



**Sri Dharmasthala  
Manjunatheshwara College  
(Autonomous), Ujire  
Re-accredited by NAAC “A++” Grade  
Course structure and syllabus  
B.A.  
ECONOMICS &  
RURAL DEVELOPMENT  
NEP-CHOICE BASED CREDIT SYSTEM  
I, II, III, IV, V & VI SEMESTER  
(2023 – 24 ONWARDS)**

**SYLLABUS  
ADOPTED BY BOS ON 17-08-2023  
APPROVED BY ACADEMIC COUNCIL ON 02-09-2023**

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**PREAMBLE**

Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. NEP is focused towards imparting such an education system.

NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic

background and seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.”

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA (Basic/Hons) in Economics is to impart the students a holistic understanding of the subject giving substantial weightage to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Economics” with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in-depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on the new and emerging techniques and understanding of the subject under the changing regime and global context.

There is a need to strengthen the students to understand essential aspects of economics in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Economics producing an intelligent human resource serving the Economy and society

## **Program Outcome**

### **Introduction**

Economics is a popular and much sought-after course owing to its policy relevance and application to business as well as real life situations. However, in the conventional graduate programmes, Economics education was more class-room based with very less practical orientation. Further, with changing technology, emergence of newer issues like uncertainty, pandemics, climate change and business data analytics; the skill requirements are changing. New business models demand newer skills to successfully manage the change. Therefore, keeping in mind the aspirations of the NEP, the emerging skill matrix and the progression of the student at various levels, the Curriculum Committee of Economics finalized the following programme structure to be taught for BA/B.Sc. (Basic and Honors).

### **Program Outcome**

The four-year Bachelor of Arts (B.A.Basic/Honors) in Economics programme in economics is designed with option for multiple entry and exit. The students will be taught theory as well as the practical aspects of Economic Science. They would begin with fundamental concepts and then as

they progress to higher semesters they would be introduced to more sophisticated and intricate concepts.

The main focus would be on conceptual clarity and practical usage of the knowledge gained. To make the students to ‘think like an economist’ is the main motto of the curriculum. They will also be exposed to quantitative approaches and tools to understand the economic relationships and also to analyse the data for framing as well as evaluating socio-economic policies. With varied electives and approaches to study socio-economic problems and policies, the graduates will be prepared to review and evaluate policies. The whole process aims at making them more inquisitive about the economic phenomena. After graduation, the students can apply their knowledge, skills and competencies across a broad range of occupations. They enjoy a rewarding career in academic, business, corporate, science, health care, government, or any field that uses the information to answer critical questions and inform decision-making.

### **Learning Objectives**

The Graduates will demonstrate:

- ✓ Knowledge of the principles, methodologies, value systems, and thought processes employed in understanding economic behavior of human beings;
- ✓ Ability to solve problems in microeconomics and macroeconomics;
- ✓ Understanding of contemporary economic issues and the impact of public and social policies to resolve them;
- ✓ Understanding of markets and how they function;
- ✓ Ability to identify, formulate and solve problems related to global, national and local socio-economic development.
- ✓ Ability to design and conduct Social and Behavioral experiments;
- ✓ Ability to design Questionnaires and other Survey tools.
- ✓ Ability to structure and analyse economic data with statistical tools, software and equipment;
- ✓ Ability to critically evaluate academic and policy research in economics;
- ✓ Ability to visualize and work on multidisciplinary tasks;
- ✓ Knowledge of professional and ethical responsibilities;
- ✓ Ability to communicate effectively in both verbal and written form;
- ✓ Confidence for self-education and ability for life-long learning.
- ✓ Participation and success in competitive examinations like UPSC/KPSC Civil Services, Indian Economic Services etc.;
- ✓ Ability to prepare and understand simple financial statements

## Program Outcomes

The Program Outcomes (POs) are expected to be as under:

- ✓ Students will be able to understand economic vocabulary, methodologies, tools and analysis procedures.
- ✓ Students will be familiar with the knowledge and application of micro economics for the formulation of policies and planning.
- ✓ Students will learn to apply economic theories and concepts to contemporary social issues, as well as analysis of policies.
- ✓ Students will be able to understand the impact of government policies and will be able to assess the consequences of the policies on the parties involved.
- ✓ As the programme along with economics contains like statistics, mathematics, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, and rate of development with pattern of savings and investments and social security measures adopted in the country.
- ✓ Understand the basics of Quantitative techniques their applications
- ✓ Critically evaluate the ongoing economic developments in India and abroad
- ✓ Understand research methods in economics
- ✓ Student develops an awareness of career choices and the option for higher studies.

## CONTINUOUS INTERNAL EVALUATION AND SEMESTER END EXAMINATION

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40: 60 for CIA and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges. The committee deliberated on the same and suggested the following pattern for the CIE Marks.

Sl.No.	Parameters for the Evaluation	Marks
<b>Continuous Internal Evaluation (CIE)</b>		
<b>A</b>	Continuous & Comprehensive Evaluation	<b>20Marks</b>
<b>B</b>	(CCE) Internal Assessment Tests (IAT)	<b>20Marks</b>
	Total of CIE(A+B)	<b>40Marks</b>
<b>C</b>	Semester End Examination (SEE)	<b>60Marks</b>
	<b>Total of CIE and SEE(A+B+C)</b>	<b>100Marks</b>

**Evaluation process of IA marks may be as follows:**

The first component (C1), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within the first half of the semester.

The second component (C2), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of the remaining 50 percent of syllabus of the courses of the semester.

During the 17<sup>th</sup> – 20<sup>th</sup> week of the semester, a semester end examination of 3 hours duration shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.

In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the concerned teacher/ Program Coordinator / HOD and suitable decision taken accordingly.

For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (of A4 size), graph sheets etc, required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests/ assignment/work etc.

The outline for continuous assessment activities for Component-I(C1) and Component II(C2) of a course shall be as under:

Outline for continuous assessment activities for C1 and C2

<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session Test	10marks	10marks	20
Seminars etc.	10marks		10
Case study / Assignment /Field work / Project work/Academic Economics Quiz/Review of the Book/ etc		10marks	10
<b>Total</b>	<b>20marks</b>	<b>20 marks</b>	<b>40</b>

**Semester- end Examination- QUESTION PAPER PATTERN**

Duration:3 Hours

Total Marks: 60

**SECTION-A**

Answer any five questions out of eight questions given below.

(Questions for testing conceptual clarity) (2X5=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION-B**

Answer any four of the following out of six questions given below

(Questions for testing the knowledge of theories and application) (5X4=20)

9

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

**SECTION-C**

Answer any three of the following out of five questions given below.

(Questions for testing the critical ability of understanding) (10X3=30)

- 15.
- 16.
- 17.
- 18.
- 19.



