THE ASSAM
ROYAL GLOBAL UNIVERSITY
GUWAHATI

ROYAL SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

(RSHSS)

DEPARTMENT OF ECONOMICS

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

B.A. IN ECONOMICS

(4 YEARS SINGLE MAJOR)

W.E.F.

ACADEMIC YEAR: 2023 – 2024

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Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example

Vedic Mathematics, Vedangas, Indian Astronomy,Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation."

1.1 Introduction

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.
vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.

viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2 Vision

To develop ourselves as one of the prominent departments on a global perspective with respect to innovative curriculum and research through emerging areas of study and develop critical thinkers addressing the National and Global issues.

1.3 Mission

i. To enrich a deep understanding of Economic Principles, Theories, and Methodologies among students.

ii. To enable students to critically analyse economic phenomena and contribute to evidence-based policymaking for collective benefit for the society.

iii. To enhance the frontiers of Economic Knowledge through cutting-edge research to develop who can give back to the society by developing data analysis skill, providing practical application of the theory to ameliorate employability and entrepreneurship.

1.4 Definitions

1.4.1 Academic Credit: An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework –

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

1.4.2 Course of Study: Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

- **Disciplinary Major:** The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
- **Disciplinary/interdisciplinary minors**: Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.
- **Courses from Other Disciplines (Interdisciplinary):** All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.
    (i) **Natural and Physical Sciences**: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
    (ii) **Mathematics, Statistics, and Computer Applications**: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor 7 disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under

this category will be helpful for science and social science in data analysis and the application of quantitative tools.

(iii) **Library, Information, and Media Sciences**: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

(iv) **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

(v) **Humanities and Social Sciences**: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

- **Ability Enhancement Courses (AEC):** Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and

intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

- **Skill Enhancement Course (SEC):** These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands- on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.
- **Value-Added Courses (VAC):**
  (i) **Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

  (ii) **Environmental science/education:** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste

management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

(iii) **Digital and technological solutions**: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

(iv) **Health & Wellness, Yoga education, sports, and fitness**: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking.

- **Summer Internship /Apprenticeship:** The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their

own or other HEIs/research institutions during the summer term. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, hospitality organizations, tour organizations, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4- credit work-based learning/internship during the summer term to get a UG Certificate.

- **Community engagement and service:** The curricular component of 'community engagement and service' seeks to expose students to the socio- economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.
- **Field-based learning/minor project**: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first- hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on study.
- **Indian Knowledge System (IKS):** In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP). The students may be encouraged to take these courses, preferably during the first four semesters of the

UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects. Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.4.3 Experiential Learning: One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

- **Experiential learning as part of the curricular structure of academic or vocational program**. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.
- **Experiential learning as active employment (both wage and self)** post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program. In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum

credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

2.1 Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Hotel Management is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and

teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by 12 developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

2.2 Nature and Extent of Bachelor's Degree Programme in Economics

A bachelor's degree in Economics (Honours with Research) is a 4-year degree course which is divided into 8 semesters as under.

Bachelor's Degree (Honours with Research) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills, and values that a student intends to acquire to look for professional avenues or move to higher education at the postgraduate level.

Bachelor's Degree (Honours with Research) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the field of study/profession. Thus, Bachelor's Degree (Honours with Research) Course in Economics aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

2.3 Award of Degree

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

- **Undergraduate programmes** of either 3 or 4-year duration with SingleMajor, with multiple entry and exit options, with appropriate certifications:
- **UG Certificate in Economics:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summervacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree

programme withinthe stipulated maximum period of seven years.

- **UG Diploma in Economics:** Students who opt to exit after completion of the secondyear and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summervacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- **3-year UG Degree:** Students who will undergo a 3-year UG programme will be awarded UG Degree in Economics after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in Economics will be awarded to those who complete a four-yeardegree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.
- **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the 4th year. They should do a research project or dissertation under the guidance ofa Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded BA in Economics (Honours with Research) degree.

Award	**Year**	**Credits to earn**	**Additional Credits**	**Re-entry allowed within (yrs.)**	**Years to Complete**
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x
4-year UG Degree(Honors with Research)	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

3.1 Aims of Bachelor's Degree Programme in Economics:

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for BA-Honours degree in Economics are-

- To impart the basic knowledge of Economic theories, principles, models, and laws of traditional and modern economics.
- To impart more multi-disciplinary and holistic course curriculum.
- To develop the learners providing research-based knowledge.
- To develop the learner into competent and efficient in the field of Economics.
- To empower learners by communication, professional and life skills.
- To prepare socially responsible academicians, researchers, professionals with global vision.
- To provide and adapt curricula that prepare our graduates for employment and further study as economists.
- To provide the students with the opportunity to pursue courses that emphasize quantitative and theoretical aspects of Economics.
- To provide students with the opportunity to focus on applied and policy issues in Economics.
- To provide programmers that allow the students to choose from a wide range of economic specialization.

4.1 Graduate Attributes

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected ***Graduate Attributes*** acquired through one or more modesof learning, including direct in-person or face-to-face instruction, online learning, andhybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes are acquired incrementally through development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular

subject/disciplinary area and programme contexts in which they have been developed.

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors *(The graduates should be able to demonstrate the capability to:)*
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
		develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design

GA 6	Research-related skills	research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverseteams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achievethe vision.
GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety ofrelevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness andaction	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

5. 1 Programme Learning Outcomes (PLOs) relating to B.A. Degree Programme in Economics

Programme learning outcomes includes subject-specific skills and generic skills including transferable global skills and competencies. The programme learning outcomes also focus on knowledge and skills that would prepare the students of social work for further study and employment. They help ensure comparability of learning levels and academic standards and provide a broad picture of the level of competence of graduates of a given programme of the study. After graduating with the degree, B.A. (H) Economics, the students will be able:

PLO 1: **to gain knowledge of economics**

Attain domain knowledge for understanding the origin and the developments in Economics.

PLO 2: to develop problem solving skills

Develop interpretation skill, analytical skill, and research related skills to analyse socio-political, socio-religious and the economic conditions prevail through the ages globally and to adopt the solutions suggested to end up social / economic / political issues.

PLO 3: to enhance analytical and critical thinking capacity

Develop the ability of conceptualizing knowledge gathered through the learning processes.

PLO 4: to develop the capability to create

Create, perform, or think in different and diverseways about the theories and connect them to real life situations. Think 'out of the box' and generate solutions by adopting innovative, imaginative, interpersonal skills.

PLO 5: to improve communication skills

Acquire the essential language skills and job skills, to speak flawlessly, to write effectively and to create works of art/texts to get placed in lucrative positions.

PLO 6: to enhance research-related skills

Economics is research-based subject. Students are asked prepare project report regularly which brings about the sense of inquiry and capability for asking relevant/appropriate questions.

PLO 7: to develop the skill to collaborate and work in a team

Work effectively and respectfully with diverse streams in the interest of a common cause and work efficiently as a member of a team.

PLO 8: to build up leadership qualities

Plan the tasks of a team or an organization and set direction by formulating an inspiring vision and building a team that can help achieve the vision.

PLO 9: to enhance digital and technological skills

Use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.

PLO 10: to develop environmental awareness and action

Mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

5.2 Programme Specific Outcomes (PSO)

Upon completion of B.A. (H) Economics Degree Programme, the students will be able to*:*

PSO1	An ability to understand economic theories and functioning of basic microeconomic and macroeconomic systems.
PSO2	Acquaint with collection, organization, tabulation, and analysis of empirical data. Ability to use basic mathematical and statistical tools to solve real economic problems
PSO 3	Acquaint with basic and applied econometric tools and methods used in economics. The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics.
PSO 4	Delineate the developmental policies designed for developed and developing economics.

