

**A.V.V.M. Sri Pushpam College (Autonomous), Poondi – 613 503**

**PG & Research Department of Economics**

**M.A. Programme in Economics**

**OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM**

**SCHEME OF PROGRAMME AND SYLLABUS**

**(For the candidates admitted from 2023-2024 onwards)**

**Vision and Mission of the college**

**Vision**

To provide quality academic programmes and value oriented higher education to the rural community, equip them to encounter current regional, national and global demands upholding moral standards and intellectual competency.

**Mission**

- To provide conducive environment for quality teaching-learning process and innovative research.
- To bestow substantial educational experience that is intellectually, socially, and personally transformative.
- To strive to bring out the latent potentiality and core competency of the learners
- To foster the culture of research-based learning, independent academic inquiry by encouraging the students to involve in research activities ranging from hands on training, student projects, publications etc.,
- To nurture essential skills, competent minds and compassionate hearts.
- To impart a practical, demanding and overall development of the personality generated by love, consideration and care for the society.
- To serve the society by extending needful outreach programmes to the rural populace.

**PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

- Make the learners realise the transformative power of education.
- Acquire profound disciplinary, applied, integrative knowledge and intellectual competency and domain specific and generic skills.
- Pursue lifelong learning and generate innovative solutions for the problems at individual and social level.
- Create a collaborative and inclusive environment, and serve the betterment of the society with moral integrity.
- Motivate to become a committed professional with necessary ethics as a leader as well as a team player.

## **PROGRAMME OUTCOMES for M.A. Programme**

On the completion of the programme, the learners will be able to,

### **PO-1 Academic Proficiency:**

To understand theoretical and analytical aspects with advanced economic theories and concepts, innovative combination of fundamental and applied training in order to provide stakeholders with essential knowledge of global, comparative and transnational issues in Economics, as well as specific expertise and skills related to the practice of applied Economics.

### **PO-2 Personal and Professional Proficiency:**

Develop the theoretical, interdisciplinary training necessary for the understanding the application of Economics, Economic policies, theories of various schools of Economics, sectoral studies covering important issues related to regional, national and International subjects and many others.

### **PO-3 Research Proficiency:**

Demonstrate a thirst for advanced learning and research in their domain of interest so as to address economic and social related problems faced by the society and also to encourage the application of knowledge by concentrating on research work and by providing an opportunity to engage in research and giving solution for the society related problem and frame policy and planning for the social welfare.

### **PO-4 Entrepreneurial and Social Proficiency:**

Exhibit competent skills to become successful entrepreneurs and leaders who will engage in policy making and apply economic theory to real world issues as well as critically evaluate market economy, public policies and to create huge level of employment opportunities, by creating new products and services, it will stimulate new employment which ultimately resulting in acceleration of economic development and consider the importance of economic growth.

### **PO-5 Social ethics and environmental responsibilities:**

Emerge as responsible citizens who engage in activities that promote wellness in the community and environmental sustainability and apply moral and ethical standards on interpersonal and social levels to demonstrate integrity on economic, social, political, cultural and environmental issues.

**PROGRAMME SPECIFIC OUTCOMES for M.A. ECONOMICS Programme**

**PSO1:** Demonstrate an understanding of complex economics mechanism that characterize modern society and to develop ability to present economic theory and applications in decision making in real life.

**PSO2:** Analyse and investigate economic theory and issues in the field of economics as well as contemporary socio-economic problems along with formulation and analyses of policy; and to understand how economy is influenced by economic policy and planning, technological advances and demographic conditions.

**PSO3:** To adopt the digital advancement in the field to understand complex economic mechanism using statistical tools and packages and to embrace new opportunity in emerging technology and also to develop the ability to explain core economic terms, concepts, and theories including but not limited to the function of market and prices as allocative mechanisms; benefit/cost analysis; market failure and role of state; and other critical areas of economics.

**PSO4:** Develop understanding of economic trade-offs and social values, impact public/private socio-economic policy for the achievement of intended outcomes which provide skills to become empowered and forecast outcomes of the policy as an entrepreneur employed in various positions.

**PSO5:** Demonstrate the ability to employ the “economic way of thinking.” i.e. the ability to use critical thinking skills within the discipline of economics about economic matters, social and moral ethics and to

Construct systematic model for analysis and make use of knowledge on finance, health, environmental economics to formulate policies for sustainability on community and protective environment.

*M.A. Economics*

### Curriculum Structure for PG Programmes (OBE- CBCS) - 2023

|  | Nature of Course  | Total No. of Courses | Total marks | Total credits | Total credits for the Programme |
|--|---|----------------------|-------------|---------------|---------------------------------|
| Part – A   | Core Course   | 13                   | 1300        | 51            | 80<br>(CGPA)                    |
|  | Elective Course   | 05                   | 500         | 15            |                                 |
|  | Core Industry Module (CIM)                                | 01                   | 100         | 3             |                                 |
|  | Extra Disciplinary Course                                 | 01                   | 100         | 3             |                                 |
| Part – B (i)   | Skill Enhancement Course(SEC)                             | 04                   | 400         | 8             |                                 |
| Part – B (ii)  | Ability Enhancement Compulsory Course (AECC) – Soft Skill | 04                   | 400         | 8             | 10<br>(Non CGPA)                |
|  | Internship / Industrial Activity                          | --                   | --          | 2             |                                 |
|  | <b>Total</b>  | <b>28</b>            | <b>2800</b> | <b>90</b>     | <b>90</b>                       |
| Value Added Course (VAC)   |   | 01                   | 100         | --            |                                 |
| Extra Credit Course -<br><b>MOOC / Field visit / Hands on Training</b> |   | --                   | --          | Max: 4        |                                 |

**Part A component and Part B (i) will be taken into account for CGPA calculation for the postgraduate programme and the other components Part B and Part C have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the PG degree.**

*M.A. Economics*

**Course Structure: M.A. ECONOMICS (2023)**

| S. No. | Semester | Category       | Course Code                     | Title of the Course   | Maximum Marks |    |       | Minimum Marks for Pass |    |       | Hours/Week | Credits |
|--------|----------|----------------|---------------------------------|---|---------------|----|-------|------------------------|----|-------|------------|---------|
|        |          |                |                                 |   | CIA           | EE | Total | CIA                    | EE | Total |            |         |
| 1      | I        | Core           | 23P1ECC1                        | Advanced Micro Economics  | 25            | 75 | 100   | 10                     | 30 | 50    | 6          | 4       |
| 2      |          | Core           | 23P1ECC2                        | Indian Economic Development and Policy  | 25            | 75 | 100   | 10                     | 30 | 50    | 5          | 4       |
| 3      |          | Core           | 23P1ECC3                        | Statistics for Economists   | 25            | 75 | 100   | 10                     | 30 | 50    | 5          | 4       |
| 4      |          | Major Elective | 23P1ECEL1A/<br>23P1ECEL1B       | Economics of Sustainable Development/Rural Economics                                  | 25            | 75 | 100   | 10                     | 30 | 50    | 5          | 3       |
| 5      |          | Major Elective | 23P1ECEL2A/<br>23P1ECEL2B       | Population Studies /Regional Economics  | 25            | 75 | 100   | 10                     | 30 | 50    | 5          | 3       |
| 6      |          | SEC 1          | 23P1ECSEC1                      | Managerial Skills (Learning of Managerial Skill and Office Assistance – Clerical Job) | 25            | 75 | 100   | 10                     | 30 | 50    | 2          | 2       |
| 7      |          | AECC 1         | 23P1ECAECC1                     | Communicative Skill and Personality Development                                       | 25            | 75 | 100   | 10                     | 30 | 50    | 2          | 2       |
|        |          | Extra Credit   | Field visit / Hands on Training |   |               | -  | -     | -                      | -  | -     | -          | -       |
| 8      | II       | Core           | 23P2ECC4                        | Advanced Macro Economics  | 25            | 75 | 100   | 10                     | 30 | 50    | 6          | 4       |
| 9      |          | Core           | 23P2ECC5                        | Health Economics  | 25            | 75 | 100   | 10                     | 30 | 50    | 5          | 4       |
| 10     |          | Core           | 23P2ECC6                        | Mathematical Economics  | 25            | 75 | 100   | 10                     | 30 | 50    | 5          | 4       |
| 11     |          | Major Elective | 23P2ECEL3A/<br>23P2ECEL3B       | Financial Economics / Urban Economics   | 25            | 75 | 100   | 10                     | 30 | 50    | 5          | 3       |
| 12     |          | Major Elective | 23P2ECEL4A/<br>23P2ECEL4B       | Resource Economics / Economics of Climate Change                                      | 25            | 75 | 100   | 10                     | 30 | 50    | 5          | 3       |
| 13     |          | SEC 2          | 23P2ECSEC2                      | Leadership Quality and Development  | 25            | 75 | 100   | 10                     | 30 | 50    | 2          | 2       |
| 14     |          | AECC 2         | 23P2ECAECC2                     | Language Lab  | 25            | 75 | 100   | 10                     | 30 | 50    | 2          | 2       |

