



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory body of the Government of Andhra Pradesh)

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REVISED SYLLABUS OF ECONOMICS UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: THREE-YEAR ECONOMICS

*(With Learning Outcomes, Unit-wise Syllabus, References, Co-curricular Activities &
Model Q.P.)*

For Fifteen Courses of 1, 2, 3 & 4 Semesters)

(To be Implemented from 2020-21 Academic Year)

A.P. STATE COUNCIL OF HIGHER EDUCATION
REVISED UG CBCS SYLLABUS w.e.f. 2020-21

ECONOMICS (UG) SYLLABUS
For Semesters I to IV

Revised Course Structure

Sem	Course	Title of the Course	Hrs/wk	Credits	Marks
I	1	Microeconomic Analysis	5	4	100
II	2	Macroeconomic Analysis	5	4	100
III	3	Development Economics	5	4	100
IV	4	Economic Development in India and Andhra Pradesh	5	4	100
IV	5	Statistical Methods for Economics	5	4	100

SEMESTER – I :: COURSE - I
MICROECONOMIC ANALYSIS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

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

1. Remembers and states in a systematic way (Knowledge)
 - a. the differences between microeconomic analysis and macroeconomic analysis
 - b. various laws and principles of microeconomic theory under consumption,
2. Explains (understanding)
 - a. various terms and concepts relating to microeconomic analysis with the help of examples of real life
 - b. consumer's equilibrium and consumer's surplus using indifference curve analysis.
 - c. various laws and principles of consumption, production, and income distribution
 - d. determination of price and output discriminating different market conditions in short term and long term
3. Critically examines using data and figures (analysis and evaluation)
 - a. various laws and principles of microeconomic analysis and market conditions
 - b. application of the concept of demand elasticity and its relation with Average and Marginal Revenue
 - c. the relationship between average and marginal cost/revenue both in long term and
4. Draws critical diagrams and graphs to explain and examine the application of various laws and principles of microeconomic analysis

Module–1: Economic Analysis and Methodology

Economics – Definitions of Economics - Micro and Macro Analysis - Micro economic analysis – Scope and Importance -Principles of Microeconomics : Allocation of Resources - Optimization, Equilibrium and Marginal analysis -Rationality

Module -2: Theory of Consumption

Concept of Demand -Factors determining demand - Law of Demand - reasons and exceptions - Elasticity of Demand -Cardinal and Ordinal utility - Indifference Curve analysis : Properties of Indifference curves, Indifference Curve Map -Marginal Rate of Substitution - Budget Line - Consumer Equilibrium under Indifference Curve Analysis – PE-IE+SE.

Module -3: Theory of Production

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

Module-4: Theory of Exchange

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

Module - 5: Theory of Distribution

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

Reference Books:

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

Recommended Co-curricular Activities:

1. Assignments and Student Seminars on themes of critical appreciation of microeconomic theory and relevant issues of current importance in Indian and AP economies
 2. Quiz testing the understanding and application of various microeconomic concepts and theories
 3. Group Study projects on the trends in the demand, supply and prices of goods and services in the local markets
 4. Survey and analysis of data published in the Economic Survey of GOI and the Socio-economic survey of the State Government relevant to microeconomic aspects.
- (Assignments preferably for all students in each semester. In respect of others, as far as possible, all students shall participate in each of the co-curricular activity by the end of fourth semester, @ roughly a fourth of total students in each semester)

SEMESTER – 2:: COURSE –2
MACROECONOMIC ANALYSIS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

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

1. Remembers and states in a systematic way (knowledge)

Various concepts, definitions, laws and principles of macroeconomic theory with reference to income, employment, money, banking and finance

2. Explains (understanding)

a. the difference between various concepts and components of national income with illustrations and methods of measuring national income

b. various terms, concepts, laws and principles, theories relating to income, employment, consumption, investment, money, price-level and phases of trade cycles

d. functions of commercial banks and central bank, creation and control of credit

3. Critically examines using data and figures (analysis and evaluation)

a. in order to understand the interrelationship between various components of national income

b. the theories of macroeconomics with reference to their assumptions, implications and applicability

c. Empirical evidences of Consumption and Investment Functions and factors influencing them

4. Draws critical formulae, diagrams and graphs.

a. consumption and investment functions; concepts of multiplier and accelerator

b. price indices, inflation and trade cycles

Module - 1: National Income

Macroeconomics - Definition, Scope and Importance - Circular Flow of Income -National Income: Definitions, Concepts, Measurement of National Income - Difficulties - Importance