6.1 Teaching Learning Processes

Teaching and learning in this programme involve classroom lectures followed by tutorials and remedial classes.

- Classroom lecture is executed as per the designed course curriculum. After scheduled lecture hours as per the syllabus, tutorial classes are taken up to allow a closer interaction between the students and the teacher as each student gets individual attention.
- Written assignments and projects submitted by students.
- the project-based learning.
- Group discussion.
- Home assignments.
- Quizzes and class tests.
- PPT presentations, Seminars, interactive sessions.
- Socio-economic survey.
- Co-curricular activity etc.
- Industrial Tour or Field visit

6.2 Assessment Methods

Theory Papers

Methods	Weightage
Semester End Examination	70%
Internal Assessment	30%
Total	**100%**

Internal assessment is based on – Mid-semester Examination, Class test, Assignment, Project, Viva-voce, attendance of the student, seminar, group discussion, field work etc.

	Components of Evaluation	**Marks**	**Frequency**	**Code**	**Weightage (%)**
A	**Continuous Evaluation**				
(i)	Analysis/Class Test	Combination of any three from (i) to (v) with 5 marks each	1 – 3	C	25%
(ii)	Home Assignments		1 – 3	H	
(iii)	Project		1	P	
(iv)	Seminar		1 – 2	S	
(v)	Viva-voce/Presentation		1 – 2	V	
(vi)	Mid Semester Examination	MSE shall be of 10 marks	1	Q/CT	
(vii)	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	**Semester End Examination**		1	SEE	70%
	Total				**100%**

B.A. in Economics
Programme Structure

1st semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	ECO182M101	Fundamentals of Microeconomics	100	3
2	ECO182M102	Money and Banking	100	3
Minor Subjects (For others)				
3	ECO182N101	Microeconomics	100	3
Interdisciplinary Subject/Indian Knowledge System (IKS)				
4	IKS982I101	IKS-I	100	3
Ability Enhancement Courses (AEC)				
5	CEN982A101	Communicative English-I	100	1
6	BHS982A102	Behavioural Science-I	100	1
Skill Enhancement Courses (SEC)				
7	ECO182S111	Basics of IT Tools	100	3
Value Added Courses (VAC)				
8		Will select one course from a basket of courses	100	3
Total Credit = 20				

2nd Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	ECO182M201	Introductory Macroeconomics	100	3
2	ECO182M202	Evolution of Indian Economy	100	3
Minor Subjects (Others)				
3	ECO182N201	Macroeconomics	100	3
Interdisciplinary Subject/Indian Knowledge System (IKS)				
4	IKS982I201	IKS-II	100	3
Ability Enhancement Compulsory Courses (AECC)				
5	CEN982A201	Communicative English-II	100	1
6	BHS982A202	Behavioural Science-II	100	1
Skill Enhancement Courses (SEC)				
7	ECO182S221	Data Collection Techniques	100	3
Value Added Courses (VAC)				
8	ECO182VAC2	Will select one course from a basket of courses	100	3
Total credits = 20				

3rd Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	ECO182M301	Intermediate Microeconomics	200	4
2	ECO182M302	Introductory Quantitative Techniques for Economics	200	4
Minor Subjects (For others)				
3	ECO182N301	Public Finance	200	4
Interdisciplinary Subject				
4		Will select one course from a basket of courses (Fundamentals of Financial Economics)	200	3
Ability Enhancement Courses (AEC)				
5	CEN982A301	Communicative English-III	200	1
6	BHS982A302	Behavioural Science-III	200	1
Skill Enhancement Courses (SEC)				
7	ECO182S311	Statistical Tools in Economics	200	3
Total Credit = 20				

4th Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	ECO182M401	Intermediate Macroeconomics	200	4
2	ECO182M402	Public Finance	200	4
3	ECO182M403	Arthashastra	200	4
Minor Subjects (For others)				
4	ECO182N401	Indian Economy	200	3
5	ECO182N402	Development Economics	200	3
Ability Enhancement Courses (AEC)				
6	CEN982A401	Communicative English-IV	200	1
7	BHS982A402	Behavioural Science-IV	200	1
Total Credit = 20				

5th Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	ECO182M501	Advanced Microeconomics	300	4
2	ECO182M502	Intermediate Quantitative Techniques for Economics	300	4
3	ECO182M503	Development Economics	300	4
Minor Subjects (For others)				
4	ECO182N501	International Economics	300	4
Others				
5		Internship	300	4
Total Credit = 20				

6th Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	ECO182M601	Assam Economy	300	4
2	ECO182M602	Introductory Econometrics	300	4
3	ECO182M603	International Economics	300	4
4	ECO182M604	Advanced Macroeconomics	300	4
Minor Subjects (For others)				
5	ECO182N601	Population Studies	300	4
Total Credit = 20				

7th Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	ECO182M701	Demography	400	4
2	ECO182M702	Environmental Economics	400	4
3	ECO182M703	Applied Econometrics	400	4
4	ECO182M704	Financial Economics	400	4
Minor Subjects (For others)				
5	ECO182N701	Welfare Economics	400	4
Total Credit = 20				

8th Semester				
Sl. No.	**Subject Code**	**Names of subjects**	**Course Level**	**Credits**
Major (Core) Subjects				
1	ECO182M801	Indian Economy - Post Reform Period	400	4
2	ECO182M802	Research Methodology	400	4
Dissertation				
3	ECO182	Dissertation	400	12
In lieu of Dissertation/Research Project				
4	ECO182M803	Economics of Health and Education	400	4
5	ECO182M804	Public and Institutional Economics	400	4
6	ECO182M805	Economics of Recreation, Leisure, and Tourism	400	4
Total Credit = 20				

Detailed Syllabus

Semester – I (Major)
Subject Name: Fundamentals of Microeconomics. (Course Level – 100) **Subject Code: ECO182M101** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

Course Objective:

The purpose of this course (Fundamentals of Microeconomics) is to give students a thorough understanding of the principles of Economics to make the students acquaint with the glorious background of origin, definitions, and scope of Economics: to familiarize the students with Consumer Behaviour, Production Functions and Allocation of Scare Resources and provide them a proper understanding of cost, revenue, scale of returns and the different Market Structures.

