

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**



NAAC Accredited-2022

‘B++’ Grade (CGPA2.96)

FACULTY OF HUMANITIES

NEP 2020 Compliant Curriculum for

B.A. (Economics)

With effect from 2025-26



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Faculty of Humanities

NEP 2020 Compliant Curriculum

B.A. (Economics)

Program Preamble

The Bachelor of Arts (B.A.) in Economics is a comprehensive and dynamic program designed to provide students with a deep understanding of Indian Economy, along with the soft skills required to apply this knowledge in various Economics & Marks contexts. Aligned with the vision of the National Education Policy (NEP) 2020, the program offers a flexible, multidisciplinary, and learner-centric curriculum that encourages critical thinking, innovation, and holistic development. The B.A. Economics program spans four years, with each year offering a progressively advanced curriculum designed to build a strong foundation in Economics while allowing for specialization and interdisciplinary learning. The curriculum is structured around several key components:

1. **Major Courses:** These core courses form the backbone of the program, providing in-depth knowledge and understanding of essential concepts, theories, and methodologies. Students will engage with basic knowledge of the discipline.
2. **Minor Courses:** Students have the opportunity to choose minor courses from related or distinct disciplines, promoting an interdisciplinary approach to learning. This flexibility allows students to complement their education with insights from fields such as Indian Economy, issues in economics and broadening their career prospects.
3. **Open Electives/General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.
4. **Vocational and Skill Enhancement Courses:** Practical skills and technical proficiency are integral to the program, with vocational and skill enhancement courses providing competence for employment. These courses are designed to prepare students for immediate employment and equip them with the tools necessary for career advancement in the interdisciplinary subjects.
5. **Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):** In alignment with NEP 2020, the program integrates courses that emphasize the Indian Knowledge System, ethical values, and life skills. These courses foster a deep appreciation for India's rich cultural heritage, while also developing essential communication and ethical decision-making skills that are vital for personal and professional growth.
6. **Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for career.

7. **Research Methodology and Research Projects:** Research is a critical component of the B.A. Economics program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry. By engaging in independent research projects, students are encouraged to develop innovative solutions to complex problems,
8. Preparing them for advanced studies and research-oriented careers.

❖ **Multiple Entry and Multiple Exit Options**

In accordance with the NEP 2020, the B.A. Economics program incorporates a Multiple Entry and Multiple Exit framework, offering students the flexibility to enter or exit the program at various stages. This approach ensures that students can tailor their educational journey according to their personal and professional goals, with options to earn certificates, diplomas, or degrees based on the duration of study completed.

- **Year1:**
Upon completion of the first year, students may exit with a **Certificate in Economics**.
- **Year2:**
After two years, students may choose to exit with a **Diploma in Economics**.
- **Year3:**
Completion of the third year qualifies students for a **B.A.Degree in Economics**.
- **Year4:**
The fourth year offers an advanced curriculum with a focus on research, allowing students to graduate with an **Honors Degree in Economics**.

Eligibility for B.A. Economics: As per the rules and regulation of Govt. of Maharashtra and PAH Solapur University, Solapur.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Faculty of Humanities

NEP 2020 Compliant Curriculum

B.A. (Economics)

Program Outcomes (PO)

Students graduating from the Bachelor of Economics will be able to:

Major Courses:

- **PO1:** Demonstrate in-depth knowledge and understanding of core concepts, theories, and methodologies in the chosen major discipline.
- **PO2:** Apply disciplinary knowledge to solve complex problems, analyze data, and make informed decisions in professional and research contexts.

Minor Courses:

- **PO3:** Acquire complementary knowledge and skills from a related or distinct discipline, enhancing interdisciplinary understanding and versatility.

Open Electives/General Electives:

- **PO4:** Explore diverse subjects beyond the core discipline, fostering a broad-based education and cultivating critical thinking and creativity.

Vocational and Skill Enhancement Courses:

- **PO5:** Gain hands-on experience and technical proficiency in specific vocational areas, preparing for immediate career opportunities.

Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):

- **PO6:** Understand and appreciate the rich heritage of the Indian Knowledge System, integrating traditional wisdom with modern education.
- **PO7:** Develop ability enhancement skills like communication and life skills along with ethical values, social responsibility, and a strong sense of citizenship, contributing positively to society.

Field Projects/Internship/Apprenticeship/Community Engagement Projects/ On Job Training/ Internship/Apprenticeship:

- **PO8:** Apply theoretical knowledge to real-world situations through field projects, internships, community engagement and on job Training for gaining practical experience and problem-solving skills.

Research Methodology and Research Project:

- **PO9:** Acquire research skills; including data collection, analysis, and interpretation, fostering a scientific approach to problem-solving to develop independent research projects handling capabilities.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Faculty of Humanities

NEP 2020 Compliant Curriculum

B.A. (Economics)

Program Specific Outcomes (PSOs)

☐ Students graduating from **B.A.(Economics)** will able to :

PSO1: Understand basic concepts and theories of economics.

PSO 2: Have the idea of government economic policies both at national & international level.

PSO 3: Have ability to suggest alternative solution on policy issues.

PSO 4: Development skills in applied application of economic theory.

PSO 5: Ability to understand Marketing & it's working.

PSO 6: Developing the research knowledge in economics.

PSO 7: Recognize role of ethical values in economic decisions.

**PSO 8: To provide life skills required for gainful employment by using domain knowledge
Such as Economics.**

Level	Semester	Major		Minor	Generic (GE/OE)	Vocational and Skill VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./Sem.	Degree/Cum. Cr.
		Mandatory	Elective							
5	III	<u>DSC-III (4)</u> Money and Banking <u>DSC-IV (4)</u> Demographic Studies	--	Minor-III (4) Agricultural Economics-I	GE /OE- (2) Labour Welfare-I	VSC-I (2) Co-operation-I	AEC/ MIL (2)	FP (2) CC (2)	22	UG Diploma 88
	IV	DSC- V (4) Public Finance DSC- VI (4) Demography in India	–	Minor-IV (4) Agricultural Economics-II	GE/OE- (2) Labour Welfare -II	VSC-II (2) Co-operation-II SEC- (2) Economics of Insurance	AEC/ MIL (2)	CEP (2)	22	
	Cum. Cr.	16	--	08	04	06	04	06	44	
➤ Exit option: Award of UG Diploma in Major with 88 Credits and additional 4 Credits/ Core NSQF/Internship OR Continue with Major and Minor										

PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR.