Module -2: Theory of Employment

Classical Theory of Employment - Say's Law of Markets - Criticism -Keynesian Theory of Employment - Consumption Function - Keynes' Psychological Law of Consumption - Average and Marginal Propensity to Consume - Factors determining Consumption Function - Investment Function: Marginal Efficiency of Capital -Multiplier and Accelerator - Keynesian Theory of Employment and Applicability to Developing countries

Module – 3: Money and Banking

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

Module – 4: Inflation and Trade Cycles

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

Module -5: Finance and Insurance

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

Reference Books:

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

Recommended Co-curricular Activities:

1. Assignments on trends in national income, money supply and inflation
2. Student Seminars/webinars on macroeconomic themes of contemporary importance for Indian economy(Eg., Covid-19 impact on aggregate demand, supply chain disruption, policy response etc.,)
3. Quiz to test critical understanding of the concepts and theories of macroeconomics and their application in practice
4. Group discussions on monetary policy and its effectiveness with reference to recent developments.
5. Group project work to study the trends in national income, inflation, money supply etc.,
6. Chart/poster presentation on National Income Trends, inflation, aggregate demand etc.,
7. Web-based assignment on Banking/money

SEMESTER – 3:: COURSE – 3
DEVELOPMENT ECONOMICS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

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

1. Remembers and states in a systematic way (Knowledge)

Various concepts and definitions and indicators relating to economic growth and Development including recent developments

2. Explains (understanding)

a. Distinction between growth and development with examples

c. Characteristics of developing and developing economies and distinction between the two

d. factors contributing to development, Choice of Techniques and a few important models and strategies of growth

3. Critically examines using data and figures (analysis and evaluation)

a. the theoretical aspects of a few models and strategies of economic growth

b. role and importance of various financial and other institutions in the context of India's economic development

4. Draws critical diagrams and graphs.

a. to explain the models and strategies

b. to highlight empirical evidences to support the strategies

Module - 1: Economic Growth and Development

Economic Development as a Branch of Study of Economics – Scope and Importance - Distinction between Economic Growth and Economic Development -Measures of Economic Development and their limitations - 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 -Obstacles to economic development -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 - Rostow's Stages of Economic Growth -Harrod-Domar two sector model - Robinson's Golden Age

Module – 4: Strategies of Economic Development

Strategies of Economic Development – Big Push -Balanced Growth -Unbalanced Growth - 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 -Public sector vs Private sector - Economic Federalism -Financial Institutions and Economic Development -Role of International Institutions-IBRD, ADB, IMF -Foreign Trade - FIIs and FDIs

Reference Books:

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

Recommended Co-curricular Activities:

1. Assignments on the models and the strategies of economic development adopted in Indian economy
2. Student Seminar on development oriented themes relating to Indian economy
3. Quiz to test critical understanding of the fundamental concepts of growth and development and the growth models and strategies
4. Group discussion on the effectiveness of the roles played by various institutions in India's economic development
5. Group project work to examine specific aspects of growth like poverty, unemployment, human development, gender development as Indian experience in the context of economic development preferably at the state and local level
6. Poster presentation

SEMESTER – 4 :: COURSE – 4
ECONOMIC DEVELOPMENT- INDIA AND ANDHRA PRADESH
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

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

1. Remembers and states in a systematic way (Knowledge)
 - a. leading issues of Indian economic development with reference to potential for growth, obstacles and policy responses
 - b. Objectives, outlays and achievements of economic plans and growth strategies
2. Explains (understanding)
 - a. Available Resources, demographic issues, general problems of poverty and unemployment and relevant policies
 - b. Sector specific problems, remedial policies and their effectiveness relating to Agriculture and Industrial Sectors of Indian and AP economy and infrastructure issues of AP economy
 - c. Indian Tax system, recent changes, issues of public expenditure and public debt, recent finance commissions and devolution of funds
 - d. Major issues of economic development of Andhra Pradesh after bifurcation and Central assistance
3. Critically examines using data and figures (analysis and evaluation)
 - a. Leading issues of current importance relating to India and AP economy, major policies and programmes
 - b. Covid– 19 and its impact on Indian economy
4. Uses official statistical data and reports including tables and graphs
 - a. To explain the achievements of Indian economy with reference to the objectives of planning and policy and make critical evaluation

Module – 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

Module 2 National Income and Demography

Trends in National income - Demographic trends and Occupational Structure - Poverty and Inequalities –Unemployment - Various Schemes of employment generation and eradication of poverty – Issues in Rural Development and Urban Development

Module – 3 Agricultural and Industrial Developments

Indian Agriculture – Importance Agricultural Policy – Agrarian Crisis and land reforms – Agricultural credit – Minimum Support Prices -Malnutrition and Food Security - Indian Industry - Recent Industrial Policy – Make-in India – SEZs and Industrial Corridors - Economic Reforms and their impact - Atmanirbhar Bharat package.