Course Outcomes (CO):

On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**Recall** basic concepts like-definition of Economics, Subject matters, economic problems etc.	**BT-1**
CO_2	**Explain** how to gauge consumer behaviour, convert desire into demand, create supply and strike equilibrium between the two.	**BT-2**
CO_3	**Identify** economic use of scarce resources, their optimal use in different market conditions, price, and output determinations.	**BT-3**
CO_4	**Discover** the behavioural knowledge of utilizing scarce resources in their day-to-day life.	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Introduction:** Definition of Economics by Adam Smith, Alfred Marshall, David Ricardo, and Paul Samuelson. Basic concepts- Micro and Macro-Economics, Goods- Free and Economic Gods, Consumers and Producers Goods, Wealth -its characteristics, Wealth and Welfare, Utility- definition and features, Value and Price, Stock and flow, Optimization, Equilibrium – static, Comparative Static and Dynamic Economic Problems: Scarcity and choice, Central problems of an economy-what to produce, how to produce and for whom to produce, Production possibility curve (PPC) and its applications.	**15**
II	**Supply and Demand-** meaning, demand and supply function, individual demand and supply schedule, derivation of market demand and supply schedule, shifting of demand and supply curves, Laws of demand and supply, their exceptions. **Elasticity of demand** -price, income, and cross elasticity, point and arc elasticity, methods of measuring price elasticity of demand, degrees and	**15**

	types of price elasticity of demand, factors affecting price elasticity of demand. **Elasticity of supply:** meaning and measurement	
III	**Consumer's Behaviour-** **(i)** Utility- meaning, Total Utility and Marginal Utility, Law of Diminishing Marginal Utility, Law of Equi- Marginal Utility. **(ii)** Ordinal approach: Indifference curves- derivation and properties; budget constraint and budget line; Consumer 's equilibrium- price effect, income effect and substitution effect (Hicks and Slutsky); normal and Giffen goods; Separation of price effect into income and substitution effect. Derivation of demand curve from PCC, Comparison between Cardinal and Ordinal Approaches. Revealed Preference Theory.	**15**
IV	**Theory of Production**: Production function-definition and types; Total Product, Average Product and Marginal Product, Law of variable proportions, Isoquants and Iso-cost line, least cost combination, Expansion Path, Returns to Scale, least cost Combination. **Cost function**- money cost, real cost, opportunity cost, Explicit and implicit cost. Short run cost- Fixed and variable costs, AFC, AVC, AC and Marginal Cost (MC), Relationship between AC and MC. Long run cost: Derivation of LAC, Concept of industries and LAC, Economies, and Diseconomies of scale Revenue functions- TR, AR, and MR, Elasticity of demand and AR and MR	**15**
TOTAL		**60**

Textbooks:

1. Hall R. Varian (2010); *Intermediate Microeconomics;* 10th edition, 2019, Springer (India) Pvt. Ltd.

Reference Books:

- Koutsiyannis A; *Modern Micro Economic Theory*; 7th edition; 2012; Pearson; Delhi
- Mankiw, N. Gregory; *Principles of Economics*; 7th edition; 2007; Thompson; London
- *Advanced Economic Theory*; Ahuja, H. L.: 22nd edition; 2020; S Chand & Company; New Delhi.

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – I (Major)
Subject Name: Money and Banking **Course Level – 100** **Subject Code: ECO182M102** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

Course Objective:

The objective of the course is to introduce students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions.

Course Outcomes:

On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**Recall** the role money demand and money supply in determining the rate of interest.	**BT-1**
CO_2	**Explain** how the monetary policies formulated by the government	**BT-2**
CO_3	**Explain** working and functioning of a bank.	**BT-3**
CO_4	**Discuss** functions of central bank and its credit control measures.	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods

I	Barter System, Problems of barter system. Money- Definition, characteristics, functions-primary and secondary functions; types of money-legal tender money, Fiat money, token money, near money, demand for money and supply of money	**15**
II	Types of banking- scheduled and non-scheduled banking, foreign banking vs domestic banking, commercial banks vs investment banks, unit banking, branch banking, chain banking, group banking, wholesale banking, Retail banking Characteristics of a good banking.	**15**
III	Commercial Banks –Definition, a brief history of Banking, functions of commercial banks, credit creation, credit multiplier role of commercial banks in economic development	**15**
IV	Central Banks- Meaning, functions-regulatory, promotional and development function, Credit control policies-quantitative and qualitative credit control policies, high powered money, core banking, NPA problem and subprime Lending crisis	**15**
TOTAL		**60**

Textbooks:

- *Money, Banking and Finance*; Sinha, N K: 3rd edition; 2012: BSC publishing House; New Delhi

Reference Books:

- Fedrick s Mishkin; *The Economics of Money, Banking and Financial Market*; 4th ; 2011; Pearson;

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – I (Minor)
Subject Name: Microeconomics (For other departments) **Course Level -100** **Subject Code: ECO182N101** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

Course Objectives:

This course is designed as generic elective course. It will help the students enrolled in other programmes to understand microeconomic principles.

Course Outcomes:

On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**Define** certain basic concepts like-definition of Economics, Subject matters, economic problems etc.	BT-1
CO_2	**Explain** how to gauge consumer behaviour, convert desire into demand, create supply and strike equilibrium between the two.	BT-2
CO_3	**Explain** economic use of scarce resources, their optimal use in different market conditions, price, and output determinations.	BT-3
CO_4	**Examine** behavioural **knowledge** of utilizing scarce resources in their day-to-day life.	BT-4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	Definitions of Economics - Adam Smith, Alfred Marshall, David Ricardo, and Paul Samuelson. Economic problems-choice and Scarcity, Concepts of Equilibrium- Static, Comparative static and dynamic, Law of demand and law of Supply-its exceptions, Elasticity of Demand, and its Measurement. Consumer Behaviour-Cardinal Approach, Indifference curve – budget line, Consumer's equilibrium, Income effect, Substitution effect, price effect, Giffen paradox	**15**
II	Production and Cost: Law of variable proportions, Returns to Scale, Isoquant and Iso-cost line, least cost combination, expansion path. Fixed and variable cost, TC, AC, MC, AFC and AVC, Economies and diseconomies of Scale	**15**

III	Market: Pricing under perfect competition, Equilibrium of Firm, and Industry Price and output determination under monopoly, Price discrimination (Concept only) Price and output determination under monopolistic competition Basic idea of oligopoly	**15**
IV	Factor pricing: Marginal productivity theory, Differential, economic and quasi rent, Ricardian theory of rent, Wage determination under perfect competition and imperfect market, Risk and uncertainty bearing theory	**15**
TOTAL		**60**

Textbooks:

1. Mankiw, N. Gregory; *Principles of Economics*; 7th edition; 2007; Thompson; London

2. *Advanced Economic Theory*; Ahuja, H. L.: 22nd edition; 2014; S Chand & Company; New Delhi.

Reference Books:

- Jhingan, M L; *Micro Economic Theory*; 8th edition; 2017; Vrinda Publications; Delhi
- Koutsiyannis A; *Modern Micro Economic Theory*; 6th edition; 2012; Pearson; Delhi

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – I (SEC)
Subject Name: Basic IT Tools **Course Level -100** **Subject Code: ECO182S111** **L-T-P-C: 2-0-2-3** **Credit: 3** **Scheme of Evaluation: Theory + Practical** **(Internal – 30% and Semester End Examination- Theory – 40% and Practical 30%)**

Course Objectives:

This course is designed as interdisciplinary course. It will help the students enrolled in other programmes to understand and apply the knowledge of financial activities.