**BA ECONOMICS-COURSE STRUCTURE-I & II Sem**

<b>Course Code</b>	<b>Title of course</b>	<b>Categor y of course</b>	<b>Teachin g hours per week</b>	<b>SEE</b>	<b>CI E</b>	<b>Total Mark s</b>	<b>Cre dits</b>
<b>SEMESTER I</b>							
ECCT 101	Basic Economics -I	DSC	3+0+0	60	40	100	3
ECCT 102	Contemporary Indian Economy	DSC	3+0+0	60	40	100	3
ECOE-101 ECOE-102 ECOE-103 ECOE-104 ECOE-105	1. Development Studies 2. Pre-reforms Indian Economy 3. Business Economics 4. Kautily's Arthashastra 5. Microfinance Management (SDM)	OEC	3+0+0	60	40	100	3
Total credit							9
<b>SEMESTER II</b>							
ECCT 151	Basic Economics -II	DSC	3+0+0	60	40	100	3
ECCT 152	Karnataka Economy	DSC	3+0+0	60	40	100	3
ECOE-151 ECOE-152 ECOE-153 ECOE-154 ECOE-155	1. Contemporar y Indian Economy 2. Economics of Business Environment	OEC	3+0+0	60	40	100	3

	3. Monetary Economics 4. Sustainable Development						
Total credit							9

### BA ECONOMICS-COURSE STRUCTURE-III & IV Sem

Course Code	Title of course	Category of course	Teaching hours per week	SEE	CIE	Total Marks	Credits
<b>SEMESTER III</b>							
ECCT 201	Microeconomics	DSC	3+0+0	60	40	100	3
ECCT 202	Mathematics for Economics	DSC	3+0+0	60	40	100	3
ECOE-201	Rural Economics	OEC	3+0+0	60	40	100	3
ECOE-202	Economics of Insurance						
ECOE-203	Economics of Human Development						
ECOE-204	International Economics						
ECOE-205	Urban Planning and Development						
ECOE-206	Digital Economics						
Total credit							9

<b>SEMESTER IV</b>							
ECCT 251	Macroeconomics	DSC	3+0+0	60	40	100	3
ECCT 252	Statistics for Economics	DSC	3+0+0	60	40	100	3
ECOE-251	Karnataka Economy	OEC	3+0+0	60	40	100	3
ECOE-252	Entrepreneurial Economics						
ECOE-253	Economics and Law						
ECOE-254	Economics of GST						
ECOE-255	Public Economics						
ECOE-256	Population Studies						
ECOE-257	Corporate Economics						
Total credit							9

**BA ECONOMICS-COURSE STRUCTURE-V & VI Sem**

<b>Course Code</b>	<b>Title of course</b>	<b>Category of course</b>	<b>Teaching hours per week</b>	<b>SEE</b>	<b>CIE</b>	<b>Total Marks</b>	<b>Credits</b>
<b>SEMESTER III</b>							
ECCT 301	<b>Public Economics</b>	DSC	4+0+0	60	40	100	4
ECCT 302	<b>Development Economics</b>	DSC	4+0+0	60	40	100	4
ECCT 303	<b>Indian Banking and Finance</b>	DSE	4+0+0	60	40	100	4

ECCT 304	<b>Economics of Human Resource Management</b>	DSE	4+0+0	60	40	100	4
Total credit							12
<b>SEMESTER IV</b>							
ECCT 351	<b>International Economics</b>	DSE	4+0+0	60	40	100	4
ECCT 352	<b>Indian Public Finance</b>	DSE	4+0+0	60	40	100	4
ECCT 353	<b>Environmental Economics</b>	DSE	4+0+0	60	40	100	4
ECCT 354	<b>Economic Thoughts of Dr.B.R Ambedkar</b>	DSE	4+0+0	60	40	100	4
Total credit							12

**SYLLABUS FOR**  
**FIRST SIX SEMESTERS OF**  
**BA HONORS IN ECONOMICS**

Program Name	<b>BA in Economics</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Public Economics</b>		
Course Code:	<b>ECCT 301</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

CO1. Understand introductory Public Finance concepts.

CO2. Study the causes of market failure and corrective actions

CO3. Understand the impact, incidence and shifting of tax

CO4. Study the Economic Effects of tax on production, distribution and other effects

CO5. Enable the students to know the Principles and Effects of Public Expenditure

CO6. Understand the Economic and functional classification of the budget; Balanced and Unbalanced budget

CO7. Understand the Burden of Public debt and know the Classical/ Ricardian views, Keynesian and post-Keynesian views

CO8. To acquaint with the advantages and disadvantages of Deficit Financing,

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hours</b>
<b>Module I</b>	<b>Introduction to Public Economics</b>	<b>15</b>
	Public Economics: Meaning, definitions, Scope and Significance, Public Finance and Private Finance: Meaning, and Distinction; Public good and private good: Meaning, Characteristics, and Distinction, Principle of Maximum Social Advantage, Market Failures: Meaning, causes-role of externalities; Market failure and role of government; Corrective actions.	
<b>Practicum</b>	Group Discussions on Public Finance and private finance; public good and private good Assignment on Market failure and government intervention	
<b>Module II</b>	<b>Public Revenue and Public Expenditure</b>	<b>18</b>
	Meaning and sources of revenue; Taxation –Cannons of taxation, Characteristics of a sound tax system, Impact, Incidence- Division of Tax burden, Shifting of tax, Economic Effects of tax on production, distribution and other effects, Progressive and Regressive, Proportional Tax, Direct and Indirect Taxes –Merits and Demerits, Taxable Capacity: Meaning and determinants. Public Expenditure; Meaning, classification, principles, Types & Cannons, Reasons for the growth of public expenditure, Wagner's	

	law of increasing state activities, Peacock-Wiseman hypotheses, Effects of public expenditure: Production, Distribution & Other effects	
<b>Practicum</b>	Mini-project/study to ascertain the impact of GST on retailers/wholesalers in your vicinity A case study on the taxable capacity of the different sections of society in the vicinity Assignment on Effects of public expenditure: Production, Distribution & Other Effects	
<b>Module III</b>	<b>Public Debt</b>	<b>12</b>
	<b>Public Debt:</b> Meaning, Purpose, Types & Effects; Sources of Public Borrowing; Burden of Public Debt -Classical/ Ricardian views, Keynesian and post-Keynesian views; Intergenerational equity of public debt; Causes of the Rise in Public Debt; Methods of debt redemption; Debt management.	
<b>Practicum</b>	Studying the burden of public debt through a project/ case study Assignment on Debt Management	
<b>Module IV</b>	<b>Public Budget, Fiscal Policy and Fiscal Deficit</b>	<b>15</b>
	<b>Budget:</b> Meaning, process & Types of budget, Economic and functional classification of the budget; Balanced and unbalanced budget, Types of Budget Deficits; <b>Fiscal Policy:</b> Meaning, objectives & Tools; Fiscal deficit: Meaning, Computation, Deficit Financing: Meaning, Advantages and Disadvantages	
<b>Practicum:</b>	Calculation of various types of budget deficit using the budget data Group discussion on the advantages and disadvantages of deficit financing	