Module –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 since 2010

Module- 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.

Reference Books:

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

Recommended Co-curricular Activities:

1. Assignments on specific issues of contemporary importance with reference to problems and remedial policies
2. Student Seminars on leading economic challenges, the effectiveness of relevant policies and programmes
3. Quiz to examine the knowledge and critical understanding of major policies, programmes achievements, failures relating to all sectors
4. Group discussions to promote critical understanding and evaluation capabilities of the students on major areas of Indian and AP economy
5. Group project work to study the implementation and effectiveness of major government schemes of development, poverty eradication and employment promotion etc.,
6. PPT presentation and participation in webinars to help the students acquire and adapt ITC skills in the process of learning
7. Field Visits to Agricultural farm/market/SSIs to understand the ground realities of economic situation of the country and the state

COURSE– 5 (Semester - IV)
STATISTICAL METHODS FOR ECONOMICS
NO. OF CREDITS: 4

LEARNING OUTCOMES FOR THE COURSE

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

1. Remembers and states in a systematic way (Knowledge)
 - a. the definitions, terms and their meaning relating to statistical methods
 - b. various formulae used to measure central tendency, correlation regression and Indices
2. Explains (understanding)
 - a. Importance of statistics and its applications
 - b. The method of classification of primary data
 - c. Uses of Correlation and Regression analysis, time series and index numbers in economic analysis
3. Analyses and solves using given data and information (analysis and evaluation)
 - a. different kinds of statistical problems using various principles and formulae relating to central tendency, correlation, regression, time series and indices
 - b. to interpret data and suggest solutions to economic problems
4. Draws critical diagrams and graphs.
 - a. Histogram, Frequency Polygon and Frequency Curve
- b. More than cumulative and less than cumulative frequency curves (Ogive)
- c. Different types of Bar diagrams
- d. Pie Diagram and its uses in economic analysis

Module – 1: Nature and Definition of Statistics

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

Module – 2: Diagrammatic Analysis

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

Module – 3: Measures of Central Tendency and Dispersion

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

Module – 4: Correlation and Regression

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

Module – 5: Time Series and Index Numbers

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

Reference Books:

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

Recommended Co-curricular Activities:

1. Assignments of the application of various statistical methods
2. Student Seminar on themes requiring usage of tables, diagrams, statistical analysis and interpretation
3. Group project work for collection of data on locally relevant economic problems
4. Market survey on demand, supply, sales, prices of different kinds of products like food items, FMCG, other consumable durables etc., etc., and Statistical Analysis- Mini Project and also income elasticity of demand for such products

Model Format for Question Paper

Recommendations to the paper setters

1. The paper setter may him/herself prepare a blue print assigning appropriate weightage to all learning outcomes as per Blooms Taxonomy and specified in the syllabus (if no design is prescribed)
2. All units may be fairly covered and even the learning outcomes may be fairly distributed.
3. Action verbs specific to the learning outcome to be tested may be used.
4. There may be no ambiguity in the question. The wording may be carefully framed.
5. Weightage to the difficulty level may also be determined in such a way that neither the paper is too difficult nor too easy. Even an average learner shall be able to pass the examination with minimum marks.

SECTION - A

Write Short Answer for any FIVE of the following
Each question carries 5 marks (5 x 5 = 25 Marks)

1	
2	
3	
4	
5	
6	
7	
8	

(Total 8 Questions in Section A)

SECTION – B

Answer the following questions
Each question carries 10 marks (5 x 10 = 50 Marks)

9	(a) Or (b)
10	(a) Or (b)
11	(a) Or (b)
12	(a) Or (b)
13	(a) Or (b)

(Total 10 Questions in Section–B. Internal choice for all questions from 9 to 13
(Two questions given under choice shall be from the same unit)

Annexure

Programme Outcomes and Programme Specific Outcomes

Programme Outcomes (POs)

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

PO1. Critical Thinking:

Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational and personal) from different perspectives.

