



**BAGALKOT UNIVERSITY  
JAMKHANDI**

**PROGRAM /COURSE STRUCTURE AND SYLLABUS  
as per the Choice Based Credit System (CBCS) designed in  
accordance with  
Learning Outcomes-Based Curriculum Framework (LOCF)  
For**

**B.A. in Agricultural Marketing  
III Semester**

**w.e.f.**

**Adapted from Rani Channamma University Belagavi Applicable from the**

**Academic Year 2024-25 and onwards**

## 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.

India's first education policy of the 21st century is 'National Education Policy 2020' proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a new system that is aligned with the developmental aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

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.***

### **Vision of the National Education Policy 2020**

- ✓ An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- ✓ Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.
- ✓ Instils skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

As India is enjoying the demographic dividend, which will last till 2055 and to reap the benefits, a good education policy was the need of the hour. Hence there is lot of

hopes on the NEP, which has come as cure the edu-ailments and to plug the shortcomings of the education system which marred for 36 years and strengthen our education system. Expectations on NEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the NEP. The success or failure of NEP lies in all our hands. Hence Let all of us join our hands in making the NEP successful.

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/B.Sc. (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 Outcomes:**

**By the end of the program the students will be able to:**

1. Get an understanding of basic economic theory and agricultural marketing
2. Learn the techniques necessary for a proper understanding of the discipline
3. Get an introduction to real world economic issues and problems facing the country and the world
4. Gain an understanding of proper policy responses to agricultural problems
5. Get trained to collect primary data and learn sampling techniques
6. Learn to use scientific empirical methods to arrive at conclusions about the validity of agricultural marketing strategies

## 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 CIEMarks.

Sl.No.	Parameters for the Evaluation	Marks
<b>Continuous Internal Evaluation (CIE)</b>		
<b>A</b>	Continuous & Comprehensive Evaluation (CCE)	<b>20 Marks</b>
<b>B</b>	Internal Assessment Tests (IAT)	<b>20 Marks</b>
	Total of CIE (A+B)	<b>40 Marks</b>
<b>C</b>	Semester End Examination (SEE)	<b>60 Marks</b>
	<b>Total of CIE and SEE (A + B + C)</b>	<b>100 Marks</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>
<b>Session Test</b>	10 marks	10 marks	20
<b>Seminars etc.</b>	10 marks		10
<b>Case study / Assignment / Field work / Project work/ Academic Economics Quiz/Review of the Book/ etc</b>		10 marks	10
<b>Total</b>	20 marks	20 marks	40

**IIC Model Program Structure for the Undergraduate in Universities and Colleges in Karnataka**

**B.A. (Basic / Hons) Agricultural Marketing**

(For one subject With practical's and the other without practical's )

Sem.	DSC	DSE/OE	Ability Compulsory Courses (AECC), Languages (L+T+P)	Enhancement	Skill Enhancement Course (SEC)			Total Credits
					Skill-based (L+T+P)	Value-based (L+T+P)		
I	DSC-A1 Basic Economics-I (4+2)	OE-1.1 Kautilya's Arthashastra (3) OE-1.2 Pre- reforms Indian Economy (3) OE-1.3 Development studies (3)	L1-1 (3), L2-1 (3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education for Fitness (1) (0+0+2)	Health and Wellness (1) (0+0+2)	25
II	DSC-A2 Basic Economics-II (4+2)	OE-2.1 Contemporary Indian Economy (3) OE-2.2 Sustainable Developmental Goals (3) OE-2.3 Economics of Business Environment (3)	L2-1 (3), L2-1 (3) (4 hrs each)	Environmen tal Studies (2)		Physical Education - Yoga (1)(0+0+2)	NCC/NSS/R&R (S&G)/Cultural (1) (0+0+2)	25
<b>Exit option with Certificate (48 Credits)</b>								
III	DSC-A 3 Fundamentals of Agricultural Economics(4+2)	OE-3.1 Agricultural Marketing and Economic Development(3) OE- 3.2 Agricultural Input and Mechanisation (3) OE-3.3 Rural Development in India (3)	L1-3 (3), L2-3 (3) (4 hrs each)		SEC-2: Artificial Intelligence (2) (1+0+2)	Physical Education – Sports (1)(0+0+2)	NCC/NSS/R&R(S&G)/Cultu ral (1)(0+0+2)	25
IV	DSC-A4 Introduction to Agricultural Marketing(4+2)	OE-4.1 Farm Management (3) OE-4.2 Agricultural Finance (3) OE-4.3 E-Commerce and Agri- business (3)	L1-4 (3), L2-4 (3) (4 hrs each)	Constitution of India (2)		Physical Education – Games (1)(0+0+2)	NCC/NSS/R&R (S&G)/Cultural (1) (0+0+2)	25
<b>Exit option with Diploma (96 Credits)</b>								
Choose any one Discipline as Major, the other as the Minor								
v	DSC-A5 Recent Advances in Agricultural Marketing(3+2) DSC-A6 Indian Economy	DSE-A1. i. WTO & Agriculture (3) DSE-A1. ii. Agro-based Industries (3)  Vocational -1 Dairy Management(3)			SEC-3: Cyber Security (2) (1+0+2)	Ethics & Self Awareness (2) (1+0+2)		22