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1	Lekhi R.K., Joginder Singh (2018) Public Finance, Kalyani publication, New Delhi
2	Tyagi B.P. (2014) Public Finance published by Jaya Prakash Nath and CO, Meerut
3	Hindriks J. and G. Myles (2006): Intermediate Public Economics, MIT Press.
4	Bhatia H L (2018): Public Finance. Vikas Publishing House.
5	Musgrave, R.A. (1989), The Theory of Public Finance, McGraw Hill
6	Musgrave R.A. and P.B. Musgrave (1989), Public Finance in Theory and Practice, McGraw Hill,

Program Name	<b>BA in Economics</b>	Semester	<b>Fifth Semester</b>
Course Title	<b>Development Economics</b>		
Course Code:	<b>ECCT 302</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 Hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

- CO1. Understand the basic concepts and measurements of Development.
- CO2. Learn some classical and partial theories of Development economics and identify the difference.
- CO3. Identify the difference between Developed and Developing Countries.
- CO4. Analyse and tackle the Development issues effectively.

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hrs</b>
<b>Module 1</b>	<b>Introduction to Economic Development</b>	<b>14</b>
	Concept - Definitions - Distinction between Economic Growth and Development - Indicators of Growth and Development, Measures of Economic Development: Gross National Product (GNP) - Physical Quality of Life Index (PQLI), Human Development Index (HDI), Happiness Index, Inequality and Poverty: Meaning, causes, indicators – Gini Coefficient Index, Human Poverty Index (HPI).	
<b>Practicum:</b>	Assignment on various indicators of growth and development Group discussions about the characteristic features of different countries and their development levels	
<b>Module 2</b>	<b>General Theories of Economic Growth and Development</b>	<b>16</b>
	Adam Smith's Theory, David Ricardo's Theory, T.R. Malthus' Theory, Karl Marx's Theory, Schumpeter's Theory and Rostow's Growth Theory - Harrod-Domar Model.	
<b>Practicum:</b>	Assignment on different theories and their relevance to developing Countries, Debate on present stage of India's growth and estimated stage it may reach by 2047	
<b>Module 3</b>	<b>Partial Theories of Economic Development</b>	<b>16</b>
	Lewis Labour Surplus Model - Rodan's Big Push Theory - Lieberstein's Critical Minimum Effort Approach - Balanced Vs. Unbalanced Growth, Factors in the Development Process Capital Accumulation - Capital-Output Ratio - Technology and Economic Development.	



<b>Practicum:</b>	Group Discussion on Balanced and unbalanced growth strategies in Developed and developing countries Assignment on the Factors in the Development Process Capital Accumulation	
<b>Module 4</b>	<b>Sustainable Development</b>	<b>14</b>
	Inclusive Development - Millennium Development Goals - Sustainable Development Goals, Targets and Achievements with reference to India.	
<b>Practicum</b>	Seminar on MDGs and SDGs and the challenges	

References	
1	Higgins Benjamin & W.W. Norton Economic Development New York & Company. Inc.
2	Mishra S.K and Puri V.K, Economic Development and Planning, Himalaya Pub., House, Mumbai.
3	Taneja M.L. and Meier G. M, Economics of Development and Planning, S. Chand and Co, New Delhi.
4	Thirlwall A.P. Growth and Development: With Special Reference to Developing Economies, Palgrave Macmillan, New York.
5	Todoaro. M.P & Orient Longman Economic Development in the Third World, United Kingdom
6	Sustainable Development Reports

Program Name	BA in Economics		Semester	Fifth Semester
Course Title	Indian Banking and Finance			
Course Code:	ECCT 303		No. of Credits	4
Contact hours	60 Hours		Duration of SEA/Exam	2 Hours
Formative Assessment Marks		40	Summative Assessment Marks	60
<b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to:				
<ul style="list-style-type: none"><li>● CO1. Understand the structure of Indian banking and the role of banks in monetary policy.</li><li>● CO2. Analyze the functioning of banks and different types of accounts and other services offered by banks.</li><li>● CO3. Evaluate recent developments in the Indian banking sector, including digital banking, payment banks, and non-performing assets.</li><li>● CO4. Describe the overview of the Indian financial system, including financial markets, financial instruments, and financial regulation.</li><li>● CO5. Analyze the challenges faced by Indian banks and the implications of banking reforms for the Indian economy.</li><li>● CO6. Develop critical thinking and analytical skills in evaluating various financial products and services banks and capital markets offer.</li></ul>				
MODULES	DESCRIPTION			60 Hours
Module I	Introduction to banking: India			15
	Indian Banks: Evolution, structure, functions, types and features- Public sector, private sector, foreign, Cooperative, RRB, Small finance banks, payment banks; Role and importance of banks in the Indian economy; Credit creation and financial intermediation; Central Bank and banking regulation; Regulatory and supervisory powers; Monetary policy and banking channel of credit control; Policy rates and banking; repo, reverse repo, MCLR, Bank rate, CRR, SLR, MSF; Issues in banking sector; NPA Crisis; impact of global events on Indian banks.			
Practicum	Compare and contrast the different types of banks, highlighting their strengths and weaknesses- Presentation. Conduct a class discussion and compare and contrast the different scenarios on various Loans, highlighting the risks involved and the measures taken by banks to manage these risks.			
Module II	Banking services			15

	<b>Banking services:</b> Bank deposits; Types and features of bank accounts; account opening and importance of KYC; Bank loans; types, features, documents required; eligibility, interest rates, maturity, loan default and consequences; Other services: Locker facility, payment and remittance services and channels; currency exchange; debit cards, credit cards, pre-paid cards; ATMs; internet and mobile banking; <b>Modern banking products:</b> Insurance on deposits and loans, <b>Investment services in capital market-</b> stocks, bonds and mutual funds; advisory services; retirement products.	
<b>Practicum</b>	Group discussion on bank accounts and loan products and making recommendation to different classes Comparison of banking services by visiting bank branches	
<b>Module III</b>	<b>Modern Banking</b>	<b>15</b>
	<b>Modern banking facilities;</b> Digital banking; <b>Digital Wallets;</b> Digital account opening; Biometrics; contact less payment system; instant payments; personal finance management tools; <b>Use of artificial intelligence and machine learning in banks;</b> <b>Cyber security in banking;</b> Credit scoring; Direct lending; Corporate banking; Investment Banking	
<b>Practicum:</b>	Survey bank customers to understand their usage and satisfaction levels with digital banking services. Analyze the adoption rates of digital banking services across different age groups and demographic segments	
<b>Module IV</b>	<b>Financial Market</b>	<b>15</b>
	Introduction to Indian <b>financial markets;</b> Equity markets and stock exchanges; Debt markets and bond markets; <b>Currency markets and forex trading;</b> <b>Commodity markets and trading;</b> <b>Derivatives markets;</b> <b>Mutual funds;</b> <b>Insurance products</b> Investing in capital market products- access, channels; risk in capital market investments; Role of SEBI, Fintech and innovation in capital markets;	
<b>Practicum</b>	Debate: Investing in capital market products. Assignment on Indian financial markets	

