uk/cedep-demos/000_P528_RF_K3736-Demo/module/pdfs/p528_unit_01.pdf

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | | | |
| CO2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 1 | 3 | 2 | | | |
| CO4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 1 | 3 | 2 | | | |
| CO5 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM
Model Question Paper
III B.A RURAL DEVELOPMENT
Paper – VII(A): RURAL FINANCE AND SERVICE
V SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs.

Max. Marks: 50

SECTION – A

Answer the following questions

(3X 10 = 30)

1. A) What is the Need for rural credit .Explain different types of rural credit.
(OR)
B) What are credit delivery mechanisms? Explain role of rural Co-operative Credit Societies .
2. A) What are the Functions of NABARD.
(OR)
B) Explain Non-Institutional finance services in India.
3. A)What is the importance of rural marketing. Explain the classifications of rural marketing.
(OR)
B) Define rural co-operative marketing. Explain types and structure of rural co-operativemarkets.

SECTION-B

Answer any FOUR of the following questions

(4X5 = 20 Marks)

4. New strategy for rural ending.
5. Regional Rural Banks.
6. Regulated Markets,
7. State level co-operative marketing organisation.
8. Former service centres
9. Rural finance.
10. Short term rural credit.
11. Minimum Support Price


GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM
III B.A RURAL DEVELOPMENT Paper-V (Core Paper)
RURAL FINANCE AND SERVICE
FIFTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|--------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 1 | 1 | 2 |
| Module-II | 2 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|---|---|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester III B.A PARDSW &V SEM | | | |
| Course Code RD107 | TITLE OF THE COURSE BASICS OF ANDHRA PRADESH ECONOMY | | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre- requisites: | | 4 | 1 | - | 4 |

Course Objectives:

- Improve the transparency and accountability of financial institutions dealing with rural people. Reduce the high costs and risks of financial transactions in rural areas.
- Respond to the demand for a variety of financial services by the rural people.
- Bring about closer links between service providers and beneficiaries.

Course Outcomes:

| | |
|--|---|
| On Completion of the course, the students will be able to- | |
| CO1 | Develop idea about basic characteristics of Indian and AP Economy |
| CO2 | Understand the importance, causes and impact of population growth and its distribution, translate and relate them with Economic Development |
| CO3 | Gross the importance of planning under taken by the government of India |
| CO4 | Understand the Agriculture as the foundation of Economic growth and development and its contribution to the Economy as a whole |
| CO5 | Understand the Andhra Pradesh economy |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

MODULE – 1 :

Economic Policies of Andhra Pradesh Socio Economic welfare Programmes of Government of Andhra Pradesh.

MODULE - 2

Composition of Population in Andhra Pradesh – Rural – Urban, Sex Ratio, Age Distribution.

MODULE – 3

Contribution of agriculture to income and employment in Andhra Pradesh. Land reforms in Andhra Pradesh - Cropping pattern – Irrigation Policy of Andhra Pradesh - sources of agricultural finances -agricultural subsidies – public distribution system in Andhra Pradesh.

MODULE – 4

Industrial development in Andhra Pradesh – Growth and Structure of industries - Incentives to industries - Industrial corridors in and SEZ's in Andhra Pradesh – Bottlenecks of Industrial Development – Power Projects.

MODULE – 5

Andhra Pradesh Budgetary resources and constraints - Fulfillment of the conditions of A.P Bifurcation Act – central assistance and issues of conflict - public debt and projects of external assistance.

Text books:

1. .K.Misra & V,K,Puri - "Indian Economy", Himalaya Publishing House, 2015.
2. M.P.Todaro - "Economic Development", Longman, London 6/e, 1996.

Reference books:

1. Ruddar Dutt and K.P.M. Sundaram - "Indian Economy", S.Chand & Co., 2015.
3. G.M.Meier - "Leading Issues in Economic Development", Oxford University Press, New York, 3/e.
2. Omkarnath - Economics - A Primer for India - Orient Blackswan, 2012.

Web Links:

1. <https://www.core.ap.gov.in/cmdashboard/Download/Publications/ap%20economy%20in%20brief-2020.pdf>
2. https://www.academia.edu/33186215/THE_ECONOMY_OF_ANDHRA_PRADESH

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : NoCorrelation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 2 | | | |
| CO2 | 2 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 2 | | | |
| CO3 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 2 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS):
RAJAMAHENDRAVARAM III-B.A RURAL DEVELOPMENT-
Semester-V
Under CBCS

Paper-VI(B): Basics of Andhra Pradesh Economy

Time: 2 ½ hours

Max. Marks: 50

Section-A

Answer the following questions

(3X10 = 30 Marks)

1. (a) Explain the Socio-Economic welfare programme of Government of Andhra Pradesh.

(or)

(b) Explain the Trends in population and percapita income growth in Andhra Pradesh. 2.(a) Explain the importance of Agriculture in Andhra Pradesh Economy.

(or)

(b) Explain the irrigation facilities in Andhra Pradesh Economy.

3. (a) Explain the basic features of Andhra Pradesh economy after bifurcation.

