



# **Government College (Autonomous) Rajahmundry**

## **Board of Studies**

**for**

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

**B.A. (Hons) Economics (III&IV Semesters w.e.f 2022-23)**

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

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

**B.Sc. Econometrics (V&VI Semesters w.e.f 2021-22)**

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

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

## **Department of Economics**

### **2023-24**



## Contents of BOS

<b>S.No</b>	<b>Details</b>	<b>Page No.s</b>
<b>1</b>	Proceedings of the Principal	1-2
<b>2</b>	Composition of BOS	3
<b>3</b>	Agenda	4
<b>4</b>	Resolutions	5
<b>5</b>	Members Present with Signatures	3A
<b>6</b>	List of Examiners and Question Paper Setters	6
<b>7</b>	Departmental Action Plan	7-8
<b>8</b>	Credit Framework	9
<b>9</b>	B.A Hons Economics PSOs'	10
<b>10</b>	B.A. (Hons) Economics (I&II Semesters w.e.f 2023-24)	11-33
<b>11</b>	B.A. (Hons) Economics (III&IV Semesters w.e.f 2022-23)	34-95
<b>12</b>	B.A. (Hons) Economics (V&VI Semesters w.e.f 2021-22)	96-123
<b>13</b>	B.A /B.Sc. Economics (III, IV, V& VI Semesters w.e.f 2021-22)	124-171
<b>14</b>	B.Sc. Econometrics (V&VI Semesters w.e.f 2021-22)	172-199
<b>15</b>	B.A. Hons Rural Development (I& II Semesters w.e.f 2023-24)	200-223
<b>16</b>	B.A. Rural Development (III, IV, V& VI Semesters w.e.f 2021-22)	224-252

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

**Rc. No: Spl./Acad.Cell-GCRJY/BOS/2023-24, Dated: 29 August 2023**

**Sub:-** Government College (Autonomous), Rajahmundry– **Boards of Studies (BoS)** –2023-24 Nomination of Members - Orders Issued.

**Ref:-** 1. UGC Guidelines for Autonomous Colleges - 2018.  
2. Proceedings of the Vice-Chancellor, ANUR No. ANUR Government College (A) Rajahmundry, dated 01-06-2023.  
3. UGC, Curriculum and Credit Framework for undergraduate programs dated 7 December 2022.

\*\*\*\*\*

**ORDER:**

The Principal, Government College (Autonomous), Rajahmundry is pleased to constitute the **Board of Studies in Economics** for framing the syllabi in Economics subject for all semesters under **single major system** duly following the norms of the UGC Autonomous guidelines 2018 and curriculum framework issued by UGC for single major system vide Ref.3 above.

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 Seethanagaram	Subject Expert
4	Sri M.Venkateswara Rao , Lecturer in Economics, P.R GDC College Kakinada	Subject Expert
5	Dr. P. Lakshmi Narayana, Dept. of Economics, UCAC,AKNUR	University Nominee
6	Sri Ramesh Reddy, Deputy Manager, State Bank of India, Kakinada	Expert form Industry
7	K Bujji Babu I B.A Economics (Hons), N. Likitha II B.A EHP	Student Members

The above members are requested to attend the BOS meetings and share their valuable views, and suggestions on the following functionaries:

- (a) Prepare syllabi for the subject keeping in view the objectives of the college, the interest of the stakeholders and national requirements for consideration and approval of the Academic Council
- (b) Suggest methodologies for innovative teaching and evaluation techniques
- (c) Suggest a panel of names to the Academic Council for the appointment of examiners
- (d) Coordinate research, teaching, extension, and other activities in the department of the college.

The term of the members will be Two years from the date of issue of this proceedings. The Chairman of the BoS (HoD/lecturer In-Charge of the department) is directed to coordinate

with the Principal of the College and conduct BoS meetings as and when necessary, but at least twice a year.

**Note:** For further information, please go through the guidelines provided by the Academic Cell of the College.



**RAMACHANDRA, R.K.**  
**PRINCIPAL**  
**GOVERNMENT COLLEGE [A]**  
**RAJAHMUNDRY**

Copy to:

1. The above individuals
2. File



## **DEPARTMENT OF ECONOMICS**

### **Composition of Board of Studies**

Consolidated Report of Board of Studies for the year 2023- 2024 (I,II,III,IV,V& VI Semesters). The Board of Studies of Department of *Economics* was convened on **30-08-2023** 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	M.Venkateswara Rao , Lecturer in Economics, P.R GDC College Kakinada	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	Dr.A,Prasadu (Guest Faculty)	Member	
9	Ch.Gandhi Mani (Guest Faculty)	Member	
10	K.V.Ganesh Kumar (Guest Faculty)	Member	
11	Amudala Keerthi (Guest Faculty)	Member	
12	D.D.S lakshmi (Guest Faculty)	Member	
13	T.Lakshmi Teja (Guest Faculty)	Member	
14	K Bujji Babu I B.A Economics (Hons)	Student Member	
15	N. Likitha II B.A EHP	Student Member	

Date:30-08-2023

**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 2023- 2024

Room NO: 16  
Department of Economics

Date: 30-08-2023  
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 and II 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 III,IV, V & VI Semesters B.A/B.Sc. Economics and B.Sc Econometrics for V& VI Semesters.
4. To consider and approve syllabi and model question paper for the III,IV,V B.A Rural Development course.
5. To consider and approve syllabi and model question paper for the III,IV ,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 2023- 2024.
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 2023-24



**DEPARTMENT OF ECONOMICS**  
**Board of Studies Meeting 2023- 2024**

**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 and II 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 III,IV,V & VI B.A/B.Sc. Economics and B.Sc. Econometrics for V& VI Semesters.
4. It is resolved and approved the syllabi & model question papers for III,IV,V & VI B.A Rural Development III, IV,V& VI Semesters
5. It is resolved to continue a Certificate Course in “*Office Management*” for the 2<sup>nd</sup> year students
6. It is resolved and approved the list of paper setters and examiners for Academic year 2023 – 2024.
7. It is resolved and approved the Departmental Activities for the year 2023-24

University Nominee

Subject Expert-I

Subject Expert-II

Chairman of Board of Studies



**DEPARTMENT OF ECONOMICS**

**List of Examiners & Question Paper Setters 2023-2024**

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	Bala Narasimhulu	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) RAJAHMUNDRY**

**DEPARTMENT OF ECONOMICS**

**ACTION PLAN: 2023-2024**

<b>MONTH</b>	<b>ACTIVITY</b>	<b>REMARKS</b>
AUGUST-2023	<ul style="list-style-type: none"> <li>➤ Student Induction Programme (DEEKSHARAMBH)</li> <li>➤ Department Staff Meeting</li> <li>➤ Guest Lecture</li> <li>➤ Students Internship Evaluation and Viva-Voce</li> </ul>	
SEPTEMBER-2023	<ul style="list-style-type: none"> <li>➤ Department Staff Meeting to distribute the Papers</li> <li>➤ Observing World Thrift Day.</li> <li>➤ Assignment of Long-term Internship to final year students</li> <li>➤ Observation of Teachers Day</li> </ul>	
OCTOBER-2023	<ul style="list-style-type: none"> <li>➤ CIA- I</li> <li>➤ Student Seminars</li> <li>➤ Guest Lecture</li> <li>➤ Viva-Voce for CSP</li> <li>➤ Review on Result analysis</li> </ul>	
NOVEMBER-2023	<ul style="list-style-type: none"> <li>➤ Observation of National Education Day</li> <li>➤ Review on syllabus coverage</li> <li>➤ Essay writing/ Elocution Competitions</li> </ul>	
DECEMBER-2023	<ul style="list-style-type: none"> <li>➤ National Farmers Day</li> <li>➤ ICT based student seminar</li> <li>➤ National Consumers Day</li> <li>➤ CIA-II (ONLINE)</li> <li>➤ Assignment of Long-term Internship to final year students</li> </ul>	
JANUARY-2024	<ul style="list-style-type: none"> <li>➤ Department Staff Meeting to distribute the Workload</li> <li>➤ <b>National Seminar</b></li> <li>➤ Debate Competition</li> <li>➤ Students Internship Evaluation and Viva-Voce</li> </ul>	
FEBRUARY-2024	<ul style="list-style-type: none"> <li>➤ Student Talk on Union Budget and Economic Survey</li> <li>➤ Department Staff meeting</li> <li>➤ Student Seminars</li> </ul>	
MARCH-2024	<ul style="list-style-type: none"> <li>➤ Discussion on Andhra Pradesh Budget and Socio-Economic Survey</li> <li>➤ CIA-I</li> <li>➤ Guest Lecture</li> </ul>	

APRIL-2024	<ul style="list-style-type: none"> <li>➤ Department Staff Meeting to Review syllabus coverage</li> <li>➤ Assignment of CSP and Short-term internship thrust areas</li> <li>➤ Group discussion on Current Economic Affairs</li> <li>➤ CIA-II (ONLINE)</li> </ul>	
MAY-2024	<ul style="list-style-type: none"> <li>➤ Department Staff Meeting to distribute the Workload</li> <li>➤ Students Internship Evaluation and Viva-Voce</li> </ul>	



# Government College (Autonomous) Rajahmundry

## Credit Framework

<b>B.A (Honours) Economics with Minor</b>																								
Semester	Major (4 Cr)			Minor (4 Cr)			Languages (3 Cr)			Multi Disciplinary (2 Cr)			Skill Enhancement Courses (2Cr)			OOTC			Env Edn (2 Cr)			Total		
	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr
<b>Sem 1*</b>	2	8	8				2	8	6	1	2	2	2	4	4							7	22	20
<b>Sem 2</b>	2	8	8	1	4	4	2	8	6				2	4	4							7	24	22
<b>Community Service Project of 180 hours with 4 Credits.</b>																								
<b>Sem 3</b>	4	16	16	1	4	4				1	2	2	1	2	2							7	24	24
<b>Sem 4</b>	3	12	12	2	8	8				1	2	2	1	2	2							7	24	24
<b>Short-Term Internship/Apprenticeship/OJT of 180 hours with 4 Credits.</b>																								
<b>Sem 5</b>	4	16	16	2	8	8													1	2	2	7	26	26
<b>Sem 6</b>	<b>Semester Internship/Apprenticeship/OJT with 12 Credits.</b>																							
<b>Sem 7</b>	3	12	12										2*	8	8	1	2	2	1	2	0	6	24	22
<b>Sem 8</b>	3	12	12										2*	8	8	1	2	2	1	2	0	6	24	22
	21		84	6		24	4		12	3	6	6	10	32	28	2	4	4	2	4	0	47		<b>160</b>
20 Additional Credits for 10 month mandatory Internship/OJT/Apprenticeship																								
<b>C</b>	Courses			<b>H</b> Hours			<b>Cr</b> Credits			<b>OOTC</b>			Open Online Transdisciplinary											
<b>IKS#</b>	Indian Knowledge Systems - Audit Course																							



## **Government College (Autonomous) Rajahmundry**

### **BA (Hons) Economics**

#### **Program Specific Outcomes**

**PSO 1. Knowledge of Economic System:** An ability to understand economic theories and functioning of microeconomic and macroeconomic systems with statistical and mathematical skills to solve the real economic issues.

**PSO 2. Development Perspectives:** Delineate the developmental policies designed for developed and developing economies. The course also acquaints with the measurement of development with the help of theories along with the conceptual issues of poverty and inequalities of income.

**PSO 3. Perspectives on Indian Economy:** Acquaint with basic issues of Indian economy and learn the basic concepts of monetary analysis and financial marketing in Indian financial markets. This course reviews major trends in economic indicators and policy debates in India in the post-Independence era.



**Government College  
(Autonomous) Rajahmundry**

**Board of Studies  
For  
ECONOMICS (HONOURS)  
2023-24 Admitted Batch  
I & II Semesters**

**Department of Economics**

**2023-24**

## **B.A ECONOMICS HONS PROGRAM**

### **COURSE STRUCTURE 2023-2024**

#### **PAPER TITLES FOR ECONOMICS MAJOR**


<b>Sem</b>	<b>Paper</b>	<b>Credits</b>	<b>Hours per Week</b>
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 <b>Or</b> 14 B. Retail and Digital Marketing	4	4
	15 A. Inferential Statistics and Software Packages <b>Or</b> 15 B. Project Designing and Report Writing	4	4
VI	<b>Internship</b>		
VII	7.1 Advanced Microeconomics Analysis <b>Or</b> Advanced Macroeconomics Analysis	4	4
	7.2 Environmental Economics <b>Or</b> Agricultural Economics	4	4
	7.3 Industrial and Infrastructural Economics <b>Or</b> Economics of Education and Health	4	4
	7.4 Basic Econometrics <b>Or</b> Computer Application for economic analysis	4	4
	7.5 Social entrepreneurship <b>Or</b> Marketing Research	4	4
VIII	8.1 Advanced Theories in Development Economics <b>Or</b> Contemporary Developmental Issues in Indian Economy	4	4
	8.2 Contemporary Developmental Issues in Andhra Pradesh Economy <b>Or</b> Gender and Social Economics	4	4
	8.3 Behavioral Economics <b>Or</b> Constitutional Economics	4	4
	Investment Analysis and Portfolio Management Experimental Economics	4	4
	SEC	Cooperative Economics <b>Or</b> Corporate Social Responsibility	4

**B.A ECONOMICS HONS PROGRAM**

**COURSE STRUCTURE 2023-2024**

**PAPER TITLES FOR ECONOMICS MINOR**

<b>Sem</b>	<b>Paper</b>	<b>Minor</b>	<b>Credits</b>	<b>Hours per Week</b>
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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>I B.A ECONOMICS (HONOURS) SEM-I</b>			
<b>Course Code</b>	<b>TITLE OF THE COURSE</b> FUNDAMENTALS OF SOCIAL SCIENCES				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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 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 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	PSO 1	PSO 2	PSO 3
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)**  
**PAPER I: FUNDAMENTALS OF SOCIAL SCIENCES**  
**FIRST SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

<b>Unit</b>	<b>Essays (10 marks)</b>	<b>Short Answers (4 marks)</b>	<b>Total Questions</b>
<b>Unit-I</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-II</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-III</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Unit-IV</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Unit-V</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**  
**I – B A ECONOMICS (HONOURS)**  
**FUNDAMENTALS OF SOCIAL SCIENCES**  
**FIRST SEMESTER END EXAMINATIONS**

**Time:2 ½ hours**

**MAX MARKS:50**

---

**SECTION -A**

**Answer all questions**

**3x10 =30 Marks**


- 1 (a) Explain the methods and approaches commonly used in Social Sciences.  
(or)  
(b) Assess the importance of studying history in the present society
2. (a) Define Psychology and explain its nature and scope.  
(or)  
(b) Define political systems and outline the organs of the state.
- 3.(a) Explain the differences between microeconomics and macroeconomics and illustrate with examples.  
(or)  
(b) Describe the milestones of computer evolution. Explain the significance of each generation of computers and their contributions to technological advancement.

**SECTION -B**

**Answer any four of the following**

**4x5=20 Marks**

4. The Scope of Social Science
5. Distinguish Between Natural Science and Social Sciences
6. Historical Research
7. Types of History
8. Social Interaction
9. Economic Growth
10. Basics of the Internet
11. Cryptograph

	<b>Government College (Autonomous) Rajahmundry</b>	<b>I B.A ECONOMICS (HONOURS) I SEM</b>			
<b>Course Code</b>	<b>TITLE OF THE COURSE</b> 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			

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

**PERSPECTIVES OF INDIAN SOCIETY**

**FIRST SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50 M**

**BLUE PRINT**

<b>Unit</b>	<b>Essays (10 marks)</b>	<b>Short Answers (5 marks)</b>	<b>Total Questions</b>
<b>Unit-I</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-II</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Unit-III</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-IV</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Unit-V</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>



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

**Time: 2 ½ Hrs**

**Max. Marks: 50**

---

**SECTION - A**

**Answer the following questions**

**(3 X 10 = 30)**


1. (a) Discuss the concept of human nature and its implications in real-life engagements.  
(Or)  
(b) Evaluate the factors that led to the rise of nationalism during the British rule in India
2. (a) Discuss the philosophical foundations of the Indian Constitution, drawing from its underlying principles and values.  
(Or)  
(b) Describe the features of the Indian economy and contribution of various sectors to Indian Economy.
- 3.(a) Analyze the economic reforms of liberalization, privatization, and globalization in India.  
(Or)  
(b) Assess the influence of social networking platforms like WhatsApp, Twitter, and Facebook on human behavior and interpersonal relationships

**SECTION - B**

**Answer any FOUR of the following**

**(4 X 5 = 20 M)**

4. Individualism and collectivism
5. Social influence on human life
6. Heritage sites in India
7. fundamental rights
8. Directive Principles
9. Reserve Bank of India
10. Email
11. Data analytics

	<b>Government College (Autonomous) Rajahmundry</b>	<b>I BA ECONOMICS (HONOURS)</b>			
Course Code	<b>TITLE OF THE COURSE MICRO ECONOMICS</b>	<b>(II Sem)</b>			
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](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 the following questions.**

**(3 X 10 = 30 M)**

- 1) a) Define Economics? Explain the importance and scope of Micro Economics  
(or)  
b) Explain the consumer equilibrium with the help of Indifference curve analysis.
- 2) a) Explain the law of variable proportions.  
(or)  
b) Explain the price determination under monopoly.
- 3) a) What is market? Explain the classification of market  
(or)  
b) Define rent and explain the Ricardian theory of rent

**SECTION – B**

**Answer any Four of the following**

**(4 X 5 = 20 M)**

- 4) Wealth definition
- 5) Normative-Positive science
- 6) Consumer surplus
- 7) Explain the law of demand with its exceptions
- 8) Cobb-Douglas production function
- 9) Law of supply
- 10) Kinked demand curve
- 11) Marginal productivity theory of distribution


**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**

<b>Unit</b>	<b>Essays (10 marks)</b>	<b>Short Answers (5 marks)</b>	<b>Total Questions</b>
<b>Unit-I</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-II</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-III</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-IV</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Unit-V</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>

	<b>Government College (Autonomous) Rajahmundry</b>	<b>I B.A ECONOMICS (HONOURS) (II Sem)</b>			
Course Code	<b>TITLE OF THE COURSE MATHEMATICAL METHODS FOR ECONOMICS</b>				
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
- Kuhn Tucker Formulation and Lagrange Multiplier
- 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.

#### **Text 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*, McGraw Hill, New York.
3. Yamane, Taro (1975), *Mathematics for Economists*, Prentice Hall of India New Delhi.