References	
1	Khan, M. Y. (2019). Indian Financial System (11th ed.). McGraw Hill Education (India) Private Limited.
2	RBI (2022) report on the trend and Progress of Banking in India
3	Pathak, B. V. (2018). Indian financial system. Pearson Education
4	Principles and Practices of Banking (2023), Indian Institute of Banking & Finance (IIBF), MacMillan
5	Shekhar, K. C. & Shekhar, L. (2013). Banking Theory and Practice, 21st Edition
6	Taxman's Digital Banking, Indian Institute of Banking & Finance (IIBF), Bharati Law House

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8	Securities and Exchange Board of India. (2021). Handbook of Statistics on Indian Securities Market. <a href="https://www.sebi.gov.in/reports-and-statistics/publications/dec-2022/handbook-of-statistics-2021_66158.html">https://www.sebi.gov.in/reports-and-statistics/publications/dec-2022/handbook-of-statistics-2021_66158.html</a>
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10	Investor Education material by National Stock Exchange ( <a href="https://www.nseindia.com/invest/how-to-invest-in-capital-market">https://www.nseindia.com/invest/how-to-invest-in-capital-market</a> )

**6<sup>th</sup> Semester**

Program Name	<b>BA in Economics</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>International Economics</b>		
Course Code:	<b>ECCT 351</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 Hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

- CO1. Understand the international trade theories and their application in international trade
- CO2. Explain the concept of terms of trade and demonstrate the effect of trade barriers; and display the ability to analyse the stages of economic integration
- CO3. Understand the concept of BoP and assess the BoP position and examine the changes in forex rate
- CO4. Analyse the role of International trade and financial institutions
- CO5. Demonstrate good inter-personal and communication skills through class participation and contributing to critical discussion on trade issues

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hours</b>
<b>Module I</b>	<b>International Trade Theories</b>	<b>15</b>
	Meaning and Importance of International trade; Differences between Internal and International Trade; Trade Theories: Mercantilist view; <b>Absolute cost and comparative cost advantage theories</b> ; <b>Haberler's Opportunity cost theory</b> ; <b>Heckscher-Ohlin theory</b> ; Leontief's paradox	
<b>Practicum</b>	Assignment on Ricardo's Comparative cost advantage and Leontief's paradox	
<b>Module II</b>	<b>Terms of Trade and Commercial Policy</b>	<b>17</b>
	<b>Terms of trade- Concept and Types, Factors determining Terms of Trade</b> ; Commercial Policy: <b>Free trade v/s Protection</b> ; <b>Tariffs: Types and effects</b> ; <b>Quotas</b> ; <b>Anti-dumping</b> ; Economic Integration: Meaning and stages.	
<b>Practicum</b>	Debate: Free trade v/s Protection Mini project: Trace the evolution of India towards Economic Integration	
<b>Module III</b>	<b>Balance of Payment and Capital Flow</b>	<b>13</b>
	<b>Balance of Payment</b> : Concept, Components; Disequilibrium in Balance of Payment: Causes and Measures to correct disequilibrium; <b>Foreign Exchange rate</b> : Meaning and types; determination of Foreign exchange rate: Demand for and Supply of Forex; Purchasing Power Parity (PPP) theory; <b>Capital Flow</b> : <b>Meaning and concept of Foreign Investment</b> ; <b>Forms of FDI</b> ; <b>Advantages and disadvantages of FDI</b> .	
<b>Practicum</b>	Prepare India's Balance of Payment statement using recent Economic Survey Assignment on Forms of FDI	
<b>Module IV</b>	<b>International Finance and Trade Institutions</b>	<b>15</b>

	Bretton Woods Institutions: IMF and IBRD -IDA and IFC: Organization, Objectives, Functions and their role in developing countries; Evolution of WTO: GATT – principles and objectives; WTO: Organization, Objectives, Functions, Agreements and current issues; WTO and developing countries;	
<b>Practicum:</b>	Group Discussion: Effectiveness of IMF and IBRD in developing countries Seminar: Agreements of WTO or current issues of WTO	
<b>References</b>		
1	Sodersten. B. (1993): International Economics, MacMillan, 3 Edition, London,	
2	Salvatore, D. (2016): International Economics, 12 Edition, Wiley Publication	
3	Vaish, M. C. and Sudama Singh (1980): International Economics, 3 Edition, Oxford and IBH Publication, New Delhi.	
4	Carbaugh, R. J. (1999): International Economics, International Thompson Publishing, New York	
5	Dana, M. S. (2000): International Economics: Study Guide and work Book, 5. Edition, Routledge Publishers, London.	
6	Kenen, P. B. (1994). The International Economy, Cambridge University Press, London.	
7	Krugman, P.R. and M. Obstfeld (1994): International Economics: Theory and Policy Addison-Wesley Publications.	
8	Jackson, JD. (1998) The World Trading System, Cambridge University Press, Mass. Cherunilam, International Economics, TMH, New Delhi.	
9	D M Mithani, International Economics, Himalaya, Mumbai.	
10	Jhingan M.L.(2016): International Economics, Vrinda Publications Pvt Ltd-Delhi	
11	Dwivedi D.N. (2013): International Economics Theory & Policy, Vikas Publishing House Pv.t Ltd.	
12	K.C. Rana & K.N. Verma (2017): <u>International Economics</u> ; Vishal Publishing Co.	
13	Krishnamurthy H.R (2013) : Antararashtreeya Arthashastra ; (Kannada version), Sapna, Bengaluru	



Program Name	BA in Economics	Semester	Fifth Semester
Course Title	Indian Public Finance		
Course Code:	ECCT 352	No. of Credits	4
Contact hours	60 Hours	Duration of SEA/Exam	2 Hours
Formative Assessment Marks	40	Summative Assessment Marks	60

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

- CO1. Understand the structure of Indian Public Finance
- CO2. Enable the students to know the Source and nature of public revenue and expenditure
- CO3. Understand the Budget and different concept of deficits
- CO4. Know the Public debt and its management
- CO5. Understand the fiscal and monetary policy and their tools and importance
- CO7. To enable the students to know the Indian federal financing system and Financial Commissions.