Course Outcomes:

On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**Acquire** confidence in using computers in Office and General Life.	**BT-1**
CO_2	**Identify** the basic components of computers and terminology.	**BT-2**
CO_3	**Create** documents using a word processor, spreadsheet & presentation software.	**BT-3**
CO_4	**Understand** computer networks, and browse the internet, content search,email and collaborate with peers.	**BT-4**

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	Introduction to Computer Computer and Latest IT gadgets, Evolution of Computers & its applications, IT gadgets and their applications, Basics of Hardware, and Software Introduction to Operating System Basics of Operating system, Operating Systems for Desktop and Laptop, Operating Systems for Mobile Phone and Tablets, User Interface for Desktop and Laptop.	15

II	**Word Processing:** Word Processing Basics, Spreadsheet, Elements of Spread Sheet, Creating of Spread Sheet, Concept of Cell Address [Row and Column] and selecting a Cell, Entering Data [text, number, date] in Cells, Page Setup, Printing of Sheet. **Presentation:** Creation of Presentation, Creating a Presentation Using a Template, Creating a Blank Presentation, Inserting & Editing Text on Slides.	15
III	**E-mail, Social Networking and e-GovernanceServices** Structure of E-mail, Using E-mails, Opening Email account, Mailbox: Inbox and Outbox, Creating and Sending a new E-mail, Replying to an E-mail message, Forwarding an E-mail message. **Digital Financial Tools and Applications** Digital Financial Tools, Understanding OTP [One Time Password]and QR [Quick Response] Code, UPI [Unified Payment Interface], Internet Banking, National Electronic FundTransfer (NEFT), Real Time Gross Settlement (RTGS), Immediate Payment Service (IMPS), Online Bill Payment.	15
IV	**Overview of Future skills and Cyber Security** Introduction to the Internet of Things (IoT), Big Data Analytics, Cloud Computing, Virtual Reality, Artificial Intelligence, Social & Mobile, Blockchain Technology, 3D Printing/ Additive Manufacturing, Robotics Process Automation, Cyber Security, Need of Cyber Security, Securing PC, Securing Smart Phone.	15
	Total	60

Text/ Reference Books:

- Miller M, "Absolute Beginners Guide to Computer Basics", Pearson Education, 2009
- V. Raja Raman, "Introduction to Information Technology", PHI Learning; 3rd edition (30 March 2018)
- Linda Foulkes, "Learn Microsoft Office 2019: A comprehensive guide to getting started with Word, PowerPoint, Excel, Access, and Outlook", Packet Publishing Limited; Illustrated edition(29 May 2020).

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
45 Hours	30 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Class test – 2 Hours

Semester – II
Subject Name: Introductory Macroeconomics **Course Level -100** **Subject Code: ECO182M201** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective:

The objective of the course is to introduce students to understand the aggregative behaviour of the economy. They will also learn about how to estimate national income. Keynesian theory plays an important role in macroeconomic theory. Thus, another objective of this course is to give knowledge of Keynesian economics.

Course Outcomes:

On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**Recall** the methods of computing national income accounting and basic concepts known as aggregates of national income like- GDP, GNP, NNP, NDP, personal income etc.	**BT-1**
CO_2	**Explain** classical macro-economic theory, causes of The Great Depression and advent of Keynesian economics	**BT-2**
CO_3	**Illustrate** Keynesian economics- aggregate demand and supply, their role in determining equilibrium employment and income.	**BT-3**
CO_4	**Discuss** causes and effects of inflation and measures to control inflation.	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**National Income**: Circular flow of income in 2, 3 and 4 sector economy. Concepts of national Income: GDP, GNP, NNP and NDP at factor cost and market price; Private Income, Personal income, and disposable income, Real and Nominal GDP; National income and economic welfare. Green GDP, real versus nominal GDP	**15**
II	**Consumption Function:** Meaning and Keynesian Consumption Function, Equation, Diagram, Technical Attributes; Factors Affecting Consumption Function. **Saving Function:** Meaning and Technical Attributes; Derivation of Saving Function from Consumption Function and vice-versa.	**15**
III	**Investment:** Meaning and types of Investment – Autonomous and Induced Investments; Determinants of Investment; Concept of Multiplier; Keynesian Multiplier Analysis; Investment Theories: Neo-Classical Theory (Uber Cost Approach), MEC & MEI Analysis	**15**
IV	**Inflation:** Meaning and types of inflation; Demand-pull and Cost-push Inflation; Structural Inflation; Causes of Inflation; Effects of Inflation; Measures to control Inflation. **Deflation:** Concept of Deflation	**15**
TOTAL		**60**

Textbooks:

- *Macro Economic Theory*; Jhingan M. L.: 13th edition; 2014; Vrinda Publication; New Delhi.

Reference Boooks:

- Ahuja, H L; *Macro Economic Theory*; 8th edition; 2017; S Chand; Delhi
- Dwivedi D N; *Macroeconomics- Theory and Practice;* 4th edition; 2016; McGraw Hill; Chennai
- Dornbusch, Fischer & Startz; *Macro Economics*; 6th edition; 2005; Tata-Mcgraw hill education; New Delhi
- Olivier Blanchard, MACROECONOMICS; Seventh Edition; 2020; Pearson India Education Services Pvt. Ltd.
- N. Gregory Mankiw; Principles of Macroeconomics; 7th Edition; 2021; Cengage Learning India Private Limited

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – II
Subject Name: Evolution of Indian Economy **Course Level -100** **Subject Code: ECO182M202** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective: The objective of this course is to equip the students with a good understanding of India's economic problems prior to British Rule, Transformation during the colonial rule and Conditions of the Indian Economy during the Colonial Rule.

Course Outcomes:

On completion of this course students will be expected to:

SL	Course Outcomes	BT Level
CO_1	**Recall** Conditions of Indian Economy prior to the British Rule	**BT-1**
CO_2	**Summarise** Transformation of the Indian Economy during the British Rule	**BT-2**
CO_3	**Explain** Conditions of the Indian Economy during British Colonial Rule	**BT-3**
CO4	**Illustrate** National Income in India during pre- and post-independence period	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Indian Economy during Pre-British Days -**Conditions of Indian Villages and Village communities during pre-British period, conditions of Agriculture, Prices and Wages, Structure and Conditions of the Towns, Industries and Urban Handicrafts, conditions of Trade and transport during pre-British days.	**15**

	Transformation of the Indian Economy During British Colonial Rule- Meaning of Colonialism, Colonial Exploitation in India, Important causes of Economic Transformation in India during the colonial rule, Impact of British rule on the Indian Economy, Theory of Drains-Pros and Cons.	
II	**Conditions of the Indian Economy During British Period** - Agriculture, Industry, Transport and Trade. Emergence and Growth of Indian Capitalist Enterprise during the British Rule, Problems of Stagnation, poverty, and backwardness during British Rule.	**15**
III	**National Income of India**-Estimates of National Income during pre-independence period and post-Independence period, Methodology of National Income estimates, Trends in the growth of national Income, causes of slow growth of National Income in India and remedial suggestion, Major Features of national Income in India, Causes of Inequalities of income and Regional Imbalances.	**15**
IV	**Economic Planning in India -** Historical Background of planning in India; Planning Commission and the National Development Council; Salient Features of India's Five-Year Plans; Objectives of Planning in India; Brief History of the Five-Year Plans in India	**15**
TOTAL		**60**

Textbooks:

1. *Indian Economy*-Its Growing Dimensions, Dhar, P K; latest edition; 2020 Kalyani Publishers; New Delhi

Reference Books:

1. Datt and Sundaram; *Indian Economy;* Latest edition; 2021; S Chand Company; New Delhi
2. Mishra & Puri; *Indian Economy*; latest edition; 2021; Himalayan Publishing House; New Delhi.
3. A.N Agarwal and M.K Agarwal *Indian Economy -Problems of Development and Planning*; New Age International Pvt.2019.

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester-II (Minor)
Subject Name: Macroeconomics (For Other Departments) **Course Level - 100** **Subject Code: ECO182N201** **L-T-P-C: 2-1-0-3** **Credit: 3** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective: This course is designed to introduce students to the basics of national income and its determination, output, and employment, working of multiplier, business cycle, inflation, and its causes.