#### **Reference books:**

1. Heijdra, B.J. and V.P. Fredericck (2001), *Foundations of Modern Macroeconomics*, Oxford University Press, New Delhi.
2. Knut Sydsaeter and Peter Hammond (2008), *Mathematics for Economic Analysis*. Pearson education.
3. Open Source Online Materials & Videos: IGNOU, e-PG Pathasala, SWAYM, Khan Academy etc.



### CO-PO Mapping:

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

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

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

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

<b>Unit</b>	<b>Essays (10 marks)</b>	<b>Short Answers (5 marks)</b>	<b>Total Questions</b>
<b>Unit-I</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>Unit-II</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>Unit-III</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-IV</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-V</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>

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

**Time: 2 1/2 Hrs**

**Max. Marks: 50**

---

---

**SECTION - A**

**Answer the following questions.**

**(3x10= 30)**

1. a) Explain the importance of Mathematical methods in Economics

(or)

b) Define Functions. Explain types of functions & it's application.

2. a) Define function. Continuity & Differentiability of a function

(or)

b) Find maxima & minima

$$f(x) = 3x^4 - 2x^3 + 6x^2 + 6x + 1$$

3. a) Application of LPP in Economics

(or)

b) Solve using cramer's rule

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

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

$$x + 2y + z = 4$$

**SECTION-B**

**Answer any FOUR of the following**

**(4x5=20)**

4) If  $A = (1,4,5)$   $B = (2,4,5)$  &  $C = (2,3)$  then show that  $(A \cup B) \cap C = A \cap (B \cap C)$

5) In a certain culture, the count of bacteria gets doubled after every hour. There are 3 bacteria in the culture initially. What would be the total count of bacteria at the end of 6<sup>th</sup> hour.

6) If  $y = 2x^5 - 3x^3 + 6x + 2$  find  $dy/dx$

7) find  $\int (x^3 + 3x^2 + 5x + 6) dx$

8) Consider the function  $f(x) = x^2 - 4x + 3$

9) find the roots for  $x^2 - 5x + 6 = 0$

10) Determinants of  $\begin{vmatrix} 1 & 5 & 6 \\ 7 & 2 & 4 \\ 5 & 7 & 9 \end{vmatrix}$

11) Envelope theorem



**Government College  
(Autonomous) Rajahmundry**

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

**Department of Economics  
2023-24**

**B.A. (H) Economics Three Year Course of Study  
for 2022-23 Batch**


<b>Semester-I</b>				
<b>S.No</b>	<b>Course</b>	<b>Course Name</b>	<b>Hours</b>	<b>Credits</b>
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
<b>Semester-II</b>				
<b>S.No</b>	<b>Course</b>	<b>Course Name</b>	<b>Hours</b>	<b>Credits</b>
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
<b>Community Service Project (2 Months)</b>				<b>4</b>
<b>Semester-III</b>				
<b>S.No</b>	<b>Course</b>	<b>Course Name</b>	<b>Hours</b>	<b>Credits</b>
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
<b>Semester-IV</b>				
<b>S.No</b>	<b>Course</b>	<b>Course Name</b>	<b>Hours</b>	<b>Credits</b>
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
<b>Internship- I (2 Months)</b>				<b>4</b>

**B.A. (H) Economics Three Year Course of Study  
for 2022-23 Batch**

<b>Semester-V</b>				
<b>S.No</b>	<b>Course</b>	<b>Course Name</b>	<b>Hours</b>	<b>Credits</b>
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
<b>Semester-VI</b>				
<b>Internship-II (6Months)</b>				<b>12</b>

138

# Semester- III

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code EHON-109	TITLE OF THE COURSE <b>INTERMEDIATE MICRO ECONOMICS</b>	II -BA (Hons) (IV Sem)			
Teaching	Hours Allocated: 60 (Theory)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4




### Course Objectives

1. This course is designed to expose the students to the principles of microeconomic theory.
2. To provide a sound training in microeconomic theory to formally analyze the behavior of individual agents
3. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning

### Course Outcomes

CO1	To familiarize the students with the advance concepts in micro economics
CO2	To study the theoretical framework of consumer behaviour
CO3	To analyse the basic theories of production function & costs
CO4	To enable students to have familiarise towards market and its structures.
CO5	To understand the concepts of Partial and General Equilibrium analysis

### Course with focus on employability / entrepreneurship / Skill Development modules

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



## Course Outline

### **Unit-1: Consumer Theory**

**Budget Constraint, Slutsky equation, Choice under risk and intertemporal choice; Revealed preference theory**

### **Unit-2: Production & Cost Theory**

Isoquants; production with one and more variable inputs and returns to scale; short run and long run cost curves

### **Unit-3: Market Structures**

Competitive Markets: perfectly competitive markets-profit maximization; Monopoly – Monopolist's Output Decision; Price Discrimination –Equilibrium under discriminating monopoly; Price and output determination under monopolistic competition; various approaches to determination of price and output under oligopoly.

### **Module 4: Theory of Distribution & Welfare Economics**

Ricardian theory of rent, Classical theory of interest and Keynes liquidity preference theory of interest, Modern wage Theory, Schumpeter theory of profits; Welfare Economics - Partial and general equilibrium analysis, general equilibrium of production and exchange.

## Activities

### Unit-1:

- Assign students a hypothetical budget and a list of goods with prices. Have them create a budget constraint and select an optimal bundle of goods that maximizes their utility. Discuss the concept of budget constraint and consumer choice.
- Provide students with a set of consumption data over time and ask them to use the revealed preference theory to infer changes in preferences. Encourage them to discuss the implications of revealed preference for consumer behavior.

### Unit-2:

- Create a game where students manage a virtual factory with variable inputs and output. They must make decisions to maximize production and minimize costs. Discuss the concepts of isoquants and returns to scale based on the outcomes.
- Assign students to analyze the cost curves of a real-world business. Have them discuss the short-run and long-run cost curves, economies of scale, and implications for production decisions.

### Unit-3:

- Divide students into groups to simulate different market structures (e.g., perfectly competitive, monopolistic, oligopolistic). Each group makes pricing and output decisions. Compare and contrast the outcomes and discuss profit maximization strategies.
- Assign students to research and present on a company that practices price discrimination. Discuss the equilibrium under discriminating monopoly and its impact on consumer surplus.

### Unit-4

- Organize a role-play where students represent factors of production (land, labor, capital) negotiating their shares of income. Discuss the classical and modern theories of rent, interest, wages, and profits.
- Assign students to analyze the impact of a government policy (e.g., taxation, subsidy) on consumer and producer surplus using partial and general equilibrium analysis. Discuss the implications for overall welfare and efficiency.

### Text Books:

1. Hal R. Varian, *Intermediate Microeconomics, a Modern Approach*, 8th edition,
2. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010.

### Reference Books:

1. B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, Tata McGraw Hill (India), 2009.
2. A. Koutsoyiannis, *Modern Microeconomics – Macmillan*, London
3. Henderson, J. M. and R.E. Quandt (1980), *Microeconomic Theory: A Mathematical Approach*, McGraw Hill, New Delhi.

### Web Links

1. <https://nptel.ac.in/courses/109/104/109104125/>
2. [https://onlinecourses.nptel.ac.in/noc21\\_hs52/preview](https://onlinecourses.nptel.ac.in/noc21_hs52/preview)
3. <https://ocw.mit.edu/courses/economics/14-01sc-principles-of-microeconomics-fall-2011/>



### CO-PO Mapping

(1: Slight [Low];  
Correlation)

2: Moderate [Medium];

3: Substantial [High],

0: No

	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**

**II– B.A Hons ECONOMICS (CBCS PATTERN)**

**INTERMEDIATE MICRO ECONOMICS**

**III-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**II- B.A Hons ECONOMICS (CBCS PATTERN)**

**INTERMEDIATE MICRO ECONOMICS**

**III-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

1. State and explain Samuelson's revealed preference theory of demand.

(or)

- b) Explain the laws of returns to scale with the help of diagram.

2. a) What is perfect competition? Explain the important features of perfect competition?

How is price of a commodity determined under perfect competition

(or)

- b) Explain price and output determination under monopolistic competition

3. Critically examine Keynes liquidity theory of preference

(or)


- b) Explain general equilibrium of production and exchange

**SECTION-B**

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Budget Constraint
5. Intertemporal choice
6. Isoquants
7. Short run cost curve
8. Oligopoly
9. Price Discrimination
10. Modern wage theory
11. Schumpeter theory

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code EHON	TITLE OF THE COURSE <b>INTERMEDIATE MACROECONOMICS</b>	II -BA (Hons) (IV Sem)			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	5

### Course Objectives

1. This course is designed to the students to formal modeling of a macro-economy in terms of analytical tools.
2. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context.
3. It also introduces the students to various theoretical issues related to an open economy.

### Course Outcomes

CO1	To assimilate the notion of Aggregate demand and Aggregate supply in the Economy
CO2	To strengthen the awareness about the basic economic issues like inflation, unemployment and Philips Curve
CO3	To understand the concept of Goods market and money market equilibrium
CO4	To analyse the basic postulates of open economy models
CO5	To have overview on international financial markets and their functioning

### Course with focus on employability / entrepreneurship / Skill Development Units

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

## Course Outline

### Unit-I: Microeconomic Foundations of Macro Economics

Consumption: Keynesian Theory of consumption function; Relative income hypothesis; permanent income hypotheses; Life cycle income hypothesis. Investment: determinants of business fixed investment; residential investment and inventory investment. Demand for money.

### Unit-2: Inflation, Unemployment and Price expectations models - price models

Measurements of inflation and unemployment, Philips Curve –Types of unemployment and their measurements – adoptive expectations theory, Rational Expectations Hypothesis.

### Unit-3: Open Economy Models

Short-run open economy models, Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; monetary approach to balance of payments; international financial markets. Fiscal and Monetary Policies

### Unit – 4 : Schools of Macroeconomic Thought

Classicals; Keynesians; New-Classicals and New-Keynesians (Real Business Cycle theory)

## Activities

### Unit-I:

- Assign students to analyze the Keynesian Theory of consumption function, Relative Income Hypothesis, Permanent Income Hypothesis, and Life Cycle Income Hypothesis. Each student or group should present a summary of one theory.
- Use a simple online simulation or spreadsheet model to demonstrate the factors affecting the demand for money. Assign students to experiment with changes in interest rates, income levels, and inflation rates. They should analyze how these **changes impact the demand for money and discuss the practical implications.**

### Unit-2:

- Provide students with historical data on inflation rates and unemployment rates. In the first class, they should calculate and plot the Phillips Curve for different time periods. In the second class, discuss the types of unemployment and their measurements, and analyze how changes in inflation and unemployment rates are related.

- Use an online macroeconomic model or spreadsheet-based simulation to explore the effects of different price expectations on economic outcomes. Students can adjust expectations (e.g., adaptive vs. rational) and observe the impact on inflation, unemployment, and interest rates. This hands-on activity helps students understand the implications of expectation theories.

### **Unit-3:**

- Provide students with a simplified Mundell-Fleming model. In the first class, guide them through the model's components, including exchange rate determination, interest rate differentials, and fiscal policy effects. In the second class, students can conduct policy experiments (e.g., fiscal expansion) and observe the impact on exchange rates and output.
- Assign students to research and present a case study on a significant event or issue in international financial markets. They should explore topics like currency crises, capital flows, or global financial institutions. Presentations can be followed by class discussions on the role of international financial markets in macroeconomic stability.

### **Unit-4:**

- Organize a debate among students, with each group representing one of the macroeconomic schools (Classicals, Keynesians, New-Classicals, New-Keynesians). In the first class, students prepare arguments based on their assigned school's principles. In the second class, they engage in a moderated debate, defending their school's perspective on a selected macroeconomic issue.
- Assign students to write essays or create presentations comparing and contrasting the macroeconomic theories of two prominent economists from different schools (e.g., Keynes vs. Friedman, or a New-Classical vs. a New-Keynesian). They should focus on areas of agreement and disagreement and analyze the implications for macroeconomic policy.



### Text books:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11<sup>th</sup> edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7<sup>th</sup> edition, 2010.
3. Edward Shapiro Macro Economic Analysis, Galgotia Publications, 5<sup>th</sup> Edition, 2013

### Reference books:

1. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5<sup>th</sup> edition, 2009.
2. Errol. D'Souza, *Macroeconomics*, Pearson Education, 2009.
3. Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011.

### Web Links



1. <https://www.conted.ox.ac.uk/courses/macroeconomics-an-introduction-online>
2. <https://www.edx.org/learn/macroeconomics>
3. <https://nptel.ac.in/courses/109/104/109104073/>

### 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**

**II- B.A Hons ECONOMICS (CBCS PATTERN)**

**INTERMEDIATE MACRO ECONOMICS**

**IV-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**II- B.A Hons ECONOMICS (CBCS PATTERN)**

**INTERMEDIATE MACRO ECONOMICS - II**

**IV-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

**ANSWER ALL THE QUESTIONS**


**3X10=30**

1. a) Explain the Permanent Income Hypothesis  
(or)  
b) Discuss critically the Keynesian Theory of Consumption
  
2. a) Define Inflation and Explain causes and effects of Inflation  
(or)  
b) Critically evaluate Mundell – Fleming model in open economy
  
3. a) Explain Robert-Lucas Rational Expectations Hypothesis  
(or)  
b) Discuss the role and impact of international financial markets on the global economy.

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Life cycle Income Hypothesis
5. Demand for Money
6. Philips Curve
7. Types of Unemployment
8. Purchasing Power Theory
9. Balance of Payments
10. Fiscal Policy
11. Real Business Cycle Theory

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code ECO 141	TITLE OF THE COURSE <b>STATISTICAL METHODS FOR ECONOMICS</b>	II -BA (Hons) (III Sem)			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	5

### Course Objectives

1. This course is designed to expose the students to the basic principles of Statistics
2. To provide a sound training in statistical methods so as to formally analyze the data
3. The emphasis will be on thinking like an economist and the course will illustrate how the tools of statistics can be applied to analyze theoretical validation.

### Course Outcomes

CO1	To understand the measures of Central Tendency and Dispersion in order to interpret empirical data
CO2	To analyse the data by using correlation and regression
CO3	To study the elementary theory of probability including probability distributions.
CO4	To understand the concept of sampling and estimation
CO5	To understand hypothesis testing

### Course with focus on employability / entrepreneurship / Skill Development modules

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

## Course Outline

### **Unit-1: Measures of Central Tendency & Dispersion**

Introduction of Statistics, Structure of Data, Tabulation of Data, Frequency Distribution Mean, Median, Mode for Ungrouped and Grouped data, Geometric Mean and Harmonic Mean, Measures of: Range, Mean Deviation, Standard Deviation, Coefficient of Variation, Quartile Deviation, Coefficient of Quartile Deviation, Lorenz Curve, Skewness and Kurtosis

### **Unit-2: Correlation and Regression Analysis:**

Correlation: Scattered diagram, Partial and Multiple correlation, Coefficients of Correlation, Karl Pearson and Rank Correlation. Simple Regression Model, Least Square Estimates

### **Unit-3: Probability Theory & Distributions**

Basic Relationships of probability; Concepts of Joint, Marginal and Conditional probability and Independence, Bayes' Theorem, Concept of Random Variables and Features of probability distributions (Expected values, Variances and their properties); Binomial, Poisson & Normal Distributions

### **Unit-4: Sampling Theory**

Sampling: Concept and Basic Terminology, Principal Steps in a Sample Survey, Methods of Sampling. The role of Sampling Theory, Simple Random Sampling, Purposive Sampling, Stratified, Systematic, Cluster Sampling, Snowball Sampling, Determination of Sample size

## Activities

### Unit-1:

- Provide students with a dataset related to a topic of interest (e.g., student grades, household incomes). In class, guide them through the process of cleaning, organizing, and summarizing the data using measures of central tendency and dispersion. Discuss the importance of these measures in understanding the dataset.
- Assign students to find real-world examples of datasets with different degrees of skewness and kurtosis. Have them analyze these datasets and present their findings, highlighting how skewness and kurtosis affect data distribution.

### Unit-2:

- Ask students to choose a topic of interest (e.g., the relationship between study time and exam scores). In groups, they collect and analyze data and calculate correlation coefficients and perform simple linear regressions. Discuss the findings and their implications.
- Provide students with a real-world case study involving predictive analytics, such as predicting customer purchase behavior based on past data. Have them use correlation and regression analysis to develop predictive models and assess their accuracy.

### Unit-3:

- Use dice or cards to simulate probability concepts like joint, marginal, and conditional probabilities. Students can calculate probabilities in various scenarios and understand the basics of probability theory through hands-on experience.
- Assign students to analyze real-world data related to occurrences (e.g., accidents, product defects) and determine which probability distribution (binomial, Poisson, or normal) best fits the data. Discuss the implications of choosing the appropriate distribution for modeling.

### Unit-4:

- Present a research problem (e.g., assessing public opinion on a social issue) and guide students through the process of designing a sample using different sampling methods (simple random, stratified, etc.). Discuss the advantages and disadvantages of each method.
- Assign students to research a specific survey or study and calculate the required sample size based on the chosen level of confidence and margin of error. Discuss how sample size impacts the precision of survey results and the reliability of inferences made from the sample.

### Text books:

1. S.P. Gupta, Statistical Methods, Sultan Chand and Sons, Latest edition, New Delhi
2. S.C. Gupta, Fundamentals of Statistics, Sultan Chand and Sons, Latest edition, New Delhi

### Reference books:

1. Anderson, D., D.Sweeney and T.Williams (2013): “Statistics for Business and Economics”, Cengage Learning : New Delhi..
2. Nagar, A.L. and R.K. Das (1993), Basic Statistics, Oxford University Press, New Delhi..
3. Freund, J.E. : “Mathematical Statistics”, (Latest Edition), Prentice Hall : India.

### Web Links

1. <https://ocw.mit.edu/courses/economics/14-30-introduction-to-statistical-method-in-economics-spring-2006>
2. [https://onlinecourses.nptel.ac.in/noc21\\_hs39/preview](https://onlinecourses.nptel.ac.in/noc21_hs39/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													
CO2													
CO3													
CO4													
CO5													

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**II- B.A Hons ECONOMICS (CBCS PATTERN)**

**STATISTICAL METHODS FOR ECONOMICS**

**III-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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



**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**II- B.A Hons ECONOMICS (CBCS PATTERN)**

**STATISTICAL METHODS FOR ECONOMICS**

**III-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

**SECTION-A**

**ANSWER ALL THE QUESTIONS**

**3X10=30**

1. a) Find the Mean, Median & Mode of the following data

Classes	0-20	20-40	40-60	60-80	80-100	100-120	120-140
Frequency	6	8	10	12	6	5	3

**(or)**

- b) Compute the standard deviation and the coefficient of variation of the given data

Marks	10-20	20-30	30-40	40-50	50-60	60-70	70-80	80-90
Number of Students	2	22	19	14	3	4	6	1

2. a) State and explain the Poisson Distribution and critically examine its role in statistical analysis

**(or)**

- b) Obtain the two lines of regression from the following data

X	56	42	72	39	63	47	52	49	40	42	68	60
Y	127	112	140	118	129	116	130	125	115	120	135	133

3. a) Define Sampling. Explain the different methods of sampling

**(or)**

- b) Write a brief note on Hypothesis Testing, level of significance and t-test

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. In a distribution, the median is 20 and the mean is 22.5. Using these values, find the value of the mode.