(or)

(b) Explain the importance of industries in Andhra Pradesh Economy

Section-B

Answer Four of the following questions

(4X5 = 20 Marks)

4. Navaratnalu

5. Density of population in AP

6. Sources of agriculture finance in AP

7. Land reforms in AP

8. Power projects

9. SEZ in AP

10. Fulfillment of conditions of AP

11. Public debt and projects of external assistance.

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM

B.A RURAL DEVELOPMENT (Core Paper)

PAPER VI(B) : Basics of Andhra Pradesh

Economy


FIFTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|--------------------|----------------------------------|------------------------------------|----------------------------|
| Module-I | 1 | 1 | 2 |
| Module-II | 1 | 1 | 2 |
| Module-III | 2 | 2 | 4 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |

| | | | | | |
|---|--|-----------------------------------|---|---|---|
|  | Government College (Autonomous) Rajahmundry | Program & Semester | | | |
| Course Code RD108 | TITLE OF THE COURSE RURALINFRASTRUCTURE AND DEVELOPMENT | III B.A PARDSW &VSEM | | | |
| Teaching | Hours Allocated: 60 (Theory) | L | T | P | C |
| Pre- requisites: | | 4 | 1 | - | 4 |

Course Objectives:

- A. To promote economic growth among the rural population through adequate access to food, shelter, clothing, education and employment. With proper opportunities proportional to the same in urban areas, individuals residing in rural areas will be able to get a level ground for income options.
- B. Respond to the demand for a variety of financial services by the rural people.

Course Outcomes:

On Completion of the course, the students will be able to-

| | |
|-----|---|
| CO1 | It helps and provides the fund support that is needed and also in cost-effective ways. Monitors the entire process and evaluates them finally. Associates, along with the Government for timely delivery. |
| CO2 | Understand the importance of Rural transport in India. |
| CO3 | To know social infrastructure and education and health. |
| CO4 | Understand the Rural communication technology. |
| CO5 | Understand the Rural energy sources in India |

Course with focus on employability / entrepreneurship / Skill Development modules

| | | | | | |
|-------------------|--|---------------|--|------------------|--|
| Skill Development | | Employability | | Entrepreneurship | |
|-------------------|--|---------------|--|------------------|--|

Module I :

12 Hours

Rural Infrastructure Meaning, Components -Importance of Rural infrastructure, Growth of Rural Infrastructure – Infrastructure Policy- Rural Infrastructure Development Fund (RIDF).

Module II :**14 Hours**

Rural Transportation Types and Structure - Road and Rail Co- ordination - Rural transportation problems - Various Schemes for Rural Transportation Development in India.

Module III:**14 Hours**

Social Infrastructure Concept -Components of Social Infrastructure, Education, Health, Drinking Water - Sanitations -Issues, problems and Remedies.

Module IV:**10 Hours**

Rural Communication and Information Communication Technology Need, Sources, technology and Rural Communication, Issues and problems - Government policies for rural Communication.

Module V:**10 Hours**

Rural Energy Meaning and types - Sources of rural energy, Rural electrificationProblems, Remedies and Programmes - Non-Renewable Energy.

Text books:

1. Dutt and Sundaram- Indian Economy,.
2. Mishra S.K. and Puri V.K. - Economics of Development and Planning, HimalayaPublishing House, Mumbai, 2012.

Reference books:

1. Ruddar Dutt and K.P.M. Sundaram - "Indian Economy", S.Chand & Co., 2015.
3. G.M.Meier - "Leading Issues in Economic Development", Oxford University Press, New York, 3/e.
2. Omkarnath - Economics - A Primer for India - Orient Blackswan, 2012.

Web Links:

1. https://www.ilo.org/asia/WCMS_099466/lang--en/index.htm#:~:text=Infrastructure%20assets%20such%20as%20rural,social%20an d%20economic%20productive%20life.
2. <https://journals.sagepub.com/doi/abs/10.1177/0973801017703499?journalCode=mar a>

CO-PO Mapping:

(1: Slight [Low]; 2: Moderate[Medium]; 3: Substantial[High], '-' : No Correlation)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | | | |
| CO4 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | | | |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | | | |

GOVERNMENT COLLEGE (AUTONOMOUS):
RAJAMAHENDRAVARAM III B.A RURAL
DEVELOPMENT

Paper – VII(B): RURAL INFRASTRUCTURE AND
DEVELOPMENT V SEMESTER END
EXAMINATIONS

Time: 2 ½ Hrs.

Max. Marks: 50

SECTION – A

Answer the following questions

(3 X 10 = 30)

1. A) What is Rural infrastructure? Explain its components.
(OR)
B) What is Rural infrastructure policy? Explain the role of Rural Infrastructure Development Fund.
2. A) What is rural transportation? Explain types and structure of rural transportation.
(OR)
B) Explain various schemes for rural transportation development in India.
3. A) What is social infrastructure? Explain its components.
(OR)
B) What are the problems and Remedies of Rural Electrification.

SECTION-B

Answer Four of the following questions

(4X5 = 20 Marks)

4. Rural Infrastructure Development Fund.
5. Road transport.
6. Water transport.
7. Importance of Rural Infrastructure.
8. Rural communication.
9. Sources of IC Technology.
10. Rural energy sources.
11. Rural Electrification

GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM
B.A RURAL DEVELOPMENT Paper-VII (B) (Core Paper)
RURAL INFRASTRUCTURE AND DEVELOPMENT
FIFTH SEMESTER END EXAMINATIONS

Time: 2 ½ Hrs

Max. Marks: 50

BLUE PRINT

| Module | Essays (10 marks) | Short Answers (5 marks) | Total Questions |
|--------------------|------------------------------|------------------------------------|------------------------|
| Module-I | 1 | 1 | 2 |
| Module-II | 2 | 1 | 3 |
| Module-III | 1 | 2 | 3 |
| Module-IV | 1 | 2 | 3 |
| Module-V | 1 | 2 | 3 |
| Total Marks | 60 | 40 | 100 |