Course Outcomes:

On completion of this course students will be expected to-

SL	Course Outcomes	BT Level
CO_1	**Define** and **understand** working of Macroeconomic variables.	**BT-1**
CO_2	**Relate** working of multiplier and MPC.	**BT-2**
CO_3	**Identify** the methods of estimating national income.	**BT-3**
CO_4	**Analyse** factors causing inflation.	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	Circular flow of Income- 2, 3 and 4 sectors economy; National Income and related aggregates, methods of estimating National Income -Value added, Income method and Expenditure method, National Income and Economic Welfare	**15**
II	Theories of output and employment: An overview of classical theory, Keynesian theory, Consumption function and Investment function, working of Multiplier	**15**
III	Business cycle- meaning, phases and their characteristics, theories of trade cycle, Policy implications	**15**
IV	Inflation- Demand pull and cost push theories, effects of inflation on production and distribution, anti-inflationary policy	**15**
TOTAL		**60**

Textbooks:

- *Macro Economic Theory;* Jhingan M. L.: 13th edition; 2014; Vrinda Publication; New Delhi.

Reference Books:

- Ahuja, H L; *Macro Economic Theory*; 8th edition; 2017; S Chand; Delhi
- Dwivedi D N; *Macroeconomics- Theory and Practice*; 4th edition; 2016; McGraw Hill; Chennai

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Semester – II (SEC)
Subject Name: Data Collection Techniques **Course Level -100** **Subject Code: ECO182S221** **L-T-P-C: 2-0-2-3** **Credit: 3** **Scheme of Evaluation: Theory + Practical** **(Internal – 30% and Semester End Examination- Theory – 40% and Practical 30%)**

Course Objective: This course is designed to introduce students to the basics of techniques of data collection and classification.

Course Outcomes:

On completion of this course students will be expected to-

SL	Course Outcomes	BT Level
CO_1	**Define** and **understand** techniques of data collection	**BT-1**
CO_2	**Identify** challenges relating to data collection.	**BT-2**
CO_3	**Organise raw** data collected from the field.	**BT-3**
CO_4	**Apply** in data analysis	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Data**- Types, Methods of collection of data, Questionnaire and Schedule-Preparation, characteristics of a good questionnaire, Questions and questionnaire design, Sample and Census- Merits and demerits	**15**
II	Sampling techniques, Random and Non-random sampling, Merits, and demerits of all methods. Sampling and non-sampling errors.	**15**
III	Organization of Raw Data- variables, Series Classification of data, Text, Tabular, Graphical and Diagrammatic presentation.	**15**
IV	Techniques of Survey, Organizational surveys, Secondary survey data, Weights and missing data, Data reduction and scaling, Multivariate analysis of survey data 13. Survey-based experiment	**15**
TOTAL		**60**

Text/Reference Books:

1. Levine, D., Stephan, D., Szabat, K. (2017). Statistics for managers using Microsoft Excel, 8th ed. Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). A course in statistics with R. Wiley.

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
45 Hours	30 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Class test – 2 Hours

Semester – III (Major)
Subject Name: Intermediate Microeconomics **Course Level -200** **Subject Code: ECO182M301** **L-T-P-C: 4-0-0-4** **Credit: 4** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective:
The purpose of this course (Intermediate Microeconomics) is to give students a thorough understanding of the principles of Economics associated with the different Market Structures, their behaviour, and to acquaint them to make precise predictions regarding the outcomes of market interactions and its welfare properties.

Course Outcomes (CO):

On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**Recall** concepts of cost of production and identify various market structures, their features and gauge the price and output determination policies in different market patterns	**BT-1**
CO_2	**Explain** how Monopolistic Market, Oligopoly and Duopoly Markets are different in terms of definition, features, selling costs and Price and Output determination.	**BT-2**
CO_3	**Identify** Functional and personal Distribution, Marginal Productivity Theory of wages and Macro Distribution of Rent, Wages and Profits.	**BT-3**
CO_4	**Discover** Welfare Economics and its different criterion with an idea of Market of Lemons, its adverse selections, and Moral hazards.	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Market structure and Pricing**: meaning, structure and forms of market.	**15**

	Perfect competition: Characteristics, price and output determination, time elements and price output determination, Equilibrium of firms-short-run and long-run and Price Determination in the Long-Run **Monopoly:** characteristics, pricing under monopoly, Price discrimination, conditions for price discrimination, equilibrium output determination under price discrimination, monopoly power. Comparison between perfect competition and monopoly.	
II	**Monopolistic competition:** characteristics, price and output determination, short-run and long-run, group equilibrium, theory of excess capacity, waste and monopolistic competition, selling cost. Comparison between monopoly and monopolistic competition. **Oligopoly:** characteristics, price and output determination- price leadership, kinked demand curve model, duopoly – Cournot model, Bertrand's model, Stackelberg's model	**15**
III	**Input Pricing:** Functional and personal distribution, Marginal productivity theory, economic and contract rent, Ricardian theory of rent, quasi-rent, modern theory of rent, Theory of wages- marginal productivity theory, exploitation of labour and role of trade union, collective bargaining Theories of profit- gross profit and net profit, risk taking and uncertainty bearing theory, profit policies	**15**
IV	**Welfare Economics-** social welfare, Pigouvian, pareto and Hicks-Kaldor Scitvosky Compensation Criterion, Social welfare function. Asymmetric Information, Market of Lemons, Adverse Selection, Moral Hazards, Signalling.	**15**
TOTAL		**60**

Textbooks:

2. Hall R. Varian (2010); *Intermediate Microeconomics;* 10th edition, 2019, Springer (India) Pvt. Ltd.

Reference Books:

- Koutsiyannis A; *Modern Micro Economic Theory*; 7th edition; 2012; Pearson; Delhi
- Mankiw, N. Gregory; *Principles of Economics*; 7th edition; 2007; Thompson; London
- *Advanced Economic Theory*; Ahuja, H. L.: 22nd edition; 2020; S Chand & Company; New Delhi.
- Advanced Microeconomic Theory: An Intuitive Approach with Examples; 3rd edition; FelixMinoz-Garcia; MIT Press,2017, ISBN-13:978-0262035446.

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Computer Lab Works
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
60 Hours	0 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Computer Lab Works – 2 Hours

Semester – III (Major)
Subject Name: Introductory Quantitative Techniques for Economics **Course Level -200** **Subject Code: ECO182M302** **L-T-P-C: 4-0-0-4** **Credit: 4** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective:

This course is designed to provide a good grounding and an in depth understanding of the theory and application of differential calculus, and other techniques widely used in Economics. Topics of study include functions, univariate optimization, elasticity, financial mathematics, multivariate optimization, unconstrained optimization, matrices, integration etc.