5. Mr Alex drove through 8 southern states on his summer vacation. Fuel prices varied from state to state he travelled. Calculate the range of fuel prices?


Rs. 2.79, Rs. 0.61, Rs. 2.96, Rs. 3.09, Rs. 1.64, Rs. 2.25, Rs. 3.73, Rs. 1.67

6. In a correlation study the following values are obtained then find the two regression equations that are associated with above values

	X	Y
Mean	65	67
Standard Deviation	2.5	3.5
Coefficient of Correlation	0.8	

7. Quota Sampling
8. Standard error of estimate
9. Critical Region
10. Type-I and Type-II errors.
11. Properties of an estimator

# Semester- IV

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code EHON	TITLE OF THE COURSE <b>INDIAN ECONOMY-I</b>	II -BA (Hons) (IV Semester)			
Teaching	Hours Allocated: 60 (Theory)	L	T	P	C
Pre-requisites:		4	1	0	4

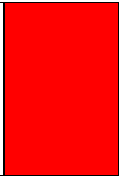
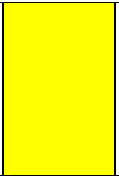
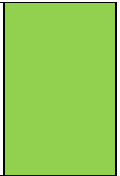
### Course Objectives

1. This course reviews major trends in India's economic indicators and policy debates in the post-Independence period,
2. It covers population, human development indicators and the goals of SDGs'
3. The course also covers the key issues of Indian economy transcending Unemployment, Poverty and Inequality

### Course Outcomes

CO1	To have a familiarize about growth and development under different policy regimes
CO2	To understand about new economic policy reforms
CO3	To get good ideas on demographic trends and issues
CO4	To have broad understanding key issues of Indian economy
CO5	To know the recent issues in Indian economy

### Course with focus on employability / entrepreneurship / Skill Development modules

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

## Course Outline:

### **Unit-1: Economic Development since Independence**

Major features of the economy at independence; growth and development under different policy regimes, Relationship between capital formation and development, Economic planning in India, New economic policy/economic reforms in India.

### **Unit-II: Population and Human Development**

Demographic trends and issues; education; health and malnutrition, Human Development Index, Sustainable Development, Goals of SDGs

### **Unit-III: Key Issues of Indian Economy**

Trends, problem and types of unemployment; measurement, trend and policies in poverty (different approach for measurement), issue of Inequality, issue of education and gender in India.

### **Unit-IV: International Comparisons**

GATT, WTO, India foreign trade, Role of International Institutions-IDBI, ADB, World Bank, IMF -Foreign Trade - FIIs and FDIs, Some recent issues of Indian economy

## Activities

### Unit-1:

- Assign students to research and create a timeline of economic policies in India since independence, including the era of economic planning and the New Economic Policy (economic reforms). Discuss the impact of these policies on economic growth and development.
- Divide students into groups and assign each group a specific period of India's economic planning history. Have them simulate the economic challenges and decisions of their assigned period, considering factors like capital formation and development. Discuss the outcomes and the role of planning in India's economic history.

### Unit-II:

- Assign students to analyze the HDI of different states or regions within India. Have them identify factors contributing to variations in HDI and propose policies to improve human development indicators.
- Divide students into groups and assign each group an SDG related to population, education, or health. Have them research the status of that goal in India, identify challenges, and propose strategies for achieving it.

### Unit-III:

- Assign students to analyze unemployment and poverty data in India using different measurement approaches. Encourage them to discuss policy implications and propose strategies to address these issues.
- Organize a workshop where students explore the interconnected issues of inequality, education, and gender in India. Engage in discussions and presentations about the challenges and potential solutions in each area.

### Unit-IV:

- Assign students to research India's foreign trade patterns and compare them to other countries. Discuss the role of international institutions like GATT, WTO, and the World Bank in shaping India's trade policies.
- Organize a debate where students take on roles as policymakers, business leaders, and economists to discuss the advantages and disadvantages of foreign direct investment in India. Explore recent issues related to FDI and its impact on the Indian economy.

### Text books:

1. V.K. Puri (Author), S.K. Mishra, Indian Economy, 36Ed, Himalaya Publishing House, 2018.
2. Uma Kapila, Indian Economy Performance and Policies, 20th Edition, Academy Foundation, 2019.
3. Gaurav Datt and Ashwani Mahajan, Datt and Sundharam's Indian Economy, S.Chand& Co., 2016.

### Reference books:

1. Dhingra, I.C., Indian Economy, Sultan Chand, New Delhi, 2014.
2. M. P. Todaro and Stephen C. Smith, Economic Development, 10/e, Indian Edition Published by Dorling Kindersley India Pvt. Ltd. 2012.
3. G. Omkarnath, Economics - A Primer for India - Orient Blackswan, 2012

### Web Links

1. [https://onlinecourses.nptel.ac.in/noc21\\_hs51/preview](https://onlinecourses.nptel.ac.in/noc21_hs51/preview)
2. <https://www.udemy.com/course/lets-talk-about-the-indian-economy/>
3. <https://www.udemy.com/course/economics-indian-economy/>



### 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**

**II- B.A Hons ECONOMICS**

**INDIAN ECONOMY-I**

**IV-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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



**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**II- B.A Hons ECONOMICS**

**INDIAN ECONOMY-I**

**IV-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

**ANSWER ALL THE QUESTIONS**

**3X10=30**

1. a) Explain the features of Indian economy at independence

**(or)**

b) Write brief note on New Economic Reforms

2. a) “Human Development Index is best measure of economic success” Comment?

**(or)**

b) Define the Poverty and distinguish between Absolute and Relative Poverty.

3. a) Discuss Causes and types of Employment in India

**(or)**

b) Critically examine the impact of Covid-19 on Indian Economy

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Demographic Dividend

5. NITI Aayog

6. Sustainable Development


7. Bretton Woods Twins

8. Lorenz Curve

9. Balance of Payment Account

10. Disguise Unemployment

11. Foreign Direct Investment

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code EHON -	TITLE OF THE COURSE <b>DEVELOPMENT ECONOMICS-I</b>	II -BA (Hons) (IV Semester)			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4

### Course Objectives

1. The goal of this course is to provide students with the essential tools and concepts of development economics, to prepare them to understand what makes underdevelopment persist and what helps development succeed.
2. This course aims to equip students with the ability to analyze economic growth models such as the Harrod-Domar, Solow, and endogenous growth models.
3. By the end of the course, students should be capable of assessing the impact of political institutions on economic development and the functioning of state institutions.

### Course Outcomes

CO1	The course begins with a discussion of alternative conceptions of development and their justification.
CO2	To explain <i>development economic growth</i> theories, international trade <i>development</i> theories, and related economic <i>development</i> theories.
CO3	To get good ideas on demographic trends and issues
CO4	The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

### Course with focus on employability / entrepreneurship / Skill Development modules

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

## Course Outline:

### **Unit 1 Conceptions of Development**

Alternative measures of development, documenting the international variations in these measures, comparing development trajectories across nations and within them

### **Unit 2 Growth Models and Empirics**

The Harrod-Domar model, the Solow model and its variants, endogenous growth models, and evidence on the determinants of growth

### **Unit 3 Poverty and Inequality:**

Definitions, Measures and Mechanisms Inequality axioms; comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps, and path dependence of growth processes

**Unit 4 Political Institutions and the Functioning of the State The determinants of democracy;** Alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption

## Activities

### Unit 1:

- Assign students to choose two countries from different income groups (e.g., high income and low income). Have them research and compare the development trajectories of these countries, considering alternative measures of development. Discuss the factors contributing to variations in development outcomes.
- Divide students into groups and assign each group a specific alternative measure of development (e.g., Human Development Index, Gross National Happiness). Have them document the variations in these measures across different countries and regions. Discuss the implications of these variations for understanding development.

### Unit 2:

- Organize a classroom simulation where students represent different sectors of an economy (e.g., agriculture, manufacturing, services). Using growth models like the Harrod-Domar or Solow model, students make decisions to stimulate economic growth and assess the outcomes.
- Assign students to analyze empirical data related to economic growth determinants (e.g., investment rates, education levels, technological progress). Have them present their findings on which factors are most significant in influencing economic growth.

### Unit 3:

- Organize a workshop where students calculate and compare commonly used inequality measures (e.g., Gini coefficient, Theil index) using real or simulated income distribution data. Discuss the strengths and limitations of each measure in capturing inequality.
- Assign students to research and present case studies on countries or regions that have experienced poverty traps. Have them analyze the mechanisms that generate and perpetuate poverty traps, discussing how path dependence impacts growth processes.

### Unit 4:

- Determinants of Democracy Debate (2 classes): Organize a debate where students represent different perspectives on the determinants of democracy. Discuss how political institutions are related to economic performance and development outcomes.
- State Institutions Case Studies (2 classes): Assign groups of students to research different countries and analyze the functioning of state institutions within each country. Have them discuss how alternative institutional trajectories impact economic performance and development.

### Text books:

1. A. Banerjee, R. Benabou, D. Mookerjee (eds.): Understanding Poverty, Oxford University Press (2006)
2. K. Basu: The Oxford Companion to Economics in India, Oxford University Press (2007)
- A. Deaton: The Great Escape: Health, Wealth and the Origins of Inequality, Princeton University Press (2013)

### Reference books:

1. M. Olson: Big bills left on the sidewalk: Why some nations are rich, and others poor, Journal of Economic Perspectives 10, 3-24 (1996)
2. E. Ostrom: Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University Press (1990)
3. T. Piketty, E. Saez: Inequality in the long run, Science 344, (2014)

### Web Links

1. <https://pages.nyu.edu/debraj/Courses/GrDev09/Notes/09dnote.pdf>
2. <https://old.mu.ac.in/wp-content/uploads/2020/09/MA-PART-II-DEV.-ECO.-ENG.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**

**II- B.A Hons ECONOMICS**

**DEVELOPMENT ECONOMICS-I**

**IV-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**II- B.A Hons ECONOMICS**

**DEVELOPMENT ECONOMICS-I**

**IV-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

**ANSWER ALL THE QUESTIONS**

**3X10=30**

1. a) Explain the measurement of Human Development Index and it's limitations.

**(or)**

- b) Discuss determination of economic development

2. a) Explain the Harrod-Domar model.

**(or)**

- b) Define the poverty line and discuss the causes and remedial measures of poverty

3. a) Explain state regulations in the performance of the economy.


**(or)**

- b) Explain the role of government in mixed economy.

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Physical Quality of Life Index (PQLI)
5. Economic growth and Economic development
6. Solow model
7. Technical progress in economic growth model
8. Gini-coefficient
9. Absolute and relative poverty
10. Socialist economy
11. Capitalistic economy

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code EHON-	TITLE OF THE COURSE <b>PUBLIC ECONOMICS</b>	II -BA (Hons) (IV Semester)			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4

### Course Objectives

- ✓ To understand the economics of government expenditure and taxation.
- ✓ To use economic analysis to predict and verify the effects of government intervention on behaviour of individuals, households, and firms.
- ✓ To discuss the implications of policy for efficiency and equity.
- ✓ To examine the impact of public goods and externalities on market outcomes
- ✓ To understand the role of government in providing these goods and addressing externalities.

### Course Outcomes

CO1	The overall outcome of the course is the development of an understanding of public sector financial resources.
CO2	Understanding of the rationale for the existence of modern governments
CO3	Familiarity with the micro and macro aspects of public expenditure
CO4	Acquaintance with the phenomenon of externality and the role of government.
CO5	How government policies affect the allocation of resources and the distribution of income within society.



## Course with focus on employability / entrepreneurship / Skill Development Units

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

### Course Outline:

#### Unit 1

Economic activities and the state: public goods Vs private goods, models of efficient allocation, pure and impure public goods, free riding; Principle of Maximum Social Advantage.

#### Unit 2

Taxation: Division of tax burden: Expediency Theory, Benefits Received Theory and Ability to Pay Theory; Incidence of taxes: Theories of Tax Shifting; Classification and choice of Taxes; Effects of Taxation.

#### Unit 3

Public Debt: Public Debt and economic growth, Burden of Debt, Debt Management; Public Expenditure: Wagner's law of increasing state activities, Wiseman- Peacock Hypothesis, Classification of Public Expenditure, Canons of Public Expenditure, Effects of Public Expenditure

#### Unit 4

Indian Public Finances: Features and Assessment of the Indian Tax System, A Note on GST; Budget, Deficits and Public Debt; Fiscal Federalism in India, Finance Commission. An assessment on Andhra Pradesh Public Finance.

#### Additional Inputs:

1. Classification and choice of Taxes - Unit 2
2. An assessment on Andhra Pradesh Public Finance – Unit 4

## Activities

### Unit 1:

- Organize a classroom simulation where students collectively decide on the provision of a public good (e.g., a clean park). Some students may choose to "free ride." Discuss the challenges of providing public goods and strategies to overcome free riding.
- Assign students to analyze a government policy or program using the Principle of Maximum Social Advantage. Have them present their findings and discuss whether the policy aligns with this principle.

### Unit 2:

- students with different tax scenarios and have them calculate the division of tax burden according to the Expediency Theory, Benefits Received Theory, and Ability to Pay Theory. Discuss the implications of each theory on tax policy.
- Assign students to research real-world examples of tax shifting and incidence. Have them present the cases and discuss the economic effects and policy implications.

### Unit 3:

- Organize a debate where students argue for and against the impact of public debt on economic growth. Encourage students to use research and economic theory to support their arguments.
- Assign groups of students to analyze a specific area of public expenditure (e.g., education, healthcare) using Wagner's Law and the Wiseman-Peacock Hypothesis. Have them present their findings and discuss the implications for government spending.

### Unit 4:

- Have students research and assess the features of the Indian tax system, with a focus on the Goods and Services Tax (GST). Discuss the strengths and weaknesses of the system.
- Organize a simulation where students represent different states and the central government in India. Have them negotiate fiscal arrangements and discuss the role of the Finance Commission in allocating resources. Analyze the outcomes and their implications for fiscal federalism in India

### Textbooks:

1. J. Hindriks, G. Myles: Intermediate Public Economics, MIT Press, 2006.
2. H. Rosen, T. Gayer: Public Finance, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, Economics of the Public Sector, W.W. Norton & Company, 3rd edition, 2000.

### Reference books:

1. R.A. Musgrave and P.B. Musgrave, Public Finance in Theory & Practice, McGraw Hill Publications, 5th edition, 1989.
2. John Cullis and Philip Jones, Public Finance and Public Choice, Oxford University Press, 1st edition, 1998.

### Web Links

1. [cholar.harvard.edu/files/paradisi/files/lecture\\_notes\\_paradisi.pdf](http://cholar.harvard.edu/files/paradisi/files/lecture_notes_paradisi.pdf)
2. <https://old.mu.ac.in/wp-content/uploads/2014/04/MA-Public-Eco.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**

**II– B.A Hons ECONOMICS**

**PUBLIC ECONOMICS**

**IV-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

**GOVERNMENT COLLEGE (AUTONOMOUS) RAJAHMUNDRY**

**III- B.A Hons ECONOMICS**

**PUBLIC ECONOMICS**

**V-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

**ANSWER ALL THE QUESTIONS**

**3X10=30**


1. a) Explain the principle of maximum social advantage  
(or)  
b) Critically evaluate the ability to pay theory of taxation
  
2. a) Explain taxation. What are the differences between Direct taxes and Indirect taxes?  
(or)  
b) Examine Wagner's law of increasing state activities.
  
3. a) Discuss the canons and effects of public expenditure.  
(or)  
b) Write a brief note on Fiscal Federalism in India.

**SECTION-B**

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Distinguish between Public and Private goods
5. Pure and Impure public goods
6. Tax burden
7. Effects of taxation
8. Wiseman- Peacock Hypothesis
9. Debt Management
10. GST
11. Fiscal Deficit

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code EHON	TITLE OF THE COURSE <b>INTRODUCTORY ECONOMETRICS</b>	II -BA (Hons) (IV Sem)			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4

### Course Objectives

1. This course provides a comprehensive introduction to basic econometric concepts and techniques
2. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models.
3. The course also covers the consequences of and tests for misspecification of regression models.

### Course Outcomes

CO1	To have a familiarize about various statistical concepts which are essential for econometric Modelling
CO2	To understand about statistical hypotheses and testing parameters
CO3	To get good ideas on estimation of a model by method of ordinary least squares
CO4	To have broad understanding on Multiple Regression Models
CO5	To understand the concepts of Multicollinearity; heteroscedasticity; serial correlation.

### Course with focus on employability / entrepreneurship / Skill Development modules

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

## Course Outline

### 1. Nature and Scope of Econometrics, Statistical Concepts

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

### 2. Simple Linear Regression Model: Two Variable Case

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

### 3. Multiple Linear Regression Model

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

### 4. Violations of Classical Assumptions: Consequences, Detection and Remedies

Multicollinearity; heteroscedasticity; serial correlation.

## Activities

### Unit 1:

- Discuss different types of data and their significance in econometric analysis. In the second class, introduce students to statistical concepts, including the normal distribution, chi-square, t- and F-distributions, and hypothesis testing. Engage students in a hands-on exercise where they formulate and test hypotheses related to population parameters using real-world data.
- Organize a role-play activity where students take on the roles of researchers conducting hypothesis tests. Some students should intentionally make Type I errors, while others make Type II errors. Discuss the consequences of these errors and the importance of statistical power in hypothesis testing.

### Unit 2:

- Provide students with a dataset and guide them through the process of estimating

a simple linear regression model using the method of ordinary least squares (OLS).

- Assign students a real-world research question that involves a simple linear regression model. In the first class, they estimate the model and formulate hypotheses related to the model parameters.

### **Unit 3:**

- Provide students with a dataset containing multiple independent variables and guide them through the estimation of a multiple linear regression model. Discuss the properties of OLS estimators and the concept of goodness of fit ( $R^2$ ). Ask students to interpret the model coefficients, conduct individual and joint hypothesis tests, and explore the inclusion of qualitative (dummy) independent variables.
- Assign students a real-world case study involving multiple regression analysis. In the first class, they clean and prepare the data, estimate the model, and perform hypothesis tests. Ask students to about findings and discuss the implications of the results. Encourage critical thinking about the model's functional form and the inclusion of relevant variables.