	(3+2)							
VI	DSC-A7 Value Chain in Agricultural Marketing (3+2) DSC-A8 Role of Government in Agricultural Marketing (3+2)	DSE-A2. i Intellectual Property Rights (3) DSE-A2 ii Contract Farming (3)  Vocational-2 Grading Technology (3)				SEC-4: Professional / Societal Communication (2)		22
<b>Exit option with Bachelor of Arts, B.A. / Bachelor of Science, B.Sc Basic Degree (136 Credits)</b>								
VII	DSC-A9 Agricultural Price analysis(3+2) DSC-A10 Agricultural Commodity and Livestock Marketing (3+2)	DSE-A3. i International Trade in Agricultural Products (3) DSE-A3. ii Agri- Entrepreneurship (3) DSE-A3.iii Financing for Agricultural marketing (3) <i>Research Methodology (3)</i>						21
VIII	DSC-A11 Information Technology in Agricultural Marketing (3+2) DSC-A12 Market Information and Future Trading(3+2)	DSE-A4 Food Security in India (3) DSE-A5 Environmental Problems (3) DSE-A6 Agricultural Insurance (3) <i>Research Project (6)*</i>						20
<b>Award of Bachelor of Arts Honours, B.A. (Hons.)/ Bachelor of Science Honours, B.Sc. Basic (Hons.) Degree in a Discipline (185 Credits)</b>								
<b>*In Lieu of the research project, two additional elective papers/Internship may offered</b>								



**B.A PROGRAM**

Proposed Scheme of Teaching and Evaluation for B.A (Basic/Hons) with Economics as Major

Semester –III								
	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)		CIE	Total Marks	Credits
1	126BAB03AGRDS C05T	Fundamentals of Agricultural Economics	DSC	3+0+0	60	40	100	3
2	126BAB03AGR DSC06L	<b>Practical Syllabus:</b>	DSC	3+0+0	60	40	100	3
3	126BA B03AG ROEC07T  126BA B03EC OOEC08T  126BA B03EC OOEC09T	1. Agricultural Marketing and Economic Development  2. Agricultural Input and Mechanisation  3. Rural Development in India	OEC	3+0+0	60	40	100	3
<b>Sub- Total</b>								09
<b>Exit option with Certificate (48Credits)</b>								

### **Semester III**

#### **AGRICULTURAL MARKETING (B. A. (Hons))**

#### **DSC-A3 Fundamentals of Agricultural Economics (4+2)**

**Course Code : 126BAB03AGR DSC05T**

#### **Course Outcomes:**

By the end of the course the student will be able to:

1. Graduates will set solid foundation of Agricultural Economics. To solve the problems of Agrarian Economy.
2. To understand the role of agriculture in Food Security and Indian Economy.
3. To study concept of Land Reforms, Irrigation and Cropping pattern.
4. Evaluate the impact of Green Revolution (New Agricultural Technology) .

#### **Unit-I : Agricultural Economics:**

Meaning, Nature, scope and importance of agricultural economics. Nature of agricultural production as distinct from industry. Agriculture as an Industry.

#### **Unit-II : Land Reforms:**

Need and scope for land reforms. Objectives of land reforms. Land reforms measures. Evaluation of land reforms.