Course Outcomes:

On completion of this course students will be expected to –

CO	**Contents**	**BT Level**
CO_1	**Define** basic concepts like Function, variables, limit, continuation of function etc	**BT-1**
CO_2	**Construct** economic functions- like demand and supply functions.	**BT-2**
CO_3	**Solve** problems of differentiation, matrices, and integration.	**BT-3**

CO_4	**Examine** problem**s** involving variables that discretely and continuously grow over time, and compute present discounted values, future compounded values, and rates of growth	**BT-4**

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Elementary concepts**- Variables, constants and parameters, set and set operation, Relations and functions; functions- types and graphs, limit of a function, evaluation of the limit of a function, continuity of a function, equations and identities, Static Equilibrium-Market model and national income model.	**15**
II	**Matrix and determinants**: elements of matrix algebra- definition, types of matrices, scalar multiplication, matrix multiplication, transpose, inverse of matrix and its application, rank of a matrix, Crammer's rule.	**15**
III	**Differentiation**- concept of derivative, basic rules, partial differentiation, total differentiation, chain rule, differential equation, simple application- elasticity of demand, Cost and revenue, relationship between AC and MC, market demand and national income model	**15**
IV	**Integration**- integration of a function, basic rules, integration by parts, integration by substitution, integration by partial function, definite integrals, simple applications of definite integrals, consumer's, and producer's surplus	**15**
TOTAL		**48**

Textbooks:

1. *Basic Mathematics and its Economic Applications*; Barua, S.:4th edition; 2017; Macmilan India Limited; Kolkata

Reference Books:

1. Chiang, A.C. & Wainwright, K.; *Fundamental Methods of Mathematical Economics*; 4th ;2012; McGraw Hill Education; New Delhi
2. Henderson, J M and Quandt, R E; *Micro-Economic Theory- a Mathematical Treatment*; 3rd Edn; 2003; McGraw Hill education; New delhi
3. Allen, R G D; *Mathematical Economics for Economists*;3rd edition; 2003; St Martin press; New york.

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Computer Lab Works
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
60 Hours	0 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Computer Lab Works – 2 Hours

Semester – III (Minor)
Subject Name: Public Finance **Course Level -200** **Subject Code: ECO182N301** **L-T-P-C: 3-0-0-3** **Credit: 3** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective:
The objective of the course is to introduce students to about government finance with special reference to India. It investigates different components of government finance- like public revenue and public expenditure.

Course Outcomes:

On completion of this course students will be expected to

COs	Contents	BT Level
CO_1	**Recall** the mechanism of the Government finance.	**BT-1**
CO_2	**Differentiate** between public and private finance.	**BT-2**
CO_3	**Identify** components of public revenue and components of public expenditure.	**BT-3**
CO_4	**Examine** management of public debt with special reference to developing countries.	**BT-4**

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Nature and Scope of Public Finance**: Definition, nature and scope of public finance, Sources of Public Finance, Distinction Between Public and Private Finance, Public Goods Vs Private Goods, Role of Merit Goods, Role of Public Finance, Principles of Public Finance, Absolute Advantage theory, Principles of Maximum Social Advantage.	**9**
II	**Public Revenue**: - Concept, Tax and Non-Tax Revenue, Direct Vs Indirect Tax, Ability to Pay, Principles of Taxation, Shifting and Incidence of Taxation, Taxable Capacity, Effects of Taxation on Production and Distribution, Rate and Structure in Taxation.	**9**
III	**Public Expenditure**- concept, causes of growth of Public Expenditure (Wagnor's Law), Classification of Public Expenditure, Effects of Public Expenditure on Production, Distribution and Economic Stability, Role of Public Expenditure in Developing Economy.	**9**
IV	**Government Budget**- Concept, classification---Balanced & Unbalanced Budget, Structure of a budget, Capital, and Revenue Budget. **Public Debt**—Concept, Sources, Types of Public Debt, Burden of Public Debt, Redemption of Public Debt **Fiscal and Monetary policies**- Objectives and tools	**9**
TOTAL		**36**

Textbooks:

1. *Public Finance and Fiscal Policy;* Choudhury, R. K. & Chakraborty, R. C.:4th edition; 2017; Kalyani Publishers; New Delhi

Reference Books:

1. Andley K.K & Sundaram, K.P.M; *Public Economics and Public Finance;*4th edition; 2012 Rattan Prakashan Mandir; New Delhi
2. Tyagi, B. P.: *Public Finance*; 12th edition; 2016; Jai Prakash Nath & Co; New Delhi

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation

- Computer Lab Works
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
45 Hours	0 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Computer Lab Works – 2 Hours

Semester – III (SEC)
Subject Name: Fundamentals of Data Analysis **Course Level -200** **Subject Code: ECO182S311** **L-T-P-C: 2-0-2-3** **Credit: 3** **Scheme of Evaluation: Theory + Practical** **(Internal – 30% and Semester End Examination- Theory – 40% and Practical 30%)**

Course Objectives:

This course is designed to help students on how to articulate the data and summarize data. The students will also learn to examine/analyse data for statistical deductions. The students will be introduced to essential data sources that are available and relevant for various analysis tasks.

Course Outcomes:

On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**UNDERSTAND** Students will have an understanding of the meaning, types and the need for data analysis.	**BT-1**
CO_2	**DISCOVER** Students will get acquainted with some basic measures of Central Tendency and Dispersion	**BT-2**
CO_3	**EXAMINE** Students will examine the relationships between two variables and identify the direction and strength between them. Students will also learn to construct indices and predict future fluctuations.	**BT-3**
CO_4	**ANALYSE**	**BT-4**

	Students will learn to evaluate and interpret data using statistical tools.	

Detailed Syllabus

Modules	Topics & Course Contents	Periods
I	DATA ANALYSIS What is Data Analysis? Types of Data Analysis---Need for Data Analysis in Economics	15
II	Descriptive Statistics Measures of Central Tendency- Mean, Median and Mode Measures of Dispersion- Range, Quartile Deviation, Mean Deviation and Standard Deviation	15
III	Correlation & Index Numbers Concept, Types, Methods of estimating Correlation-Scatter Diagram, Karl Pearson's Correlation Coefficient and Spearman's Rank Correlation Coefficient. Index Numbers Concept, Uses and Problems in the construction of Index Numbers- Methods of construction of Index Numbers- Simple (Simple Aggregative and Simple Average of Price Relatives) and construction of Weighted Index Numbers (Weighted Average of Price Relatives and Weighted Aggregative Method- Laspeyres's Method, Paasche's Method, and Fisher's Method)	15
IV	Data Analysis using MS-EXCEL	15
	Total	60

Textbooks:

S.P. Gupta (2021), *Statistical Methods*, 46th Edition, Sultan Chand and Sons Publishing House.

Reference Books:

P.H. Karmel & M. Polasek (1978), *Applied Statistics for Economics*, 4th Edition, Pitman

M.R. Spiegel (2003), *Theory and Problems of Probability and Statistics* (Schaum Series)

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Computer Lab Works
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
15 Hours	30 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Computer Lab Works – 2 Hours

Semester – III (IDC)
Subject Name: Fundamentals of Financial Economics **Subject Code: ECO182I301** **Course Level -200** **L-T-P-C – 3-0-0-3** **Credit Units: 3** **Scheme of Evaluation: (Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective:

The objective of the course is to introduce students to understand principles of measuring risk and return.

Course Outcomes:

On completion of this course students will be expected to:

COs	Contents	BT Level
CO_1	**Recall** market valuation of bond and equity stock.	**BT-1**
CO_2	**Define** risk, its components and risk management.	**BT-2**
CO_3	**Classify** the derivative market.	**BT-3**
CO_4	**Apply** the knowledge as a life skill.	**BT-4**

Detailed Syllabus:

Module	Course Contents	Maximum number of classes

I	**Principles of Market Valuation** Time value of money, Present Value and Future Value Calculation, Compound interest and Annuity.	**9**
II	**Measuring Risk and Return** Investment-Types of investment, Risk and return, Portfolio Management	**9**
III	**Capital Budgeting** Introduction to financial statement, assessing financial performance, net present value, internal rate of return, payback period; projects with different lives; money and time weighed rate of return; fixed interest securities, uncertain income securities, equities, valuing a loan with allowance for capital gains and indexation	**9**
IV	**Interest Rate Calculation** Rationale for no arbitrage assumption; forward contracts, calculating the forward price for a security with known dividend yield; hedging, fixed cash income; Discrete time and continuous time rates; continuous time spot rates and forward rates; instantaneous forward rates; theories of time; term structure of interest rates; yield curve; yields to maturity; convexity and immunization; interest rate risk.	**9**
	Total	**36**

Textbooks:

1. *Fundamentals of Investments*. Alexander G. J, Sharpe W. F. & Bailey J. V. (2001) Pearson Education; London

Reference Books:

1. Madura J.; *Financial Institutions and Markets*; 2006; Thomson; New Delhi
2. Bodie Z, Merton R. C. & Clemton D. L. *Financial Economics*; 2009; Pearson/ Prentice Hall.