### **Unit 4:**

- Provide students with a dataset that exhibits violations of classical assumptions such as multicollinearity, heteroscedasticity, or serial correlation. In the first class, have students perform diagnostic tests and visualizations to detect these violations. In the second class, discuss the consequences of these violations and explore potential remedies.
- Assign students a dataset with violations of classical assumptions. In the first class, they apply remedial techniques such as transformations, robust standard errors, or model specification changes to address the violations. In the second class, they re-estimate the model and assess its improvements. Discuss the importance of addressing violations for accurate regression analysis.



### Text books:

1. D. N. Gujarati, Dawn Porter and Sangeetha Gunasekar, *Basic Econometrics*, McGraw Hill Education, 5th Edition, International Edition, 2017
2. D. N. Gujarati and D.C. Porter, *Essentials of Econometrics*, McGraw Hill, 4th edition, International Edition, 2009.
3. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3<sup>rd</sup> edition, Indian edition, 2007.

### Reference Books:

1. Wooldridge Jeffrey, *Introductory Econometrics a Modern Approach*, Cengage Learning India 7th edition, 2019.

### Web Links

1. <https://www.coursera.org/courses?query=econometrics>
2. [https://onlinecourses.nptel.ac.in/noc21\\_hs01/preview](https://onlinecourses.nptel.ac.in/noc21_hs01/preview)

### 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	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**

**II B.A Hons ECONOMICS (CBCS PATTERN)**

**INTRODUCTORY ECONOMETRICS**

**IV-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

**BLUE PRINT**

<b>Unit</b>	<b>Essays (10 marks)</b>	<b>Short Answers (5 marks)</b>	<b>Total Questions</b>
<b>Unit-I</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>Unit-II</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Unit-III</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Unit-IV</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**II– B.A Hons ECONOMICS (CBCS PATTERN)**

**INTRODUCTORY ECONOMETRICS  
IV-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

**ANSWER ALL THE QUESTIONS**


**3X10=30**

1. a) Explain the nature and scope of Econometrics  
(or)  
b) Write down the properties of an estimator
  
2. a) Explain the Gauss-Markov theorem  
(or)  
b) Explain the properties of OLS estimators.
  
3. a) Discuss Multicollinearity and Heteroscedasticity  
(or)  
b) Write a brief note Serial Correlation

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Type-I & II Errors
5. Goodness of Fit
6.  $R^2$  and Adjusted  $R^2$
7. Dummy Variable
8. Serial Correlation
9. Specification Error
10. Homoscedasticity
11. Tests of Hypothesis

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
<b>Course Code</b> EHON	<b>TITLE OF THE COURSE</b> Insurance Service	II B.A Hons Eco (IV Sem)			
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 insurance service agencies
2. Identify and analyse the opportunities related insurance services in local rural area;
3. Demonstrate practical skills to enable them to start insurance service agency or earn wage employment in it.

### Course Outcomes:

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	
-------------------	--	---------------	--	------------------	--

## Course Outline

### **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, General and Health Insurances 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. 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 3: 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 4: 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

## Activities

### Unit 1:

- Organize a seminar where students analyze real-world risk scenarios (e.g., health, property, business) and discuss the principles of insurance that could apply to each situation. Encourage them to explore the importance of risk classification and how insurance regulations in India safeguard consumers.
- Divide students into groups, with each group representing a different aspect of IRDA's responsibilities, such as policy regulation, consumer protection, or market oversight. Have them create and enact scenarios related to insurance regulation in India. Discuss the role of IRDA in maintaining transparency and ethical practices in the insurance industry.

### Unit 2:

- Assign students to research and compare different types of life, general, and health insurance products offered by major insurance companies in India. Have them analyze the features, advantages, and limitations of each product category. Discuss the importance of making informed insurance choices.
- In this activity, students work in pairs or small groups to select an insurance product (e.g., life, general, or health) and prepare a detailed presentation about its nature, features, and benefits. They should also discuss real-life scenarios where the chosen product would be relevant. This activity helps students develop communication and presentation skills.

### Unit 3:

- Divide students into pairs, with one student acting as an insurance agent and the other as a prospective policyholder. The agent must explain the insurance policy, complete the application process, and address any questions or concerns from the policyholder. Switch roles after the first session. Discuss the challenges and ethical considerations faced by insurance agents.
- Create a scenario where students act as insurance claims processors. Provide them with fictional insurance claims and guide them through the process of verifying, processing, and resolving claims. Discuss the importance of fair and efficient claims handling and the role of insurance agencies in maintaining customer trust.

#### Unit 4:

- Assign students to research common customer mindsets and attitudes towards insurance. In groups, they should role-play various customer-agent interactions based on different customer profiles. Discuss effective strategies for addressing customer needs and concerns in these scenarios.
- Provide students with two different real-life case studies related to life, general, or health insurance services. In pairs or small groups, students should analyze the cases, identify ethical dilemmas, and propose solutions. Encourage them to consider the consequences of their proposed actions. Present and discuss their findings in the second class.

#### Text Books

1. P. Periyaswamy: *Principles and Practice of Insurance*, Himalaya Publishers, New Delhi (2<sup>nd</sup> 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**  
**Under (CBCS PATTERN)**  
**II - B.A Hons Economics**  
**INSURANCE SERVICES**  
**SEMESTER - IV**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

<b>Module</b>	<b>Essays (10 marks)</b>	<b>Short Answers (5 marks)</b>	<b>Total Questions</b>
<b>Unit-I</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Unit-II</b>	<b>2</b>	<b>3</b>	<b>5</b>
<b>Unit-III</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit-IV</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>

**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**

**II-B.A Hons ECONOMICS – SEMESTER-IV**

**INSURANCE SERVICES**

**Time: 2 ½ hours**

**Max. Marks: 50**

---

---

**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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> II B.A Hons (IV Sem)			
<b>Course Code</b> ECO	<b>TITLE OF THE COURSE</b> Banking and Financial Services				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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	
----------------------	--	---------------	--	------------------	--

## **Course Outline**

### **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 & Finance Service Company (FSC)**

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. 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.

## Activities

### Unit 1:

- Assign students to form groups and analyze the structure of the Indian banking system. Each group can focus on a specific type of bank (e.g., commercial banks, cooperative banks, regional rural banks). Have them present their findings, including the functions, regulations, and challenges faced by their assigned type of bank.
- Organize a workshop on anti-money laundering regulations and practices. Provide students with hypothetical scenarios involving suspicious financial transactions. In groups, they should discuss how to detect and report such transactions, ensuring compliance with AML regulations.

### Unit 2:

- In this role-play activity, students take on the roles of bank customers and bank employees. The bank employees must guide customers through the process of opening and closing various types of bank deposit accounts. This activity helps students understand KYC norms and account operations.
- Have students organize a digital banking and financial literacy campaign within their local communities. They can create educational materials, conduct workshops, and assist people in setting up and using digital banking services. This hands-on experience will enhance their understanding of digital banking and its impact on financial inclusion.

### Unit 3:

- Arrange a field visit to a bank or common service center where students can observe the activities of banking correspondents. They should interact with banking correspondents, understand their roles in rural and underserved areas, and learn how they provide services like deposit mobilization and loan facilitation.
- Assign students to assess the services provided by Common Service Centers (CSCs) in their local area. They should collect data on the types of services offered, the registration requirements, and the impact on the community. Encourage them to identify any challenges faced by CSCs in delivering services.

#### Unit 4:

- Divide students into groups, with each group researching a different type of NBFIs (e.g., mutual funds, insurance companies, microfinance institutions). They should prepare presentations covering the types of financial services offered, their features, and regulations. Discuss the role of NBFIs in the financial sector.
- Organize a loan marketing competition among students. Each student or group should create marketing strategies for a fictional Finance Service Company's loan product. They should consider the target customer segments, loan types, and promotional methods. Presentations can be followed by a discussion on effective marketing techniques.

#### **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/1VU7aN4s5ikPQI7nX6mTBW-sVLOCNhfvK/view>
2. <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](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  
(CBCS PATTERN)  
II-B.A Hons Economics  
BANKING AND FINANCIAL SERVICES  
SEMESTER - IV**

**Time: 2 ½ Hrs**

**Max.**

**Marks: 50**

**BLUE PRINT**

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



**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**  
**II-B.A Hons ECONOMICS – SEMESTER-IV**  
**Under CBCS Pattern**  
**BANKING AND FINANCIAL SERVICES**

**Time: 2 ½ hours**

**Max. Marks: 50**

---

---

**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 NBFIs and define problems of NBFIs in 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 NBFIs
10. Marketing of FSC's Loans
11. Needs of FSC's



**Government College  
(Autonomous) Rajahmundry**


**Board of Studies  
for  
B.A. (Hons) Economics  
2021-22 Admitted Batch  
V&VI Semesters**

**Department of Economics  
2023-24**

## B.A. (H) Economics Three Year Course of Study for 2021-22 Batch

Semester-I						
S.No	Course	Course Name	Theory	Practical	Tutorial	Total Credits
1	Core Course-I	Introductory Microeconomics	5	0	1	6
2	Core Course-II	Mathematical Methods in Economics-I	5	0	1	6
3	AECC-I	English	4	0	0	4
4	GE-I	General Elective-I	5	0	1	6
Semester-II						
S.No	Course	Course Name	Theory	Practical	Tutorial	Total Credits
5	Core Course-III	Introductory Macroeconomics	5	0	1	6
6	Core Course-IV	Mathematical Methods in Economics -II	5	0	1	6
7	AECC -II	Environmental Studies (EVS)	4	0	0	4
8	GE-II	General Elective-II	5	0	1	6
<b>Community Service Project (2 Months)</b>						<b>4</b>
Semester-III						
S.No	Course	Course Name	Theory	Practical	Tutorial	Total Credits
9	Core Course-V	Intermediate Microeconomics-I	5	0	1	6
10	Core Course-VI	Intermediate Macroeconomics -I	5	0	1	6
11	Core Course-VII	Statistical Methods for Economics	5	0	1	6
12	SEC -I	Financial Economics	4	0	0	4
13	GE-III	General Elective-III	5	0	1	6
Semester-IV						
S.No	Course	Course Name	Theory	Practical	Tutorial	Total Credits
14	Core Course-VIII	Intermediate Microeconomics-II	5	0	1	6
15	Core Course-IX	Intermediate Macroeconomics-II	5	0	1	6
16	Core Course-X	Introductory Econometrics	5	0	1	6
17	SEC -II	Contemporary Economic Issues	4	0	0	4
18	GE-IV	General Elective-IV	5	0	1	6
<b>Internship- I (2 Months)</b>						<b>4</b>
Semester-V						
S.No	Course	Course Name	Theory	Practical	Tutorial	Total Credits
19	Core Course-XI	Indian Economy	5	0	1	6
20	Core Course-XII	Development Economics	5	0	1	6
21	Core Course-XIII	Public Economics	5	0	1	6
22	Core Course-XIV	International Economics	5	0	1	6
Semester-VI						
<b>Internship-II (6Months)</b>						<b>12</b>

# Semester- V

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester III -BA (Hons) (V Semester)</b>			
Course Code	TITLE OF THE COURSE <b>INDIAN ECONOMY</b>				
Teaching	Hours Allocated: 60 (Theory)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		5	1	0	6

### Course Objectives

1. This course focuses on leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses
2. The course also covers the sector specific problems and policies of Agriculture, Industrial and Service sectors
3. This course would give an idea about Andhra Pradesh Economy

### Course Outcomes

CO1	To have a broad understanding about Indian Economy at independence
CO2	To identify the reasons for Agrarian Distress
CO3	To understand the trends and patterns in industrial development
CO4	To have a extensive perceptive about trends and performance of service sector
CO5	To know the recent issues in Indian economy I.e., Aatmanirbar Bharat

### Course with focus on employability / entrepreneurship / Skill Development Units

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

## Course Outline:

### **Unit-1: Economic Development since Independence**

Major features of the Indian economy at independence, growth and development under different policy regimes, relationship between capital formation and development, Economic planning in India, New economic policy/economic reforms in India.

### **Unit-II: Key Issues of Indian Economy**

Trends, problems and types of unemployment, measurement, trend and policies in poverty (different approach for measurement), issue of Inequality, issue of education and gender in India.

### **Unit-III: Policies and Performance in Agriculture & Industry**

Growth; productivity; agrarian structure and technology Problems of Agrarian Economy; capital formation; trade; pricing and procurement, Food Security, India and WTO regulations: Inward and outward analysis, Growth; productivity; diversification; small scale industries MSME Sector, public sector; competition policy; foreign investment, Trends and patterns in Industrial development.

### **Unit-IV Trends and Performance in Services & AP Economy**

Structural Transformation and Performance of Service Sector; Issues of Service Sector, Banking Sector Reforms, IT & ITeS sector Economic initiatives by government of India during COVID - Atmanirbhar Bharat package, The basic characteristics of Andhra Pradesh economy after bifurcation in 2014 – Impact of bifurcation on the endowment of natural resources and state revenue

## Activities

### Unit-I:

- Organize a debate on India's economic policies since independence. Students discuss the advantages and disadvantages of policies like the Green Revolution and economic reforms.
- Assign each group a decade post-independence. Have them research and present significant economic developments and challenges during their assigned decade.

### Unit-II:

- Simulate poverty and unemployment effects with real data. Discuss potential policy solutions in a classroom setting.
- Present the challenges and opportunities of gender and education in India. Encourage students to brainstorm policy solutions.

### Unit-III:

- Visit a local farm and discuss challenges faced by farmers and the role of government policies in agriculture.
- Analyze India's industrial policies, then organize a role-play where students represent stakeholders to discuss and negotiate policy changes.

### Unit-IV:

- Assign groups to research and present case studies on successful Indian service sector businesses.
- Analyze recent banking reforms' impact on India's economy. Have students propose their banking sector policy recommendations based on current economic conditions.

## Textbooks:

1. V.K. Puri (Author), S.K. Mishra, Indian Economy, 36Ed, Himalaya Publishing House, 2018.
2. Uma Kapila, Indian Economy Performance and Policies, 20th Edition, Academy Foundation, 2019.
3. Gaurav Datt and Ashwani Mahajan, Datt and Sundharam's Indian Economy, S.Chand& Co., 2016.

## Referencebooks:

1. Dhingra, I.C., Indian Economy, Sultan Chand, New Delhi, 2014.
2. M. P. Todaro and Stephen C. Smith, Economic Development, 10/e, Indian Edition Published by Dorling Kindersley India Pvt. Ltd. 2012.
3. G. Omkarnath, Economics - A Primer for India - Orient Blackswan, 2012

### Web Links

1. [https://onlinecourses.nptel.ac.in/noc21\\_hs51/preview](https://onlinecourses.nptel.ac.in/noc21_hs51/preview)
2. <https://www.udemy.com/course/lets-talk-about-the-indian-economy/>
3. <https://www.udemy.com/course/economics-indian-economy/>



### 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													
CO2													
CO3													
CO4													
CO5													



**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**III- B.A Hons ECONOMICS**

**INDIAN ECONOMY**

**V-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**

**III– B.A Hons ECONOMICS**

**V-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

**ANSWER ALL THE QUESTIONS**

**3X10=30**


1. a) Explain the features of Indian economy at Independence  
(or)  
b) Define the Poverty and distinguish between Absolute and Relative Poverty.
  
2. a) Discuss the role of Industrial sector in economic development  
(or)  
b) Write brief note on problems of Agrarian Economy in India
  
3. a) Critically evaluate the impact of bifurcation on Andhra Pradesh Economy  
(or)  
b) Examine the role of IT& ITES in the growth of Indian economy

**SECTION-B**

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Lorenz Curve
5. Foreign Direct Investment
6. New Economic Policy
7. National Food Security Act-2013
8. Evergreen Revolution
9. MSME Sector
10. Disguise Unemployment
11. Aatmanirbhar Bharat

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester III -BA (Hons) (V-Semester)</b>			
Course Code EHON-	TITLE OF THE COURSE <b>INTERNATIONAL ECONOMICS</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
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), 11<sup>th</sup> 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): RAJAHMAHENDRAVARAM**  
**III– B.A Hons ECONOMICS**  
**INTERNATIONAL ECONOMICS**  
**V-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMAHENDRAVARAM**

**III– 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



	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester III -BA (Hons) (V-Semester)</b>			
Course Code EHON-	TITLE OF THE COURSE <b>PUBLIC ECONOMICS</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		5	1	0	6

### Course Objectives

- ✓ To understand the economics of government expenditure and taxation.
- ✓ To use economic analysis to predict and verify the effects of government intervention on behaviour of individuals, households, and firms.
- ✓ To discuss the implications of policy for efficiency and equity.
- ✓ To examine the impact of public goods and externalities on market outcomes
- ✓ To understand the role of government in providing these goods and addressing externalities.

### Course Outcomes

CO1	The overall outcome of the course is the development of an understanding of public sector financial resources.
CO2	Understanding of the rationale for the existence of modern governments
CO3	Familiarity with the micro and macro aspects of public expenditure
CO4	Acquaintance with the phenomenon of externality and the role of government.
CO5	How government policies affect the allocation of resources and the distribution of income within society.

**Course with focus on employability / entrepreneurship / Skill Development Units**

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

### Course Outline:

#### Unit 1

Economic activities and the state: public goods Vs private goods, models of efficient allocation, pure and impure public goods, free riding; Principle of Maximum Social Advantage.

#### Unit 2

Taxation: Division of tax burden: Expediency Theory, Benefits Received Theory and Ability to Pay Theory; Incidence of taxes: Theories of Tax Shifting; Classification and choice of Taxes; Effects of Taxation.

#### Unit 3

Public Debt: Public Debt and economic growth, Burden of Debt, Debt Management; Public Expenditure: Wagner's law of increasing state activities, Wiseman- Peacock Hypothesis, Classification of Public Expenditure, Canons of Public Expenditure, Effects of Public Expenditure

#### Unit 4

Indian Public Finances: Features and Assessment of the Indian Tax System, A Note on GST; Budget, Deficits and PublicDebt; Fiscal Federalism in India, Finance Commission. An assessment on Andhra Pradesh Public Finance.