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| S. No. | Semester | Category  | Course Code                      | Title of the Course  | Maximum Marks |     |       | Minimum Marks for Pass |    |       | Hours/Week | Credits |   |
|--------|----------|---|----------------------------------|--|---------------|-----|-------|------------------------|----|-------|------------|---------|---|
|        |          |   |                                  |  | CIA           | EE  | Total | CIA                    | EE | Total |            |         |   |
| 15     | III      | Core  | 23P3ECC7                         | Monetary Economics   | 25            | 75  | 100   | 10                     | 30 | 50    | 6          | 4       |   |
| 16     |          | Core  | 23P3ECC8                         | Public Economics   | 25            | 75  | 100   | 10                     | 30 | 50    | 6          | 4       |   |
| 17     |          | Core  | 23P3ECC9                         | Econometric Methods  | 25            | 75  | 100   | 10                     | 30 | 50    | 5          | 4       |   |
| 18     |          | CIM   | 23P3ECCIM                        | Industrial Economics   | 25            | 75  | 100   | 10                     | 30 | 50    | 4          | 3       |   |
| 19     |          | EDC   | 23P3ECEDC                        | Economics for Competitive Examination  | 25            | 75  | 100   | 10                     | 30 | 50    | 5          | 3       |   |
| 20     |          | SEC 3   | 23P3ECSEC3                       | Personality Development -Facing of Interview in Private and Government Jobs  | 25            | 75  | 100   | 10                     | 30 | 50    | 2          | 2       |   |
| 21     |          | AECC 3  | 23P3ECAECC3                      | Research Methodology   | 25            | 75  | 100   | 10                     | 30 | 50    | 2          | 2       |   |
|        |          | Internship / Industrial Activity (Carried out in summer vacation at the end of I Year – 30 hours) |                                  |  |               |     |       |                        |    |       |            | -       | 2 |
|        |          | Extra Credit  | MOOC(Massive open online course) |  |               | -   | -     | -                      | -  | -     | -          | -       | - |
| 22     | IV       | Core  | 23P4ECC10                        | International Economics  | 25            | 75  | 100   | 10                     | 30 | 50    | 6          | 4       |   |
| 23     |          | Core  | 23P4ECC11                        | Development Economics  | 25            | 75  | 100   | 10                     | 30 | 50    | 5          | 4       |   |
| 24     |          | Core  | 23P4ECC12                        | Computer Application in Economics  | 25            | 75  | 100   | 10                     | 30 | 50    | 5          | 4       |   |
| 25     |          | Major Elective  | 23P4ECEL5A/<br>23P4ECEL5B        | Economics of Social Issues / Human Resource Development                      | 25            | 75  | 100   | 10                     | 30 | 50    | 5          | 3       |   |
| 26     |          | Core  | 23P4ECC13PR                      | Project with Viva Voce   | 25            | 75  | 100   | 10                     | 30 | 50    | 5          | 3       |   |
| 27     |          | SEC 4   | 23P4ECSEC4                       | Role of MSMEs - Practice of Public and Private Companies and Banking Systems | 25            | 75  | 100   | 10                     | 30 | 50    | 2          | 2       |   |
| 28     |          | AECC 4  | 23P4ECAECC4                      | Comprehensive Knowledge  | -             | 100 | 100   | -                      | -  | 50    | 2          | 2       |   |
|        |          | Extra Credit  | MOOC(Massive open online course) |  |               | -   | -     | -                      | -  | -     | -          | -       | - |

**Internship/ Industrial Activity:**

Students must complete in-plant training in any industry or organization where a programme related procedure is being used, and this training must be done during the summer vacation at the end of I Year. A minimum of 30 hours should be spent on training. Students must submit a report on their training together with a certificate from the relevant industry or organization authority.

**Field visit / Hands on Training:**

In order to achieve experiential learning, these programmes with a minimum of 15 hours of contact time are offered as Extra Credit Courses in the I Semester.

Evaluation of visit report will be held at the end of II Semester.

**Components of Evaluation:**

|                |       |
|----------------|-------|
| Internal Marks | : 25  |
| External Marks | : 75  |
| Total          | : 100 |

**MOOC:**

Massive Open Online Course is offered in the III and IV Semester as an Extra Credit Course. Students can avail any one or more of the courses available in MOOC to equip their skill and knowledge themselves. To receive the extra credit, students must provide their MOOC course completion certificate at the end of the second year.

**Skill Enhancement courses (SEC) offered by the Economics Department**

1. Managerial Skills (Learning of Managerial Skill and Office Assistance – Clerical Job)
2. Leadership Quality and Development.
3. Personality Development -Facing of Interview in Private and Government Jobs.
4. Role of MSMEs - Practice of Public and Private Companies and Banking Systems.

**Extra Disciplinary Course (EDC) offered by the Economics Department**

\*Economics for Competitive Examination

**A.VEERIYA VANDAYAR MEMORIAL SRI PUSHPAM COLLEGE (AUTONOMOUS), POONDI,  
THANJAVUR DIST.**

**(NAAC Re-Accredited with A grade in 4<sup>th</sup> cycle)**

**Question Pattern for UG and PG Programmes**

**(For the students admitted from 2023 – 2024 onwards)**

**Bloom's Taxonomy based Assessment pattern**

| Bloom's category | Section | Choice      | Marks       | Total |
|------------------|---------|-------------|-------------|-------|
| K1 to K6         | A       | Compulsory  | 10 x 2 = 20 | 75    |
|                  | B       | Either / Or | 5 x 5 = 25  |       |
|                  | C       | 3 out of 5  | 3 x 10 = 30 |       |

**OBE QUESTION PATTERN**

**Total Marks: 75**

**SECTION – A (10 x 2 = 20)**

**Answer All the questions (Two Questions from each units)**

| CO | K Level | Q. No. | Questions |
|----|---------|--------|-----------|
|    |         | 1.     |           |
|    |         | 2.     |           |
|    |         | 3.     |           |
|    |         | 4.     |           |
|    |         | 5.     |           |
|    |         | 6.     |           |
|    |         | 7.     |           |
|    |         | 8.     |           |
|    |         | 9.     |           |
|    |         | 10.    |           |

**SECTION – B (5 x 5 = 25)**

**Answer All the questions (One Question from each unit)**

|             |  |        |  |
|-------------|--|--------|--|
|             |  | 11(a). |  |
| <b>(OR)</b> |  |        |  |
|             |  | 11(b). |  |
|             |  | 12(a). |  |
| <b>(OR)</b> |  |        |  |
|             |  | 12(b). |  |
|             |  | 13(a). |  |
| <b>(OR)</b> |  |        |  |
|             |  | 13(b). |  |
|             |  | 14(a). |  |
| <b>(OR)</b> |  |        |  |
|             |  | 14(b). |  |
|             |  | 15(a). |  |
| <b>(OR)</b> |  |        |  |
|             |  | 15(b). |  |

**SECTION – C (3 x 10 = 30)**

**Answer ANY THREE questions (One Question from each unit)**

|  |  |     |  |
|--|--|-----|--|
|  |  | 16. |  |
|  |  | 17. |  |
|  |  | 18. |  |
|  |  | 19. |  |
|  |  | 20. |  |



**Bloom's Taxonomy Action Verbs**

| <b>K1<br/>Remember</b> | <b>K2<br/>Understand</b> | <b>K3<br/>Apply</b> | <b>K4<br/>Analyze</b> | <b>K5<br/>Evaluate</b> | <b>K6<br/>Create</b> |
|------------------------|--------------------------|---------------------|-----------------------|------------------------|----------------------|
| Choose                 | Associate                | Apply               | Advertise             | Agree                  | Adapt                |
| Copy                   | Classify                 | Build               | Appraise              | Appraise               | Build                |
| Define                 | Compare                  | Calculate           | Analyze               | Assess                 | Change               |
| Describe               | Contrast                 | Change              | Assume                | Award                  | Choose               |
| Discover               | Convert                  | Choose              | Break down            | Choose                 | Combine              |
| Duplicate              | Demonstrate              | Complete            | Categorize            | Compare                | Compile              |
| Enumerate              | Describe                 | Construct           | Classify              | Conclude               | Compose              |
| Examine                | Differentiate            | Demonstrate         | Compare               | Convince               | Construct            |
| Find                   | Discuss                  | Develop             | Conclusion            | Criteria               | Create               |
| How                    | Distinguish              | Discover            | Connect               | Criticize              | Design               |
| Identify               | Estimate                 | Dramatize           | Contrast              | Decide                 | Develop              |
| Label                  | Explain                  | Experiment          | Differentiate         | Deduct                 | Discuss              |
| List                   | Express                  | Identify            | Discover              | Defend                 | Elaborate            |
| Locate                 | Extend                   | Interview           | Dissect               | Determine              | Estimate             |
| Match                  | Identify                 | Interpret           | Distinguish           | Discriminate           | Formulate            |
| Memorize               | Illustrate               | Illustrate          | Discriminate          | Estimate               | Generalize           |
| Name                   | Indicate                 | Make use of         | Divide                | Evaluate               | Hypothesize          |
| Omit                   | Infer                    | Manipulate          | Examine               | Explain                | Imagine              |
| Recall                 | Interpret                | Model               | Explain               | Find errors            | Improve              |
| Recognize              | Outline                  | Modify              | Function              | Grade                  | Integrate            |
| Relate                 | Paraphrase               | Organize            | Inference             | Importance             | Invent               |
| Select                 | Predict                  | Paint               | Inspect               | Influence              | Make up              |
| Show                   | Relate                   | Plan                | List                  | Interpret              | Maximize             |
| Spell                  | Rephrase                 | Prepare             | Motive                | Judge                  | Minimize             |
| State                  | Show                     | Produce             | Order                 | Justify                | Modify               |
| Tabulate               | Summarize                | Relate              | Point out             | Mark                   | Originate            |
| Tell                   | Translate                | Select              | Prioritize            | Measure                | Organize             |
| What                   |                          | Show                | Relationships         | Order                  | Plan                 |
| When                   |                          | Sketch              | Select                | Predict                | Predict              |
| Where                  |                          | Solve               | Separate              | Prioritize             | Prepare              |
| Which                  |                          | Use                 | Simplify              | Prove                  | Produce              |
| Who                    |                          | Utilize             | Subdivide             | Rank                   | Propose              |
| Why                    |                          |                     | Survey                | Rate                   | Rearrange            |
|                        |                          |                     | Take part in          | Recommend              | Rewrite              |
|                        |                          |                     | Test for              | Reframe                | Role-play            |
|                        |                          |                     | Theme                 | Select                 | Solution             |
|                        |                          |                     |                       | Summarize              | Solve                |
|                        |                          |                     |                       | Support                | Substitute           |
|                        |                          |                     |                       | Value                  | Write                |