Syllabus (According to NEP 2020)

B.A. Part – II (Economics) Choice Based Credit System

w. e. f. Academic Year-2025-26

Semester – III

LEVEL	SEMESTER - III	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA THEO RY	CA	TOTAL	
5	Subject	Major-Mandatory (DSC)				
	DSC- III	Money and Banking	60	40	100	4
	DSC- IV	Demographic Studies	60	40	100	4
		Minor				
	Minor-III	Agricultural Economics-I	60	40	100	4
		GE /OE				
	GE /OE	Labour Welfare -I	30	20	50	2
		VSC				
	VSC-I	Co-operation-I	30	20	50	2
		FP				
	FP	Field Project	30	20	50	2
	Total Credits					18

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A.II (Economics) Semester-III Vertical: DSC-III Course Code: G03-DSC1-0301 Course Name: Money and Banking</p>	
<p>*Teaching Scheme Lectures: 04 Hours/week, 04 Credits</p>	<p>*Examination Scheme UA:60 Marks CA:40 Marks</p>	

PREAMBLE:

This paper is designed to provide the students with a thorough understanding of the various aspects of money and banking in Indian economy. It's enables students to understand the system of money from the beginning of barter system. It aims to focus on value of money and the concept of inflation. Also this paper deals with the various aspects of commercial banks and the Reserve Bank of India. This paper has four units for Semester III.

COURSE OBJECTIVES:

The objective of this course is...

1. To understand the concept of barter system and money.
2. Students can understand the various types and functions of money and the concept of inflation.
3. To make aware the students with recent trends in commercial banking in India.
4. To make familiar the students with functioning of RBI and different monetary measures in India.

COURSE OUTCOMES:

The students will be able to...


1. Know the evolution of money.
2. Know the various aspects of inflation.
3. Aware about the concept of commercial bank and their functions.
4. Know the role of Reserve Bank of India in Indian Economy; also understand the concept of credit control and monetary policy.

Semester- III

Unit-1: Money	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 1.1 Barter System- Hurdles in the Barter System 1.2 Meaning, Evolution of Money. 1.3 Types of Money, Concept of Central Bank Digital Currency (CBDC) 1.4 Functions of Money		
Unit-2: Value of Money	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 2.1 Concept of Value of money. 2.2 Price index- Construction and Importance 2.3 Inflation - Meaning and Types 2.4 Inflation- Causes, Effects and Measures		
Unit-3: Commercial Banking	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 3.1 Meaning, Definition, Functions, and Principles of Banking 3.2 Concepts of ATM, Debit Card, Credit Card, E-Banking. 3.3 Recommendations of Narasimham Committee (1998) 3.4 Mergers of Indian Banking- Meaning and Causes		
Unit-4: Reserve Bank of India	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 4.1 Functions of Reserve Bank of India as a Central Bank 4.2 Methods of Credit Control. 4.3 Role of Reserve Bank of India Since 1991 4.4 Monetary Policy- Meaning and Objectives		
<ul style="list-style-type: none"> Above Unit Weightage is given for 60% marks of UA assessment only. 		
<ul style="list-style-type: none"> College Level Assessment (CA) Activities: Home Assignments/ Unit Test/ Seminar/ Field Visit 		

List of Reference Books:

01. Gupta S.B. - Monetary Economics, S. Chand and Company, New Delhi.
02. Ackley G. Macro Economics.
03. Mithani D.M. - Money Banking.
04. De-cock M.H. - Central Banking.
05. M.L. Seth - Macro Economics.
06. K.P.M. Sundaram-Principles of Economics.
07. डॉ र. पु कुरुलकर- बैंकिंग तत्वे व बैंकिंग पद्धती
08. देसाई व जोशी – आर्थिक विश्लेषण भाग – २, कॉन्टिनेन्टल प्रकाशन ,
09. प्रा कदम, प्रा शहा व प्रा हुंडेकर- मुद्रा, आढईकोषण व सार्वजनिक आयव्यय , अक्षरलेण प्रकाशन, सोलापूर
10. डॉ दामजी बी एच.- बैंकिंग व वित्तीय बाजारपेठ, फडके प्रकाशन, कोल्हापूर
11. डॉ दामजी, भोसले व काटे -पैसा, बैंकिंग व सार्वजनिक आयव्यय, फडके प्रकाशन, कोल्हापूर
12. डॉ दामजी, डॉ कदम, डॉ पाटील व डॉ चव्हाण -पैसा व बैंकिंग, फडके प्रकाशन कोल्हापूर

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्या संपन्नता ॥ SAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-III Vertical: DSC-IV Course Code: G03-DSC1-0302 Course Name: Demographic Studies</p>
<p>*Teaching Scheme Lectures:04 Hours/week, 04 Credits</p>	<p>*Examination Scheme UA:60 Marks CA:40 Marks</p>

Preamble:

This paper intends to introduce Demographic Studies and Demography of India. This paper deals with the basic concepts in Demography and theoretical demography and the characteristics of population in India. This paper also deals with the different theories of population.

Course Objectives:

The objectives are as follows –

1. To make aware the students about the various issues related to population in India.
2. To highlight various concepts and theories of population.
3. To enable the students to understand population policy of India.
4. To introduce various tools and techniques used for Demographic study.

Course Outcomes:

The students will be able to....


1. Aware about the various issues related to population in India.
2. Know the various concepts and theories of population.
3. Understand the population policy of India.
4. Know the various tools and techniques used for Demographic study.

Semester- III

Unit 1. Population Studies	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 1.1 Demography - Concept, Definition, Nature and Scope, Importance of Demography. 1.2 Inter - relationship between Demography and other Social Sciences. 1.3 Projection of population- Types and Importance 1.4 Trends in population growth: Developed vs. Underdeveloped countries		
Unit 2. Sources of Demographic Data in India	No. of lectures-15	Weightage: 12 to 18 Marks
Unit contents: 2.1 Census- Mechanism, Merits and Demerits 2.2 Concept of NFHS (National Family Health Survey) 2.3 Civil Registration System - Merits and Demerits. 2.4 Demographic Surveys - Merits and Demerits		
Unit 3. Theories of Population	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 3.1 Malthusian Theory 3.2 Optimum Population Theory 3.3 Theory of Demographic Transition. 3.4 Boserup's Theory of Population		
Unit 4. Techniques of Analysis	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 4.1 Concepts of Birth Rate and Death Rate 4.2 Types of Birth Rate and Death Rate: Crude Birth and Death Rates, Age Specific Birth and Death Rates, Standardized Birth and Death Rates. 4.3 Study of Fertility: Total Fertility Rate. Gross Reproduction Rate, Net Reproduction Rate. 4.4 Factor Affecting on the Fertility Rate		
<ul style="list-style-type: none"> Above Unit Weightage is given for 60% marks of UA assessment only. 		
<ul style="list-style-type: none"> College Level Assessment (CA) Activities: Home Assignments / Unit Test/ Seminar/ Field Visit 		