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Computer Lab Works
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
15 Hours	30 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Computer Lab Works – 2 Hours

Semester – IV (Major)
Subject Name: Intermediate Macroeconomics **Subject Code: ECO182M401** **L-T-P-C: 4-0-0-4** **Credit: 4** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective:

The objective of the course is to introduce students to an understanding of some of the macroeconomic issues and problems relating to macro-economic instability, like unemployment and business cycle. It is also important to understand the concept of general equilibrium and IS-LM model. Fiscal and monetary policies play an important role in an economy. Thus, the understanding and application of fiscal and monetary policies in another objective of this course.

Course Outcomes:

On completion of this course, students are expected to –

CO Sl. No.	Course Outcomes	BT Level
CO_1	Identify and discuss the various types of unemployment and relationship between unemployment and inflation through Phillips Curve.	**BT-1**
CO_2	Discuss the different phases, causes and effects of business cycle.	**BT-2**
CO_3	Derivation of IS, LM and AD curves. Discuss the IS-LM model and impacts of economic policies.	**BT-3**
CO_4	Examine the roles and objectives of Fiscal and Monetary Policies.	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) and Course Contents	Periods
I	Unemployment – meaning and various types; unemployment and inflation – Phillips Curve; Concepts of Short-run and Long-run Phillips Curves; Natural Rate of Unemployment (NARU)	**15**
II	Business Cycle – meaning, types, and characteristics; Causes and Phases of Business Cycle; Measures to control Business Cycle; Great Depression and Great Recession	**15**

III	IS-LM Model; Derivation of IS and LM Curves; Derivation of AD Curve; Examination of impact of economic policies.	**15**
IV	Fiscal and Monetary Policies: Active and Passive; Rules Vs Discretion; Time Consistency; Objectives and targets of Monetary Policy; Government Budget Constraint; Government Debt and Ricardian Equivalence.	**15**
Total		**60**

Textbooks:

- K.C. Rana and K.N. Verma: *Macro Economics Analysis*; 11th edition; 2014; Vishal Publishing Co.

Reference Books:

- Ahuja, H.L.: Macro Economic Theory; 8th edition; 2017; S. Chand; Delhi
- Dwivedi, D.N.: Macroeconomics – Theory and Practice; 4th edition; 2016; McGraw Hill; Chennai
- Dornbusch, R., Startz, R. and Fischer, S.: Solutions to Macroeconomics, McGraw Hill

Note:

Notional Hours of the paper will include:

- Group Discussions
- Home Assignments
- Project/Field Study
- Seminar Presentation
- Study of Macroeconomic Variables
- Viva-voce
- Class Test
- Quiz etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	* Group Discussion – 4 Hours * Home Assignment – 10 Hours * Project/Field Study/Class Test – 4 Hours * Seminar Presentation – 4 Hours * Viva-voce/Quiz – 4 Hours * Macroeconomic variables study – 4 Hours

Semester – IV (Major)
Subject Name: Public Finance **Subject Code: ECO182M402** **L-T-P-C: 4-0-0-4** **Credit: 4** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective:
The purpose of this course (Public Finance) is to give students a comprehensive understanding of the of Public Finance- Its Historical origine and development, different sources of Public Revenue, Tax and Non-Tax Revenue, Ways and methods of public Expenditure and public Debts and its limits, with an objective to teach students about Economic Growth, Economic balance, Equitable development, and Infrastructural Development.

Course Outcomes:
On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**Recall** Historical Development of Public Finance, its various Definitions, Its Subject matter and Its Role in Underdeveloped and developing Economies.	**BT-1**
CO_2	**Explain** Distinction Between Revenue and Non- Revenue Receipts, Its different sources with examples, methodology of Taxation and merits and demerits of Direct and indirect Taxes	**BT-2**
CO_3	**Identify** the reasons for growing increment of Public Expenditure and its effects on Production, Distribution and Economic Growth	**BT-3**
CO_4	**Discover** why public debt id undertaken, what are its types, burden of External Debt and can a country become bankrupt because of public debt?	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Nature and Scope of Public Finance:** Historical Development of the subject, Definition of Public Finance, Place of Public Finance in Economics, Subject Matter of Public Finance, Private and Public Finance, Role of public Finance in Underdeveloped Countries	**15**
II	**Public Revenue and Receipts**: Distinction between Revenue and Non-Revenue Receipts, Nature of Public Revenue, Tax and Non-Tax receipts: Sources and Classification, Sources of Tax Revenue, Non-Tax Revenue and Capital Receipts. Direct and indirect Tax: Merits and Demerits, Relative Superiority. Methods of Taxation: Progressive, Regressive, and proportional tax. Taxable Capacity and its Determinants.	**15**

III	**Public Expenditure- Causes and Effects:** Wagner's law of Increasing State Activities, Causes of Growth of Public Expenditure, Effects of Public Expenditure on Production, Economic Growth, Employment, Distribution and Stabilization. Role of Public Expenditure in Developing Economy, Canons of Public Expenditure, principle of Maximum Social Advantage, Control and Accountability of Public Expenditure.	**15**
IV	**Public Debt and Debt Management:** Reasons for growing public debt, Sources of Public Borrowing, Burden of Public Debt, Redemption of Public Debt, Effects of Public Debt, Safe limits of Public Debt, Debt Management and Optimal Maturity Scheme, Shifting Debt Burden to future Generations.	**15**
TOTAL		**60**

Textbooks:

1. *Public Finance*; Ghosh and Ghosh: 3rd edition; 2020; PHI, New Delhi

Reference Books:

- Andley K.K & Sundaram, K.P.M; *Public Economics and Public Finance;*4th edition; 2012 Rattan Prakashan Mandir; New Delhi.
- Tyagi, B. P.: *Public Finance*; 12th edition; 2016; Jai Prakash Nath & Co; New Delhi
- Choudhury, R. K. & Chakraborty, R. C*; Public Finance and Fiscal Policy;* 4th edition; 2017; Kalyani Publishers; New Delhi
- Musgrave and Musgrave, Public Finance in Theory and Practice,5th Edition, McGraw Hill Education Pvt limited, Chennai.