#### Additional Inputs:

1. Classification and choice of Taxes - Unit 2
2. An assessment on Andhra Pradesh Public Finance – Unit 4

## Activities

### Unit 1:

- Organize a classroom simulation where students collectively decide on the provision of a public good (e.g., a clean park). Some students may choose to "free ride." Discuss the challenges of providing public goods and strategies to overcome free riding.
- Assign students to analyze a government policy or program using the Principle of Maximum Social Advantage. Have them present their findings and discuss whether the policy aligns with this principle.

### Unit 2:

- students with different tax scenarios and have them calculate the division of tax burden according to the Expediency Theory, Benefits Received Theory, and Ability to Pay Theory. Discuss the implications of each theory on tax policy.
- Assign students to research real-world examples of tax shifting and incidence. Have them present the cases and discuss the economic effects and policy implications.

### Unit 3:

- Organize a debate where students argue for and against the impact of public debt on economic growth. Encourage students to use research and economic theory to support their arguments.
- Assign groups of students to analyze a specific area of public expenditure (e.g., education, healthcare) using Wagner's Law and the Wiseman-Peacock Hypothesis. Have them present their findings and discuss the implications for government spending.

### Unit 4:

- Have students research and assess the features of the Indian tax system, with a focus on the Goods and Services Tax (GST). Discuss the strengths and weaknesses of the system.
- Organize a simulation where students represent different states and the central government in India. Have them negotiate fiscal arrangements and discuss the role of the Finance Commission in allocating resources. Analyze the outcomes and their implications for fiscal federalism in India.

### Textbooks:

1. J. Hindriks, G. Myles: Intermediate Public Economics, MIT Press, 2006.
2. H. Rosen, T. Gayer: Public Finance, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, Economics of the Public Sector, W.W. Norton & Company, 3rd edition, 2000.

### Reference books:

1. R.A. Musgrave and P.B. Musgrave, Public Finance in Theory & Practice, McGraw Hill Publications, 5th edition, 1989.
2. John Cullis and Philip Jones, Public Finance and Public Choice, Oxford University Press, 1st edition, 1998.

### Web Links

1. [cholar.harvard.edu/files/paradisi/files/lecture\\_notes\\_paradisi.pdf](http://cholar.harvard.edu/files/paradisi/files/lecture_notes_paradisi.pdf)
2. <https://old.mu.ac.in/wp-content/uploads/2014/04/MA-Public-Eco.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):RAJAHMAHENDRAVARAM**

**III- B.A Hons ECONOMICS**

**PUBLIC ECONOMICS**

**V-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

**GOVERNMENT COLLEGE (AUTONOMOUS):RAJAHMAHENDRAVARAM**

**III- B.A Hons ECONOMICS**

**PUBLIC ECONOMICS**

**V-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

**ANSWER ALL THE QUESTIONS**

**3X10=30**


1. a) Explain the principle of maximum social advantage  
(or)  
b) Critically evaluate the ability to pay theory of taxation
  
2. a) Explain taxation. What are the differences between Direct taxes and Indirect taxes?  
(or)  
b) Examine Wagner's law of increasing state activities.
  
3. a) Discuss the canons and effects of public expenditure.  
(or)  
b) Write a brief note on Fiscal Federalism in India.

**SECTION-B**

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Distinguish between Public and Private goods
5. Pure and Impure public goods
6. Tax burden
7. Effects of taxation
8. Wiseman- Peacock Hypothesis
9. Debt Management
10. GST
11. Fiscal Deficit

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
Course Code EHON -	TITLE OF THE COURSE <b>DEVELOPMENT ECONOMICS</b>	III -BA (Hons) (V Semester)			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		5	1	0	6

### Course Objectives

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

### Course Outcomes

CO1	The course begins with a discussion of alternative conceptions of development and their justification.
CO2	To explain development economic growth theories, international trade development theories, and related economic development theories.
CO3	To get good ideas on demographic trends and issues
CO4	The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

### Course with focus on employability / entrepreneurship / Skill Development modules

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

## Course Outline:

### **Unit 1: Economic Growth and Development**

Distinction between Economic Growth and Economic Development, Measures of Economic Development, Economic growth and its measurement, the role of institutions in economic development, Technological progress and innovation  
Classical Theory: Adam Smith, Ricardo and Malthus -Marxian Theory - Schumpeter Theory -Rostow's Stages of Economic Growth -Harrod-Domar two sector model - Solow's Model

### **Unit -2: Modern Economic Growth**

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

### **Unit – 3: Strategies of Economic Development**

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

### **Unit - 4: Institutions, Environmental Sustainability and Economic Development**

Role of International Institutions-IDBI, ADB, IMF -Foreign Trade - FIIs and FDIs, Natural resources and economic development, Climate change and its effects on development, Environmental policies and sustainable development, Green technologies and innovation for sustainable development



## Activities

### Unit 1:

- Assign students to select a country and create a comprehensive development index that includes economic, social, and environmental indicators. Have them discuss the strengths and weaknesses of their indices and how they reflect the distinction between economic growth and development.
- Organize a debate where students represent different economic theorists (e.g., Adam Smith, Schumpeter, Solow). Each group presents their theories and discusses how they address the role of institutions and technological progress in economic development.

### Unit 2:

- Assign students to research a specific underdeveloped country and analyze the obstacles to economic development it faces. Encourage them to discuss how these obstacles relate to the vicious circle of poverty and cumulative causation.
- a simulation where students play the roles of policymakers, investors, and workers in a developing economy. They must make decisions regarding capital formation, foreign investment, and debt management. Discuss the outcomes and their impact on economic growth.

### Unit 3:

- Divide students into groups to research and present on different strategies of economic development (e.g., Big Push, Mahalanobis Model). Encourage critical analysis of the pros and cons of each strategy and their relevance in different contexts.
- Organize a game where students plan the development of infrastructure in a fictional underdeveloped region. Discuss the role of infrastructure in economic development and how it relates to the choice between agriculture and industry.

### Unit 4:

- Have students role-play as representatives of international financial institutions (e.g., IMF, World Bank) and discuss their roles in fostering economic development. Explore the impact of foreign trade and foreign direct investment (FDI) on development.
- Assign students to research and present on environmental policies and sustainable development in a specific country or region. Discuss the importance of green technologies and innovation in achieving sustainable economic development.

### Text books:

1. The Economics of Development and Planning" by M.L. Jhingan
2. Debraj Ray, Development Economics, Oxford University Press, 2009.
3. ParthaDasgupta, Economics, A Very Short Introduction, Oxford University Press, 2007.

### Reference books:

1. Growth and Development: With Special Reference to Developing Economies by A. P. Thirlwall 2006
2. Development Economics by H L Ahuja 2016

### Web Links

1. [https://ebooks.lpude.in/arts/ma\\_economics/year\\_2/DECO501\\_ECONOMICS\\_OF\\_GROWTH\\_AND\\_DEVELOPMENT\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_economics/year_2/DECO501_ECONOMICS_OF_GROWTH_AND_DEVELOPMENT_ENGLISH.pdf)
2. <https://www.studocu.com/row/document/university-of-nairobi/building-information-management/development-economics-notes/18001731>



### 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): RAJAHMAHENDRAVARAM**

**III– B.A Hons ECONOMICS**

**DEVELOPMENT ECONOMICS**

**V-SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMAHENDRAVARAM**

**III– B.A Hons ECONOMICS**

**DEVELOPMENT ECONOMICS**

**V-SEMESTER END EXAMINATIONS**

**TIME: 2 ½ HOURS**

**MAX MARKS: 50**

---

**SECTION-A**

**ANSWER ALL THE QUESTIONS**

**3X10=30**

1. a) Distinguish between Economic Growth and Economic Development  
(or)  
b) Explain Rostow's stages of Economic Growth
  
2. a) Elucidate the characteristics of Developing Economies.  
(or)  
b) Critically examine the role of Infrastructure in Economic Development
  
3. a) Write a brief note on Balanced Growth and Unbalanced Growth theories  
(or)  
b) What strategies and policies can be implemented to promote sustainable economic development while ensuring long-term environmental and social well-being?

**SECTION-B**

**II) ANSWER ANY FOUR OF THE FOLLOWING**

**4X5=20**

4. Malthus Theory
5. Schumpeterian Theory of Innovation
6. Kuznets Curve Six Characteristics
7. Vicious Circle of Poverty
8. Mahalanobis' Strategy
9. IMF
10. SDG Goals
11. Green Technology

# Semester- VI

**Note: Mega Internship for 6 Months**



**Government College  
(Autonomous) Rajahmundry**

**Board of Studies  
For  
B.A/ B.Sc. ECONOMICS  
2021-22 & 2022-2023 Admitted Batches  
III, IV, V & VI Semesters**


**Department of Economics**

**2023-24**

# Course Structure

Sl. No	Paper	Name of Paper	Sem	Hours / Week	Credits	Marks		Total
						Mid Sem	Sem End	
<b>II YEAR BA/B.Sc SYLLABUS (W.E.F 2023-2024)</b>								
1	III	Development Economics (ECO137)	III	6	4	50	50	100
2	IV	Economic Development in India and Andhra Pradesh (ECO138)	IV	6	4	50	50	100
3	V	Statistical Methods for Economics (ECO139)	IV	6	4	50	50	100
<b>III YEAR B.A/B.Sc SYLLABUS (W.E.F 2023-2024) (To Choose One pair from the Four (A, B, C, &amp; D))</b>								
4	6A	Insurance Services (ECO 140)	V	5	4	50	50	100
5	7A	Banking and Financial Services (ECO141)	V	5	4	50	50	100
(OR)								
6	6B	Rural Entrepreneurship and MSME's (ECO 142)	V	5	4	50	50	100
7	7B	Farmer Producer Organization (ECO 143)	V	5	4	50	50	100
(OR)								
8	6C	Urban Entrepreneurship and MSME's (ECO 144)	V	5	4	50	50	100
9	7C	Retails and Digital Marketing (ECO 145)	V	5	4	50	50	100
(OR)								
10	6D	Inferential Statistics and Software Packages (ECO 146)	V	5	4	50	50	100
11	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 unavailability of internships at one go.

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp;Semester II B.A B.Sc. (III Sem)</b>			
<b>Course Code ECO137</b>	<b>TITLE OF THE COURSE DEVELOPMEN ECONOMICS</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives:

- A. Distinction between growth and development with examples
- B. Various concepts and definitions and indicators relating to economic growth and Development including recent developments
- C. The theoretical aspects of a few models and strategies of economic growth.

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Distinction between growth and development with examples, COVID – 19 Impact on Indian economy and sustainable development.
CO2	Factors contributing to development, Choice of Techniques and a few important models and strategies of growth
CO3	The theoretical aspects of a few models and strategies of economic growth
CO4	To know Strategies of Economic Development
CO5	Role and importance of various financial and other institutions in the context of India's economic development

### **Course with focus on employability / entrepreneurship / Skill Development modules**

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



## **Syllabus:**

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

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

### **Module -2: Modern Economic Growth**

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

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

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

### **Module – 4: Strategies of Economic Development**

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

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

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

## **Text books:**

1. Economic development and growth, Spectrum Publishing House, Hyderabad, 2016
2. M . P. Todaro and Stephen C. Smith, *Economic Development*, 10/e, Indian Edition  
Published by Dorling Kindersley India Pvt. Ltd. 2012.
3. Telugu Academy publication.

### Reference books:

1. R.S.Rao, V.Hanumantha Rao &N.Venu Gopal (Ed.), *Fifty Years of Andhra Pradesh (1956-2006)*, Centre for Documentation, Research and Communications, Hyderabad,2007.
2. G. Omkarnath, *Economics - A Primer for India* - Orient Blackswan, 2012.
3. G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, New York,

### Web Links:

1. <https://ocw.mit.edu/courses/economics/14-772-development-economics-macroeconomics-spring-2013/lecture-videos-and-slides/>
2. <https://nptel.ac.in/courses/110/103/110103093/>



### 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	2	1	3	2	1	2	3	2	3	3			

**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**  
**II– B.A/B.Sc ECONOMICS (CBCS PATTERN)**  
**Paper-III (Core Paper)**  
**DEVELOPMENT ECONOMICS**  
**THIRD SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**Model Question Paper 2023-2024**

---

---

**SECTION - A**

**Answer the following questions**

**(3 X 10 = 30)**

1 (a) Explain the scope and importance of Economic Development.

(or)

(b) Explain the Economic situation in India during COVID – 19.

2 (a). Explain the Characteristics of underdeveloped countries.

(or)

(b) Explain the Harrod and Domar models of Growth.

3 (a) Explain the Role of Infrastructure in Economic Development.

(or)

(b) Explain the Role of International Institutions of IDBI and IMF in Economic Development

**SECTION – B**

**Answer any four of the following**

**(4 X 5 = 20)**

4. Distinction between Economic Growth and Economic Development

5. Sustainable development

6. Vicious circles of poverty

7. Rostow's stages of Economic Growth

8. Unbalanced growth

9. Capital intensive method

10. NITI Aayog

11. Public sector and Private sector


**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**  
**II – B.A/ B.Sc ECONOMICS (CBCS PATTERN)**  
**Paper-III (Core Paper)**  
**DEVELOPMENT ECONOMICS**  
**THIRD SEMESTER END EXAMINATIONS**

Time: 2 ½ Hrs

Max. Marks: 50

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> II B.A/ B.Sc. (IV Sem)			
<b>Course Code</b>  ECO138	<b>TITLE OF THE COURSE</b>  ECONOMIC DEVELOPMENT- INDIA AND ANDHRA PRADESH				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		3	1	-	3

### Course Objectives:

- A. leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses
- B. Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies.
- C. Indian Tax system, recent changes, issues of public expenditure and public debt, recent finance commissions and devolution of funds

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	Objectives, outlays and achievements of economic plans and growth strategies
CO2	Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies
CO3	Leading issues of current importance relating to India and AP economy, major policies and programmes Covid- 19 and its impact on Indian economy
CO4	Indian Tax system, recent changes, issues of public expenditure and public debt, recent finance commissions and devolution of funds
CO5	Major issues of economic development of Andhra Pradesh after bifurcation and Central assistance

### Course with focus on employability / entrepreneurship / Skill Development modules

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

## **Syllabus:**

### **UNIT– 1 Basic Features**

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

### **UNIT- 2 National Income and Demography**

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

### **UNIT – 3 Agricultural and Industrial Developments**

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

### **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 – Public Expenditure and Public Debt - Fiscal Policy and Budgetary Trends

### **UNIT – 5 Andhra Pradesh Economy**

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

### **Text books:**

1. A.P Economy- Telugu Academy, 2018
2. M. P. Todaro and Stephen C. Smith, *Economic Development*, 10/e, Indian Edition  
Published by Dorling Kindersley India Pvt. Ltd. 2012.
3. S.K.Misra&V,K,Puri, *Indian Economy*, Himalaya Publishing House, 2015.

### **Reference books:**

1. Reserve Bank of India, *Handbook of Statistics on Indian Economy* (Latest).
2. R.S.Rao, V.Hanumantha Rao &N.Venu Gopal (Ed.), *Fifty Years of Andhra Pradesh (1956-2006)*, Centre for Documentation, Research and Communications, Hyderabad, 2007.
3. G. Omkarnath, *Economics - A Primer for India* - Orient Blackswan, 2012

### **Web Links:**

1. [https://www.jmi.ac.in/upload/menuupload/zhl\\_ebooks\\_economics.pdf](https://www.jmi.ac.in/upload/menuupload/zhl_ebooks_economics.pdf)
2. <https://fivebooks.com/category/economics/development-economics/>



### **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	1	3	2	3	2	1			

**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**  
**II– B.A/B.Sc ECONOMICS (CBCS PATTERN)**  
**Paper-IV (Core Paper)**  
**ECONOMIC DEVELOPMENT- INDIA AND ANDHRA PRADESH**  
**FOURTH SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**Model Question Paper 2023-2024**

---

---

**SECTION - A**

**Answer the following questions**

**(3 X 10 = 30)**

1 (a) Explain the Objective and achievements of Planning Commission.

(or)

(b) Explain the causes for unemployment and remedial measures to reduce unemployment.

2 (a) Briefly explain the measures to reduce income inequalities in India.

(or)

(b) Briefly Explain various land reforms in India.

3 (a) Explain the Centre and States financial relations.

(or)

(b) Explain the basic characteristics of Andhra Pradesh economy after bifurcation in 2014.

**SECTION – B**

**Answer any four of the following**

**(4 X5 = 20)**

4.Human Development Index

5.NITI Aayog

6.Occupational distribution in India

7.Special Economic Zones

8.Economic initiatives taken by Government of India during COVID – 19

9.GST

10.Information Technology

11.Social Welfare Programmes




**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**  
**Paper-IV (Core Paper)**  
**ECONOMIC DEVELOPMENT- INDIA AND ANDHRA PRADESH**  
**FORTH SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> II B.A/ B.Sc. (IV Sem)			
<b>Course Code</b> ECO138	<b>TITLE OF THE COURSE</b> STATISTICAL METHODS FOR ECONOMICS				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives:

- A. The definitions, terms and their meaning relating to statistical methods
- B. To analysis Importance of statistics and its applications

### Course Outcomes:

On Completion of the course, the students will be able to-	
CO1	The definitions, terms and their meaning relating to statistical methods
CO2	various formulae used to measure central tendency
CO3	To know the Histogram, Frequency Polygon and Frequency Curve Different types of Bar diagrams
CO4	Uses of Correlation and Regression analysis, time series and index numbers in economic analysis
CO5	different kinds of statistical problems using various principles and formulae relating to central tendency, correlation, regression, time series and indices to interpret data and suggest solutions to economic problems

### Course with focus on employability / entrepreneurship / Skill Development modules

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

## **Syllabus:**

### **UNIT – 1: Nature and Definition of Statistics**

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

### **UNIT – 2: Diagrammatic Analysis**

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

### **UNIT – 3: Measures of Central Tendency and Dispersion**

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

### **UNIT – 4: Correlation and Regression**

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

### **UNIT – 5: Time Series and Index Numbers**

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

## **Text books:**

1. S.P. Gupta, *Statistical Methods*, S. Chand & Co, 1985
2. S. C. Guptha, *Fundamentals of Statistics*, Himalaya Publishing House, Hyderabad.
3. Telugu Academy Book, ParimanathmakaPaddathulu (For B.A.).