REFERENCE BOOK

01. India's Population Problems: Agrawal S.N. & Sinha U.P.
02. Principles of population studies – Bhende Asha, A. Kanitkar Tara
03. Demography – Jhingan, Bhatt & Desai.
04. Population Policy in India- Gandolra & Narayan Das.
05. Population Settlement Development and planning. – Lal K.M.
06. Fundamentals of Demography – Han. Raj.
07. Techniques of Demographic Analysis- Pathak K. B.& Ram F.
08. Demography- Ptel R.Lox.
09. A Text Basic Demography Shrivastava O. S.
10. Census of India- Govt. of India-Reports
11. Principles of population studies-Mrs. Bhonde and Kantkar.
12. Population Projections and their Accuracy- Agrawal U.D.
13. Fertility in India – Gulati S.C.
14. लोकसंख्याशास्त्र – अहिरराव व इतर
15. लोकसंख्या – सौ. कानिटकर तारा व सौ. सुमती कुलकर्णी
16. लोकसंख्याशास्त्र – भोसले, काटे, दामजी
17. जनसंख्याशास्त्र – हुंडेकर, शहा, कदम
18. भारतीय अर्थव्यवस्था – भोसले, काटे, दामजी

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-III Vertical : Minor-III Course Code: G03-DSC2-0301 Course Name: Agricultural Economics-I</p>	
<p>*Teaching Scheme Lectures:04 Hours/week, 04 Credits</p>	<p>*Examination Scheme UA:60 Marks CA:40 Marks</p>	

PREAMBLE:

The importance of agriculture in the Indian economy hardly needs to be emphasized. The paper on agricultural economics highlights important aspects of the agricultural development and planning in India. The paper is split into many chapters; each chapter discusses an aspect of Indian agriculture and role of agriculture in Indian economy. This paper also tries to explore the new techniques in agriculture and the changes in agriculture in the contexts of Globalization.

Course Objectives:

The objectives of this course are...

1. To introduce the Agricultural Economics to the students.
2. To make familiar the students with rural economy of India.
3. To understand agricultural productivity and cropping pattern in India.
4. To acquaint the students with technological changes in Indian agriculture.

Course Outcomes:

The students will be able to....


1. Know the characteristics of rural economy and diversification of agriculture.
2. Evaluate land reforms programme in India.
3. Analyze development of agriculture in India.
4. Understand technology in agriculture.

SEMESTER – III

Unit-1: Rural Economy of India	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 1.1 Characteristics of rural economy 1.2 Place of agriculture in rural economy 1.3 Diversification of agriculture, agriculture and allied activities 1.4 Rural industrialization: Role of agro – based industries		
Unit-2: Land Reforms in India	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 2.1 Problems of Marginal and Small farmers 2.2 Need for land reforms in India 2.3 Review of land reforms programme in India 2.4 Critical evaluation of land reforms programme in India		
Unit-3: Development of Agriculture	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 3.1 Agricultural productivity – regional variations, causes of low productivity, remedies 3.2 Linkages between agricultural and non-agricultural sector 3.3 Cropping pattern in India-recent trends, factors affecting cropping pattern 3.4 Irrigation in India- sources and progress		
Unit-4: Technological Changes in Agriculture	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 4.1 Traditional and modern Technology in Agriculture 4.2 Recommendations of National Commission on Farmers (2004) 4.3 Use of Bio-technology 4.4 New agricultural technology and employment		
<ul style="list-style-type: none"> Above Unit Weightage is given for 60% marks of UA assessment only. 		
•College Level Assessment (CA) Activities: Home Assignments/ Unit Test/ Seminar/ Field Visit		

Basic Reading List

1. Bilgrami S.A.R. (2000) An Introduction of agricultural Economics (2nd edition) Himalaya Publishing House, Mumbai.
2. Sadhu A.N. and J. Singh (2000) Agricultural problems in India (3rd Edition). Himalaya publishing House, Mumbai
3. Sundaram I.S. (1999) Rural Development (3rd edition) Himalaya Publishing House, Mumbai
4. Handbook of Agriculture – ICAR.
5. Agriculture Problems of India – C.B. Mamoria.
6. Agriculture Problems of India – P.C. Bansil.
7. Indian Economy : Latest Edition Agrawal A.N. (Vishwa Prakashan, New Delhi)
8. विजय कविमंडन- कृषी अर्थशास्त्र
9. देसाई, भालेराव- कृषी अर्थशास्त्र
10. भोसले, काटे, दामजी- कृषी अर्थशास्त्र

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-III</p> <p>Vertical: GE/OE Course Code: G03-GE-OE-301 Course Name: Labour Welfare -I</p>
<p>*Teaching Scheme Lectures:02 Hours/week, Credits- 02</p>	<p>*Examination Scheme UA:30 Marks CA: 20 Marks</p>

PREAMBLE

A Labour Welfare course aims to provide students with an understanding of the key aspects of labor welfare policies, practices, and systems, specifically within the Indian context. This course would typically cover topics like the labor market, social security, labor agencies, and the characteristics of labor markets. Labour welfare refers to policies and practices aimed at improving workers' well-being and living conditions, including health, safety, social security, and recreational facilities.

In India, it has evolved alongside industrialization, with the government, employers, and trade unions playing key roles. Various laws, such as the Factories Act and the Employees' Provident Funds Act, have been enacted to protect workers' rights. Employers also contribute by offering housing, education, medical benefits, and recreational facilities, ensuring a safer and more productive work environment.

COURSE OBJECTIVES:

The objectives of the course are...

1. To make aware about the basics of labour welfare.
2. To make aware about the labour market.

COURSE OUTCOMES:

At the end of this course, student will be...


1. Aware about the basics of labour welfare.
2. Aware about the labour market.

Semester- III

Unit: 1. Labour Welfare	No. of lectures-15	Weightage: 09 to 18 Marks
Unit content: 1.1 Concept, Definitions & scope of Labour Welfare. 1.2 Objectives and Importance of Labour Welfare. 1.3 Evolution of Labour Welfare. 1.4 Development of Labour Welfare in India.		
Unit: 2. Labour Market	No. of lectures-15	Weightage: 09 to 18 Marks
Unit content: 2.1 Concept and Definition of Labour Market 2.2 Nature & Characteristics of Labour Markets in India 2.3 Labour Market Policies, Mobility of Labour. 2.4 Wage Differential - Meaning, Types & Causes		
<ul style="list-style-type: none"> • Above Unit Weightage is given for 60% marks of UA assessment only. 		
<ul style="list-style-type: none"> • College Level Assessment (CA) Activities: Home Assignments / Unit Test/ Seminar/ Field Visit 		

List of Reference Books:

1. Jayant S. Railkar- Labour welfare & Practice – Vipul Prakashan
2. Bhagoliwal T. N.: Economics of Labour and Social
3. Welfare Saxena R. C. : Labour problems and Social Welfare
4. Mamoria C. B. and Doshi S. L.: Labour problems and Social Welfare
5. Mamoria C. B.: Social problems in India.
6. Lester – Labour Economics.
7. Punekar & Deodhar – Labour welfare Tata MC Graw Hill Publishing.
8. Website: www.labour.gov.in
9. Website: www.niti.gov.in
10. Website: www.ilo.org/newdelhi
11. Website: www.cmie.com
12. डॉ. फडवणीस / डॉ. प्राची देशपांडे – श्रम अर्थशास्त्र
13. देशमुख प्रभाकर – श्रम अर्थशास्त्र
14. नेरकर दिलीप – श्रम अर्थशास्त्र
15. गोखले एस. डी. कामगार कल्याण
16. डॉ. पाटील जे. एफ. व ककडे व्ही. बी.- वेतन सिद्धांत
17. श्रम अर्थशास्त्र-डॉ. सुधीर बोधनकर

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-III Vertical: VSC-I Course Code: G03-VSC-301 Course Name: Co-operation-I</p>
<p>*Teaching Scheme Lectures:02 Hours/week, 02 Credits</p>	<p>*Examination Scheme UA:30 Marks CA:20 Marks</p>

Preamble:

This paper is a vocational skill course in economics. The students of economics at BA Part II will need to vocationally skilled in basics of cooperative movement.

Course Objectives:

The objectives are as follows –

1. To make aware the students about the origin and principles of cooperative.
2. To make aware the students about the features and benefits of cooperation.

Course Outcomes:

The students will be able to....


1. Aware about the origin and principles of cooperative.
2. Aware about the features and benefits of cooperation.

Semester- III

Unit: 1. Introduction to Co-operation	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 1.1 Meaning and Definitions of Co-operation. 1.2 Origin of Co-operation in World 1.3 Origin of Co-operation in India 1.4 Manchester Principles of Co-operation		
Unit: 2. Features & Benefits of Co-operation	No. of lectures-15	Weightage: 12 to 18 Marks
Unit contents: 2.1 Features of Co-operation. 2.2 Benefits of Co-operation 2.3 Role of Co-operation in Rural Development 2.4 Role of Government in the Development of Co-operative Movement in India		
<p>• Above Unit Weightage is given for 60% marks of UA assessment only.</p>		
<p>• College Level Assessment (CA) Activities: Home Assignments / Unit Test/ Seminar/ Field Visit</p>		

List of Reference Books:

01. Principles Problems and Practice of Co-operation- Hagela T.N.
02. Theory, History and Practice of Co-operation ----- Bedi R.D.
03. Co-operation in India ----- Mamoria-Saksena.
04. Co-operative Sector in India----- Sami Uddin—Mahfoozur Rahman.
05. Co-operatives in New Million-----R.Salvaraju.
06. The Theory if Co-operation ----- V.Sharda.
07. Co-operation in India -----MathurB.S.
08. Recent Trends in the Co-operative Movement in India -----Tyagi R.B.
09. Law and management of co-operatives-Trivedi,B.B.
10. सहकार – शहा, दामजी
11. सहकाराचा विकास – शहा, दामजी
12. सहकार – भोसले, काटे
13. सहकार : तत्वे आणि व्यवहार – रायखेलकर, डांगे
14. सहकार : तत्वे, व्यवहार आणि व्यवस्थापन – गो. स. कामत
15. सहकाराची मूलतत्वे – प्र. रा. कुलकर्णी

	<p align="center">Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-III</p> <p>Vertical : FP Course Code: CC-301 Course Name: Field Project</p>	
<p>*Teaching Scheme Lectures:04 Hours/week, 02 Credits</p>	<p>*Examination Scheme UA:30 Marks CA:20 Marks</p>	

Preamble

The students need to undertake a comprehensive study on different challenges they face in their selected topic. Fieldwork is scholarly work that requires first-hand observation, recording or documentation. It is regarded as a cornerstone of research in social sciences like, Economics. The operating rules in our economic institutions, or the true motivations of agents cannot be studied properly without fieldwork. The field work provides important data on which very useful inferences are drawn. Later, the conclusions may be applied to the society. This course will equip the students to undertake a field survey in Economics and preparation of report.

Course Objectives:

The objectives of the course are...

1. To know the concept of field project.
2. To understand methods of field work or survey.
3. To prepare brief field project report.

Course Outcomes:

The students will be able to...

1. Know the basics of field project.
2. Understand how to conduct field work.
3. Study various economic problems of the society through field projects.

SEMESTER-III **Field Project**

The students may select any topic related to Economics and conduct field work and finally submit the project to the college. The faculty concerned will work as guide for the field project. There will be 30 marks for the University/External assessment/presentation and 20 marks for the internal assessment.

PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR, UNIVERSITY, SOLAPUR.

Syllabus (According to NEP 2020)

B.A. Part – II (Economics) Choice Based Credit System

w. e. f. Academic Year-2025-26

Semester – IV

LEVEL	SEMESTER-IV	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS	
			UA THEORY	CA	TOTAL		
5	Subject	Major-Mandatory (DSC)					
	DSC- V	Public Finance	60	40	100	4	
	DSC- VI	Demography in India	60	40	100	4	
		Minor					
	Minor-IV	Agricultural Economics-II	60	40	100	4	
		GE/OE					
	GE/OE	Labour Welfare -II	30	20	50	2	
		VSC-II					
	VSC-II	Co-operation-II	30	20	50	2	
		SEC-					
	SEC	Economics of Insurance	30	20	50	2	
		CEP					
	CEP	Community Engagement Programme	30	20	50	2	
	Total Credits						20



Punyashlok Ahilyadevi Holkar Solapur University, Solapur
B.A. II (Economics) Semester- IV
Vertical : DSC - V
Course Code: G03-DSC1-0401
Course Name:- Public Finance

***Teaching Scheme**

Lectures: 04 Hours/week, Credits -04

***Examination Scheme**

UA:60 Marks

CA:40 Marks

PREAMBLE:

Public Finance is the study of government policy from the point of economic efficiency and equity. The role and functions of the government have been changing throughout time. This paper deals with basic concepts which explain the need for government intervention. It exposes the student to basic concept of public finance, public expenditure and their growth, taxation, public debt and financial administration.

COURSE OBJECTIVES:

The objective of this course is ...

1. To introduce the Indian public finance system to the students.
2. To understand the students about the concept of public expenditure.
3. To understand the tax system and their various aspects.
4. To aware about the public debt and financial administration.

COURSE OUTCOMES:

The students will be able to...


1. Know the basic aspects of Indian public financial system.
2. To understand the concept and principles of public expenditure, their growth and effects of public expenditure.
3. Know the Indian tax system and focus on the cannon, types, Approach of Taxation and taxable capacity.
4. To aware about the public debt and financial administration. It deals with meaning, causes and effects of public debt and also focus on budget.