PO2. Effective Communication:

Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and by connecting people, ideas, books, media and technology across the World.

PO3. Social Interaction:

Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship:

Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics:

Recognize different value systems including that of own, understand the moral dimensions of our decisions, and accept responsibility for them.

PO6. Environment and Sustainability:

Understand the issues in the contexts of environmental and sustainable development.

PO7. Self-directed and Life-long Learning:

Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme (Economics) Specific Outcomes (PSO)

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

- PSO1 - How the consumers and producers will take rational decisions in the context of unlimited needs and availability of scarce resources;
 - PSO2 – How the economy at the aggregate level works, what are the determinants of national income, prices, demand for and supply of money, poverty, and unemployment in an economy;
 - PSO3 - He/she Gets understanding of the process of economic growth, economic development, sustainable growth in the context of existence of trade-off between rapid economic growth and environmental sustainability in the long-run;
 - PSO4 - He/she will be able to apply the determinants of economic growth and development to the economies of India and Andhra Pradesh and appraise the fiscal, monetary and other socio-economic policies being pursued in India and Andhra Pradesh
 - PSO5 – He/she will get a basic understanding of Statistical Methods with a view to applying them to economics and real life situations
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SUBJECT EXPERTS

Prof.D.Krishna Murthy,
Dept of Economics,
SV University,
Tirupati

Dr.P.Venugopal,
Lecturer in Economics,
Hindu College,
Guntur

SYLLABUS VETTED BY

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ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory body of the Government of Andhra Pradesh)

REVISED UG SYLLABUS UNDER CBCS

(To Be Implemented from Academic Year 2020-21)

PROGRAMME: FOURYEAR B.A. (Hons)

Domain Subject: ECONOMICS**Skill Enhancement Courses (SECs) for Semester V**

(Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P. Pattern)

Structure of SECs for 5th Semester

(To Choose One pair from the Four (A, B, C, & D) alternative pairs of SECs)

Uni Code	Course Number 6 & 7	Name of Course	Hours/ Week	Credits	Marks	
					IA – 20 Fieldwork/Pro ject work 5	Sem End
	6A	Rural Entrepreneurship	5	4	25	75
	7A	Farmer Producer Organizations	5	4	25	75

OR

	6B	Urban Entrepreneurship and MSMEs	5	4	25	75
	7B	Retail and Digital Marketing	5	4	25	75

OR

	6C	Insurance Services	5	4	25	75
	7C	Banking and Financial Services	5	4	25	75

OR

	6D	Inferential Statistics and Software Packages	5	4	25	75
	7D	Project Designing and Report Writing	5	4	25	75

Note1: For Semester–V, for the domain subject, Economics, any one of the four pairs of SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C or 6D & 7D. The pair shall not be broken (ABCD allotment is random, not on any priority basis).

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

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons).

Domain Subject: **ECONOMICS**

IV Year B.A.(Hons)-Semester-V

Max Marks: 100

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

I. Learning Outcomes:

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

1. Explain the basic theories and essentials of entrepreneurship;
2. Identify and analyze the entrepreneurship opportunities available in local rural area;
3. Apply the theories of entrepreneurship to the conditions of local rural area and formulate appropriate business ideas;
4. Demonstrate practical skills that will enable them to start rural entrepreneurship.