#### **Unit-III: Irrigation and Cropping pattern:**

Meaning and types of irrigation. Advantages and disadvantages of irrigation. Meaning, Characteristics and factors affecting the cropping pattern.

#### **Unit-IV: Food problem in India:**

Nature and causes for food problem. Remedial measures to solve food problem. Green Revolution- Meaning and causes of green Revolution. Achievements and weaknesses of green revolution.

#### **Unit-V: Agricultural Development under Five Year Plans**

Introduction, Objectives of planning for Agricultural Sector. Strategy used in Agricultural Sector. Progress of Agricultural Sector under different plans. Sustainable Agricultural Development. New Agricultural Policy.

## **Corse Code : 126BAB03AGRDC06L**

### **Practical Syllabus:**

1. Visit to Progressive Farmer's Field.
2. Visit to Irrigation project.
3. Visit to Raith Sampark Kendra.
4. Analysis of New Agricultural Technology.
5. Evaluation of Agricultural Developments Plans.

### **References:**

1. Agricultural Marketing in India by S.S. Acharya & N.L. Agarwal.
2. Agricultural Problems in India by C.B. Memoria.
3. Agricultural Marketing by H.R. Krishnagouda.
4. Indian Economy by A.N. Agarwal.
5. Indian Economy by Mishra and Puri.

### **Journals and Magzines**

1. Indian Journal of Marketing
2. Indian Journal of Agricultural Marketing
3. Yojana
4. Krishipete
5. Kurukshetra

## **Semester III**

### **AGRICULTURAL MARKETING (B. A. (Hons)**

**Course Code : 126BAB03AGROEC07T**

**OE-3.1 Agricultural Marketing and Economic Development**

**3 credits Course**

#### **Outcomes:**

By the end of the course the student will be able to:

1. Understand the Importance of agricultural marketing in Indian Economy.
2. Analysis various Government schemes in Agriculture marketing sphere.
3. Review of marketing cost and price spread.
4. Explain the relationship between Marketed and Marketable Surplus.

#### **Unit-I : Agricultural Marketing and Economic Development:**

History and Growth of agricultural marketing. Differences in Marketing of Agricultural and Manufactured goods. Importance of agricultural marketing in Indian Economy. Important government schemes in Agriculture sector: E-NAM, National Mission for Sustainable Agriculture (NMSA), Pradhan Mantri Krishi Sinchai Yojana (PMKSY), Paramparagat Krishi Vikas Yojana (PKVY), Pradhan Mantri Fasal Bima Yojana (PMFBY), Gramin Bhandaran Yojana, Livestock Insurance Scheme.

#### **Unit-II: Producer's Surplus of Agricultural Commodities:**

Meaning, Importance and Types of Producer's Surplus.

#### **Unit-III: Relationship between Marketed Surplus and Marketable Surplus;**

Factors affecting Marketable Surplus. Estimation of Marketable Surplus.

#### **Unit-IV: Marketing Costs & Price spread of Agricultural Commodities:**

Meaning of Marketing Cost and Margins. Factors affecting of the Marketing Costs. Reasons for higher Marketing Cost of Agricultural Commodities and measures to reduce Marketing Cost. Price spread: Meaning and importance.

#### **References:**

1. Agricultural Marketing in India by S.S. Acharya & N.L. Agarwal.
2. Agricultural Problems in India by C.B. Memoria.
3. Fundamentals of Agricultural Economics by Sadhu and Singh.
4. Indian Economy by A.N. Agarwal.
5. International Economics by Jhingan M.L.

#### **Journals and Magzines**

1. Indian Journal of Marketing
2. Indian Journal of Agricultural Marketing
3. Yojana
4. Krishipete
5. Kurukshetra

## **Semester III**

### **AGRICULTURAL MARKETING (B. A. (Hons)**

**Course Code : 126BAB03AGROEC08T**

#### **OE-3.2 Agricultural Input and Mechanisation      3 credits**

##### **Course Outcomes:**

By the end of the course the student will be able to:

1. Understand the role of modern inputs in agriculture production.
2. Review the Marketing channels of Agricultural Inputs
3. Study the Mechanism of Agricultural Input Marketing.
4. Analysis Government Policy towards Agricultural Input Marketing.