SEMESTER- IV

Unit-1: Public Finance	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 1.1 Meaning and Definitions of Public Finance 1.2 Distinguish between Public Finance and Private Finance. 1.3 Structure of Federal Finance System in India 1.4 Principle of Maximum Social Advantage. (Dr. Dalton's Approach)		
Unit-II: Public Expenditure	No. of lectures-15	Weightage: 12 to 18 Marks
Unit contents: 2.1 Meaning and Principles of Public Expenditure. 2.2 Classification of Public Expenditure 2.3 Causes of Growth in Public Expenditure in India. 2.4 Effects of Public Expenditure, Public Expenditure as an instrument of fiscal policy		
Unit-III: Taxation	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 3.1 Meaning and Canons of Taxation, Direct and Indirect Taxes, Concept of GST 3.2 Ability to Pay Approach of Taxation 3.3 Burden of Tax- Impact, Shifting and Incidence of Tax Burden. 3.4 Taxable Capacity - Concept, Factors Determining Taxable Capacity.		
Unit-IV: Public Debt and Financial Administration	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 4.1 Meaning and Sources of Public Debt. 4.2 Causes of Growth in Public Debt of India. 4.3 Effects of Public Debt. 4.4 Budget: Meaning and Kinds.		
<ul style="list-style-type: none"> • Above Unit Weightage is given for 60% marks of UA assessment only. 		
•College Level Assessment (CA) Activities: Home Assignments / Unit Test/ Seminar/ Field Visit		

List of Reference Books:

1. M.L. Seth: Macro Economics
2. K. P.M. Sundaram: Principles of Economics
3. B.P. Tyagi: Public Finance
4. प्रा. डॉ. जे. एफ. पाटील (संपादित) – सार्वजनिक अर्थकारण, फडके प्रकाशन, कोल्हापूर
5. प्रा. हुंडेकर, प्रा. शहा व डॉ. कदम – मुद्रा, अधिकोषण व सार्वजनिक आयव्यय, अक्षरलेण प्रकाशन, सोलापूर
6. प्रा. डॉ. बी. एच. दामजी – बँकिंग आणि वित्तीय बाजारपेठा, फडके प्रकाशन, कोल्हापूर
7. प्रा. भोसले , काटे, दामजी – पैसा, बँकिंग आणि सार्वजनिक आयव्यय , फडके प्रकाशन, कोल्हापूर.
8. डॉ दामजी, डॉ कदम, डॉ पाटील व डॉ चव्हाण, सार्वजनिक आयव्यय, फडके प्रकाशन, कोल्हापूर.

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संयन्ता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-IV Vertical: DSC-VI Course Code: G03-DSC1-0402 Course Name: Demography in India</p>
<p>*Teaching Scheme Lectures:04 Hours/week, 04 Credits</p>	<p>*Examination Scheme UA:60 Marks CA:40 Marks</p>

Preamble:

This paper intends to introduce the Demography of India. This paper deals with the characteristics and growth of Indian population. The issue of migration and urbanization is also important now a days. In this paper students will be known about this issue. It is also important that the population control measure and the policy of population should know the students. On this ground such topics also included in this paper.

Course Objectives:

The objectives of this paper are as follows –

1. To make aware about the characteristics of population in India since 1951.
2. To make aware about the issue of migration and urbanization in India.
3. To enable the students to understand the population control measures in India.
4. To make aware about the population policy in India.

Course Outcomes:

The students will be able to....

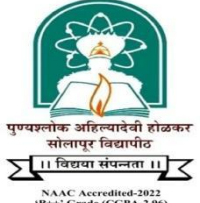
1. Aware about the characteristics of population in India since 1951.
2. Aware about the issue of migration and urbanization in India.
3. Understand the population control measures in India.
4. Aware about the population policy in India.

SEMESTER- IV

Unit 1. Characteristics of Population in India since 1951	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 1.1 Characteristics of Population in India 1.2 Size and Growth of Population 1.3 Causes of Rapid Growth in Population in India 1.4 Concept of Demographic Dividend		
Unit 2. Migration and Urbanization in India	No. of lectures-15	Weightage: 12 to 18 Marks
Unit contents: 2.1 Meaning and Nature of Migration, Types of Migration 2.2 Causes of Migration, Effects of Migration 2.3 Meaning of urbanization and Trends of urbanization in India 2.4 Problems of urbanization in India		
Unit 3. Population control measures in India	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 3.1 Family Welfare 3.2 Education and Population Control 3.3 Women's Autonomy and Population Control 3.4 Socio-economic Measures for Population Control		
Unit 4. Population Policy in India	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 4.1 Population, Health, Poverty and Environment Linkages in India. 4.2 Evolution of Population Policy in India During Planning Period 4.3 Women Empowerment: Factors Determining Empowerment of Women in India 4.4 National Population Policy (2000)		
<ul style="list-style-type: none"> • Above Unit Weightage is given for 60% marks of UA assessment only. 		
<ul style="list-style-type: none"> • College Level Assessment (CA) Activities: Home Assignments / Unit Test/ Seminar/ Field Visit 		

List of Reference Books:

01. India's Population Problems: Agrawal S.N. & Sinha U.P.
02. Principles of population studies – Bhende Asha, A. Kanitkar Tara
03. Demography – Jhingan, Bhatt & Desai.
04. Population Policy in India- Gandolra & Narayan Das.
05. Population Settlement Development and planning. – Lal K.M.
06. Fundamentals of Demography – Han. Raj.
07. Techniques of Demographic Analysis- Pathak K. B.& Ram F.
08. Demography- Ptel R. Lox.
09. A Text Basic Demography- Shrivastava O.S.
10. 10.Census of India- Govt. of India-Reports
11. Principles of population studies-Mrs. Bhonde and Kantkar.
12. Population Projections and their Accuracy- Agrawal U.D.
13. Fertility in India – Gulati S.C.
14. लोकसंख्याशास्त्र – अहिराव व इतर
15. लोकसंख्या – सौ. कानिटकर तारा व सौ. सुमती कुलकर्णी
16. लोकसंख्याशास्त्र – भोसले, काटे, दामजी
17. जनसंख्याशास्त्र – हुंडेकर, शहा, कदम
18. भारतीय अर्थव्यवस्था – भोसले, काटे, दामजी

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-IV Vertical : Minor-IV Course Code: G03-DSC2-0401 Course Name: Agricultural Economics-II</p>	
<p>*Teaching Scheme Lectures:04 Hours/week, 04 Credits</p>	<p>*Examination Scheme UA:60 Marks CA:40 Marks</p>	

PREAMBLE:

Agriculture, like other enterprises, requires access to credit facilities, which are provided by various institutional and non-institutional sources. Among these, NABARD plays a pivotal role in the supply of rural credit. Additionally, marketing remains a critical challenge within the agricultural sector. This paper explores these issues, along with agricultural price policies and the impact of the New Economic Policy on agriculture.