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

Unit - 1: Entrepreneurship: Concept and Theories

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

III. References:

1. Gordona, E and N. Natarajan: *Entrepreneurship Development*, Himalaya Publishing House Pvt Ltd, Mumbai, 2017.
2. Sudhir Sharma, Singh Balraj, Singhal Sandeep, *Entrepreneurship Development*, WisdomPublications, Delhi, 2005.
3. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, 1985; revised edn., Butterworth-Heinemann, Oxford, 1999.
4. National Council of Rural Institute (NCRI): Curriculum for Rural Entrepreneurship, 2019. <http://www.mgncre.org/pdf/Rural%20Entrepreneurship%20Material.pdf>
5. NITI Aayog: *Report of Expert Committee on Innovation and Entrepreneurship*, New Delhi, 2015. https://niti.gov.in/writereaddata/files/new_initiatives/report-of-the-expert-committee.pdf
6. Vardhaman Mahavir Open University, *Entrepreneurship Development & Small Scale Business*, Kota. <http://assets.vmou.ac.in/BBA12.pdf>
7. MANAGE: *Agri-Business and Entrepreneurship Development*, Course Material AEM-202, 2013. <https://www.manage.gov.in/pgdaem/studymaterial/aem202.pdf>
8. NABARD: *Model Bankable Farming on Hi-Tech Agriculture, Green Farming*, 2015. [https://www.nabard.org/demo/auth/writereaddata/ModelBankProject/1612162301Precision_farming_for_vegetable_cultivation_in_Kerala_\(E\).pdf](https://www.nabard.org/demo/auth/writereaddata/ModelBankProject/1612162301Precision_farming_for_vegetable_cultivation_in_Kerala_(E).pdf)
9. Johanne Hanco: *A Handbook for Training of Disabled on Rural Enterprise Development*, Food and Agricultural Organisation (FAO), 2003. <http://www.fao.org/3/ad453e/ad453e.pdf>
10. IGNOU: *Marketing for Managers*, New Delhi. <http://egyankosh.ac.in/handle/123456789/4271>
11. www.nirdpr.org

12. <https://www.nabard.org/>
13. <http://sfacindia.com/>
14. Other Relevant web resources suggested by the teacher and college librarian

IV. Co-Curricular Activities:

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

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

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

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts, practicing entrepreneurs, concerned government officials
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

Note: For the latest topics which have no formal material available, the teacher is expected to prepare own material by using multiple latest sources and practical knowledge.

###

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

Course 7A: **Farmer Producer Organizations (FPOs)**
(Skill Enhancement Course (Elective), 4 Credits)

I. Learning Outcomes:

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

1. Explain the concept and organization of FPO and its economic activities.
2. Identify and analyse the opportunities related to FPO in local rural area.
3. Apply the concepts to the identified FPO related opportunities available in the local area and formulate business ideas.
4. Demonstrate practical skills that will enable them to start a FPO or earn wage employment in it

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

Unit 1: Concept of FPO and Importance

Concept and importance of FPO – Types of FPOs - Organizational structure and Functions of FPO - Ecosystem required for FPO - Role of FPOs in present Indian Agricultural Development – Factors, Problems and Challenges of FPOs in India.

Unit 2: Establishing FPO and Collaborations

Situation Analysis and Mobilizing Farmer Producers for FPO - Rules and Regulation related to FPOs - Procedures to start FPO –Infrastructure required for FPO - Collaboration with Other Organizations –Training and Capacity Building to Persons in FPO – Managing Financial Accounts of FPO.

Unit 3: Economic Activities and Business Planning of FPO

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

Unit 4: Financing and Marketing of FPO

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

Unit 5: Institutional Support and Case Studies of FPOs

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

III. References:

1. NABARD: *Farmer Producer Organizations*, FAQs. Mumbai, 2015.<https://www.nabard.org/demo/auth/writereaddata/File/FARMER%20PRODUCER%20ORGANISATIONS.pdf>
2. NABARD: *Farmer Producer Organizations: Status, Issues and Suggested Policy Reforms*, Mumbai, 2019-20.<https://www.nabard.org/auth/writereaddata/CareerNotices/2708183505Paper%20on%20FPOs%20-%20Status%20&%20%20Issues.pdf>
3. NABARD: *FPO e-Learning Module*. https://www.nabard.org/FPO/story_html5.html
4. SFAC: *Formation and Promotion of 10, 000 Farmer Producer Organisations: Operational Guidelines*, New Delhi, 2020.
<http://sfacindia.com/UploadFile/Statistics/Formation%20&%20Promotion%20of%2010,000%20FPOs%20Scheme%20Operational%20Guidelines%20in%20English.pdf>
5. FAO: *Course on Agribusiness Management for Producers' Associations*, 2009.
<http://www.fao.org/3/i0499e/i0499e00.htm>
6. Richa Govil, Annapurna Neti and Madhushree R. Rao: *Farmer Producer Organizations: Past, Present and Future*, Azim Premji University, Bengaluru, 2020 .
<http://publications.azimpremjifoundation.org/2268/>
7. IGNOU: *Marketing for Managers*, New Delhi.
<http://egyankosh.ac.in/handle/123456789/4271>
8. <https://www.nabard.org/>
9. <http://sfacindia.com/FPOS.aspx>
10. Other Relevant web resources suggested by the teacher and college librarian

IV. Co-Curricular Activities:

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

1) **For Teacher:** Training of students by teacher in the classroom and in the field for a total of not less than 10 hours on skills and hands on experience like preparing business model, value chain analysis of any product, application for the support of NABARD, SFAC and any similar supporting organization, financial planning, capacity building form staff and members

etc. pertaining to FPO of local relevance and make a field visit to any one such unit. The expertise of practicing FPO persons can be utilized for this purposes.