*M.A. Economics*

| Semester | Course Code     | Course Title                    | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|---------------------------------|---------------------------|----------------|
| <b>I</b> | <b>23PIECC1</b> | <b>Advanced Micro Economics</b> | <b>6</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability |   |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. To make the students to understand consumer behavior with the theories of Demand and Production.</li> <li>2. To elaborate various market structure and the theories of distribution.</li> </ol> |
|---|

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Consumer Choice</b><br>Cardinal and ordinal utility - Indifference curve approach – Slutsky’s Decomposition of price effect into substitution effect and income effect – Consumer surplus - Marshall’s and Hicksian measures – Compensatory Demand Curve- Revealed Preference Theorem- and derivation of Marginal Utility schedule for money income.   | 20           |
| <b>II</b>  | <b>Economics of Information</b><br>Informational asymmetry – Choice under Uncertainty - N-M Index – Inter-temporal choice -Market for lemons- Adverse selection – Insurance market and adverse selection – Solution to principal agent problem- Hidden action (Moral Hazard) - Signaling and Screening.   | 15           |
| <b>III</b> | <b>Market Structure Models</b><br>a. Perfect competition – Price and output determination – Optimum firm.<br>b. Monopoly – Short run and long run equilibrium - Price discrimination monopoly control, and regulation – Contestable Market.<br>c. Monopolistic competition–Chamberlin Model- selling costs - Excess capacity.<br>d. Oligopoly – Duopoly price game-dominant strategy-Nash Equilibrium Non-collusive Models - Cournot- Bertrand – Chamberlin – Edgeworth – Sweezy – Stackelberg- Oligopoly - Collusive Models - Cartels and mergers - Price leadership - Base point price system.<br>e. Monopsony – Price and output determination – Workable competition. | 20           |

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|    |   |    |
|----|---|----|
| IV | <b>Alternative Theories of Firm</b><br>Full Cost Pricing Rule- Limits pricing theory- Bains Theory- Sylos- Labini Model-Modigliani's Models- Input-output model -Linear programming applications in decision making- Peak Load Pricing – Administered Pricing- Purchasing Power Parity Price.   | 15 |
| V  | <b>Distribution Theories</b><br>Neo-classical approach – Marginal productivity theory; Product exhaustion theorem; - Modern theory of distribution – Factor Pricing in imperfect product and factor markets- Determination of Wages –Labour supply and wage determination – Role of trade unions and collective bargaining- Theories of Interest- Theories of Profit. | 20 |

### Textbook:

1. Jhingan M.L, (2004 Reprint)Advanced EconomicTheory (Vrindha Publications (P) Ltd., New Delhi.
2. Agarwal, H.S. Micro Economic Theory, (Ane's Books Pvt. Ltd.,) New Delhi.

### References:

1. Hal R. Varian (2004), Intermediate Micro Economics (East-West Press: New Delhi).
2. Ruffin Roy. J (1992), Intermediate Micro Economics Harper & Collins Publishers.
3. Koutsiyannis A. (1978), Modern Micro Economics, (Macmillan- London).

### Web resources:

1. <http://open.oregonstate.education/intermediatemicroeconomics/chapter/module-1>
2. [http://saylordotorg.github.io/text\\_introduction-to-economic-analysis/s16-monopoly.html](http://saylordotorg.github.io/text_introduction-to-economic-analysis/s16-monopoly.html)
3. [http://saylordotorg.github.io/text\\_introduction-to-economic-analysis/s17-games-and-strategic-behaviour.html](http://saylordotorg.github.io/text_introduction-to-economic-analysis/s17-games-and-strategic-behaviour.html)

### Pedagogy: Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

### Course Outcomes

On the successful completion of the course, students will be able to

| CO Number | CO Statement  | Cognitive Level |
|-----------|---|-----------------|
| CO1       | To illustrate and analyse the theories of consumer behavior   | K1, K2, K4      |
| CO2       | To illustrate and identify the choice under uncertainty.  | K2, K3          |
| CO3       | To compare how price and output is determined in different market situations and evaluate the market structures | K2, K4, K5      |
| CO4       | To identify and examine the alternative theories of firms.  | K3, K4          |
| CO5       | To define, explain, and compare the theory of distribution.   | K1, K2, K4      |

**Cognitive Level: K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create

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**Mapping of Course Outcomes with Programme Outcomes:**

| <b>CO/PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|--------------|------------|------------|------------|------------|------------|
| <b>CO1</b>   | 3          | 3          | 3          | 3          | 3          |
| <b>CO2</b>   | 3          | 3          | 3          | 3          | 3          |
| <b>CO3</b>   | 3          | 3          | 3          | 3          | 2          |
| <b>CO4</b>   | 3          | 3          | 3          | 3          | 2          |
| <b>CO5</b>   | 3          | 3          | 3          | 3          | 3          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO/PS<br/>O</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>         | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b>         | 3           | 3           | 3           | 3           | 3           |
| <b>CO3</b>         | 3           | 3           | 3           | 3           | 3           |
| <b>CO4</b>         | 3           | 3           | 3           | 3           | 3           |
| <b>CO5</b>         | 3           | 3           | 3           | 3           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester | Course Code     | Course Title                                  | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|---|---------------------------|----------------|
| <b>I</b> | <b>23P1ECC2</b> | <b>Indian Economic Development and Policy</b> | <b>5</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    |   | Employability Oriented     | √ | Addresses Professional Ethics            |   |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented |   | Addresses Environment and Sustainability |   |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• To provide a macroeconomic understanding of the Indian Economy.</li> <li>• The students become aware of various challenges of the Indian Economy.</li> </ul> |
|---|

**SYLLABUS**

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Introduction</b><br>Growth and Structural Change Indian economy at Independence- The policy framework: statist policy, transition to market-oriented policy, role of erstwhile Planning Commission and NITI Aayog- Two phases of growth (1950-1980 and 1980 onwards), factors underlying turnaround- Structural change in Indian economy.   | 15           |
| <b>II</b>  | <b>Agricultural and Industrial Sector</b><br>Agricultural and Industrial Sectors - Agricultural Sector Performance of agricultural sector, factors determining agricultural growth - Factors underlying food inflation- Agricultural price policy and food security<br>Industrial Growth - Industrial growth before and after reforms - Dualism in Indian manufacturing- Issues in performance of public sector enterprises and privatization. | 15           |
| <b>III</b> | <b>Fiscal Developments</b><br>Fiscal Developments, Finance and External Sector Expenditure trends- GST: rationale and impact- Evolution of the financial sector in post-liberalization period- External sector performance: emergence of India as major exporter in services, performance of manufacturing sector.   | 15           |
| <b>IV</b>  | <b>Poverty and Inequality</b><br>Poverty and Inequality - Measuring poverty in India: Selection of poverty lines- Poverty in pre and post liberalization periods- Impact of growth on poverty- PDS vs cash transfers, feasibility of universal basic income in India - Inequality in India in pre and post liberalization periods.   | 15           |

|          |   |    |
|----------|---|----|
| <b>V</b> | <p><b>Social Sector</b><br/>                 Social Issues Gender gap in India and trends in female labour force participation rates, factors determining female labour force participation- Employment: changing nature of employment in India, "jobless growth"- Labour in informal sector- India's graphic transition.</p> | 15 |
|----------|---|----|

**Textbook:**

1. Sundaram K P M.,(2002),Indian Economy , 42 revised edition., S.Chand Publications
2. Misra,S, &Puri, V.,(2020.), Indian Economy, Revised Edition., S.Chand Publications

**References:**

1. KaushikBasu (Ed.) (2012), Oxford Companion to Indian Economy, 3rd Edition, OUP, New Delhi.
2. Uma Kapila (Ed.) (2018), Indian Economy since Independence, Academic Foundation, New Delhi, 29th Edition.
3. AshimaGoyal (Ed.) The Oxford Handbook of the Indian Economy in the 21st Century: Understanding the Inherent Dynamism, Oxford University Press.