Course Objectives:

The objectives of this course are...

1. To know the need for agricultural credit and sources of credit.
2. To analyze agricultural marketing.
3. To study agricultural price policy in India.
4. To know Agricultural development during New Economic Policy regime

Course Outcomes:

The students will be able to....


1. Know various issues credit supply to agricultural sector.
2. Understand defects in agricultural marketing and measures.
3. Evaluate trends in agricultural price policy.
4. Analyze effects of New Economic Policy on agriculture in India.

SEMESTER – IV

Unit-1: Agricultural Finance	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 1.1 Need for agricultural credit 1.2 Sources of agricultural credit in India –Institutional and Non-institutional sources 1.3 Role of NABARD in agricultural finance 1.4 Problem of rising suicides among farmers		
Unit-2: Agricultural Marketing	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 2.1 Defects of agricultural marketing and its measures 2.2 Regulated markets 2.3 Co-operative marketing 2.4 Warehousing in India		
Unit-3: Agricultural Prices	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 3.1 Trends in agricultural prices 3.2 Agricultural price policy in India – objectives and its evaluation 3.3 Incentives in agriculture: Price and non-price incentives, input subsidies 3.4 Commission for agricultural costs and prices		
Unit-4: New Economic policy (1991) and Indian Agriculture	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 4.1 Agricultural development during New Economic Policy regime 4.2 Effects of New Economic Policy on Indian agriculture 4.3 W.T.O. and Indian Agriculture 4.4 Future prospects of Indian agriculture		
<ul style="list-style-type: none"> • Above Unit Weightage is given for 60% marks of UA assessment only. 		
•College Level Assessment (CA) Activities: Home Assignments/ Unit Test/ Seminar/ Field Visit		

Basic Reading List

1. Bilgrami S.A.R. (2000) An Introduction of agricultural Economics (2ndedition) Himalaya Publishing House, Mumbai.
2. Sadhu A.N. and J. Singh (2000) Agricultural problems in India (3rd Edition). Himalaya publishing House, Mumbai
3. Sundaram I.S. (1999) Rural Development (3rd edition) Himalaya Publishing House, Mumbai
4. Handbook of Agriculture – ICAR.
5. Agriculture Problems of India – C.B. Mamoria.
6. Agriculture Problems of India – P.C. Bansil.
7. Indian Economy: Latest Edition Agrawal A.N. (Vishwa Prakashan, New Delhi)
8. विजय कविमंडन- कृषी अर्थशास्त्र
9. देसाई, भालेराव- कृषी अर्थशास्त्र
10. भोसले,काटे,दामजी- कृषी अर्थशास्त्र

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-IV Vertical: GE/OE Course Code: G03-GE-OE-401 Course Name: Labour Welfare -II</p>
<p>*Teaching Scheme Lectures:02 Hours/week, Credits- 02</p>	<p>*Examination Scheme UA:30 Marks CA: 20 Marks</p>

PREAMBLE

The Labour Welfare course aims to give students a clear understanding of the agencies and systems that promote workers' well-being. It covers labour welfare, social security, and the roles of the government, employers, and trade unions in ensuring fair working conditions and protection for workers. The course focuses on labour laws, policies, and practices that protect workers' rights and improve their quality of life.

COURSE OBJECTIVES:

The objectives of the course are...

1. To make aware about the agencies of labour welfare.
2. To make aware about the programs and provisions under social security.

COURSE OUTCOMES:

At the end of this course, student will be...


1. Aware about the agencies of labour welfare.
2. Aware about the programs and provisions under social security.

Semester- IV

Unit: 1. Agencies of Labour welfare	No. of lectures-15	Weightage: 09 to 18 Marks
Unit content: 1.1 Agencies - Government, Employers, Trade Unions. 1.2 Labour Welfare Officer: role and functions. 1.3 National Commission on Labour and Labour Welfare. 1.4 ILO- objectives & impact on Labour Welfare.		
Unit: Social Security	No.of lectures-15	Weightage: 09 to 18 Marks
Unit content: 2.1 Meaning, Definition & Objective of Social Security. 2.2 Social Security provisions- Employees provident fund Act, Maternity benefit Act, Family Pension Scheme, Provision of Gratuity Act 1972 2.3 Labour Codes 2020 and their impact on social security. 2.4 Impact of New Economic Policy on Social Security Measures in India.		
<ul style="list-style-type: none"> • Above Unit Weightage is given for 60% marks of UA assessment only. 		
<ul style="list-style-type: none"> • College Level Assessment (CA) Activities: Home Assignments / Unit Test/ Seminar/ Field Visit 		

List of Reference Books:

1. Jayant S. Railkar- Labour welfare & Practice – Vipul Prakashan
2. Bhagoliwal T. N.: Economics of Labour and Social
3. Welfare Saxena R. C. : Labour problems and Social Welfare
4. Mamoria C. B. and Doshi S. L.: Labour problems and Social Welfare
5. Mamoria C. B.: Social problems in India.
6. Lester – Labour Economics.
7. Puneekar & Deodhar – Labour welfare Tata MC Graw Hill Publishing.
8. Website: www.labour.gov.in
9. Website: www.niti.gov.in
10. Website: www.ilo.org/newdelhi
11. Website: www.cmie.com
12. डॉ. फडवणीस / डॉ. प्राची देशपांडे – श्रम अर्थशास्त्र
13. देशमुख प्रभाकर – श्रम अर्थशास्त्र
14. नेरकर दिलीप – श्रम अर्थशास्त्र
15. गोखले एस. डी. कामगार कल्याण
16. डॉ. पाटील जे. एफ. व ककडे व्ही. बी.- वेतन सिद्धांत
17. श्रम अर्थशास्त्र-डॉ. सुधीर बोधनकर

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-IV Vertical: VSC-II Course Code: G03-VSC-401 Course Name: Cooperation-II</p>
<p>*Teaching Scheme Lectures:02 Hours/week, 02 Credits</p>	<p>*Examination Scheme UA:30 Marks CA:20 Marks</p>

Preamble:

This paper is a vocational skill course in economics. The students of economics at BA Part II will need to vocationally skilled in cooperative movement in India and Maharashtra.

Course Objectives:

The objectives are as follows...

1. To make aware the students about the cooperative movement in India.
2. To make aware the students about the cooperative movement in Maharashtra.

Course Outcomes:

The students will be able to...