MODULES	DESCRIPTION	60 Hours
<b>Module I</b>	<b>Public Revenue</b>	<b>18</b>
	<b>Direct Tax Revenue</b> - Sources of Revenue-Tax and Non-Tax Revenue; Trends and Patterns of Tax Revenue in India; Direct and Indirect Taxes in India; <b>Personal Income Tax Rates and Slabs</b> ; Corporate Tax- Tax Rate and Slabs; <b>Indirect Tax Revenue</b> - Indirect Taxes – Earlier Taxes-VAT and MODVAT; <b>Goods and Services Tax (GST)- Objectives and Classification of GST, Tax Rates of GST</b> ; Trends and Patterns of GST; Impact of GST on Indian Economy; Tax Reform Commissions.	
<b>Practicum</b>	Collection and analysis of data on Direct tax Collection and analysis of GST from businesses	
<b>Module II</b>	<b>Public Expenditure</b>	<b>15</b>
	<b>Revenue Expenditure</b> - Classification of Public Expenditure in India; Revenue Account Expenditure- Trends and Patterns; Capital Account Expenditure-Trends and Patterns; Fiscal Responsibility and Budget Management (FRBM) Act; Impact of Public Expenditure on Indian Economy; Expenditure Reforms Commission (ERC) in India; <b>Union Budget and Its Analysis - Meaning and Classification of Budgets; Zero-Based Budget</b> ; Composition of Union Budget; <b>Union Budget Analysis</b> (current one); Different Concept of Deficits- Revenue, Fiscal, Primary Deficits	
<b>Practicum</b>	Analysis of Union Budget (Current one) Group Discussion on Budget Deficits	

Module III	Public Debt and Its Management	14
	<b>Public Borrowings and Debt</b> - Meaning and Nature of Public Debt; Sources of Public Borrowings; Classification of Public Debt; Trends and Patterns of Central Government Debt; Main Characteristics of Indian Public Debt; Crowding out of Private Investment; Causes of Public Debt in India; <b>Burden of Public Debt and Management in India</b> - Meaning of Burden of Public Debt; <b>Importance of Public Management</b> ; Principles of Public Debt Management; Repayment of Public Debt in India; Impact of Public Debt on Indian Economy; Finance Commissions in India	
<b>Practicum</b>	Assignment to write on Indian Public Debt and sources of repayment Group Discussion on Burden of Public Debt	
Module IV	Fiscal and Monetary Policies and Federal Finance in India	13
	<b>Fiscal and Monetary Policy India</b> - Meaning and Objectives of Fiscal Policy; Importance of Fiscal Policy; Tools of Fiscal Policy; Meaning and Objectives of Monetary Policy; Importance of Monetary Policy; Tools of Monetary Policy; <b>Indian Federal Finance</b> - Meaning and Importance- Stages of Growth; Allocation of Resources- Division of Functions and Resources; Principles of Federal Finance; <b>Shortcomings of Federal Financing</b> ; Finance Commission and Their Recommendations.	
<b>Practicum</b>	Group Discussion about the Role of Fiscal and Monetary Policies in controlling inflation Assignment to write the State List, Union List and Concurrent list	

References	
1	Bhatia H L (2021): Public Finance, S. Chand and Co., New Delhi.
2	Lekhi R.K (2020): <i>Public Finance</i> , Kalyani Publishers, New Delhi.
3	Musgrave R.A and Musgrave P.A (2017): <i>Public Finance in Theory and Practice</i> , Mcgraw- Hill Kogakusha, Tokyo.
4	Om Prakash (2021): <i>Public Economics: Theory a practice</i> , Vishal Publishing Co. Ludhiana.
5	S.K. Singh (2019): <i>Public Economics: Theory and Practice</i> S. Chand and Co., New Delhi.
6	Tyagi, B.P (2018): <i>Public Finance</i> , Jai Prakash Nath and Company, Meerut, India.

Program Name	<b>BA in Economics</b>	Semester	<b>Sixth Semester</b>
Course Title	<b>Environmental Economics</b>		
Course Code:	<b>ECCT 353</b>	No. of Credits	<b>4</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 Hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

- CO1. Understand how economic methods can be applied to environmental issues facing society
- CO2. Examine the linkages between Environmental Degradation and Economic Development
- CO3. Develop an informed view regarding the potential of economics to help societies achieve their environmental goals
- CO4. Demonstrate good inter-personal and communication skills through writing an essay and contributing to critical discussion
- CO5. Analyze environmental problems and to assess environmental policies.

<b>MODULES</b>	<b>DESCRIPTION</b>	<b>60 Hours</b>
<b>Module I</b>	<b>Environment and Ecology</b>	<b>15</b>
	Meaning, Nature and Scope of Economics of Environment; Linkages between Environment and the Economy; <b>Environmental Kuznets curve</b> ; Environmental Stress; Population and Environment; Poverty and Environment; Meaning and elements of ecology; <b>Biotic and Abiotic components</b> ; Food, Hydrological and Carbon Cycles; <b>Material Balanced Principle (Entropy law)</b> ; Meaning and strategies to achieve <b>Sustainable Development</b> ; Rio Summit; <b>Green Accounting Introduction to SDGs</b> .	
<b>Practicum:</b>	Making charts relating to SDGs or Assignments on environment-economy linkages at the local level.	
<b>Module II</b>	<b>Natural Resources Scarcity and Conservation</b>	<b>15</b>
	Meaning and Characteristics of <b>Renewable and Non-renewable resources</b> ; Non-Renewable Resources and the problem of depletion and problem of overuse ; Resource Scarcity and Economic Growth (Limits to Growth Model); Energy and Economic Development; Energy resources and their Pricing; Alternative energy sources; <b>Conservation of Natural Resources- 3Rs – Reduce, Reuse and Recycling Measures</b>	
<b>Practicum:</b>	Identifying local resources; Project on resource conservation (esp. water) at the College level; Discussion on Limits to Growth	
<b>Module III</b>	<b>Environmental Pollution</b>	<b>15</b>

	Environmental regulatory system in India; Pollution Control Boards and their Functions; Provisions of the Environmental Protection Act, 1986; Environmental Movements in India (Chipko); Role of Citizens and NGOs in Environmental Protection.	
<b>Practicum:</b>	visiting the Pollution Control Board office and observing its functions	
<b>Module IV</b>	<b>Environmental Pollution and Regulation</b>	<b>15</b>
	Environmental regulatory system in India; Pollution Control Boards and their Functions; Provisions of the Environmental Protection Act, 1986; Environmental Movements in India (Chipko); Role of Citizens and NGOs in Environmental Protection.	
<b>Practicum:</b>	Assignments on types of pollution in local areas; Seminars on climate change and its consequences; visiting the Pollution Control Board office and observing its functions	

References	
1	Bhattacharya, R.N (Ed) (2001), <i>Environmental Economics: An Indian Perspective</i> , Oxford University Press.
2	Karpagam M. (1993), <i>Environmental Economics</i> , Sterling Publishers, New Delhi.
3	Shankar, U, (2001), <i>Environmental Economics</i> , Oxford University Press, New Delhi.
4	Singh, Katar and Anil Shisodia (2007): <i>Environmental Economics: Theory and Applications</i> , Sage Publications, New Delhi
5	Mahajan V.S (2003): <i>Environmental Protection – Challenges &amp; Issues</i> , Deep & Deep Publishers New Delhi
6	Sengupta, R.P. (Ed.) (2001), <i>Ecology and economics: An Approach to Sustainable Development</i> , Oxford University Press, New Delhi.
7	Nick Hanley, Jason F, Shogren and Ben White (2005): <i>Environmental Economics in Theory and Practice</i> , Macmillan India Ltd.