**Web resources:**

1. <https://www.adb.org/countries/india/economy>
2. <https://www.oecd.org/economy/india-economic-snapshot/>
3. <https://www.indiabudget.gov.in/economicsurvey/>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement   | Cognitive Level  |
|------------|--|--|
| <b>CO1</b> | Understand the Structural change in Indian economy           | K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>                  |
| <b>CO2</b> | Assess the Performance of agricultural and Industrial sector | K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>                  |
| <b>CO3</b> | Ability to learn the trends in the economy                   | K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub> , K <sub>5</sub> |
| <b>CO4</b> | Understand the Impact of Poverty                             | K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>                  |
| <b>CO5</b> | Identify Social Issues like Unemployment, Gender disparities | K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> , K <sub>4</sub>                  |

**Cognitive Level:** K<sub>1</sub> - Remember; K<sub>2</sub> - Understanding; K<sub>3</sub> - Apply; K<sub>4</sub> - Analyze; K<sub>5</sub> – Evaluate; K<sub>6</sub> – Create

**Mapping of Course Outcomes with Programme Outcomes**

| CO/PO      | PO1 | PO2 | PO3 | PO4 | PO5 |
|------------|-----|-----|-----|-----|-----|
| <b>CO1</b> | 3   | 3   | 3   | 3   | 3   |
| <b>CO2</b> | 3   | 3   | 3   | 3   | 2   |
| <b>CO3</b> | 3   | 3   | 3   | 3   | 2   |
| <b>CO4</b> | 3   | 3   | 3   | 2   | 3   |
| <b>CO5</b> | 3   | 3   | 3   | 2   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
 1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO/PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|---------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>    | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b>    | 3           | 3           | 3           | 3           | 3           |
| <b>CO3</b>    | 3           | 3           | 3           | 3           | 3           |
| <b>CO4</b>    | 3           | 3           | 3           | 2           | 3           |
| <b>CO5</b>    | 3           | 3           | 3           | 2           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester | Course Code     | Course Title                     | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|----------------------------------|---------------------------|----------------|
| <b>I</b> | <b>23P1ECC3</b> | <b>Statistics for Economists</b> | <b>5</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |  |
|---------------------------|---|----------------------------|---|--|--|
| Relevant to Local need    |   | Employability Oriented     | √ | Addresses Professional Ethics            |  |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |  |
| Relevant to regional need | √ | Skill development Oriented |   | Addresses Environment and Sustainability |  |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   |  |

**Course Objectives**

The main objectives of this course are:

1. To provide a strong foundation in statistical concepts and develop skills in data handling and research.
2. The course facilitates in inferring the intensity of relationship between multiple variables and building appropriate statistical models. The models thus formulated can be tested for their significance and can be used for forecasting.

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Probability</b><br>Probability - Addition and Multiplication Theorems - Conditional Probability - Discrete and Continuous - Random Variables - Mathematical Expectations – Bayes Theorem - Theoretical Distributions - Binomial, Poisson and Normal.   | 15           |
| <b>II</b>  | <b>Sampling and Hypothesis Testing</b><br>Sampling Theory - Types of Sampling - Sampling Distributions - Parameter and Statistic - Testing of Hypothesis - Level of Significance - Type I and Type II Errors - Standard Error - Properties of Estimator.  | 15           |
| <b>III</b> | <b>Test of Significance Large and Small Sample</b><br>Difference between Large and Small Samples - Test of Significance for Large Samples - Test for Two Means and Standard Deviations - Proportion and Confidence Interval - Small Sample Test – t-test - Paired t- test - Chi-square Test- Test of Goodness of Fit. | 15           |
| <b>IV</b>  | <b>Analysis of Variance</b><br>F test: Assumptions in F test - Analysis of Variance: Assumptions – One-Way and Two-Way Classifications.   | 15           |



|          |  |    |
|----------|--|----|
| <b>V</b> | <b>Statistical Decision Theory</b><br>Definitions – Concepts – Maximin - Minimax - Bayes Criterion - Expected Monetary Value - Decision Tree Analysis: Symbols - Steps - Advantages and Limitations. | 15 |
|----------|--|----|

**Textbook:**

1. Gupta S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 2017.
2. Anderson, Sweeney and Williams, “Statistics for Business and Economics”, Cengage, 2014.

**References:**

1. Aggarwal. Y.P (2002), “Statistics Methods – Concepts Application and Computation”, Sterling Publishers Private Ltd., New Delhi.
2. Vittal P.R., Mathematical Statistics, Margham Publications
3. Pillai R.S.N. and Bagavathi V (2010), Statistics, Sultan & Chand Sons, New Delhi.

**Web resources:**

1. <https://www.statista.com>.
2. <https://techjury.net>
3. [https://dss.princeton.edu/online\\_help/analysis/interpreting\\_regression.htm](https://dss.princeton.edu/online_help/analysis/interpreting_regression.htm)

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level |
|------------|---|-----------------|
| <b>CO1</b> | Summarize the basic Probability rules and understand theoretical distributions. | K1 & K2         |
| <b>CO2</b> | Acquire knowledge on the various sampling methods and testing of Hypotheses     | K2 & K3         |
| <b>CO3</b> | Use t test and chi square for analysis  | K4              |
| <b>CO4</b> | Understand the importance of one and two way ANOVA                              | K5              |
| <b>CO5</b> | Know the various Decision making tools available                                | K6              |

**Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create**

**Mapping of Course Outcomes with Programme Outcomes**

| CO         | PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|------------|----|-----|-----|-----|-----|-----|
| <b>CO1</b> |    | 3   | 2   | 3   | 2   | 2   |
| <b>CO2</b> |    | 2   | 3   | 2   | 3   | 2   |
| <b>CO3</b> |    | 3   | 3   | 3   | 2   | 2   |
| <b>CO4</b> |    | 2   | 2   | 3   | 2   | 2   |
| <b>CO5</b> |    | 3   | 3   | 2   | 2   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO</b>  | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b> | 3           | 2           | 3           | 2           | 2           |
| <b>CO2</b> | 3           | 2           | 3           | 3           | 3           |
| <b>CO3</b> | 3           | 3           | 3           | 3           | 3           |
| <b>CO4</b> | 3           | 3           | 3           | 3           | 3           |
| <b>CO5</b> | 2           | 3           | 3           | 2           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester | Course Code       | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------------|--|---------------------------|----------------|
| <b>I</b> | <b>23P1ECEL1A</b> | <b>Major Elective – I<br/>Economics of Sustainable Development</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    |   | Employability Oriented     | √ | Addresses Professional Ethics            |   |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented |   | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   |   |

**Course Objectives**

The main objectives of this course are:

- Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions
- Be able to discuss the conflicts which are involved in the SD concept on the national as well as on the global scale.

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Introduction to Sustainable Development</b><br>Meaning and Definition - Economic Growth and Progress- Environmental Threats- MDGS To The SDGS: Agenda 2030.  | 15           |
| <b>II</b>  | <b>Economic Development</b><br>Urban/Rural Inequality- Measuring Wellbeing- Convergence or Divergence - The Diffusion of Economic Growth- Economic Development Since World War II: The Making of Globalization- The Role of Physical Geography: Transport, Energy, Disease, Crops | 15           |
| <b>III</b> | <b>The MDGS and Extreme Poverty</b><br>The level of Extreme Poverty - South Asia: The Continuing Challenge of The Food Supply- The Origins of The Boundary Concept: Thomas Malthus- Neo-Malthusian Frameworks: Growth Dynamics  | 15           |
| <b>IV</b>  | <b>Human Rights and Gender Equality</b><br>The Ethics of Wealth, Poverty, And Inequality- Major UN Covenants and Declarations- Divided Societies- Life-Cycle Approach to Human Development- The Role of Higher Education in Sustainable Development                               | 15           |

|          |   |    |
|----------|---|----|
| <b>V</b> | <b>The Proposal for Sustainable Development Goals</b><br>The Sustainable Development Goals- Goal-Based Development- Financing for Sustainable Development- Principles of Good Governance- Is Sustainable Development Feasible | 15 |
|----------|---|----|

**Textbook:**

1. [Ian Goldin](#), And [L. Alan Winters](#)(2010), The Economics of Sustainable Development, Cambridge University Press
2. [Anna Szelałowska](#) And [AnetaPluta-Zaremba](#), The Economics Of Sustainable Transformation, 1st Edition, Routledge

**References:**

1. James Robertson (1997), The New Economics of Sustainable Development A Briefing for Policy Makers, A Report for The European Commission
2. Tatyana P. Soubbotina (2004), Beyond Economic Growth an Introduction to Sustainable Development, Second Edition, The International Bank for Reconstruction and Development
3. David Zilberman, Renan Goetz, Alberto Garrido, The Economics of Sustainable Development, Springer

**Web resources:**

1. <https://Www.Un.Org/Sustainabledevelopment/Economic-Growth/>
2. [http://Www.Ru.Ac.Bd/Wp-Content/Uploads/Sites/25/2019/03/408\\_01\\_Jennifer-An-Introduction-To-Sustainable-Development-2012.Pdf](http://Www.Ru.Ac.Bd/Wp-Content/Uploads/Sites/25/2019/03/408_01_Jennifer-An-Introduction-To-Sustainable-Development-2012.Pdf)
3. [https://www.researchgate.net/publication/358045765\\_ISSUE\\_OF\\_GREEN\\_CONVERGENCE\\_A\\_CASE\\_STUDY\\_OF\\_SOUTH\\_ASIA](https://www.researchgate.net/publication/358045765_ISSUE_OF_GREEN_CONVERGENCE_A_CASE_STUDY_OF_SOUTH_ASIA)