1. Aware about the cooperative movement in India.
2. Aware about the cooperative movement in India.

SEMESTER- IV

Unit: 1. Co-operative Movement in India	No. of lectures-15	Weightage:12 to 18 Marks
Unit contents: 1.1 Evaluation of Co-operative Movement in India. 1.2 Impact of Globalization on Indian Co-operative Movement. 1.3 Recommendations of Vaidyanathan Committee. 1.4 Future of Co-operative Movement in India		
Unit: 2. Co-operative Movement in Maharashtra	No. of lectures-15	Weightage: 12 to 18 Marks
Unit contents: 2.1 Progress of Co-operative Movement in Maharashtra. 2.2 Problems of Co-operative Movement in Maharashtra 2.3 Maharashtra Co-operative Societies Act 1960: Registration Membership, Annual General Meeting, Maintenance of Account and Audit. 2.4 Broad Features of Maharashtra Co-operative Societies Act, 1960		
<ul style="list-style-type: none"> • Above Unit Weightage is given for 60% marks of UA assessment only. 		
<ul style="list-style-type: none"> • College Level Assessment (CA) Activities: Home Assignments / Unit Test/ Seminar/ Field Visit 		

List of Reference Books:

- 01.Principles Problems and Practice of Co-operation- Hagela T.N.
- 02.Theory, History and Practice of Co-operation ----- Bedi R.D.
- 03.Co-operation in India ----- Mamoria-Saksena.
- 04.Co-operative Sector in India----- Sami Uddin—Mahfoozur Rahman.
- 05.Co-operatives in New Million-----R. Salvaraju.
- 06.The Theory of Co-operation----- V. Sharda.
- 07.Co-operation in India -----Mathur B.S.
- 08.Recent Trends in the Co-operative Movement in India -----Tyagi R.B.
- 09.Law and management of co-operatives-Trivedi, B.B.
- 10.सहकार – शहा, दामजी
- 11.सहकाराचा विकास – शहा, दामजी
- 12.सहकार – भोसले, काटे
- 13.सहकार : तत्वे आणि व्यवहार – रायखेलकर, डांगे
- 14.सहकार : तत्वे, व्यवहार आणि व्यवस्थापन – गो. स. कामत
15. सहकाराची मूलतत्वे – प्र. रा. कुलकर्णी

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संयन्त्रता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p align="center">Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-IV</p> <p>Vertical : SEC Course Code: G03-SEC-401 Course Name: Economics of Insurance</p>	
<p>*Teaching Scheme Lectures:04 Hours/week, 02 Credits</p>	<p>*Examination Scheme UA:30 Marks CA:20 Marks</p>	

Preamble

This course in Economics attempts to give a fairly comprehensive view of the subject to the graduate students in Economics. Insurance is mandatory in the prevailing risky environment. Insurance provides economic protection to the individual and business concern. Insurance gives financial protection to the insured against the unexpected losses. Insurance industry is an important constituent of financial services industry in India. It is a major investment institution and prominent player in the capital market. The insurance sector in India is expanding rapidly. The job opportunities in this sector are increasing. This course will equip the students to make career in insurance sector.

Course Objectives:

The objectives of the course are...

1. To introduce the students to meaning, concept and history of insurance.
2. To build cognizance among the students about the significance and principles of insurance.
3. To enhance the students' knowledge about the concept and significance of life insurance.
4. To make aware the students about types and procedure of taking life insurance policy.

Course Outcomes:

The students will be able to...


1. Know the students about meaning, concept and history of insurance.
2. Take cognizance about the significance and principles of insurance.
3. Assess the operations of life and general insurance business.
4. Aware about types and procedure of taking life insurance policy.

SEMESTER-IV

Unit: 1. Introduction:	No. of lectures-15	Weightage: 09 to 18 Marks
Unit content: 1.1 Meaning and concept of Insurance 1.2 History of Insurance 1.3 Significance of Insurance 1.4 Principles of Insurance		
Unit: 2. Life Insurance:	No. of lectures-15	Weightage: 09 to 18 Marks
Unit content: 2.1 Concept of Life Insurance 2.2 Significance of Life Insurance 2.3 Types of Life Insurance Policies 2.4 Procedure of taking Life insurance Policy		
<ul style="list-style-type: none">• Above Unit Weightage is given for 60% marks of UA assessment only.		
<ul style="list-style-type: none">• College Level Assessment (CA) Activities: Home Assignments / Unit Test/ Seminar/ Field Visit		

Reference Books

01. Mishra M. N., Insurance Principles and Practice, S Chand and Co, New Delhi.
02. Gupta O.S, Life Insurance, Frank Brothers, New Delhi.
03. M. Arif Khan, Theory and Practice of Insurance, Educational Book House.
04. Mishra M N- Life Insurance Corporation of India. Vol I. II. III.
05. Insurance Regulatory Development Act 1999.
06. Vinayakan N. Radhaswamy and Vasudevan S. V., Insurance Principles and Practice – S. Chand & Com. New Delhi.
07. Agarwal, O. P. (2011). Banking and Insurance. New Delhi: Himalaya Publishing.
08. Black, K. J., & Skipper, H. J. (2000). Life and Health Insurance. London: Pearson Education.
09. Gupta, P. K. (2011). Insurance and Risk Management. New Delhi: Himalaya Publishing.
10. Mishra, M. N., & Mishra, S. B. (2007). Insurance Principles and Practice. New Delhi: S. Chand Publishing.
11. H. Sadhak, Life Insurance in India - Opportunities, Challenges and Strategic Perspective, SAGE publications, New Delhi.
12. M. L. Lunawat, P. S. Palande, and R. S. Shah, Insurance in India: Changing Policies and Emerging Opportunities, SAGE, Publications, New Delhi.
13. Uma Narang (2013) Insurance Industry in India: Features, Reforms and Outlook, New Century Publications, New Delhi.
14. <http://krishi.maharashtra.gov.in/1237/Pradhanmantri-Pik-Vima-Yojana>
15. Agriculture Insurance - AIC OF INDIA LTD. <https://www.aicofindia.com>
16. Life Insurance Corporation of India – Home <https://licindia.in>
17. GIC | Home Page <http://gicofindia.com>
18. IRDAI- <https://www.irdai.gov.in>

 <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संचयना ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p>	<p align="center">Punyashlok Ahilyadevi Holkar Solapur University, Solapur B.A. II (Economics) Semester-IV Vertical : CEP Course Code: G03-CEP-401 Course Name: Community Engagement Programme</p>
<p>*Teaching Scheme Lectures:04 Hours/week, 02 Credits</p>	<p>*Examination Scheme UA:30 Marks CA:20 Marks</p>

1. INTRODUCTION:

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programs of community service have been undertaken by HEIs, there is no singular provision of a well- designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner

2. OBJECTIVES:

- To promote a respect for rural culture, lifestyle, and wisdom among students
- To learn about the present status of agricultural and development initiatives
- Identify and address the root causes of distress and poverty among vulnerable households
- Improve learning outcomes by applying classroom knowledge to real-world situations

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is a signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

3. LEARNING OUTCOMES:

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture, and social realities.
- Develop empathy and bonds of mutuality with the local community.
- Appreciate the significant contributions of local communities to Indian society and economy.
- Learn to Value local knowledge and wisdom.
- Identify opportunities to contribute to the community's socioeconomic improvement.