**Sri Dharmasthala**

**Manjunatheshwara College (Autonomous) Ujire**

**Re-accredited by NAAC “A” Grade (3.61/4 CGPA)**

**Course structure and syllabus**

**B.A.**

**RURAL DEVELOPMENT**

**NEP-CHOICE BASED CREDIT SYSTEM**

**I, II, III, IV, V & VI SEMESTER**

**(2022 – 23 ONWARDS)**

**Adopted By SDM BOS on 17-08-2023**

## **PREAMBLE**

Rural development is a unique subject that provides a lot of insights into the process of improving the quality of life and economic wellbeing of people who are living in rural area. Education, entrepreneurship, physical infrastructure and social infrastructure play an important role in developing rural region. The importance of Rural development is that it provides a strategy package seeking to achieve optimum rural production and productivity, agriculture growth, infrastructure, better wages, house sites for landless, village planning, public health, education, etc.

## **GENERAL OBJECTIVES OF THE PROGRAMME**

- ✓ To enable the students gain the basic understanding about Rural Development concepts, theories and practices.
- ✓ To get employment at public private sector or to start self-employment activities or agro

product-based entrepreneurship Activities.

- ✓ To provide the necessary soft skills to find jobs. In NGO or Government sector
- ✓ To help students to prepare an agenda for the upliftment of rural people.
- ✓ To provide necessary skills to prepare a rural transformation frame work.
- ✓ To provide Sustainable Rural Livelihood approach.
- ✓ Rural urban linkages in production processing, Distribution and consumption.
- ✓ To prepare an institutional framework for poor and under privilege people under national rural lively hood mission
- ✓ Prevention of migration from rural to urban areas.
- ✓ To make efforts to eradicate poverty, unemployment and hunger in villages
- ✓ To inculcate the research aptitude and relevant skills in the students useful for their professional life.

**BA RURAL DEVELOPMENT-COURSE STRUCTURE**  
**Rural Development Choice Based Credit System Semester**  
**FIRST & SECOND SEMESTER**

<b>Course Code</b>	<b>Title of course</b>	<b>Category of course</b>	<b>Teaching hours per week</b>	<b>SE E</b>	<b>CI E</b>	<b>Total Marks</b>	<b>Credits</b>
<b>SEMESTER I</b>							
RDCT 101	Fundamentals of Rural Development	DSC	3+0+0	60	40	100	3
RDCT 102	Earlier Experiments of Rural Development	DSC	3+0+0	60	40	100	3
Open Electives RDOE 101	Sustainable Rural Development SHG Management	OEC	3+0+0	60	40	100	3
Total credit							9
<b>SEMESTER II</b>							
RDCT 151	Rural Economic Activities in India	DSC	3+0+0	60	40	100	3
RDCT 152	Economic and Social Issues in Rural India	DSC	3+0+0	60	40	100	3
RDOE 151	Social Entrepreneurship	OEC	3+0+0	60	40	100	3
Total credit							9

**BA RURAL DEVELOPMENT-COURSE STRUCTURE**  
**Rural Development Choice Based Credit System Semester**  
**THIRD & FOURTH SEMESTER**

Course Code	Title of course	Category of course	Teaching hours per week	SE E	CI E	Total Marks	Credits
<b>SEMESTER III</b>							
RDCT 201	Rural Development Programmes for Employment and Poverty Alleviation	DSC	3+0+0	60	40	100	3
RDCT 202	Rural Development Programmes for Social and Physical Infrastructure	DSC	3+0+0	60	40	100	3
Open Electives RDOE 201	Communication For Rural Development	OEC	3+0+0	60	40	100	3
Total credit							9
<b>SEMESTER IV</b>							
RDCT 251	Institutions for Rural Development	DSC	3+0+0	60	40	100	3
RDCT 252	Financial Institutions for Rural Development	DSC	3+0+0	60	40	100	3
RDOE 251	Elements of Management for Rural Administrators	OEC	3+0+0	60	40	100	3
Total credit							9



**BA RURAL DEVELOPMENT-COURSE STRUCTURE**  
**Rural Development Choice Based Credit System Semester**  
**FIFTH & SIXTH SEMESTER**

<b>Course Code</b>	<b>Title of course</b>	<b>Category of course</b>	<b>Teaching hours per week</b>	<b>SE E</b>	<b>CI E</b>	<b>Total Marks</b>	<b>Credits</b>
<b>SEMESTER III</b>							
RDCT 301	Methods Of Rural Development	DSC	4+0+0	60	40	100	4
RDCT 302	Rural Entrepreneurship and Development	DSC	4+0+0	60	40	100	4
RDCT 303	Career Guidance and Counselling For Career Management	DSE	4+0+0	60	40	100	4
RDCT 304	Soft Skills for Rural Development	DSE	4+0+0	60	40	100	4
Total credit							12
<b>SEMESTER IV</b>							
RDCT 351	Rural Management	DSC	4+0+0	60	40	100	4
RDCT 452	Information Communication Technology for Rural Development	DSC	4+0+0	60	40	100	4
RDCT 353	Human Resource Development in Rural Sector	DSC	4+0+0	60	40	100	4

RDCT 354	Corporate Social Responsibility in Rural Development	DSC	4+0+0	60	40	100	4
Total credit							12

**EVALUATION OF THE COURSE CONSISTS OF**

1. Theory exam for 2 hours duration for 60 marks
2. Internal Formative Continuous Assessment for 40 marks
  - a. 20 marks for 2 written Internal Assessment Exams
  - b. 20 marks for 2 Activities

**PEDAGOGY:**

Class Lecture, Group discussions, Role play, Micro Project, Field Visits, Using PPT & Videos , Focus group Discussion , Class Seminar and Case studies

**INTERNAL ASSESSMENT:**

The internal assessment marks for a course shall be based on two tests and two activities of 10 marks each. The test shall be of at least one hour duration. The total marks of the tests and activities shall be taken as the internal assessment marks. Any two activities may be selected from the list of the activities given below or the concerned department may choose an activity that is appropriate to the course and the local relevance.