### 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. Digambar Patri and D. N. Patri, *Statistical Methods for Economics*, Kalyani Publishers, Ludhiana, 2017

### Web Links:

1. <https://ocw.mit.edu/courses/economics/14-30-introduction-to-statistical-method-in-economics-spring-2006/lecture-notes/>
2. [https://ebooks.lpude.in/arts/ma\\_economics/year\\_2/DECO504\\_STATISTICAL\\_METHODS\\_IN\\_ECONOMICS\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_economics/year_2/DECO504_STATISTICAL_METHODS_IN_ECONOMICS_ENGLISH.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	PSO 1	PSO 2	PSO 3
CO1	3	3	3	2	3	2	1	2	1	2			
CO2	3	3	3	2	3	3	2	2	1	3			
CO3	3	3	2	2	3	3	1	1	2	3			
CO4	3	3	2	2	3	2	2	2	1	3			
CO5	3	3	2	3	3	2	3	1	3	2			

**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**  
**II- B.A/B.Sc ECONOMICS (CBCS PATTERN)**  
**Paper-V (Core Paper)**  
**STATISTICAL METHODS FOR ECONOMICS**  
**FOURTH SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**Model Question Paper 2023-2024**

---

---

**SECTION - A**

**Answer the following questions**

**(3 X 10 = 30)**

1 (a) Explain the Scope and importance of Statistics

(or)

(b) The number of bed-sheets manufactured by a factory during five consecutive weeks is given below.

Week	First	Second	Third	Fourth	Fifth
Number of Bed-sheets	600	850	700	300	900

Draw the bar graph representing the above data.

2 (a) Find the Arithmetic Mean of the following distribution:

Class-Interval	15-25	25-35	35-45	45-55	55-65	65-75	75-85
Frequency	6	11	7	4	4	2	1

(or)

(b) Define Correlation and explain the type of Correlation

3 (a) Calculate the regression coefficient and obtain the lines of regression for the following data

X	1	2	3	4	5	6	7
Y	9	8	10	12	11	13	14

(or)

(b) Calculate price index number for 2020 by (a) Laspeyre's (b) Paasche's method

Commodity	2010		2020	
	Price	Quantity	Price	Quantity
A	5	60	15	70
B	4	20	8	35
C	3	15	6	20

**SECTION – B**

Answer any four of the following

(4 X5 = 20)

4. Primary data and Secondary data

5. Histogram

6. Find the Mode from the following data

15,19,22,16,19,17,22,24,27,22

7. Find out the Co-efficient of variation when its Standard Deviation is 8  
mean is 24 .

8. Uses of Regression analysis

9. Find out the Spearman Rank Correlation from the following data

R <sub>1</sub>	1	2	3	4	5	6	7
R <sub>2</sub>	6	4	2	7	3	1	5

10. Components of Time series

11. Uses of Index Numbers


**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAHMUNDRY**  
**IV SEMESTER – ECONOMICS (CBCS PATTERN)**  
**Paper-V (Core Paper)**  
**STATISTICAL METHODS FOR ECONOMICS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

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

### **Course Objectives:**

1. Explain the concept and principles of insurance service and functioning of insurance service agencies
2. Identify and analyse the opportunities related insurance services in local rural area;
3. Demonstrate practical skills to enable them to start insurance service agency or earn wage employment in it.

### **Course Outcomes:**

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 (2<sup>nd</sup> 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 - 2022-23**

---

---

**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**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A/B.Sc. (V Sem)			
<b>Course Code</b> ECO141	<b>TITLE OF THE COURSE</b> Banking and Financial Services				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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/1VU7aN4s5ikPQI7nX6mTBW-sVLQCNhfvK/view>
2. <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](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- 2022-23**

---

---

**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 in 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**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A/ B.Sc. (VI Sem)			
<b>Course Code</b> ECO142	<b>TITLE OF THE COURSE</b> <b>Rural Entrepreneurship</b>				
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*, WisdomPublications, Delhi, 2005.

### **Reference books:**

1. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, 1985; revised edn., Butterworth-Heinemann
2. Johanne Hanco: *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](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**  
**III 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**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A/ B.Sc. (VSem)			
<b>Course Code</b>  ECO143	<b>TITLE OF THE COURSE</b>  <b>Farmer Producer Organizations (FPOs)</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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 linkages for improving their income.

### Course Outcomes:

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**

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



	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A/ B.Sc. (V Sem)			
<b>Course Code</b>  ECO144	<b>TITLE OF THE COURSE</b>  <b>Urban Entrepreneurship and MSMEs</b>				
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 two different types of Case Studies related to Urban Entrepreneurship with local relevance.

#### **Text books:**

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

#### **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 Scale Business*, Kota

#### **Web Links:**

1. [https://niti.gov.in/writereaddata/files/new\\_initiatives/report-of-the-expert-committee.pdf](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): RAJAHMUNDRY**  
**III 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**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A/ B.Sc. (V Sem)			
<b>Course Code</b> ECO145	<b>TITLE OF THE COURSE</b> <b>Retail and Digital Marketing</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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*, 11<sup>th</sup> Edition, Prentice-Hall of India Pvt.Ltd., New Delhi. , 2002

#### **Reference books:**

1. S.Neelamegham: *Marketing in India*, 3<sup>rd</sup> 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): RAJAHMUNDRY**  
**III 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**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A/ B.Sc. (V Sem)			
<b>Course Code</b> ECO146	<b>TITLE OF THE COURSE</b> Inferential Statistics and Software Packages				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

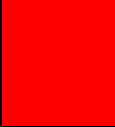
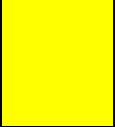
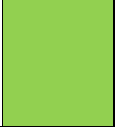
### Course Objectives:

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 <b>course</b> will focus on the concept of <b>linear regression, non-linear regression</b> and <b>regression</b> modelling.
CO5	This <b>course</b> is designed to provide you with basic working knowledge for using <b>Excel</b> spreadsheets for <b>Data Analysis</b>

### 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,  $\chi^2$  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, The World 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**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A/ B.Sc. (V Sem)			
<b>Course Code</b> ECO147	<b>TITLE OF THE COURSE</b> <b>Project Designing and Report Writing</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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**

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



**Government College  
(Autonomous) Rajahmundry**

**Board of Studies**

**For**

**B.Sc. ECONOMETRICS**

**2021-22 Admitted Batch**

**V & VI Semester**

**Department of Economics**


**2023-24**

**DEPARTMENT OF ECONOMICS**

**B.Sc. ECONOMETRICS**

<b>SEMESTER</b>	<b>PAPER</b>	<b>SUBJECT</b>	<b>HRS</b>	<b>CREDITS</b>	<b>CIA</b>	<b>SEE</b>	<b>TOTAL</b>
<b>I YEAR B.Sc. ECONOMETRICS</b>							
I	I	Micro Economics(EMT 101)	6	4	50	50	100
II	II	Macro Economics(EMT 102)	6	4	50	50	100
<b>II YEAR B.Sc ECONOMETRICS</b>							
III	III	Quantitative techniques(EMT 103)	6	4	50	50	100
IV	IV	Mathematical Economics(EMT 104)	6	4	50	50	100
IV	V	Econometrics(EMT 105)	6	4	50	50	100
<b>III YEAR B.Sc ECONOMETRICS</b>							
<b>(To choose one pair from the three (A,B &amp; C))</b>							
V	VI (A)	Econometrics-II (EMT 106)	5	4	50	50	100
V	VII (A)	Advanced Optimization Methods (EMT 108)	5	4	50	50	100
<b>(OR)</b>							
V	VI (B)	Computers and its applications (EMT 107)	5	4	50	50	100
V	VII (B)	Econometric Tools in Business (EMT 113)	5	4	50	50	100
<b>(OR)</b>							
V	VI (C)	Advanced Econometrics(EMT 110)	5	4	50	50	100
V	VII (C)	Applied Econometrics (EMT 112)	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 unavailability of internships at one go.

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.Sc (MSEM) (V Sem)			
Course Code EMT 106	TITLE OF THE COURSE <b>ECONOMETRICS-II</b>				
Teaching	Hours Allocated: 40 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4

### Course Objectives

1. Distinguish the results of violating the assumptions of classical regression model
2. Explain the problems that arise when the assumptions are not valid
3. Use appropriate tests to detect heteroscedasticity

### Course Outcomes

CO1	Students will demonstrate a comprehensive understanding of different modeling techniques in econometrics, including autoregressive models, distributed lag models, and their applications in economic analysis.
CO2	Students will be able to apply various estimation methods such as OLS, 2SLS, and Koyck models to estimate parameters in econometric mode
CO3	Students will acquire the ability to perform multivariate analysis using dummy variables and understand their importance in regression analysis. They will be capable of interpreting regression results involving qualitative and quantitative variables.
CO4	Students will have a sound understanding of simultaneous equations models, their identification problem, and methods for addressing under-identification or over-identification. They will be able to identify when these models are suitable for real-world economic analysis.
CO5	Students will be equipped with the skills to analyze time series data, differentiate between stationary and nonstationary time series, and apply autoregressive integrated moving average (ARIMA) models for economic forecasting and analysis.

### Course with focus on employability / entrepreneurship / Skill Development modules

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



### **Unit 1: (12 Hours) Autoregressive and Distributed lag models**

Distinction between Autoregressive and Distributed lag models— Role of lags in Economic analysis – Reasons for lags; Estimation of Distributed lag model – Koyck model, Adaptive Expectation and Partial adjustment models, Estimation of Auto regressive Model – Almon approach to distributed-lag models; Error correlation mechanism, Causality test.

### **Unit 2: (12 Hours) Regression on Dummy Variables**

Need for Dummy variables; Regression on one qualitative with two categories; Regression on one quantitative variable and one qualitative variable with two categories; Regression on one quantitative variable and one qualitative variable with more than two categories; Regression on one quantitative variable and two qualitative variables; Testing structural stability of regression models comparing two regressions; Regression with dummy dependent variables - The Linear Probability Model and Linear Discriminant Function, The Probit and Logit models.

### **Unit 3:(12 Hours) Simultaneous Equations Models**

Nature of Simultaneous Equations Models - Simultaneous Equation bias – Inconsistency of OLS estimators; The Identification problem – Under indemnification – exact identification and over identification; Rules for Identification – Order and Rank conditions; Estimation of Simultaneous Equation models – Recursive models and OLS; Methods of ILS and 2SLS.

### **Unit 4: (12 Hours) Errors in Variables**

The concept of Errors in variables – The classical solution for a single equation model with one explanatory variable; The single equation model with two explanatory variable – one measured with error and both measured with error; Reverse Regression – Instrumental Variable Method; Proxy Variables.

## Unit 5:(12 Hours) Introduction to Time Series: (12 Hours)

Concept of Time series – Stationary and Nonstationary Time Series: Models of Time Series – Purely Random Process; Random Walk; Moving Average (MA) Process;; Estimation of AR, MA and ARMA Models; The Box-Jenkins Autoregressive (AR) Process; Autoregressive Moving Average Process (ARMA); Autoregressive integrated moving Average (ARIMA) Process Approach.

### Text books:

1. Greene, W. (1997), Econometric Analysis, Prentice Hall. New York.
2. Griffith, W.F., R.H. Hill and G.G. Judge (1993), Learning and Practicing Econometrics, John Wiley, New York.

### Reference books:

1. Gujarati, D. (1995), Basic Econometrics, (3rd Edition), McGraw Hill, New Delhi.
2. Johnston, J. (1985), Econometric Methods, McGraw Hill, New York.
3. Maddala, G.S. (1993), Econometrics — An Introduction, McGraw-Hill, New York.

### Web Links

1. <http://www.studyingeconomics.ac.uk/module-options/econometrics/>
2. <https://cran.r-project.org/doc/contrib/Farnsworth-EconometricsInR.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	2	3	2	3	2	3	2	3	3			
CO2	1	3	2	3	2	3	2	3	2	3			
CO3	3	3	3	3	3	3	3	3	2	3			
CO4	3	2	3	2	3	2	3	2	3	2			
CO5	3	2	3	2	3	2	3	2	3	3			

**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**  
**FIFTH SEMESTER END EXAMINATIONS**  
**III B.SC. – ECONOMETRICS**  
**PAPER – VI (A)**  
**ECONOMETRICS-II**

Time: 2 ½ Hrs

Max. Marks: 50

---

**Section-A**

Answer the following questions

3X10= 30M

1. a) Explore the various causality tests that can be applied in the context of autoregressive and distributed lag models. Discuss their significance in economic research and policy analysis.

(or)

- b) What is the role of dummy variables in regression analysis? Explain with examples how to perform regression on one qualitative variable with two categories and its implications in modelling.

2. a) Compare and contrast the Linear Probability Model, Probit, and Logit models when dealing with regression on dummy dependent variables. Highlight their strengths and weaknesses in different scenarios.

(or)

- b) Define simultaneous equations models and explain the concept of simultaneous equation bias. How can this bias affect the estimation of economic relationships, and what are the implications for policy analysis?

3. a) Define time series data and distinguish between stationary and nonstationary time series. Why is it important to identify stationarity when working with time series data in economics?

(or)

- b) Explore the concept of errors in variables in econometrics. Describe the classical solution for a single equation model with one explanatory variable measured with error.

## **Section-B**

**Answer any Four (4) of following questions**

**(4X5= 20 M)**

4. Causality Tests
5. Dummy Variable
6. ARMA
7. ARIMA
8. Box-Jenkins Autoregressive (AR) Process
9. Probit Model.
10. Role of lags in Economic analysis
11. Random Walk


**GOVERNMENT COLLEGE (AUTONOMOUS), RAJAHMUNDRY**  
**Paper-VI (A) (Core Paper)**  
**Econometrics - II**  
**FIFTH SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.Sc (MSEM) (V Sem)			
Course Code EMT 108	TITLE OF THE COURSE <b>ADVANCED OPTIMIZATION METHODS</b>				
Teaching	Hours Allocated: 40 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4




### Course Objectives

1. Learn classical optimization techniques and numerical methods of optimization. Know the basics of different evolutionary algorithms.
2. Explain Integer programming techniques and apply different optimization techniques to solve various models arising from engineering areas.

### Course Outcomes

CO1	The course on econometrics will primarily focus on the use of statistical modelling and the relevant analyses to economic data problems.
CO2	Describe the variance/covariance matrix for the regression errors under the assumption that the errors are correlated
CO3	This unit covers the basic tools for estimating <b>models</b> with such data, known as <b>limited dependent variables</b> .
CO4	Demonstrate employability skills and a commitment to professionalism. Operate a variety of advanced spreadsheet, operating system and word processing functions. Solve a range of problems using office productivity applications, and adapt quickly to new software releases.
CO5	Regression is perhaps the most widely used statistical technique. It estimates relationships between independent variables (predictors) and a dependent variable (outcome).

### Course with focus on employability / entrepreneurship / Skill Development modules

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

## Syllabus

### **Module 1:** Hours: 12

Sequencing Problems: Introduction, sequencing problem, terminology, notation and assumption, problems with n jobs and two machines, optimal sequence algorithm, problems with n jobs and three machines, problems with n jobs and m machines.

### **Module 2:** Hours: 12

Network scheduling by PERT/CPM, basic concepts, activities, notes, network, critical path, constraints and networks, construction of the network, time calculations and networks, critical path calculations, critical path method.

### **Module 3:** Hours: 12

Introduction, two person zero sum games, the maximin minimax principles, games without saddle points, mixed strategies, graphical solution of  $2 \times N$  and  $M \times 2$  Games. Dominance property, the modified dominance property, reducing game property to LPP.

### **Module 4:** Hours: 12

Queuing theory – Basic characteristics of queuing models – Arrival and service distribution – steady state solution of M/M/1 and M/M/C models with associated distribution of queue length and waiting time

### **Module 5:** Hours:12

Simulation – Introduction, elements of simulation model, event type simulation, generation of random phenomena, Monte Carlo technique, generation of uniform (0, 1) random observations.

### **Text books:**

1. Operations Research, S. Kalavathi, Vikas publishing house Pvt Ltd.
2. Hamdy A. Taha (1987): Operations Research – An Introduction, 4/e, Prentice Hall of India, Private Ltd, New Delhi.

### **Reference books:**

1. Hillier F S and Libermann G J (2002): Introduction to Operations Research, 7th Edition, McGraw Hill
2. Gross D, Shortle J.F. , Thompson J.M. and Harris C.M. (2011): Fundamentals of

**Web Links**

1. <https://link.springer.com/book/10.1007/978-3-642-20548-4>
2. <https://www.iii.org/sites/default/files/docs/pdf/insurance-driver-econ-growth-053018.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	2	3	2	3	2	2	3	3			
CO2	1	3	2	3	2	3	2	3	2	3			
CO3	3	3	3	3	3	3	3	3	2	3			
CO4	3	2	3	2	3	2	3	2	3	2			
CO5	3	2	3	2	3	2	3	2	2	2			



**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**B.Sc ECONOMETRICS**  
**SEMESTER-V**  
**PAPER – VII (A) ADVANCED OPTIMIZATION METHODS**

---

**Time: 2 ½ hours**

**Max Marks: 50**

**I . Answer the following questions**

**3X10 = 30**

- 1 a) Define sequences and explain processing of n Jobs through two machines.

OR

- b) There are seven jobs, Each of which has to go through the machines A & B In the order AB.

Processing time in hours are gives as

Job	1	2	3	4	5	6	7
Machine A: (Hours)	3	12	15	6	10	11	9
Machine B: (Hours)	8	10	10	6	12	1	3

Determine a sequence of these jobs that will minimize total elapsed time t. Also find T and idle time for machine A and B

2. a) Explain project and also explain different phases of project management.

OR

- b) A project schedule has the following characteristics

Activity	1-2	1-3	2-4	3-4	3-5	4-9	5-6	5-7	6-8	7-8	8-10	9-10
Time	4	1	1	1	6	5	4	8	1	2	5	7

i)construct the network    ii)Compute E And L for each event

iii)Find The Critical Path

3. a) Define game and explain characteristics of games.

OR

- b) Find the optimum strategies for P and Q and the value of the game.

colour chosen by Q

	W	B	R	
Colour Chosen By P	W	0	-2	7
	B	2	5	6
	R	3	-3	8

**II . Answer any FOUR of the following questions**

**4X5 = 20**

4. Shortest Processing Time (SPT) rule.
5. Explain PERT and CPM
6. Processing of n jobs through one machine
7. Operating characteristics of queuing system.
8. Explain different types of games
9. Explain pure strategy and mixed strategy
10. System simulation

**GOVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**B.SC ECONOMETRICS**

**Semester-V**


**Advanced Optimization Methods**  
**Paper – VII (A)**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.Sc (MSEM) (VSem)			
Course Code EMT 107	TITLE OF THE COURSE <b>COMPUTER AND ITS APPLICATIONS</b>				
Teaching	Hours Allocated: 40 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4

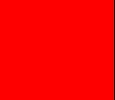


### Course Objectives

1. Operate a variety of advanced spreadsheet operating system and word processing functions,
2. Solve a range of problems using office productivity applications and adapt quickly to new software releases.
3. Maintain quality assurance through critically evaluating procedures and results.