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

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*):
Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts, practicing FPO persons, concerned government officials
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

Note: For the latest topics which have no formal material available, the teacher is expected to prepare own material by using multiple latest sources and practical knowledge.

###

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

Course 6B: Urban Entrepreneurship and MSMEs
(Skill Enhancement Course (Elective), 4 Credits)

I. Learning Outcomes:

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

1. Explain the basic theories and essentials of entrepreneurship
2. Identify and analyze the entrepreneurship opportunities available in local urban area.
3. Apply the theories of entrepreneurship to the conditions of local urban area and formulate appropriate business ideas.
4. Demonstrate practical skills that will enable them to start urban entrepreneurship

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

Unit1: Entrepreneurship: Concept and Theories

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

III. References:

1. Gordona, E and N. Natarajan: *Entrepreneurship Development*, Himalaya Publishing House Pvt Ltd, Mumbai, 2017.
2. Sharma Sudhir, Singh Balraj, Singhal Sandeep, *Entrepreneurship Development*, Wisdom Publications, Delhi, 2005.
3. Drucker, P., *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, 1985; revised edn, Butterworth-Heinemann, Oxford, 1999.
4. NITI Aayog: *Report of Expert Committee on Innovation and Entrepreneurship*, New Delhi, 2015. https://niti.gov.in/writereaddata/files/new_initiatives/report-of-the-expert-committee.pdf
5. Vardhaman Mahavir Open University, *Entrepreneurship Development & Small Scale Business*, Kota. <http://assets.vmou.ac.in/BBA12.pdf>
6. Reserve Bank of India: *Report of Expert Committee on Marginal, Small, Medium Enterprises*, Mumbai, 2019. <https://www.rbi.org.in/Scripts/PublicationReportDetails.aspx?UrlPage=&ID=924>
7. IGNOU: Marketing for Managers, New Delhi. <http://egyankosh.ac.in/handle/123456789/4271>
8. <https://nimsme.org>
9. Other Relevant web resources suggested by the teacher and college librarian

IV. Co-Curricular Activities:

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

1) **For Teacher:** Training of students by teacher in the classroom and in the field for a total of not less than 10 hours on skills and hands on experience like identification business product, making business plan, preparing DPR for loan, application for bank loan, marketing

survey, marketing a product etc pertaining to any type of urban entrepreneurship of local relevance and make a field visit to any one such unit. The expertise of practicing rural entrepreneurs can be utilized for this purposes.

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

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts, practicing entrepreneurs, concerned government officials
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

Note: For the latest topics which have no formal material available, the teacher is expected to prepare own material by using multiple latest sources and practical knowledge.

###

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

Course 7B: Retail and Digital Marketing
(Skill Enhancement Course (Elective), 4 Credits)

I. Learning Outcomes:

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

1. Explain the concepts and principles about the retail and digital marketing;
2. Identify and analyse the opportunities related to retail and digital marketing available in the local area;
3. Apply the concept to formulate the new strategies related to retail and digital marketing;
4. Demonstrate the practical skills required to get employment in retail and digital marketing or to start own digital marketing.

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

Unit 1: Concept of Marketing

Concept of Marketing - Type of Markets – Marketing Mix – Marketing Strategies – Marketing Segmentation – Marketing Organization - Marketing Research - Pricing Policies and Practices - Major Players in Retail and Digital Market in India.