Item	Test 1	Test 2	Activity 1	Activity 2	Total
Score	10	10	10	10	40

## List of Activities:

1. Assignment and presentation.
2. Seminar presentation on the assigned topic
3. Field study and report.
4. Interview and submit the report
5. Role play
6. Collage preparation
7. Visit to the local village
8. Visit to the welfare or correction institutions
9. Group discussion

**QUESTION PAPER PATTERN****Time: 2 Hours****Max. Marks - 60****I. Answer any FIVE questions in 2-3 sentences each (2x5=10)**

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.
6. Q.
7. Q.

**II. Answer any Four questions in 10-12 sentences each (5x4=20)**

1. Q.

2. Q.
3. Q.
4. Q.
5. Q.
6. Q.
7. Q.

**III. Answer any THREE in 20-25 sentences each**

**(10x3=30)**

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.

**SYLLABUS FOR**  
**FIRST SIX SEMESTERS OF**  
**BA IN RURAL DEVELOPMENT**

**Semester V****Rural****Development****Paper IX****METHODS OF RURAL DEVELOPMENT****Course Code: RDCT 301****Credits 04****Contact hours 48****Hours UNIT – I****Community Organization: Meaning, Principles and Objectives.****Steps in community Organization. Organization techniques****12 Hours****UNIT – II Group work: Meaning, Objectives, and Principles.****Group Dynamics -Meaning, Stages of Group Development, Types of Groups: Formal and Informal  
10 Hours****Unit III****Participatory Rural Appraisal: Meaning, Methods and role of PRA techniques in rural development.****Social Research: Meaning, Formulation of research problem, Importance of Social Research in Rural  
Development  
10 Hours****Unit IV****Research Designs. Sampling techniques in Social Research****Methods of Data collection: Observation, Interview,****Questionnaire****8 Hours****Unit V****Data Analysis techniques: Data Preparation – Univariate analysis (frequency tables, bar charts, pie  
charts, percentages)****Different Steps in Writing Report****8 Hours****Books for Reference:**

1. Biddle William W; Biddle L J.: The Community Development Process. Holt, Rinehart and Winston Inc. New York ,1965
2. Ross, Murray G.: Community Organization Theory, Principles and practice. Harper & Row New York ,1967
3. N. Lalitha: Rural Development in India: Emerging Issues and Trends. Dominant Publishers and Distributors. New Delhi, 2004
4. Mishra Jagannath: My vision for India's Rural Development. Vikas Publishing House Pvt. Ltd. New Delhi. 1997

5. Mukhergy Neela: Participatory Learning and Action- With 100 field methods Concept Publishing Company Pvt. Ltd. 1997
6. Mukhergy Neela; Participatory rural appraisal and questionnaire survey, Cocept Publishing Company Pvt. Ltd., New Delhi. 1995
7. Gangrade K.D.: Community Organisation in India, Popular Prakashan. Bombay, 1971
8. Vettivel K. Surendra: Community Participation – Empowering the poorest, Vetri Publications, New Delhi. 1992
9. Ahuja Ram: Research Methodology- Methods and Techniques, Rawat Publications. New Delhi 2003
10. Dev Rameshwari, Ravi Prakash: Social Welfare Administration Methods and Research, Mangal Deep Publications. Jaipur 2001
11. Bajpai, S.R.: Methods of Social Survey and Research, Kitab Mahal. Kanpur, 1976
12. Kumar Somesh: Methods of Community Participation: A complete guide for practitioners, Vistaar Publications, New Delhi, 2009.
13. Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., 2002. An introduction to Research Methodology, RBSA Publishers.

**Semester V****Rural Development Paper X****RURAL ENTREPRENEURSHIP AND DEVELOPMENT****Course Code: RDCT 302****Credits 04****Contact hours 48****Hours Unit - I**

Entrepreneurship - Concept, Characteristics of an entrepreneur; Qualities of entrepreneurs, Motivating factors for entrepreneurship

Types of entrepreneurs - Women entrepreneurs, Youth entrepreneurs

10 hours

**Unit II**

Rural entrepreneurship -Meaning, Need and importance of rural entrepreneurship

Rural Business Environment – social, cultural, political and credit support 10

hours

**Unit III**

Project Formulation and business plan preparation - Project Classifications, Formulation and design – Feasibility analysis, Preparation of project report, Financial analysis, Project cost estimate and Project appraisal methods.

Marketing of rural products – demand forecasting, branding, digital marketing

10 hours

**Unit IV**

Rural Entrepreneurial opportunities: Farm sector – Organic farming, Horticultural products, Poultry sector, Handicrafts sector

Entrepreneurship Development Programme - Role of government agencies; Entrepreneurship Development Institute of India (EDII), Ahmedabad –Incentives and subsidies, Role of SHG in Promoting entrepreneurship, Rural Development and Self-Employment Training Institutes (RUDSETI), Industrial Estates

10 hours



**Unit V**

**Sources of funding for New Business:** Bootstrapping / Self-funding, Crowd funding, Angel investment, Venture Capital, Bank Loans, Government funding – Pradhan Mantri MUDRA Yojana, Start-Up India Scheme  
8 hours

**Suggested Readings:**

1. Entrepreneurial Development by S. S. Khanka, Sultan Chand & Co. Ltd
2. Entrepreneurial Development in India by C.B. Gupta & N. P.Srinivasan, Sultan Chand & Co. Ltd
3. Entrepreneurship Development by E. Gordon & K. Natarajan, Himalaya Publishing House
4. Small Scale Industries & Entrepreneurial Development by C. S. V. Murthy, Himalaya Publishing House
5. Management of Small Scale Industry by Vasant Desai, Himalaya Publishing House

building for youth.

Semester V Rural Development Paper

8 hours

## **CAREER GUIDANCE AND COUNSELLING FOR CAREER MANAGEMENT**

### **Unit V**

Meaning, Nature, Need of Guidance, Functions of Guidance. Tools of Guidance and Counseling.

**Course Code: RDCT 303**

**Credits 04**

**Contact hours 48 Hours**

Psychological tests - meaning, need, limitations.

Testing - Intelligence, Aptitude, Attitude, Achievement, Interest

### **Unit - I**

Guidance and Counselling -Meaning, Concept and functions, theories of counselling – Psycho analysis, client centered, existential, rational-emotional-emotive, cognitive and behavioral Perspectives of Education and Careers: education for labour market or empowering citizens, Human Capital theory Vs. Emancipation. 10 hours

### **Unit - II**

Guidance and Counselling - Scope, types; Difference between Guidance and Counselling; Models of counselling- Helping model, Stage model; Stages in counselling – Action, Attention giving, Listening, Eye contact, Verbal and Non-verbal prompts; Career counselling stages – Information sharing, Testing, Remedial Coaching and Placement.

10 hours

### **Unit – III**

Career Counselling: Evolution of career counselling in India- Recent development in career guidance/counselling in developed countries and in India; Application of technology in Guidance and Counselling.