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement   | Cognitive Level    |
|------------|--|--------------------|
| <b>CO1</b> | Define and explain the need for sustainable development  | K1, K2, K5         |
| <b>CO2</b> | Find out and infer the wellbeing concept and economic development and to identify and analyse about Physical Geography | K1, K2, K3, K4     |
| <b>CO3</b> | To list out and illustrate the role of MDGs and to examine the measures used to eradicate poverty                      | K1, K2, K4, K5     |
| <b>CO4</b> | Analyse, identify, evaluate and discuss the human rights and gender equality to have sustainable economic growth       | K3, K4, K5, K6     |
| <b>CO5</b> | Examine, explain, identify and elaborate the role of sustainable development goals and its feasibility                 | K2, K3, K4, K5, K6 |

**Cognitive Level:** **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create.

**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO/PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|--------------|------------|------------|------------|------------|------------|
| <b>CO1</b>   | 3          | 2          | 2          | 3          | 3          |
| <b>CO2</b>   | 3          | 3          | 2          | 3          | 3          |
| <b>CO3</b>   | 3          | 3          | 3          | 2          | 3          |
| <b>CO4</b>   | 3          | 3          | 3          | 3          | 3          |
| <b>CO5</b>   | 3          | 2          | 3          | 3          | 3          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO/PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|---------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>    | 3           | 2           | 2           | 3           | 3           |
| <b>CO2</b>    | 3           | 3           | 2           | 3           | 3           |
| <b>CO3</b>    | 3           | 3           | 3           | 2           | 3           |
| <b>CO4</b>    | 3           | 3           | 3           | 3           | 3           |
| <b>CO5</b>    | 3           | 2           | 3           | 3           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester | Course Code       | Course Title                                  | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------------|---|---------------------------|----------------|
| <b>I</b> | <b>23P1ECE11B</b> | <b>Major Elective – I<br/>Rural Economics</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            |   |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented |   | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   |   |

**Course Objectives**

The main objectives of this course are:

|  |
|--|
| <ul style="list-style-type: none"> <li>• To understand rural economic development in India</li> <li>• To know about the Rural Empowerment Programs initiated by Government of India</li> </ul> |
|--|

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Introduction to Rural Economics</b><br>Nature and Scope of Rural Economics - Inter-disciplinary approach of Rural Economics –Components - Structure and Characteristics -Pre and Post-independence - Rural Development: Meaning, Nature and Scope - Factors Affecting Rural Growth   | 15           |
| <b>II</b>  | <b>Rural Resources and Rural development theories</b><br>Rural Resources: Nature, Types and Magnitude - Rural Resources Management and Development - Application of Technology in Rural Development – Problems and prospects - W.W. Rostow’s - Lewis-Fei-Ranis and Gandhian Approach to Rural Development.  | 15           |
| <b>III</b> | <b>Rural Demography and Occupational Structure</b><br>Demography: Population Size, Sex and Age Composition - Density of Population- Population Problems and Challenges – Family Welfare Measures in Rural India - Occupational Structure: Nature of Rural Occupations - Occupational Distribution in Rural India – The Concept of Work Participation Rates. | 15           |
| <b>IV</b>  | <b>Rural Poverty and Unemployment</b><br>Rural Poverty: Meaning, Estimates, Causes and Consequences – Unemployment: Meaning, Types and Magnitude of Rural Unemployment - Causes and Consequences - National Programmes for Rural Development -  | 15           |

**M.A. Economics**

|          |  |    |
|----------|--|----|
|          | Community Development Programmes and Employment Guarantee Schemes.   |    |
| <b>V</b> | <b>Rural Empowerment Programmes</b><br>Bharat Nirman, Provisions of Urban Amenities in Rural Area (PU RA), Mahatma Gandhi National Rural Employment Guarantee Act - Agencies for Rural Development: Government, Semi-Government Organisations, Co-Operative Institutions, Non-Government Organisations and Voluntary Agencies for Rural Development. | 15 |

**Textbook:**

1. Vasant Desai: Rural Development in India, Himalaya Publishing House, Mumbai, 2012.
2. Dutt and Sundaram- Indian Economy, S.Chand Publications, New Delhi, 2013-07-02.

**References:**

1. Singh, K., & Shishodia, A. (2016). Rural development: Principles, policies, and management. SAGE Publishing India.
2. Hoff, K., Braverman, A., & Stiglitz, J. E. (1993). The economics of rural organization. Oxford: Oxford University Press.
3. Hill, B., & Ray, D. (1987). Economics for agriculture: food, farming and the rural economy. Basingstoke, UK: Macmillan Education.

**Web resources:**

1. <https://www.kobo.com/us/en/ebooks/public-finance>
2. <https://www.amazon.in/PUBLIC-FINANCE-AMBAR-GHOSH-ebook/dp/B07W5F2P1Q>
3. [https://www.niti.gov.in/sites/default/files/2021-08/11\\_Rural\\_Economy\\_Discussion\\_Paper\\_0.pdf](https://www.niti.gov.in/sites/default/files/2021-08/11_Rural_Economy_Discussion_Paper_0.pdf)

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement   | Cognitive Level |
|------------|--|-----------------|
| <b>CO1</b> | To label and interpret the nature and scope of rural economics.                  | K1,K2,          |
| <b>CO2</b> | To define and demonstrate the theories of rural development and rural resources. | K1,K2,          |
| <b>CO3</b> | To recall, outline and determine rural demography and occupation structure.      | K1,K2,K5,       |
| <b>CO4</b> | To organize, examine and evaluate rural poverty and unemployment.                | K3,K4,          |
| <b>CO5</b> | To summarize, develop and explain the rural empowerment programs.                | K2,K3,K5,       |

**Cognitive Level:** **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create

**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO/PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|--------------|------------|------------|------------|------------|------------|
| <b>CO1</b>   | 3          | 3          | 3          | 3          | 3          |
| <b>CO2</b>   | 3          | 3          | 3          | 2          | 3          |
| <b>CO3</b>   | 3          | 3          | 3          | 2          | 3          |
| <b>CO4</b>   | 3          | 3          | 3          | 3          | 3          |
| <b>CO5</b>   | 2          | 3          | 2          | 3          | 3          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO/PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|---------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>    | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b>    | 3           | 3           | 3           | 3           | 3           |
| <b>CO3</b>    | 3           | 3           | 3           | 3           | 3           |
| <b>CO4</b>    | 3           | 3           | 3           | 3           | 3           |
| <b>CO5</b>    | 3           | 3           | 3           | 3           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation



*M.A. Economics*

| Semester | Course Code       | Course Title                                     | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------------|--|---------------------------|----------------|
| <b>I</b> | <b>23P1ECEL2A</b> | <b>Major Elective- II<br/>Population Studies</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |  |
|---------------------------|---|----------------------------|---|--|--|
| Relevant to Local need    |   | Employability Oriented     | √ | Addresses Professional Ethics            |  |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |  |
| Relevant to regional need | √ | Skill development Oriented |   | Addresses Environment and Sustainability |  |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   |  |

**Course Objectives**

The main objectives of this course are:

- To apply demographic concepts and population theories to explain past and present population characteristics.
- To evaluate the use of demographic concepts and population theories to understand contemporary socio-economic issues and current affairs and to assess the relationship between demographic change and policy.

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Unit I: Introduction Population Studies:</b><br>Nature and scope, Concepts and Definitions, Population Studies and Demography, Development of population Studies in World and India, Inter relationship between population studies and other disciplines. Sources of Population Data: Population Census-History of Census Taking in India, Vital Statistics Registration Systems-Historical Background-Vital Registration in different countries, Civil Registration in India-Historical Background, Sample Surveys-Important Demographic Sample Surveys conducted in India. Dual Reporting System, Population Registers and International Publications. | 15           |
| <b>II</b>  | <b>Unit II: Population Growth and Distribution Population Growth</b><br>World, Developing and Developed countries. India's Population Growth-Trends and differentials in state and union territories, Factors Responsible for Rapid Population increase in India, Current Population situation and Future Prospects, Population Distribution among developed and developing regions of the world, Factors affecting Population distribution of India, Basic measures of population distribution.  | 15           |
| <b>III</b> | <b>Unit III: Population Structure and Characteristics Sex and Age Structure</b><br>Sex and Age Structure of various countries, Population PYRAMID, Factors affecting Age and Sex Structure of population, Aging Population. Marital status classification of population, Literacy and Educational attainment: Definition, Source of Data Measures used to study Literature,   | 15           |

|           |  |    |
|-----------|--|----|
|           | Religious classification of population.  |    |
| <b>IV</b> | <b>Unit IV: Population Dynamics Fertility</b><br>Terms and Concepts, Factors affecting Fertility: Physiological factors, Social and Cultural factors, Proximate determinants of Fertility, Sources Fertility data, Basic measures of Fertility. Mortality: Importance of the study, Terms and Concepts Data Sources and limitations, Factors important in the analysis of mortality, Measures of mortality, infant childhood and Maternal Mortality, Components of infant mortality, Levels and Trends and Mortality rates, Global HIV/AIDS Epidemic. Migration: of the study, Concepts and Definitions, Internal and International migration, Sources of Migration data, Measures of migration: Direct and Indirect methods, Everett Lee's Conceptual Framework for Migration analysis. | 15 |
| <b>V</b>  | <b>Unit V: Population Policy Concepts</b><br>Types of population Policies, Mortality, Fertility and Migration influencing Policies, World Population Plan of Action, Millennium Development Goals (MDGs), India's Population Policy, Family Planning Programme under various Five Year Plan Periods, Approaches to Family Planning Programme, Reproductive and Child Health Approach, National Population Policy 2000.   | 15 |

**Textbook:**

1. [Shrivastava](#) O.S. (2007), Demography and Population Studies, Quality Publishing Company (Ajay)
2. Jain R.K. (2014), Textbook of Population Studies, Astha Publishers and Distributors

**References:**

1. Bhende Asha, A and Tara Kanitkar, (2012) Principles of Population studies, Mumbai Himalaya Publishing House.
2. Bogue, Donald J (1969), Principles of Demography, New York: John Wiley and Sons.
3. Baskar D. Misra. (1980), An introduction to the Study of Population, Madras: South Asian Publishers Pvt. Ltd.