Note:

Notional Hours of the paper will include -

- Group discussions.
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Field Survey
- Market Structure Study
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours

		• Seminar Presentation – 4 Hours • Field Survey – 8-10 Hours • Market Structure Study – 4-6 Hours

Semester – IV (Major- IKS related)
Subject Name: Arthashastra **Subject Code: ECO182M403** **Course Level:200** **L-T-P-C: 4-0-0-4** **Credit: 4** **Scheme of Evaluation: Theory** **(Internal – 30% and Semester End Examination- Theory – 70%)**

Course Objective:
This course introduces Artha shastra, an old Indian manual credited to Chanakya (Kautilya) that covers economic policy, military strategy, and statecraft. The course will delve into the historical background, essential ideas, and real-world implementations of Artha shastra within the realms of Administration and Government

Course Outcomes:
On completion of this course students are expected to-

SL	Course Outcomes	BT Level
CO_1	**Demonstrate** Students will demonstrate an understanding of Artha shastra's historical context and significance through discussions and assignments	**BT-1**
CO_2	**Analyse** Students can analyse and articulate the key ideas and concepts presented in Artha shastra through written assessments and class presentations	**BT-2**
CO_3	**Evaluate** Students will critically evaluate the applicability and significance of Artha shastra in modern settings through case studies and real-world examples	**BT-3**
CO_4	**Critical Thinking** Students will develop enhanced critical thinking abilities by systematically analysing and comparing the concepts and methods of Artha shastra with contemporary theories and practices.	**BT-4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Historical Context of Artha shastra** • Life and times of Chanakya (Kautilya) • Political landscape of ancient India	**15**

	• Emergence and preservation of Artha shastra	
II	**Key Concepts in Artha shastra** • Raja Dharma (The duties of a ruler) • Danda (Punishment and enforcement) • Saptanga Theory (The seven limbs of the state)	**15**
III	**Economic Policies in Artha shastra** • Taxation and revenue management • Trade and commerce regulations • Resource allocation and welfare measures	**15**
IV	**Military Strategy in Artha shastra** • Principles of warfare • Intelligence gathering and espionage. • Diplomacy and alliances	**15**
TOTAL		**60**

Textbooks:

2. Kautilya, & Shama Sastry, R. (1915). Artha shastra. Bangalore: Government Press.

Reference Books:

1. Rangarajan, L. N. (1992). The Artha shastra: A treatise on ancient Indian polity. Penguin Books India.
2. Trautmann, T. R. (1971). Kautilya and the Artha shastra: A statistical investigation of the authorship and evolution of the text. Brill.
3. Shama Sastry, R. (1923). Kautilya's Artha shastra. Mysore: Wesleyan Mission Press.
4. Boesche, R. (2002). The first great political realist: Kautilya and his Artha shastra. Lexington Books.

Notional Hours of the paper will include -

- Group discussions.
- Home Assignment

- Project/Field study
- Seminar presentation
- Viva-voce.
- Field Survey
- Market Structure Study
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60 Hours	-	**30 Hours** • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar Presentation – 4 Hours • Field Survey – 8-10 Hours • Market Structure Study – 4-6 Hours

Semester – IV (Minor)
Subject Name: Indian Economy **Subject Code: ECO182N401** **Course Level:200** **L-T-P-C – 3-0-0-3** **Credit Units: 3** **Scheme of Evaluation: Theory – Semester End Examination (70%) + Continuous Evaluation (30%)**

Course Objective:

The objective of this course is to equip the students with a good understanding of India's economic problems.

Course Outcomes:

On completion of this course students will be expected to:

COs	Contents	BT Level
CO_1	**Recall** composition, trend, and methods of estimating national income in India.	**BT-1**
CO_2	**Summarise** role, nature and issues relating to agriculture and industrial sector in India.	**BT-2**
CO_3	**Identify** problems of MSME sector and PSEs of India.	**BT-3**

CO_4	**Analyse** LPG policies, achievements, and failures of five-year plans in India, and traditional functions of the RBI.	**BT-4**

Detailed Syllabus:

Modules	Course Contents	Periods
I	Characteristics of Indian Economy. **National Income**: Composition, trend and pattern of national income, method of estimation and problem areas, Inequality in national income distribution- interpersonal and inter regional,	**9**
II	**Agriculture**: Role, nature and cropping pattern; Causes of low productivity and measures to increase production and productivity; Rural indebtedness;	**9**
III	**Industry**: Industry in pre-plan period, second five-year plan and Indian industry, industrial policy- 1956 and 1991, importance and problems of MSME sector, public sector undertaking- importance and problems.	**9**
IV	**Economic Reforms:** Economic Reforms in India, LPG policies; Impact of globalization; Role of Foreign Capital Economic Planning: Background, objectives, Achievements, and failures, NITI Ayog. Commercial Banks in India, Role of RBI- Traditional, Promotional and development functions.	**9**
TOTAL		**36**

Textbooks:

1. *Indian Economy*; Dhar, P K; latest edition; 2017; Kalyani Publishers; New Delhi

Reference Books:

1. Datt and Sundaram; *Indian Economy;* Latest edition; 2017; S Chand Company; New Delhi
2. Mishra & Puri; *Indian Economy*; latest edition; 2017; Himalayan Publishing House; New Delhi

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Computer Lab Works
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
45 Hours	0 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Computer Lab Works – 2 Hours

Semester – IV (Minor)
Subject Name: Development Economics **Subject Code: ECO182N402** **Course Level:200** **L-T-P-C – 3 – 0 – 0 – 3** **Credit Units: 3** **Scheme of Evaluation: Theory – Semester End Examination (70%) + Continuous Evaluation (30%)**

Course Objective:

The objectives of the course are to introduce students the indicators of economic development, theories of growth and development. Economic development is a process of targeted activities and programs that work to improve the economic wellbeing and quality of life of a community. This course is designed to introduce the theories of economic growth and development.

Course Outcomes:
On completion of this course students will be expected to:

COs	Contents	BT Level
CO_1	**Recall** the growth theories of an economy	**BT-1**
CO_2	**Understand** the complex relations among the economic variables.	**BT-2**
CO_3	**Issues** relating to growth and development.	**BT-3**
CO_4	**Understand** the role of economic planning and NITI Aayog in the context of Indian economy	**BT-4**

Detailed Syllabus:

Modules	Course Contents	Periods
I	Economic Growth and Economic Development – their meaning and differences; Underdeveloped Country – Meaning and Common Characteristics of Underdeveloped or Developing Countries; Obstacles to Economic Development: Development Gap; Factors determining Economic Growth; Sustainable Development – meaning, objectives and policy measures.	**12**
II	Measurement of Economic Development – GDP/GNP (Gross Domestic Product/Gross National Product), PCI (Per Capita Income), HDI (Human Development Index), PQLI (Physical Quality of Life Index), Gender-Related Development Index; Multi-Dimension Poverty Index.	**12**
III	Rostow's Stages of Economic Growth; The Theory of the Big Push; Critical Minimum Effort and Low Level of Equilibrium Trap. Theory of Balanced Growth- Nurkse's Theory; Theory of Unbalanced Growth	**12**
IV	Economic Planning – meaning, objectives, and types; Planning in India; NITI Aayog	**12**
TOTAL		**48**

Textbooks:

1. *Economic Development*; Todaro and Smith; 8th edition; Pearson Education; New Delhi

Reference Books:

1. Ahuja, H. L.; *Development Economics,* 6th edition; 2014; S. Chand Publishing; New Delhi
2. Ray, Debraj; *Development Economics;* 4th edition; 2012; Oxford University Press; New Delhi
3. Misra & Puri; *Economics of Development and Planning;* 5th edition;2015*;* Himalaya Publishing House; New Delhi

Note:

Notional Hours of the paper will include -

- Group Discussions
- Home Assignment

- Project/Field study
- Seminar presentation
- Computer Lab Works
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	**Practical**	**Experiential Learning**
45 Hours	0 Hours	**15 Hours** • Home Assignment – 5 Hours • Project/Field study – 4 Hours • Viva-voce – 4 Hours • Computer Lab Works – 2 Hours