Unit 2: Understanding Product and Consumer

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

Unit 3: Retail Marketing

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

Unit 4: Digital Marketing

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

Unit 5: Marketing Models and Case Studies

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

III. References:

1. Venkatesh Ganapathy: *Modern Day Retail Marketing Management*, Bookboon Company, 2017.<https://mmimert.edu.in/images/books/modern-day-retail-marketing-management.pdf>
2. Prashant Chaudary: *Retail Marketing in the Modern Age*, Sage Publication, 2019
3. Jermy Kagan and Siddarth Shekar Singh: *Digital Marketing & Tactics*, Wiely Publishers, 2020.
4. Philip Kotler: *Marketing Management*, 11th Edition, Prentice-Hall of India Pvt. Ltd., New Delhi. , 2002
5. S.Neelamegham: *Marketing in India*, 3rd edition, Vikas Publications, New Delhi, 2000.
6. IGNOU: *Marketing for Managers*, New Delhi.
<http://egyankosh.ac.in/handle/123456789/4271>
7. Digitalmarketer: The Ultimate Guide to Digital Marketing.
<https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-to-digital-marketing.pdf>
8. NITI Aayog: *Connected Commerce: Creating a Roadmap for Digitally Inclusive Bharat, 2021*. <https://niti.gov.in/writereaddata/files/Connected-Commerce-Full-Report.pdf>
9. IASRI Course in *Agribusiness Management and Trade Concepts in Marketing*<http://ecoursesonline.iasri.res.in/mod/page/view.php?id=710>
10. World Bank: *Digital Economy in South East Asia: Strengthening the Foundations for Future Growth*, 2019.
<https://documents1.worldbank.org/curated/en/328941558708267736/pdf/The-Digital-Economy-in-Southeast-Asia-Strengthening-the-Foundations-for-Future-Growth.pdf>
11. Relevant web resources suggested by the teacher and college librarian

IV. Co-Curricular Activities:

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

1) **For Teacher:** Training of students by teacher in the classroom and in the field for a total of not less than 10 hours on skills and hands on experience like marketing research, product life

cycle analysis, preparing marketing model, behavior with customer, store management, use of important digital marketing websites and apps etc. pertaining to retail and digital marketing organization and make a field visit to any one such unit in local area. The expertise of practicing marketing persons can be utilized for this purposes.

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

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*): Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts and practicing marketing persons
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

Note: For the latest topics which have no formal material available, the teacher is expected to prepare own material by using multiple latest sources and practical knowledge.

###

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

Course 6C: **Insurance Services**
(Skill Enhancement Course (Elective), 4 Credits)

I. Learning Outcomes:

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

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. Apply the concepts and principles of insurance to build a career in Insurance services;
4. Demonstrate practical skills to enable them to start insurance service agency or earn wage employment in it.

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

Unit 1: Insurance Concept and Principles

Risk Management: Risk and Uncertainty, Risk Classification – Concept, Importance and Types of Insurance– Principles of Insurance – Insurance Regulations in India - Role of IRDA and Insurance Ombudsman –Scope for Insurance Business in India.

Unit 2: Life Insurance and Products

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

Unit 3: General and Health Insurances and Products

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

Unit 4: Practicing as an Insurant Agent

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

Unit 5: Understanding the Customer and Case Studies

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

III. References:

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

IV. Co-Curricular Activities:

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

1) **For Teacher:** Training of students by teacher in the classroom and in the field for a total of not less than 10 hours on skills and hands on experience like explaining the details of an insurance policy to a customer – life, health and general policy, filling up application for a policy, calculation of premium and claim, make use of important websites and apps etc. pertaining to insurance and make a field visit to any insurance organization in local area. The expertise of practicing insurance agent or trainer can be utilized for this purposes.

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

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts, practicing insurance agents. Trainers, concerned officials.
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

Note: For the latest topics which have no formal material available, the teacher is expected to prepare own material by using multiple latest sources and practical knowledge.

###

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

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

I. Learning Outcomes:

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

1. Explain the concept and essentials banking and financial services.
2. Identify and analyse the employment opportunities related to banks and other financial institutions.
3. Apply the concepts to banking and financial opportunities and formulate ideas related to them.
4. 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.

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

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.

III. References:

1. Indian Institute of Banking and Finance: *Principles and Practices of Banking*, Macmillan India Limited, 2021.
<https://drive.google.com/file/d/1VU7aN4s5ikPQl7nX6mTBW-sVLQCNhfvK/view>
2. Indian Institute of Banking and Finance: *Retail Banking*, Macmillan India Limited, 2015.
3. D.R.Patade Babasaheb Sangale and T.N.Salve : *Banking and Finance: Fundamental of Banking*, Success Publications, Pune, January 2013.
<https://app1.unipune.ac.in/external/course-material/Fundamental-of-Banking-English.pdf>
4. N. Mukund Sharma: *Banking and Financial Services*, Himalaya Publishers, 2015.
5. Akhan Ali Jafor: *Non-Banking Financial Companies in India: Functioning and Practice*, New Century Publications, New Delhi, 2010.
6. RBI: “Non-Banking Financial Institutions” in *Report on Trend and Progress of Banking in India 2019-20*.
7. RBI: Discussion Paper on *Engaging Business Correspondents*.
https://www.rbi.org.in/scripts/bs_viewcontent.aspx?Id=2234
8. Govt. of India: Ministry of Electronic and Information Technology: *Digital Seva-Operational Manual for Common Service Centres*.
<https://csc.gov.in/assets/cscmanual/digitalsevaoperationalmanual.pdf>
9. <http://www.cscentrepneur.in/> for Telecentre Entrepreneurship Course
10. <https://www.rbi.org.in/>
11. <http://www.iibf.org.in/>