**Web resources:**

1. <https://censusindia.gov.in/census.website/>
2. <https://www.taylorfrancis.com/series/international-population-studies/ashser1353>
3. <https://data.worldbank.org/indicator/SP.POP.GROW>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level |
|------------|---|-----------------|
| <b>CO1</b> | To define and explain the basic concepts of population studies.           | K1, K2,         |
| <b>CO2</b> | To outline construct and conclude the population growth and distribution. | K2, K3, K5,     |
| <b>CO3</b> | To organize and interpret the various population structure.               | K3, K4,         |
| <b>CO4</b> | To examine and criticise the various population dynamics.                 | K4, K5,         |
| <b>CO5</b> | To label, and outline the various population policy.                      | K1, K5,         |

**Cognitive Level:** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

**Mapping of Course Outcomes with Programme Outcomes**

| <b>PO<br/>CO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|------------------|------------|------------|------------|------------|------------|
| <b>CO1</b>       | 3          | 2          | 3          | 2          | 2          |
| <b>CO2</b>       | 2          | 3          | 2          | 2          | 3          |
| <b>CO3</b>       | 3          | 3          | 3          | 3          | 2          |
| <b>CO4</b>       | 3          | 2          | 3          | 2          | 3          |
| <b>CO5</b>       | 3          | 3          | 2          | 3          | 2          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO /PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|----------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>     | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b>     | 3           | 3           | 3           | 3           | 3           |
| <b>CO3</b>     | 3           | 3           | 3           | 3           | 3           |
| <b>CO4</b>     | 3           | 3           | 3           | 3           | 3           |
| <b>CO5</b>     | 3           | 3           | 3           | 3           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation.

*M.A. Economics*

| Semester | Course Code       | Course Title                                      | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------------|---|---------------------------|----------------|
| <b>I</b> | <b>23P1ECEL2B</b> | <b>Major Elective – II<br/>Regional Economics</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability |   |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• To equip the analytical skills required to analyse the regional economic issues</li> <li>• To understand Regional economic growth in India</li> </ul> |
|--|

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Introduction to Regional Economics</b><br>Nature and scope of regional economics – Regional economics and regional science – Regional and Urban Economics: Need for a separate study of regional economics – Concept and types of regions: Administrative, Planning, Agro-climatic, Economic and Functional regions.  | <b>15</b>    |
| <b>II</b>  | <b>Approaches to regional growth</b><br>Approaches to regional growth: Models of regional, inter-regional and multi-regional models; Export base models – Location Theory - Gravity models – Shift-share analysis  | <b>15</b>    |
| <b>III</b> | <b>Theories of regional economic growth</b><br>Neoclassical models – Dualistic models: Social dualism – Labour surplus model of Arthur Lewis- Migration and development: Harris-Todaro – Core-Periphery models: Myrdal’s Cumulative Casuation Hypothesis – Regional Input-output models - New Economic Geography models: Paul Krugman’s model of industrial location and development | <b>15</b>    |
| <b>IV</b>  | <b>Regional economic growth in India</b><br>Administrative regions in India: State, District, Taluk and Village; Urban and Rural regions - Concept, definition and measure of State Income (GSDP) – Rural and urban GDP – Differences in estimation of national income (GDP) and State Income (GSDP) - Measurement of interregional economic growth at State level                   | <b>15</b>    |
| <b>V</b>   | <b>Regional Aspects of Stabilization and Growth Policy</b><br>Post-war Regional Cyclical Behaviour and Policy Measures for Stabilization, Theories to Explain Regional Differences in Growth, Fiscal Programmes, Tax and Transfer Programmes, Fiscal Responses of Power Level Governments, Regional Orientation to Policy Programmes and Central Responsibility.                     | <b>15</b>    |

**Textbook:**

1. Capello Roberta. (2016). *Regional Economics*. Routledge (New York).
2. Temple, M. (1994). *Regional economics*. St. Martin's Press.

**References:**

1. Harry W Richardson (1973): *Regional Growth Theory*, Macmillan.
2. Harry W. Richardson. (1970). *Elements of Regional Economics*. Penguin Books (New York).
3. Harry W Richardson (1969): *Regional Economics: Location theory, Urban structure and regional change*, Weidenfeld & Nicolson (London)

**Web resources:**

1. <http://www.rri.wvu.edu/WebBook/Giarratani/contents.htm>
2. <https://researchrepository.wvu.edu/cgi/viewcontent>
3. [https://ddceutkal.ac.in/Syllabus/MA\\_Economics](https://ddceutkal.ac.in/Syllabus/MA_Economics)

**Pedagogy:** Teaching / Learning methods

(Lecture, Assignment, PPT presentation, Quiz, Group Discussion, Seminar.)

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement  | Cognitive Level |
|-----------|---|-----------------|
|           | On successful completion of this course, students will be able to         |                 |
| CO1       | understand the Nature and scope of regional economics and its need        | K1, K3, k4      |
| CO2       | Discuss the Models of regional, inter-regional and multi-regional models  | K4,K5           |
| CO3       | Evaluate the various theories of regional economic growth                 | K2, K3,K4       |
| CO4       | Describes the Measurement of interregional economic growth at State level | K4,K5           |
| CO5       | apply Regional Aspects of Stabilization and Growth Policy                 | K1,K4,K5        |

**Cognitive Level :** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

**Mapping of Course Outcomes with Programme Outcomes**

| PO<br>CO | PO1 | PO2 | PO3 | PO4 | PO5 |
|----------|-----|-----|-----|-----|-----|
| CO1      | 2   | 3   | 3   | 3   | 3   |
| CO2      | 3   | 2   | 3   | 3   | 3   |
| CO3      | 3   | 3   | 3   | 3   | 3   |
| CO4      | 3   | 3   | 3   | 3   | 3   |
| CO5      | 3   | 2   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| PSO<br>CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----------|------|------|------|------|------|
| CO1       | 3    | 3    | 3    | 3    | 3    |
| CO2       | 3    | 3    | 3    | 3    | 3    |
| CO3       | 3    | 2    | 3    | 3    | 3    |
| CO4       | 3    | 3    | 3    | 3    | 3    |
| CO5       | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester | Course Code       | Course Title  | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------------|---|---------------------------|----------------|
| <b>I</b> | <b>23P1ECSEC1</b> | <b>Skill Enhancement Course – Managerial Skills (Learning of Managerial Skill and Office Assistance – Clerical Job)</b> | 2                         | 2              |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  | √ | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• To develop administrative skills</li> <li>• To acquire modern management techniques</li> </ul> |
|---|

**SYLLABUS**

| Unit | Content   | No. of Hours |
|------|---|--------------|
| I    | <p><b>Communication</b><br/>                     Definition-characteristics of communication-purpose of communication-importance-Process of communication-Barriers to communication-Principles of effective communication-Benefits of effective communication-Formal Business report-Business letter format- Role of Manager in organization.</p>   | 15           |
| II   | <p><b>Emotional Intelligence</b><br/>                     Meaning, Personal Competencies, Self-Awareness, Self-regulation, Self-Motivation, Social Competencies, Empathy, Social Interpersonal Skills. Attitude –Meaning, Features of Attitude, sources of Attitude-Formation of attitudes-Values-Characteristics –types of Values- Problem solving: Steps in Analytical problem solving –attributes of good problem solving.</p> | 15           |

**Text Books:**

1. Dr.K.Alex ( 2015 ) Managerial Skills S,Chand New Delhi
2. S.A RahmathAmeena Begum, Managerial Skill Development ,CharulathaPublications,India

**Reference:**

1. E.H.McGrath ,S.J (2011) Basic Managerial Skills for All ,Prentice Hall India Learning PvtLtd,India
2. Cynthia MenezesPrabhu (2022) Managerial skills 2, Pen to print Publishing, India
3. Meir Liraz, How to Improve Your Leadership and Management Skills - Effective Strategies for Business Managers, Liraz Publishing

**Web References:**

1. <https://elearningindustry.com/tips-improving-management-skills-in-online-training>
2. <https://corporatefinanceinstitute.com/resources/careers/soft-skills/management-skills/>
3. <https://www.itm.edu/blog/pgdm-what-makes-pgdm-in-operations-and-supply-chain-a-good-option-for-candidates-with-good-managerial-skills>

**Course Outcomes (COs):**

On the successful completion of this course, the Students will be able to.

| S.No | Course Outcomes  | K-Levels  |
|------|--|---|
| CO1  | Understand the importance of communication   | K <sub>1</sub> , K <sub>2</sub> , K <sub>3</sub> K <sub>4</sub> |
| CO2  | Analyse and practice the Emotional Intelligence and Values, Adopt Problem solving methods. | K <sub>1</sub> ,K <sub>2</sub> , K <sub>3</sub> ,K <sub>4</sub> |

K<sub>1</sub> – Knowledge, K<sub>2</sub> - Understand, K<sub>3</sub> – Apply, K<sub>4</sub> – Analyse, K<sub>5</sub> – Evaluate, K<sub>6</sub> – Create.