4. **Credits:** Two Credit Course; Students are expected to complete **60 hours** of participation.

5. COURSE STRUCTURE:

Sr.	Module Title	Module Content	Teaching/Learning/Methodology
1.	Appreciation of Rural Society	Rural lifestyle, rural society, joint family, caste and gender relations, rural values with respect to community, rural culture nature and public resources, ponds and fisheries, elaboration of soul of India lies in villages' rural infrastructure,	Classroom discussions Field visit Individual/Group conference Report/journal submission & VIVA
2.	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihood and artisan's rural entrepreneurs, rural markets, migrant labour, social innovation projects	Classroom discussions/Field visit Individual/Group conference Report/journal submission & VIVA
3.	Rural and local Institutions	Traditional rural and community organization, self-help groups, decentralized planning, panchayat raj institutions Gram panchayat, Nagarpalika and Municipalities, local Civil Society, Local administration, National rural, Livelihood Mission [NRLM], Mahatma Gandhi National Rural Employment. Guarantee [MGNREGA].	Classroom discussions /Field visit Individual/Group conference Report/journal submission & VIVA
4.	Rural and National development programmers	History of rural development and current National Programms in India: Sarva Shiksha Abhiyan, Beti Bachao- Beti Padhao, Ayushman Bharat, e-Shram Swachh Bharat, PM Awas yojana, Skill India, Digital India, Start-Up India, Stand-Up India, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Jal Jeevan Mission, Mission Antyodaya, ATMANIRBHAR Bharat, etc.and cyber frauds and precaution, demographic surveys, migration, urbanization, cooperative movement, financial literacy etc.	Classroom discussions/Field visit Individual5897989/Group conference Report/journal submission & VIVA

Note: Faculty can make addition in the list of activities as per domain content

(*Community Engagement Programme (CEP) Related to All Major Subject.)

Recommended field-based activities (Tentative):

- ☐ Participate in Gram Sabha meetings, and study community participation;
- ☐ Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem-solving measures;
- ☐ Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- ☐ Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- ☐ surveys on Mission Antyodaya to support under Gram Panchayat Development Plan
- ☐ Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- ☐ Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- ☐ Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- ☐ Attend Parent Teacher Association meetings, and interview school drop outs;
- ☐ Visit local Anganwadi and observe the services being provided;
- ☐ Visit local NGOs, civil society organizations and interact with their staff and beneficiaries;
- ☐ Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- ☐ Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- ☐ Understanding of people's impacts of climate change, building up community's disaster preparedness;
 - ☐ Organize orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
 - ☐ Formation of committees for common property resource management, village pond maintenance and fishing;
 - ☐ Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
 - ☐ Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
 - ☐ Financial Literacy Awareness Programme
 - ☐ Digital Literacy Awareness Programme
 - ☐ Education Loan Awareness Programme
 - ☐ Entrepreneurship Awareness Programme
 - ☐ Awareness Programmes on Government Schemes
 - ☐ Products Market Awareness
 - ☐ Services Market Awareness
 - ☐ Consumer Awareness Programme
 - ☐ Accounting Awareness Programme for Farmers
 - ☐ Accounting Awareness Programme for Street Vendors etc.

6. IMPORTANT RULES AND REGULATIONS FOR CEP:

Concurrent Fieldwork: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented.

Students should keep separate fieldwork diary or maintain journal in order to record their fieldwork

experiences i.e. reading, e- contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The fieldwork conference is part of the timetable and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students.

In addition to the principal curriculum, the students engage in a variety of community development- related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self-development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's

Concurrent Fieldwork is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student, supplementary fieldwork must be arranged and accomplished with the approval of the faculty supervisor.

7. EVALUATION/ASSESSMENT SCHEME:

Community Engagement Programme [CEP]

Evaluation Pattern: Total Marks: 50

Students should keep a field diary / journal to record contents, readings and field visit planning. The assessment pattern is Internal and External i.e. **20+30=50**

CA- Internal Evaluation:20 Marks [P] Conducted by Internal Examiner	
Participation in the Community Engagement Programme Initiation	10 Marks
Proposal for Community Engagement Programme with all the necessary components	10 Marks
Total	20 Marks
UA- End Semester Practical Examination: 30 Marks [P] Conducted by Internal Examiner and External Examiner	
Oral Presentation of CEP Activity	10 Marks
Preparation and Presentation of Community Engagement Programme Report with all the necessary components	20 Marks
Total	30 Marks

Punyshlok Ahilyadevi Holkar Solapur University, Solapur

Faculty of Humanities

Evaluation Pattern (04 Credits Paper)

Nature of Assessment	Total Marks	Passing Marks
CA*	40	16
UA	60	24

Evaluation Pattern (2 Credits Paper)

Nature of Assessment	Total Marks	Passing Marks
CA*	20	08
UA	30	12

*- Home Assignment/Unit Test/Oral Test/ Seminar/Field work/ Study tour report /Case study etc. Choice of subject teacher.

Nature of Question Paper - 04 Credits Paper

Time: 2.30 hours

Marks: 60

Instructions:

1)

2)

Question 1. Choose the correct alternative.

12

1) A) B) C) D)

2) A) B) C) D)

3) A) B) C) D)

4) A) B) C) D)

5) A) B) C) D)

6) A) B) C) D)

7) A) B) C) D)

8) A) B) C) D)

9) A) B) C) D)

10) A) B) C) D)

11) A) B) C) D)

12) A) B) C) D)

Question 2. Write Short answers. (Any four)

12

1)

2)

3)

4)

5)

6)

Question 3. Write Short Answers /Short notes (Any two)

12

1)

2)

3)

4)

Question 4. Write the detail answer (Broad answer type question) (Any one)

12

1)

2)

Question 5. Write the detail answer (Broad answer type question)

12

1)

Nature of Question Paper – 02 Credits Paper

Time: 1:30 hours

Marks: 30

Instructions: 1)

2)

Question 1. Choose the correct alternative.

06

1) A) B) C) D)

2) A) B) C) D)

3) A) B) C) D)

4) A) B) C) D)

5) A) B) C) D)

6) A) B) C) D)

Question 2. Write Short answers. (Any two)

06

1)

2)

3)

4)

Question 3. Write Short Answers /Short note.

06

1)

Question 4. Write the detail answer (Broad answer type question) (Any one)

12

1)

2)

Syllabus/Paper Equivalence

Old Syllabus	New Syllabus (NEP 2020)
Sem III : Money and Banking	Sem III : Money and Banking
Sem III : Demographic Studies	Sem III : Demographic Studies
Sem IV : Public Finance	Sem IV : Public Finance
Sem IV : Demography in India	Sem IV : Demography in India