10 hours

### **Unit – IV**

Skill set requirements for different careers: Health services, Career development tasks – Self-awareness, personal values and goals, personal cognition, understanding world of work, career alternatives and multiple job offers; Life skills

**Semester VI**

**Rural Development**

**Paper XII RURAL MANAGEMENT**

**Course Code: RDCT 351      Credits 04**

**Contact hours 48 Hours**

**UNIT - I**

Meaning of **Management, Principles** and Objectives of Management, **Functions of Management**  
10 hours

**UNIT – II**

Planning – meaning, steps; **Project planning –Process, Implementation and evaluation of rural development project.** Importance of Delegation of responsibility and Supervision in Rural Management.

**UNIT – III**

**Leadership-** Meaning, Types, Qualities of a good leader.

**Human relations skills** in Rural Management, Role of Motivation in rural management.

**UNIT – IV**

**Team work** – Meaning, Importance. **Conflict resolution** - methods and steps Coordination – concept, techniques  
10 hours

**UNIT – V**

**E-governance – Concept, Types, Benefits**      8 hours

10 hours

10 hours.

**Books for Reference:**

1. Singh Surat; Singh Mohinder : Rural Development Administration in the 21<sup>st</sup> century – A Multi-Dimensional Study, Deep & Deep Publications Pvt.Ltd. New Delhi, 2006
2. Chandan, T.S: Management: Theory and Practice, Vikas Publications.New Delhi, 1996
3. Srinivasan R. Chunawala S.A.: Management: Principles and Practice, Himalaya Publishers. Bombay, 1981
4. Bhatia B.S.; Prem Kumar; Chawla A.S.: Management of rural Development, Deep and Deep Publications New Delhi.
5. Berkun Scott: The Art of project Management, Shroff Publications & distributors Rawat Publications New Delhi. 2005
6. Sing B.P, & Sing A.K: Essentials of Management, Excel Books

**Semester VI****Rural Development Paper XIII****INFORMATION COMMUNICATION TECHNOLOGY FOR RURAL DEVELOPMENT****Course Code: RDCT 352****Credits 04****Contact hours 48 Hours****UNIT I**

Concept of Communication, Types of Communication, Functions of Communication, Process of Communication, Channels of Rural Communication: Traditional Media (Folk Songs, Folk Dances, Folk Theatre Forms and Folk Traditions), Mass Media (Newspapers, Periodicals, Radio, Television and Film) 10 hours

**UNIT II**

Role of Communication in Rural Development, Print Media Radio Television, Film Newsreels and Documentaries on Rural Development in India; New Media for rural communication (Telecommunication, Satellite Communication and Computer Communication) 10 hours

**UNIT III**

Concept of Information and Communication Technologies (ICT's), Communication Functions of ICT's, Application of ICT's for Rural Development in India, Information and Communication Technologies and their role in Rural Development. 8 hours

**UNIT IV**

Application of Remote Sensing and GIS in Rural Development, Natural Resource Management, Watershed Management, Disaster Management

Use of ICT in Rural and agricultural development - Education, Healthcare, Agriculture, Business, Resource Mapping. 10 hours

**UNIT V**

Using Social Media for rural development -, Digital and Social Media in Marketing, Decision Support Systems for soil conservation and farm management Waste Management and Sanitation, Role of Social Media in political participation by rural population. 10 hours

**Books for Reference**

1. Dennis P. Curtin (1999): "Information Technology the Breaking Wage, Tata Mc

Graw Hill Publishing Co. Ltd, New Delhi.

2. Alex Leon (1999): “Fundamental of Information Technology”, Leon Techno Publications, Chennai.
3. Subhash Mehta (1996): “Understanding and using Internet”, Global Business Press, New Delhi.
4. Adelman, I. (1961), Theories of Economic Growth and Development, Stanford University Press, Stanford.
5. Behrman, S. and T.N. Srinivasan (1995), Handbook of Development Economics, Vol. 3, Elsevier, Amsterdam.
6. Benjamin Higgins, (1968) Economic Development, W.W. Norton & Company. Inc. New York
7. Brown, M. (1966), On the Theory and Measurement of Technical Change, Cambridge University Press, Cambridge, Mass.
8. Chenery, H. and T.N. Srinivasan (Eds.) (1989), Handbook of Development Economics, Vols.1 & 2, Elsevier, Amsterdam. Karpagam Environmental Economics
9. Mishra S.K and V.K.Puri (2005), Economic Development and Planning, Himalaya Publishing House, Mumbai

**Semester VI****Rural Development Paper XIV****HUMAN RESOURCE DEVELOPMENT IN RURAL SECTOR****Course Code: RDCT 353****Credits 04****Contact hours 48 Hours****Unit-I**

Human Resource Development: Meaning, objectives, Importance of Human Resource Development, Importance of HRD in Accelerating Rural Development – Human Capital Formation – Investment for rising Nutritional and Education Standards. 10 hours

**Unit- II**

**Human Resource Planning:** Significance, Methods and Techniques, **Human Resource Planning, Job Analysis, Recruitment and Selection Process; Designing and developing HRD Programmes** and applications, **psychometric techniques**, coaching and mentoring, **competency mapping**.

10 hours

**Unit- III**

**HRD and its Dimensions:** Dimensions of HRD for rural development-Health, Education, Energy, Skill Development /Training, Nutritional Status access to basic amenities - Population composition. 8 hours

**Unit- IV**

Training and Development: Need for Manpower training, Classification of Training, **Designing Training programmes** and methods; **Performance appraisal** and standards, H R Competencies, Performance counseling. 10 hours

**Unit-V**

**Training of rural administration personnel:** Training courses for different sectors – agriculture, cooperation, animal husbandry, health, Panchayat Raj. Behavioral dimensions of training – motivation, teambuilding, stress management, communication skills training. 10 hours

**Books for Reference**

1. Dipak Kumar Bhattacharyya (2006). Human Resource Management, Excel Books, New Delhi -28 (Second Edition).
2. Arcalion (2006). Human Resource Management, Pearson Prentice Hall, New Delhi -28 (X Edition).
3. APSDP (1984). Rural Vocational Training in Bangladesh, Indonesia, Korea, Malesia, The Philippines and Thailand. Report of a Sub-regional Seminar, Dhaka, Bangladesh 5-11 May, 1984.
4. Reddy, M C.Reddeppa (20006). Emerging Rural Occupations, Dept. of Adult & Continuing Education, S.V.University, Tirupati.
5. Mehta M R :Human Resource Development Planning with Special Reference to Asia
6. Alexander V Alex:Human Capital Approach in Economic Development
7. Batra V P:The Economic and Human Resources
8. ILO:Employment Promotion with Special Reference to Rural Areas



9. George Tobias: Human Resources in India
10. Gyan Chand: Population in Perspective
- World Bank: World Development Report, 1001
12. Govindappa K: Adult Education Impact of National Literacy Mission
13. UNDP: Human Development Report(s) 1998, 1999,