**Mapping of Course Outcomes with Programme Outcomes**

| CO \ PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|---------|-----|-----|-----|-----|-----|
| CO1     | 3   | 3   | 3   | 3   | 3   |
| CO2     | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|------|------|------|------|------|
| CO1      | 3    | 3    | 3    | 3    | 3    |
| CO2      | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester | Course Code        | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|----------|--------------------|--|---------------------------|----------------|
| <b>I</b> | <b>23P1ECAECC1</b> | <b>Ability Enhancement<br/>Compulsory Course -<br/>Communicative Skill And<br/>Personality Development</b> | <b>2</b>                  | <b>2</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | ✓ | Employability Oriented     | ✓ | Addresses Professional Ethics            |   |
| Relevant to national need | ✓ | Entrepreneurship Oriented  | ✓ | Addresses Gender Sensitization           |   |
| Relevant to regional need | ✓ | Skill development Oriented | ✓ | Addresses Environment and Sustainability | ✓ |
| Relevant to Global need   | ✓ |                            |   | Addresses Human Values                   | ✓ |

**Course Objectives**

The main objectives of this course are to:

- |   |
|---|
| <ul style="list-style-type: none"> <li>Cultivate positive personality traits for successful life.</li> <li>Groom Winning Attitude among the learners.</li> <li>Assist the learners to identify their own potential and realize their aspirations.</li> <li>Enable a holistic development.</li> <li>Facilitate optimum means of improving personal performance.</li> </ul> |
|---|

| Unit      | Content   |  |
|-----------|---|--|
| <b>I</b>  | Personality- Definition.<br>Determinants of Personality.<br>Personality Traits.<br>Developing Effective Habits.<br>Self Esteem (Freud and Erikson).<br>Dos and Don'ts to develop positive self esteem.<br>Interpersonal Relationship.<br>Projecting Positive Body Language.   |  |
| <b>II</b> | Presentation Skills – Opening, ending, Handling nerves, Handling audience,<br>Power of Story telling, Visual aids, Question and answer session.<br>Conflict Management.<br>Change Management.<br>Stress Management.<br>Time Management.<br>Decision Making Skills.<br>Leadership Qualities of a Successful Leader.<br>Attitudes – Positive Attitudes. |  |



**Text Books:**

1. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep) New Delhi:Tata McGraw Hill 1988.
2. Hurlock.E.B (2006) :Personality Development, 28th Reprint. New Delhi: Tata McCraw Hill.
3. Kumar, Pravesh. All about Self Motivation. New Delhi:Goodwill Publication House. 2005.
4. Preston,David Lawrence.365 Steps to Self-Confidence. Mumbai: Jaico Publishers, 2007
5. Stephen.P.Robbins and Timothy. A.Judge: Organisation Behaviour.16thEdition.Prentice Hall. 2014

**References:**

1. Grellet ,Françoise. Developing Reading Skills. Cambridge: Cambridge University Press, 2007.
2. Kristine, Brown and Susan Hood.Academic Encounters Life in Society Reading, Study Skills, Writing. , New Delhi:Cambridge University Press,2010.
3. Little ,Graham R .Operations Team Leadership. Mumbai :Jaico Publishers, 2006 .
4. Nurnberg ,Maxwell and Morris Rosenblum How to Build a Better Vocabulary. New York :Warner Books, 1989.
5. O’ Connell ,Sue with LousieHashemi.Cambridge First Certificate: Listening and Speaking – , Cambridge University Press, Cambridge, 2000.
6. Pfeifer , William Sanborn and T.V.S.PadmajaTechnical Communication : A Practical Approach, (Sixth edition) New Delhi: Pearson, 2006.
7. Withrow, Jean, Gay Brookers and Martha Cumings .Inspired to Write.NewYork:Cambridge University Press, 2004.

**Web Resources:**

- <https://www.managementstudyguide.com/personality-development.htm>
- <https://www.artofliving.org/in-en/personality-development>
- <https://study.com/academy/lesson/what-is-conflict-management-definition-styles-strategies.html>
- <https://www.hays.com.au/career-advice/upskilling/soft-skills>
- <https://www.skillsyouneed.com/presentation-skills.html>

**Pedagogy:** Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement   | Cognitive Level |
|-----------|--|-----------------|
| CO1       | understand the significance of developing progressive and positive personality, gain self confidence and broaden perception of life. | K1,K2           |
| CO2       | maximize their potential and steer that into their career choice, enhance one’s self image and self esteem.                          | K2,K3, K4       |

**Cognitive Level :** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

**Mapping of Course Outcomes with Programme Outcomes**

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 3   | 3   | 3   |
| CO2 | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|------|------|------|------|------|
| CO1      | 3    | 3    | 3    | 3    | 3    |
| CO2      | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code     | Course Title                    | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|---------------------------------|---------------------------|----------------|
| <b>II</b> | <b>23P2ECC4</b> | <b>Advanced Macro Economics</b> | <b>6</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- This course on macroeconomics intends to make the students understand the working of the economy as a whole, integrating the different markets.
- This course also gives the Classical and Keynesian perspectives on the economic factors affecting an economy's general equilibrium.

**SYLLABUS**

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Classical, Keynesian and Post Keynesian Macroeconomics</b><br>Classical Theory of Output and Employment- Full employment equilibrium- AD-AS Model-Keynesian Theory of Output and Employment- Under employment equilibrium- Effective Demand-Hicks Hansen IS-LM- BP Model.   | <b>18</b>    |
| <b>II</b>  | <b>The New Classical Macroeconomics</b><br>Assumptions of Rational Expectation Hypothesis- Policy Ineffectiveness Theorem- Aggregate supply hypothesis- Policy implications of new classical Approach- Source of Productivity shocks in Real Business Cycle Theory- Stabilisation Policy and Unemployment- Role of money in Real Business Cycle Theory'- Policy implications of real business cycle theory- DAD-DAS Model. | <b>18</b>    |
| <b>III</b> | <b>New Keynesian Macroeconomics</b><br>Core propositions of new Keynesian macroeconomics- Wage and Price Rigidities- New Keynesian business cycle theory- Policy implications of new Keynesian macroeconomics  | <b>18</b>    |
| <b>IV</b>  | <b>Open Economy Macroeconomics</b><br>Openness in goods in financial market- output interest rate and exchange rate- exchange rate regimes- exchange rate and balance of payments- Mundell- Fleming Model.   | <b>18</b>    |

|          |   |           |
|----------|---|-----------|
| <b>V</b> | <b>Macroeconomic Policies</b><br>Stabilisation policies- Theory of policy- Tinbergens Approach- Fiscal Policy- Monetary Policy- Optional Policy Mix- Crowding out effect- Bond Financed and Tax Financed Government Expenditure- Rules Vs Discretion- Government Budget and Budget Deficit. | <b>18</b> |
|----------|---|-----------|

**Textbook:**

1. Dornbusch, Rudiger, Stanley Fischer, and Richard Startz (2000). *Macroeconomics*, Tata McGraw-Hill Publishing Company, New Delhi.
2. Roger E.A. Farmer (2002), *Macro Economics*, Thompson Asia Pvt. Ltd., Singapore.

**References:**

1. Michel, T. R. (2015). *Macroeconomic Theory: A Short Course: A Short Course*. Routledge.
- Levacic, R. (1982). *Macroeconomics: an introduction to Keynesian-neoclassical controversies* (No. 339.2 L4.). *Macroeconomics: Dornbusch, Fischer, and Startz* (Ninth Edition), 2004. Tata McGraw-Hill
2. Blanchard, O., & Giavazzi, F. (2003). Macroeconomic effects of regulation and deregulation in goods and labour markets. *The Quarterly Journal of Economics*, 118(3), 879-907.
- Romer D., 1996, *Advanced Macroeconomics*, McGraw-Hill International.
3. Obstfeld, M., Rogoff, K. S., & Wren-Lewis, S. (1996). *Foundations of international macroeconomics* (Vol. 30). Cambridge, MA: MIT press.
- Krugman, P.R., and M. Obstfeld, 2003, *International Economics: Theory and Policy*, 6th edition, India: Pearson Education.