##### **Unit-I : Input Marketing:**

Meaning, Scope and Importance of Input Marketing.

##### **Unit-II: Production and Marketing of Seeds:**

Stages and Process of Seed Production. Seed Marketing and Distribution. Defects in Seed Marketing and Suggestion for Improvement.

##### **Unit-III: Fertilizer Marketing:**

Channels of Fertilizer Marketing. Fertilizer Subsidy and Policies Government. Defects in Fertilizer Marketing and Suggestion for Better Fertilizer Marketing.

##### **Unit-IV: Farm Mechanization:**

Meaning and Need of Farm Mechanization. Merits and Demerits of Farm Mechanization.

##### **References:**

1. Indian Economy by A.N.Agarwal.
2. Indian Economy by Mishra and Puri.
3. Agricultural Economics by Dr.H.R.Krishnayagoud.
4. Agricultural Marketing in India by S.S. Acharya & N.L.Agarwal.
5. Agricultural Marketing and Indian Agricultural Marketing by S.S.Chhina.

##### **Journals and Magzines**

1. Indian Journal of Marketing
2. Indian Journal of Agricultural Marketing
3. Yojana
4. Krishipete

## **Semester III**

### **AGRICULTURAL MARKETING (B. A. (Hons)**

**Course Code : 126BAB03AGROEC09T**

#### **OE-3.3 Rural Development in India            3 credits**

##### **Course Outcomes:**

By the end of the course the student will be able to:

1. Understand the basic concepts of Rural Development.
2. Evaluate the performance of Rural Development Programmes.
3. Review the various welfare policies.
4. Analysis the current problems of Rural India.

##### **Unit-I : The Concepts of rural development:**

Concepts of rural development. Agrerian relations and reforms –poverty and unemployment, population, rural education, rural health, sanitation and rural housing.

##### **Unit-II : Rural Diversified Economic Activities:**

Livestock Economics. Importance of Cattle in National Economy. White Revolution. Fishery & Poultry farming. Forest Resources. Horticulture.

##### **Unit-III : Rural Poverty and Development Programmes:**

Extent and Causes of Rural Poverty. Programmes of Rural Development. Self Employment Programmes. Wage Employment Programmes. National Social Assistance Programme. Urban Employment and Anti – Poverty Programmes.

##### **Unit-IV: Rural Industries:**

Khadhi & Village Industries (KVIC) D.I.C. Growth Centres and Rural Development. Rural Transport & Communication. Rural electrification, Bio-gas programme. Social Forestry. Rural Ecology.

##### **References:**

1. Indian Economy by A.N.Agarwal.
2. Indian Economy by Mishra and Puri.
3. Indian Economy Its Growing Dimensions by Dr. P.K.Dhar.
4. Publications Divisions Govt. of India -2014, 2015, 2016, 2017 & 2018.

##### **Journals and Magzines**

1. Yojana
2. Kurukshetra
3. Indian Journal Agricultural Economics
4. Economic & Political Weekly

**CBCS Question Paper Pattern for UG Semester**  
**DSC, DSEC & OEC**

Paper Code:		Paper Title:	
Duration of Exam	<b>2 Hours</b>	Max Marks	<b>60 Marks</b>
Instruction:	<b>Answer all the sections</b>		

**Section-A**

1. Answer <b>Ten</b> the following sub-questions, each sub-question carries <b>ONE</b> mark	(10X1=10)
A. B. C. D. . . L	
<i>Note for Section-A: Three sub-questions from each unit and remaining one sub-question (K &amp; L) from unit I to III.</i>	

**Section-B**

Answer any <b>FOUR</b> of the following questions, each question carries <b>FIVE</b> marks	(4X5=20)
2. 3. 4. 5. 6. 7.	
<i>Note for Section-B: Minimum Two question from each unit (Q No 2 to 6)</i>	

**Section-C**

Answer any <b>THREE</b> of the following questions, each question carries <b>TEN</b> marks	(3X10=30)
8. 9. 10. 11. 12.	
<i>Note for Section-C: Minimum Two question from each unit (Q No 8 to 12) Sub-questions such as 'a' and 'b' may be given for a question in section-C only.</i>	