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

IV. Co-Curricular Activities:

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

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

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

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*):
Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts, practicing bankers, trainers and concerned officials.
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

Note: For the latest topics which have no formal material available, the teacher is expected to prepare own material by using multiple latest sources and practical knowledge.

###

A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

Course 6D: **Inferential Statistics and Software Packages**
(Skill Enhancement Course (Elective), 4 Credits)

1. Learning Outcomes:

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

1. Demonstrate the knowledge related to the important concepts and techniques of inferential statistics
2. Calculate correlation, regression coefficients and interpret the results.
3. Use Excel sheets and SPSS package to analyse the data and derive the results.

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

Unit 1: Concept and Theories of Probability

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

Unit 2: Theoretical Probability Distributions

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

Unit 3: Test of Significance - Large and Small Sample Tests

Steps involved in Testing of Hypotheses – Large Sample or Z-Test – Testing the difference between Means and Proportions – Small Sample Tests – Difference between Large and Small Sample Tests – Applications of Student's t-test, χ^2 test, F-test – One way and Two way ANOVA.

Unit 4: Linear and Non-linear Multiple Regression Models

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

Unit 5: Excel and Software Packages for Data Analysis

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

III. References:

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

IV. Co-Curricular Activities:

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

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

2) **For Student:** Students shall take up a real time data of any economic organisation or firm and calculate the important statistical tests for the data and write the results with

interpretations in the given format, not exceeding 10 pages, and submit to the teacher, as Fieldwork/Project work Report

3) Suggested Fieldwork/Project work Format (*Report shall not exceed 10 pages*):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts, practicing persons.
2. Hands on experience by field experts.
3. Assignments
4. Debates on related topics
5. Seminars, Group discussions, Quiz, etc.

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A.P. State Council of Higher Education
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)
Domain Subject: **ECONOMICS**
IV Year B.A.(Hons)-Semester-V

Max Marks: 100

Course 7D: Project Designing and Report Writing
(Skill Enhancement Course (Elective), 4 Credits)

I. Learning Outcomes:

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

1. Demonstrate the knowledge relating to research, its role in enhancement of knowledge in social sciences in general and economics in particular;
2. Formulate a good research design to undertake mini research projects with a view to studying the socio-economic problems of the society;
3. Undertake a field survey by himself/herself to collect relevant data and information relating to his/her project work;
4. Develop capacity to write a simple project report with all relevant components on the research project undertaken by him/her.

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

Unit 1: Foundations of Research

Meaning and Importance of Research - Scientific Research – Social Science Research – Methods of ensuring Objectivity in Social Science Research – Limitations of Research in Social Science – Ethics in Research.

Unit 2: Classification of Research

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

Unit 3: Planning of Research Project

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

Unit 4: Implementation of a Project Design

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

Unit 5: Report Writing

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

III. References:

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

IV. Co-Curricular Activities:

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

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

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

3) **Suggested Fieldwork/Project work Format** (*Report shall not exceed 10 pages*):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1. Invited Lectures with academic experts and researchers.
2. Hands on experience by field experts.
3. Assignments.
4. Debates on related topics.
5. Seminars, Group discussions, Quiz, etc.

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MODEL QUESTION PAPER PATTERN

Max. Marks: 75

Time: 3 Hours

Section A (Total 5 x 5 Marks = 25 Marks)

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

1	
2	
3	
4	
5	
6	
7	
8	

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

Section B (Total 5 x 10 Marks = 50 Marks)

Write Answers for the following **five** Questions.

Each Answer Carries 10 Marks

9	(a) Or (b)
10	(a) Or (b)
11	(a) Or (b)
12	(a) Or (b)
13	(a) Or (b)

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

Prepared by:

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