### Course Outcomes

CO1	Bridge the fundamental concepts of computers with the present level of knowledge of the students.
CO2	Office automation is the use of various technologies (e.g. computer & telecommunication) to <b>simplify &amp; support routine office functions</b> , improve communication, increase office productivity & enhance the quality of clerical output.
CO3	<b>Trend analysis</b> uses a variety of <b>statistical</b> tools, all of which are accessible to business owners. At the most basic level, you can plot <b>data</b> points for visual ...
CO4	Demonstrate employability skills and a commitment to professionalism. Operate a variety of advanced spreadsheet, operating system and word processing functions. Solve a range of problems using office productivity applications, and adapt quickly to new software releases.
CO5	PSS is an acronym for “Statistical Package for Social Science” and is a Windows-based program that is used to perform different tasks like, data entry, analysis and further presentation of results through tables and graphs

### Course with focus on employability / entrepreneurship / Skill Development modules

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

### **Module 1: Basics of Computers**

**hours: 12**

Computer fundamentals; Organization and components of a computer; Computer hardware CPU; Memory; Disk drives; Input and output devices; Keyboard; Mouse and VDU; Computer peripherals like printer, scanner, digitizer, etc.; Computer software — Operating system, application software and packages.

### **Module 2: Use of Computer for Office Automation**

**hours: 12**

Text editors and word processor software packages; Operative familiarization with any one package like MS-word; Concept and use of spread sheet; Operation and use of MS-excel; Basics of Database; Table; Records and fields; Data entry and query processing; Operative principles of MS-access; Document formation and presentation through MS-power point.

### **Module 3: Data Analysis and Trend Forecasting**

**hours: 12**

Basics of statistical functions and analysis — Mean, median, mode, standard deviation; Distribution function and density function; Statistical package handling and command description for SPSS; Regression and auto-regression; Correlation and auto-correlation; Covariance and Auto covariance.

### **Module 4: Applications**

**hours: 12**

Text and mail communication using computers; E-mail; Chat; Voice mail; Document transfer and delivery; Internet; World Wide Web (WWW) and use for business and commercial activities like e-business and e-commerce; Electronic stock market and exchanges; B2B and B2C Concepts.

### **Module V: Introduction to SPSS**

**hours: 12**

Creation of data files, assigning names and labels to variables, sort cases, import/export of files, Computing variable, Data Analysis: Descriptive statistics, Comparing means, Simple Correlation analysis, ANOVA, Simple Regression Analysis, Preparation of graphs and diagrams

#### **Text books:**

1. Greene Kerns (1993), Essentials of Microsoft windows, Word and Excell, Prentice Hall of India, New Delhi.
2. Rajaraman, V. (1996), Fundamentals of Computers, Prentice Hall (Ind.) New Delhi.

#### **Reference books:**

1. Schied, F. (1983), Theory and Problems of Computers and Programming, Schaum's
2. Outline Series, McGraw Hill, New Delhi.

#### **Web Links**

1. [https://en.wikipedia.org/wiki/Web\\_application](https://en.wikipedia.org/wiki/Web_application)
2. <https://cran.r-project.org/doc/contrib/Farnsworth-EconometricsInR.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	2	3	2	3	2	3	2	3	3			
CO2	1	3	2	3	2	3	2	3	2	3			
CO3	3	3	3	3	3	3	3	3	2	3			
CO4	3	2	3	2	3	2	3	2	3	2			
CO5	3	2	3	2	3	2	3	2	3	3			


**GOVERNMENT COLLEGE (A) R RAJAHMUNDRY**  
**B.SC ECONOMETRICS**  
**Semester-V(Paper –VI(B))**  
**Computer and Its Applications**

Time: 2 ½ Hrs

Max. Marks: 50

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.Sc (MSEM) (VSem)			
Course Code EMT 113	TITLE OF THE COURSE <b>ECONOMETRIC TOOLS IN BUSINESS</b>				
Teaching	Hours Allocated: 40 (Theory)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4

### Course Objectives

1. Understand the assumptions upon which different econometric methods are based and their implications.
2. Use statistical software to implement the various techniques taught employing secondary data and demonstrate ability to analyse and assess empirical results.

### Course Outcomes

CO1	To familiarize the students with the basic concept of microeconomics. To make student understand the demand and supply analysis in business applications
CO2	Learn how the different decision-making units (consumers, firms), with limited resources at their disposal, will chose the best alternative among the available alternatives
CO3	Realize the operation of the markets, the distinction between real world market and the concept of market in economics.
CO4	Apply the principle of Macroeconomics in explaining the behaviour of Macroeconomic variables at national as well as global level.
CO5	Extend the concepts of Macroeconomics in unfolding the dynamics of energy sectors.

### Course with focus on employability / entrepreneurship / Skill Development modules

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

#### **Module 1: Basic concepts Introduction:**

**Hours: 12**

Stationary Stochastic Process – Non-stationary Stochastic Process; Module root Stochastic Process, Integrated Stochastic Process, tests of Stationarity.

#### **Module 2: Co-integration Integrated Variables:**

**Hours: 12**

Module root tests - Dickey-Fuller tests; Co-integration and error correction mechanism – Engle– Granger, Johansen and Juselius Co-integration tests – ARDL Co-integration Tests.

#### **Module 3: Forecasting Nature and uses of Forecasts:**



**Hours: 12**

Forecasting with a single-equation linear regression model - Forecasting with a multi-equation econometric model - Evaluation of the forecasting power of a model – Conditional and Unconditional Forecasting – Single and Double exponential smoothing – Box-Jenkins Model. - 15

**Module 4: Linear Time Series Models Univariate Time Series Models:****Hours: 12**

Moving Average Models - Auto Regressive Models - Mixed Auto Regressive Moving Average Models – ARIMA models.

**Module 5: Vector Auto-regressions:****Hours: 12**

Estimation and Forecasting with VAR, VAR and Causality, Some problems with VAR Modeling,

**ext books:**

1. Gujarathi, D.N, Basic Econometrics, Fourth Edition, Tata McGraw Hill, New Delhi, 2004.
2. Koutsoyiannis, A, Theory of Econometrics, the Macmillan Press Ltd., Hong Kong, Second

**Reference books:**

1. Deaton A. and John Muellbauer, Economics and Consumer Behaviour –Cambridge University Press, 1987
2. Hamilton, J.D, Time Series Analysis, Princeton, N.J., Princeton University Press, 1994

**Web Links**

1. <https://onlinelibrary.wiley.com/journal/10991255>
2. <https://www.mdpi.com/books/pdfdownload/book/1291>

**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	2	3	2	3	2	2	3	3			
CO2	1	3	2	3	2	3	2	3	2	3			
CO3	3	3	3	3	3	3	3	3	2	3			
CO4	2	3	3	3	3	2	3	3	3	3			
CO5	3	2	3	2	3	2	3	2	3	2			

**OVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**B.SC ECONOMETRICS**

**Semester-V**


**Econometric Tools in Business -Paper – VII (B)**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.Sc (MSEM) (V Sem)			
Course Code EMT 110	TITLE OF THE COURSE <b>ADVANCED ECONOMETRICS</b>				
Teaching	Hours Allocated: 40 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4




### Course Objectives

1. This course will present an advanced treatment of econometric principles for cross-sectional, panel and time - series data sets.
2. While concentrating on linear models, some non-linear cases will also be discussed, notably limited dependent variable models and generalised methods of moments.

### Course Outcomes

CO1	The course on econometrics will primarily focus on the use of statistical modelling and the relevant analyses to economic data problems.
CO2	Describe the variance/covariance matrix for the regression errors under the assumption that the errors are correlated
CO3	This unit covers the basic tools for estimating <b>models</b> with such data, known as <b>limited dependent variables</b> .
CO4	Demonstrate employability skills and a commitment to professionalism. Operate a variety of advanced spreadsheet, operating system and word processing functions. Solve a range of problems using office productivity applications, and adapt quickly to new software releases.
CO5	Regression is perhaps the most widely used statistical technique. It estimates relationships between independent variables (predictors) and a dependent variable (outcome).

### Course with focus on employability / entrepreneurship / Skill Development modules

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

**Module 1: Multicollinearity and Heteroscedasticity Hours: 12**

Multicollinearity: Source and Consequences, Tests for Multicollinearity and solutions for Multicollinearity. Heteroscedasticity: Sources and Consequences, Tests for Heteroscedasticity, Generalized Least Squares Method of Estimation.

**Module 2: Autocorrelation Hours: 12**

Sources of Autocorrelation - first order Autoregressive scheme - Consequences of Autocorrelation - Tests for Autocorrelation – Durbin-Watson test - Methods of estimation of Autocorrelation coefficient - Estimation from d- statistic and Cochran-Orcutt iterative method.

**Module 3: Qualitative and Limited Dependent Variables Models Hours: 12**

Binary Choice Models: Linear Probability Model, Probit Model and Logit Models – Censored and Truncated regression models.

**Module 4: Simultaneous Equation Models: Estimation Methods Hours: 12**

Two stage Least Squares, Limited Information Maximum Likelihood, K-class Estimators,

Three Stage Least Squares and Full Information Maximum Likelihood Methods – Numerical Problems.

**Module 5: Panel Data Regression Models and Time Series Econometrics Hours: 12**

Panel Data – Estimation of Panel Data Regression Models - Fixed and Random Effects – Estimation – Introduction to Time Series Econometrics - Stationary and Non-Stationary Stochastic Process – Integrated Stochastic Process – Module roots – Co-integration – Test for co- integration, Co-integration and error correction mechanism.

### Text books:

1. Maddala, G.S: Econometrics, McGraw-Hill Book Co., New York, 3rd Rd.
2. Gujarathi, D.N: Basic Econometrics, Fourth Edition, New Delhi.

### Reference books:

1. Maddala, G.S: Limited-Dependent and Qualitative Variables in Econometrics, Cambridge University Press.
2. Hedad, G. L. AND Horn I. I. (1991), Essentials of Risk Management, Vol. I Insurance Institute of America.

### Web Links

1. <https://link.springer.com/book/10.1007/978-3-642-20548-4>
2. <https://www.iii.org/sites/default/files/docs/pdf/insurance-driver-econ-growth-053018.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	2	3	2	3	2	2	3	3			
CO2	1	3	2	3	2	3	2	3	2	3			
CO3	3	3	3	3	3	3	3	3	2	3			
CO4	3	2	3	2	3	2	3	2	3	2			
CO5	3	2	3	2	3	2	3	2	2	2			

**OVERNMENT COLLEGE (A) RAJAHMUNDRY**  
**B.SC ECONOMETRICS**


**Semester-V**  
**Advanced Econometrics -Paper – VI (C)**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.Sc (MSEM) (VSem)			
Course Code EMT 112	TITLE OF THE COURSE <b>APPLIED ECONOMETRICS</b>				
Teaching	Hours Allocated: 40 ( <b>Theory</b> )	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Pre-requisites:		4	1	0	4

### Course Objectives

1. The course provides necessary skills and techniques that will be used in further study of econometrics and economics more generally.
2. The primary objective of the course is to provide a solid theoretical and practical foundation for the interpretation of empirical evidence in economics.

### Course Outcomes

CO1	To familiarize the students with the basic concept of microeconomics. To make student understand the demand and supply analysis in business applications
CO2	Learn how the different decision-making units (consumers, firms), with limited resources at their disposal, will chose the best alternative among the available alternatives
CO3	Realize the operation of the markets, the distinction between real world market and the concept of market in economics.
CO4	Apply the principle of Macroeconomics in explaining the behaviour of Macroeconomic variables at national as well as global level.
CO5	Extend the concepts of Macroeconomics in unfolding the dynamics of energy sectors.

### Course with focus on employability / entrepreneurship / Skill Development modules

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

#### Module 1: Demand Analysis

**Hours: 12**

Demand functions – Restrictions to be satisfied by Demand functions - Single Equation models, Engel Functions and Curves, Specification of Functional forms and Estimation – Linear Expenditure System - Review of Empirical Studies.

#### Module 2: Consumption Function

**Hours: 12**

Theories of Consumption Function – Alternative specifications – Absolute Income Hypothesis, Relative Income Hypothesis, Life Cycle Hypothesis, Permanent Income Hypothesis – Problems of Estimating the Consumption Function – Review of some empirical studies.

**Module 3: Production Functions Hours: 12**

Single Equation Estimation of production functions - Cobb-Douglas, CES, Trans-log – Specifications and Estimation issues – Review of Empirical studies – Functional forms and Estimation of Cost Functions - Estimation of Factor demand Equations - Empirical Studies.

**Module 4: Macro Econometric Models Hours: 12**

Nature of Simultaneous Macro Econometric Models – Klein-Goldberger Model for USA - Brookings Model – Macro Econometric models for India – Agarwal, K. Krishna Murthy and N.V. A. Narasimhan Models.

**Module 5: Other Applications of Single and Simultaneous Equation Models Hours: 12**

Models of Money Demand and Supply – Estimation of Demand for Money Function – Application in Industrial Organization, Labour Economics and Health Systems – Review of Empirical Studies.

**Text books:**

1. Intriligator, M. D. (1978) Econometric Models, Techniques and Applications, North-Holland.
2. ICSSR Survey of Economics – Vol.7 (Econometrics) Allied Publishers

**Reference books:**

1. Deaton A. and John Muellbauer, Economics and Consumer Behaviour –Cambridge University Press, 1987
2. Meghnad J.Desai 1973 – Macro-economic models for India: A Survey – Sankhya series-B 85

**Web Links**

1. <https://onlinelibrary.wiley.com/journal/10991255>
2. <https://www.mdpi.com/books/pdfdownload/book/1291>

**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	2	3	2	3	2	2	3	3			
CO2	1	3	2	3	2	3	2	3	2	3			
CO3	3	3	3	3	3	3	3	3	2	3			
CO4	2	3	3	3	3	2	3	3	3	3			
CO5	3	2	3	2	3	2	3	2	3	2			



**GOVERNMENT COLLEGE (A) RAJAHMUNDRY  
B.SC ECONOMETRICS**

**Semester-V  
Applied Econometrics Paper – VII (C)**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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



**Government College  
(Autonomous) Rajahmundry**

**Board Of Studies  
For  
B.A Rural Development (Hons)  
2023-24 Admitted Batch  
I & II Semesters**

**Department of Economics**

**2023-24**

## **B.A Rural Development**

### **Programme Specific Outcomes**

**PSO1: Analytical Skills and Practical Insight:** Evaluate different approaches to rural 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)

## MAJOR PAPER FOR THREE YEARS

Program: B.A. Honours in Rural Development

2023-24 Admitted Batch

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
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	4	4
	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		


## **B.A (RURAL DEVELOPMENT)**

### **MINOR Papers for THREE YEARS**

#### **Program: B.A. Honours in Rural Development**

#### **2023-24 Admitted Batch**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> I B.A RURAL DEVELOPMENT (HONOURS) SEM-I			
<b>Course Code</b>	<b>TITLE OF THE COURSE</b> FUNDAMENTALS OF SOCIAL SCIENCES				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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

#### **developmentUnit - 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

## WEBLINKS

1. [https://brocku.ca/MeadProject/Allport/1924/1924\\_15.html](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): RAJAMAHENDRAVARAM**

**I SEMESTER – B A RURAL DEVELOPMENT (HONOURS)**

**Paper-I**

**FUNDAMENTALS OF SOCIAL SCIENCES**

**FIRST SEMESTER END EXAMINATIONS**

**Time:2 ½ hours**

**MAX MARKS:50**

---

**SECTION -A**

**Answer all questions**

**3x10 =30**

1. (a) Explain the methods and approaches commonly used in Social Sciences.  
(or)  
(b) Assess the importance of studying history in the present society
  
2. (a) Define Psychology and explain its nature and scope.  
(or)  
(b) Define political systems and outline the organs of the state.
  
3. (a) Explain the differences between microeconomics and macroeconomics and illustrate with examples.  
(or)  
(b) Describe the milestones of computer evolution. Explain the significance of each generation of computers and their contributions to technological advancement.

**SECTION -B**

**Answer any four of the following**

**4x5=20 Marks**

4. The Scope Of Social Science
5. Distinguish Between Natural Science And Social Sciences
6. Historical Research
7. The Types Of History
8. Social Interaction
9. Economic Growth
10. Basics Of The Internet
11. Cryptography

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM**


**I-B.A RURALDEVELOPMENT (HONOURS)  
PAPER I: FUNDAMENTALS OF SOCIAL SCIENCES  
FIRST SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

<b>Module</b>	<b>Essays (10 marks)</b>	<b>Short Answers (4 marks)</b>	<b>Total Questions</b>
<b>Module-I</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Module-II</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Module-III</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Module-IV</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Module-V</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester I B.A RURAL DEVELOPMENT (HONOURS) I SEM</b>			
<b>Course Code</b>	<b>TITLE OF THE COURSE PERSPECTIVES OF INDIAN SOCIETY</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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	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

#### **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

### **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.](https://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): RAJAMAHENDRAVARAM**  
**I - B.A RURAL DEVELOPMENT (HONOURS)**  
**Paper-II**  
**PERSPECTIVES OF INDIAN SOCIETY**  
**FIRST SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

---

**SECTION - A**

**Answer the following questions**

**(3 X 10 = 30)**

1. (a) Discuss the concept of human nature and its implications in real-life engagements

(Or)

- (b) Evaluate the factors that led to the rise of nationalism during the British rule in India

2. (a) Discuss the philosophical foundations of the Indian Constitution, drawing from its underlying principles and values.

(Or)

- (b) Describe the features of the Indian economy and contribution of various sectors to Indian Economy.

3. (a) Analyze the economic reforms of liberalization, privatization, and globalization in India.

(Or)

- (b) Assess the influence of social networking platforms like WhatsApp, Twitter, and Facebook on human behavior and interpersonal relationships

**SECTION - B**

**Answer any FOUR of the following**

**(4 X 5 = 20 M)**

4. Individualism and collectivism
5. social influence on human life
6. heritage sites in India
7. fundamental rights
8. directive principles
9. Reserve Bank of India
10. Email
11. data analytics

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM**


**I B.A RURAL DEVELOPMENT (HONOURS) Paper-II  
FIRST SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50 M**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> I B.A RURAL DEVELOPMENTN (HONOURS) II SEM			
<b>Course Code</b>	<b>TITLE OF THE COURSE</b> ELEMENTS OF RURAL DEVELOPMENT				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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 Bazars, Corporate Sector managed Consumer Markets

### **Activities**

#### **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 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.

### 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, 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. 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): RAJAMAHENDRAVARAM**  
**I - B.A RURAL DEVELOPMENT (HONOURS)**  
**Paper-III (Core Paper)**  
**ELEMENTS OF RURAL DEVELOPMENT**  
**SECOND SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

---

**Section-A**

**Answer the following questions**

**(3X10 = 30 Marks)**

1. (a) Define rural areas. Explain the causes of rural backwardness in India.  
(or)  
(b) Explain the Gandhian approach to rural development in India.
2. (a) Describe the structure and functions of Health care services in rural areas.  
(or)  
(b) Critically examine the causes and consequences of rural indebtedness in India.
3. (a) Define NABARD. Explain about functions of NABARD.  
(or)  
(b) Explain the concept and components of rural marketing in India.

**Section-B**

**Answer any FOUR of the following questions**

**(4X5 = 20Marks)**

4. Concept of rural development
5. Rural – Urban differences in standard of living
6. Target group approach
7. Education system in Rural areas
8. Importance of girl child education.
9. Sources of rural credit
10. Regulated markets
11. Rythu Bazars


**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM**  
**ELEMENTS OF RURAL DEVELOPMENT**  
**SECOND SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> I B.A RURAL DEVELOPMENTN (HONOURS) II SEM			
<b>Course Code</b>	<b>TITLE OF THE COURSE</b> <b>RURAL DEVELOPMENT POLICY AND PROGRAMMES</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

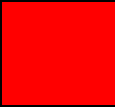
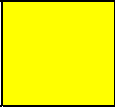

### **Course Objectives:**

Analyze policy frame works for rural development and evaluate the impact of rural development 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.
- **Role-Play of Development Schemes:** Divide the class into groups, with each group representing a different early rural development scheme. Ask them to prepare a role-play or skit that portrays the objectives, challenges, and impacts of their assigned scheme.

### **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.
- **Beneficiary Stories and Awareness Campaign:** Assign students to research and create short videos or presentations that showcase the stories of individuals or communities who have benefited from social sector programmes. These videos can be shared on social media platforms to raise awareness.

### 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, 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	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): RAJAMAHENDRAVARAM**  
**I - B.A RURAL DEVELOPMENT (HONOURS)**  
**Paper-IV (Core Paper)**  
**RURAL DEVELOPMENT POLICY AND PROGRAMMES**  
**SECOND SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

---

**Section-A**

**Answer the following questions**

**(3X10 = 30 Marks)**

1. (a) Critically explain the community development programme.  
(or)  
(b) Explain the concept and functions of integrated tribal development agencies
2. (a) Briefly explain the Drought Prone Area Programme(DPAP)  
(or)  
(b) Describe the Deendayal Antyodaya Yojana.
3. (a) Define MGNREGS explain the objectives of MGNREGS Act?  
(or)  
(b) Briefly explain the National Food Security Mission.

**Section-B**

**Answer any FOUR of the following questions**

**(4X5 = 20Marks)**

4. Firka Development scheme
5. Explain the objectives of Etawa Pilot Project
6. Tribal development corporation
7. Hill area development programme
8. Micro finance and self help groups for women empowerment
9. PMRY
10. RSBY
11. National mission for financial inclusion



**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM**  
**RURAL DEVELOPMENT POLICY AND PROGRAMMES**  
**SECOND SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

<b>Module</b>	<b>Essays (10 marks)</b>	<b>Short Answers (5 marks)</b>	<b>Total Questions</b>
<b>Module-I</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Module-II</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>Module-III</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Module-IV</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Module-V</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>



**Government College  
(Autonomous) Rajahmundry**

**Board of Studies**

**For**

**B.A Rural Development**

**2023-24 Admitted Batch**

**III, IV, V & VI Semesters**


**Department of Economics**

**2023-24**

## B.A. Rural Development

### Course Structure for 2021-22 & 2022-23 Admitted Batches

<b>II YEAR B.A RURAL DEVELOPMENT SYLLABUS 2022-23 Admitted Batch</b>								
<b>Sl.No</b>	<b>paper</b>	<b>Paper Title</b>	<b>Semester</b>	<b>Hours</b>	<b>Credits</b>	<b>CIA</b>	<b>SEE</b>	<b>TOTAL</b>
1	III	Agriculture and Rural Labour (RD103)	III	5	4	50	50	100
2	IV	Rural Industrialization (RD104)	IV	5	4	50	50	100
3	V	Agricultural Economics (RD111)	IV	5	4	50	50	100
<b>III YEAR B.A RURAL DEVELOPMENT SYLLABUS (To Choose One pair from (A &amp; B) 2021-22 Admitted Batch</b>								
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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> II B.A PARDSW & III SEM			
<b>Course Code</b> <b>RD103</b>	<b>TITLE OF THE COURSE</b> AGRICULTURE AND RURAL LABOUR				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

### **Course Objectives:**

- A. To know how land reforms effect in India
- B. Understand the New agricultural strategies in India.
- C. To know the problems of Agriculture labourers

### **Course Outcomes:**

On Completion of the course, the students will be able to-	
CO1	Sensitize the overall Development and engaging of growth in Agriculture
CO2	Understand the limited resources availability in Economy
CO3	Understand the depended labour and Agricultural sector and their contribution in National Income
CO4	Knowledge about the labour dependency in different sector
CO5	Understand the problems about the small and medium scale industries

### **Course with focus on employability / entrepreneurship / Skill Development modules**

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

#### **Module I : Agriculture and Rural Labour**

Meaning, Importance, Characteristics of Agriculture: New Agricultural Strategy, Green Revolution, **Recent Trends in Agriculture Development in India**, **Agricultural Policy in India**.

#### **Module II : Land Reforms in India**

Tenancy Systems –Meaning,Forms, Consequences; Land ReformsConcepts, Importance, Progress and Current Status in India.

#### **Module III: Farm Size and Efficiency in Rural Economy**

**Meaning and Importance, Productivity and Profitability, Farm Size - Productivity and Profitability - Agriculture Productivity in India- Status, Problems, Remedies.**

## Module IV: Agricultural Labour

Meaning, Types - Status and Magnitude - SocioEconomicCharacteristics - Agricultural Labour Problems Unemployment, Migration- Causes and Remedies.

## Module V: Rural Labour

Meaning, Types – **Labour in Small and Cottage Industries**. Rural Labour in Service Sector, Problems, Government Measures.

### Text books:

4. Vasant Desai: Rural Development in India, Himalaya Publishing House, Mumbai, 2012.
5. . S.K. Mishra and V.K. Puri- Economics of Development and Planning, Himalaya Publishing House, Mumbai, 2012.

### Reference books:

3. Venkata Reddy, K. – Agriculture and Rural Development Himalaya Publication house.
4. K Vijayakumar Empowerment of weaker section future planning and strategies for Rural Development in India.

### Web Links:

3. <http://www.freebookcentre.net/Biology/Agriculture-Books.html>
4. <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): RAJAMAHENDRAVARAM**  
**II - B.A- ECONOMICS (CBCS PATTERN)**  
**Paper-II (Core Paper)**  
**Agriculture and Rural Labour**  
**THIRD SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

---

**Section-A**

**Answer the following questions**

**(3X10 = 30 Marks)**

1. (a) Explain the importance of Agriculture Sector?  
(or)  
(b) What is Green Revolution? And impact of Green Revolution?
2. (a) Explain Tenancy reforms implements in India ?  
(or)  
(b) Explain the concepts of land reforms in India?
3. (a) What is Farm size and explain its productivity and profitability in farm size.  
(or)  
(b) What is Migration? Explain the causes and remedies of Migration ?

**Section-B**

**Answer any FOUR of the following questions**

**(4X5 = 20Marks)**

4. New Agricultural strategy
5. Agricultural policy in India
6. Tenancy system
7. Agricultural labour
8. Small Scale Industries in rural areas.
9. Problems of agricultural labourers
10. Causes of migration
11. Agricultural productivity in India.


**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM**  
**Agriculture and Rural Labour**  
**THIRD SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs**

**Max. Marks: 50**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> II B.A PARDSW & IV SEM			
<b>Course Code</b> <b>RD104</b>	<b>TITLE OF THE COURSE</b> <b>RURAL INDUSTRIALISATION</b>				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

### Course Objectives:

- A. To know how land reforms effect in India
- B. Understand the New agricultural strategies in India.
- C. To know the problems of Agriculture labourers

### Course Outcomes:

On Completion of the course, the students will be able to-

CO1	Understand the factors Effecting rural growth and measurement of Economic Development
CO2	Anlyse the Rural Development theories of Rostow,Lewis etc
CO3	Assess the different Rural Development and Rural Empowerment programmes
CO4	Recognizes different Agencies for Rural Development
CO5	Understand the problems about the small and medium scale industries

### Course with focus on employability / entrepreneurship / Skill Development modules

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

#### **Module I: Rural Industrialisation:**

**14 Hours**

Concept, Need and Importance - Growth of Rural Industries in India – Gandhian Approach and Modern Approach - Problems and Remedies of Rural Industrialisation. Gandhian Approach to rural development

#### **Module II: Rural Industries in India:**

**14 Hours**

Growth and Structure of Rural Industries, Current Status, Measures to Sustain Growth, Sickness – Remedial Measures. Advantages in rural development programmes

#### **Module III: Small Scale and Cottage Industries in Rural India:**

**10 Hours**

Meaning, Definition, Role, Present Position, MSME – Industrial Policies and Programmes, Problems – KVIC and its Role. Problems and prospects in small scale industries



**Module IV: Rural Industrial Financing:****12 Hours**

Sources of Credit - Institutional and Non –Institutional -Role of Commercial Banks, Co-operatives, Gramina Banks and NABARD. Impact of NABARD on rural banks

**Module V: Rural Industrial Labour:****10 Hours**

Meaning, Importance, Types - Organized and Unorganized Rural Industrial Labour – Rural Industrial Labour Problems - Labour Turn Over – Migration. Microfinance

**Text books:**

1. S.K. Mishra and V.K. Puri- Economics of Development and Planning, Himalaya Publishing House, Mumbai, 2012.
2. Shankar Chatterjee- Implementation of Rural Development.

**Reference books:**

1. Venkata Reddy, K. – Agriculture and Rural Development Himalaya Publication house.
2. K Vijayakumar Empowerment of weaker section future planning and strategies for Rural Development in India.

**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	2	2	2	2	3	3	3			
CO2	3	3	3	2	2	2	1	3	3	2			
CO3	3	3	3	1	1	2	2	3	3	3			
CO4	3	3	3	2	2	2	2	3	3	2			
CO5	3	3	3	2	1	2	2	3	2	3			

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM**

**Model Question Paper**

**II B.A Paper –IV: RURAL INDUSTRIALIZATION**

**IV SEMESTER END EXAMINATIONS**

**Time: 2 ½ Hrs.**

**Max. Marks: 50**

---

**SECTION – A**

**Answer the following questions**

**(3 X 10 = 30)**

1. (A) Explain The Concept , Needs And Importance Of Rural Industries In India  
.  
(Or)  
(B) Explain The Problems And Remedial Measures Of Rural Industrialisation In India
2. (A) Explain The Growth And Structure Of Rural Industries In India.  
(Or)  
(B) Explain The Role And Present Position Of MSME
- 3 . (A) Explain The Functions Of NABARD  
(Or)  
(B) Explain The Problems Of Rural Industrial Labour

**SECTION - B**

**Answer any FOUR of the following**

**(4 X 5 = 20)**

4. Gandhian Approach
5. Measures to Sustain Growth
6. KVIC and its Role.
- 7.Small Scale Industries
8. Co-operative banks
9. Micro Finance
10. Rural Migration -
11. Unorganized Rural Industrial Labour. -

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM**  
**Model Question Paper**  
**II B.A Paper –IV: RURAL INDUSTRIALIZATION**  
**IV SEMESTER END EXAMINATIONS**


---

**Time: 2 ½ Hrs.**

**Max. Marks: 50**

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> II B.A PARDSW & IV SEM			
<b>Course Code</b> <b>RD111</b>	<b>TITLE OF THE COURSE</b>  AGRICULTURE ECONOMICS				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	L	T	P	C
Pre-requisites:		4	1	-	4

### **Course Objectives:**

- A. To provide theoretical knowledge in agricultural economics with reference to Indian agriculture.
- B. To equip the students to understand the problems and prospects of Indian agriculture

### **Course Outcomes:**

On Completion of the course, the students will be able to-	
CO1	Understand limited resources available in the economy. Realize the need to exploit and utilize through development and improvement of production techniques
CO2	Productivity trends in Indian agriculture with special reference to Andhra Pradesh
CO3	Green revolution and its impact on Indian economy
CO4	Emerging trends in processing, marketing and exports in agricultural products
CO5	To understand the Agro – based industries in India

### **Course with focus on employability / entrepreneurship / Skill Development modules**

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

### **Module -I AGRICULTURE AND ECONOMIC DEVELOPMENT**

Definition and scope of Agriculture Economics – Agriculture in a growing Economy – Subsistence Agriculture and its Modernization – Interdependence between Agriculture and Industry – Farming System : Traditional, Subsistence, Commercial, co-operative, Collective and State farming – Role of Agriculture in Economic development of a Nation.

### **Module- II AGRICULTURE PRODUCTION IN INDIA**

Features of Indian Agriculture : Farm size, and productivity relationship in Indian Agriculture – Extent of Employment and unemployment in Agriculture – Technical change and Labour adsorption – Agricultural wages – women in Agriculture – Wage discrimination.

### Module- III FACTORS AFFECTING AGRICULTURE GROWTH AND PRODUCTIVITY

Size of land holdings – Land Reforms – Supply of Inputs : Irrigation, Power, Seed and Fertilizer – Pricing of Inputs – Social forestry and Environment – Determination of the prices of Agricultural commodities – Agricultural prices policy in India – Crop Insurance.

### Module- IV AGRICULTURAL CREDIT IN INDIA AND AGRICULTURAL MARKETS

Demand for Agricultural credit and supply of Agricultural credit – Institutional agencies supplying Agricultural credit : National bank for Agriculture and Rural development [NABARD], Co-operatives, Commercial Banks, and Regional Rural banks Agricultural Markets : Definition and Scope – Types of Agricultural markets – cooperative marketing and regulated markets : Structure and functioning Agricultural markets and marketing Efficiency – market failures and state intervention.

### Module- V CHALLENGES TO INDIAN AGRICULTURE

Trends in Agricultural development under the 5 year plans – policies and programmes for Agricultural development – Green revolution and its impact – Sustainable Agriculture New Agricultural policy – World trend organization and Indian Agriculture.

#### Text books:

1. Tyagi B.P. (2002), Agricultural Economics and Rural development, Jaiprakash
2. Shankar Chatterjee- Implementation of Rural Development.

#### Reference books:

1. Bhaduri, A. (1984), The Economic Structure of Backward Agriculture, Macmillan, Delhi.
2. Dandekar V.M (1994), The Indian Economy 1947-1992, Vol I Agriculture, Sage

#### Web Links:

1. <https://onlinelibrary.wiley.com/journal/15740862>
2. <http://www.studyingeconomics.ac.uk/module-options/agricultural-economics/>

#### 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	2	3	3	1	3	3	3			
CO4	3	3	3	3	3	2	1	2	3	2			
CO5	3	3	3	2	3	3	1	3	3	1			

**GOVERNMENT COLLEGE (AUTONOMOUS): RAJAMAHENDRAVARAM**

**II- B.A RURAL DEVELOPMENT  
AGRICULTURAL ECONOMICS  
IV SEMESTER END EXAMINATIONS  
Model Question Paper**

---

---

**Time: 2 ½ Hrs.**

**Max. Marks: 50 M**

**SECTION - A**

**Answer all the following**

**(3X 10= 30)**


1. (a) Explain nature and scope of Agricultural Economics and Interdependence between agriculture and industry.  
(Or)  
(b) What are the factors affecting the agricultural development? Explain.
2. (a) Explain the concept of Production Function in Agricultural Sector?  
(Or)  
(b) Explain the role of agrarian reforms in economic development.
3. (a). Explain the trends in production, processing, marketing and exports in agriculture.  
(Or)  
(b)What is Green Revolution? Explain its impact

**SECTION - B**

**Answer any FOUR of the following**

**(4 X 5 = 20)**

4. Interdependence between agriculture and industry
5. Growth and productivity trends in Andhra Pradesh agriculture
6. Systems of farming
7. Farm size and productivity relationship in AP Agriculture
8. New Agricultural strategy.
9. Drought Prone Area Programme (DPAP)
10. Agrarian reforms
11. Agricultural Marketing

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A PARDSW & V SEM			
<b>Course Code</b> <b>RD105</b>	<b>TITLE OF THE COURSE</b>  REGIONAL ECONOMICS				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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](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**  
**Model Question Paper**  
**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 (Core Paper)**  
**RIGEIONAL ECONOMICS**  
**FIFTH SEMESTER END EXAMINATIONS**

Time: 2 ½ Hrs

Max. Marks: 50

**BLUE PRINT**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A PARDSW & V SEM			
<b>Course Code</b> <b>RD106</b>	<b>TITLE OF THE COURSE</b> RURAL FINANCE AND SERVICE				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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 MarketRegulated 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, Famers Service Centres - E-choupal -**Support Price Policy in India.**

#### **Text books:**

1. Richardson H.W (1969) Elements of Regional Economics, Penguin Harmendsworth
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](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-operative markets.

**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**  
**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**

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

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b>			
<b>Course Code</b> <b>RD107</b>	<b>TITLE OF THE COURSE</b> BASICS OF ANDHRA PRADESH ECONOMY	III B.A PARDSW & V SEM			
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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	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](https://www.academia.edu/33186215/THE_ECONOMY_OF_ANDHRA_PRADESH)

#### **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	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**

<b>Module</b>	<b>Essays (10 marks)</b>	<b>Short Answers (5 marks)</b>	<b>Total Questions</b>
<b>Module-I</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Module-II</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Module-III</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>Module-IV</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Module-V</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Total Marks</b>	<b>60</b>	<b>40</b>	<b>100</b>

	<b>Government College (Autonomous) Rajahmundry</b>	<b>Program &amp; Semester</b> III B.A PARDSW & VSEM			
<b>Course Code</b> RD108	<b>TITLE OF THE COURSE</b>  RURALINFRASTRUCTURE AND DEVELOPMENT				
Teaching	Hours Allocated: 60 ( <b>Theory</b> )	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, Himalaya Publishing 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%20and%20economic%20productive%20life.](https://www.ilo.org/asia/WCMS_099466/lang--en/index.htm#:~:text=Infrastructure%20assets%20such%20as%20rural,social%20and%20economic%20productive%20life.)
2. [https://journals.sagepub.com/doi/abs/10.1177/0973801017703499?journalCode=mar\\_a](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**

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