**Web Resources:**

1. <https://www.econlib.org/library/Enc/bios/Keynes.html>
2. <https://www.postkeynesian.net/post-keynesian-economics/>
3. <https://www.bu.edu/econ/files/2014/08/DLS1.pdf>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level    |
|------------|---|--------------------|
| <b>CO1</b> | Defines and understand the concepts of general Equilibrium in the Economy and its models and approaches   | K1, K2             |
| <b>CO2</b> | Define, Illustrate and examine the role of rational expectations influencing macroeconomics variables, models of income and the various approaches to the working of business cycles.                 | K1, K2, K4         |
| <b>CO3</b> | To demonstrate, identify and to understand the functions of the major propositions of new Keynesian macroeconomics  | K2, K3, K4         |
| <b>CO4</b> | To understand how, Evaluate and to analyse the open economy model in post Keynesian era   | K1, K4, K5         |
| <b>CO5</b> | To explain and apply the role of stabilization policies such as fiscal and monetary policy on the economy and to analyze, elaborate and to know the importance government policies and tax frame work | K2, K3, K4, K5, K6 |

**Cognitive Level:** **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create

**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO \ PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|----------------|------------|------------|------------|------------|------------|
| <b>CO1</b>     | 2          | 3          | 2          | 2          | 3          |
| <b>CO2</b>     | 2          | 3          | 2          | 3          | 3          |
| <b>CO3</b>     | 2          | 3          | 3          | 3          | 3          |
| <b>CO4</b>     | 3          | 3          | 3          | 2          | 3          |
| <b>CO5</b>     | 3          | 3          | 3          | 3          | 3          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO \ PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>      | 2           | 3           | 2           | 2           | 3           |
| <b>CO2</b>      | 2           | 3           | 2           | 3           | 3           |
| <b>CO3</b>      | 2           | 3           | 3           | 3           | 3           |
| <b>CO4</b>      | 3           | 3           | 3           | 2           | 3           |
| <b>CO5</b>      | 3           | 3           | 3           | 3           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code     | Course Title            | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|-------------------------|---------------------------|----------------|
| <b>II</b> | <b>23P2ECC5</b> | <b>Health Economics</b> | <b>5</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  | √ | Addresses Gender Sensitization           | √ |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. To equip students on the role of health in Economic Development.</li> <li>2. To have an insight of the health status in India.</li> </ol> |
|---|

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Introduction to Health Economics</b><br>Health and Economic Development – Determinants of Health- Economic Dimensions of Healthcare –Healthcare Models- Beveridge Model, Bismarck Model and Out-of-pocket Model – Demand for Healthcare – Health Care Accessibility– Grossman Model– Supply of Healthcare – Health Care Delivery System- World Health Organization- Importance – Alma Ata Declaration.   | <b>15</b>    |
| <b>II</b>  | <b>Health Indicators and Evaluation</b><br>Health Indicators –Infant Mortality Rate– Maternal Mortality Rate–Child Mortality Rate)–Morbidity Rate –Global Burden of Disease-Communicable and Non Communicable Diseases-Lifestyle Disease-Disability Adjusted Life Years (DALY) – Quality Adjusted Life Years (QALY) – Economic evaluation of health care: Cost Benefit Analysis – Cost Effective Analysis.  | <b>15</b>    |
| <b>III</b> | <b>Health Care Management:</b> Health care Financing - Health Management – Prevention – Curative– Palliative – Public Healthcare System- Private Healthcare System- Privatization and Health Care- Health Education- Health Infrastructure- Pre and Post COVID Health Sector Reforms.   | <b>15</b>    |
| <b>IV</b>  | <b>Health Insurance:</b> Health Insurance: Definition and Types – Health Insurance and Market Failure- Information Asymmetries- Government Health Insurance – Need – Types – Schemes -Private Health Insurance.   | <b>15</b>    |
| <b>V</b>   | <b>Health Scenario in India</b><br>Health in India- Ministry of AYUSH – National Health Mission (NHM) – Rural Healthcare system –National Rural Health Mission (NRHM) – Accredited Social Health Activist (ASHA) Workers –Urban Healthcare system – NUHM (National Urban Health Mission) – National Family Health Survey – Alternative sources of Medicine in India – Medical Tourism – Ministry of AYUSH – Role of World Health Organization (WHO) in India. | <b>15</b>    |

**Textbook:**

1. N.K. Anand & Shikha Goel (2006) Health Economics AITBS Publishers India.
2. Charles E Phelps ( 2017) Health Economics Sixth Edition Routledge.

**References:**

1. Brijesh C. Purohit(2020) [Economics Of Public And Private Healthcare And Health Insurance In India](#) Sage Publications Private Limited.
2. Jery D, JosephinDr.Jeyasingh, Dr.D. Solomon Raj (2016) Health Economics, Greative Crows.
3. KesavanSreekantan Nair (2022) Health Economics and Financing New Century Publications

**Web resources:**

1. <https://www.who.int/>
2. <https://mohfw.gov.in/>
3. <https://www.ayush.gov.in/>

**Pedagogy:** Teaching / Learning methods

(Chalk and talk method,, Assignment, PPT presentation, Quiz, Group Discussion Seminar.)

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement  | Cognitive Level |
|-----------|---|-----------------|
| CO1       | Understand the importance of Health in Economic Development.      | K1, K2,K3       |
| CO2       | Gain Knowledge on the various Health Indicators                   | K3,K4, K5       |
| CO3       | Evaluate the importance of Public and Private Health care systems | K3,K4, K5       |
| CO4       | Compare the various Health Insurance Schemes                      | K2,K3,K4        |
| CO5       | Analyse the Rural and Urban Health Scenario                       | K4,K5           |

**Cognitive Level :** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

**Mapping of Course Outcomes with Programme Outcomes**

| CO \ PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|---------|-----|-----|-----|-----|-----|
| CO1     | 3   | 3   | 3   | 3   | 3   |
| CO2     | 3   | 3   | 2   | 3   | 3   |
| CO3     | 3   | 3   | 3   | 3   | 3   |
| CO4     | 3   | 3   | 3   | 3   | 3   |
| CO5     | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|------|------|------|------|------|
| CO1      | 3    | 3    | 3    | 3    | 3    |
| CO2      | 3    | 3    | 3    | 2    | 3    |
| CO3      | 3    | 3    | 3    | 3    | 3    |
| CO4      | 3    | 3    | 3    | 3    | 3    |
| CO5      | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code     | Course Title                | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|-----------------------------|---------------------------|----------------|
| <b>II</b> | <b>23P2ECC6</b> | <b>Mathematical Methods</b> | <b>5</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |  |
|---------------------------|---|----------------------------|---|--|--|
| Relevant to Local need    |   | Employability Oriented     | √ | Addresses Professional Ethics            |  |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |  |
| Relevant to regional need | √ | Skill development Oriented |   | Addresses Environment and Sustainability |  |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   |  |

**Course Objectives**

The main objectives of this course are:

- The paper aims to introduce students to the basic building blocks of mathematical analysis used in modern economic theory.
- To equip the students with mathematical tools and to optimize both static and dynamic economic environment.

**SYLLABUS**

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Introduction to Linear Algebra</b><br>Sets-Basic concepts-Ordered sets-Relations-Order relations-Metric Spaces-open and closed sets- Convergence - Linear Algebra , Vectors, matrices, inverse, simultaneous linear equations, Cramer's rule for solving system of linear equations, input-output model, Hawkins - Simon condition, open and closed models , quadratic equation, characteristic (eigen) roots and vectors.  | 15           |
| <b>II</b>  | <b>Differential Calculus</b><br>Introduction to Functions, Limits and Continuity, Derivatives –Concept of maxima & minima, elasticity and point of inflection. Profit & revenue maximization under perfect competition, under monopoly. Maximizing excise tax revenue in monopolistic competitive market, Minimization of cost etc.  | 15           |
| <b>III</b> | <b>Optimization Techniques with Constraints</b><br>Functions of several variables, Partial and total, economic applications, implicit function theorem, higher order derivatives and Young's theorem, properties of linear homogenous functions, Euler's theorem, Cobb – Douglas Production Function - Constrained Optimization-Lagrangian Multiplier Technique- Vector and Matrix Differentiation -Jacobian and Hessian Matrices- Applications-Utility maximization, Profit maximization and Cost minimization. | 15           |

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|           |   |    |
|-----------|---|----|
| <b>IV</b> | <b>Linear and Non-Linear Programming</b><br>Optimization with Inequality Constraints- Linear Programming-<br>Formulation-Primal and Dual- Graphical and Simplex method-Duality<br>Theorem-Non-Linear Programming-Kuhn-Tucker Conditions- Economic<br>Applications.  | 15 |
| <b>V</b>  | <b>Economic Dynamics</b><br>Differential Equations-Basic Ideas-Types-Solution of Differential Equations<br>(Homogenous and Exact)-Linear Differential Equations with Constant<br>Coefficients (First and Second Order)- Applications- Solow's Model-Harrod-<br>Domar Model-Applications to Market models- Difference Equations - Types-<br>Linear Difference Equations with Constant Coefficients (First and Second<br>order) and solutions – Applications- Samuelson's Accelerator-Multiplier<br>model-Cobweb model. | 15 |

**Textbook:**

1. Geoff Renshaw,(2016)Maths for Economics, 4E Oxford University Press.
2. Mabbet A J(1986) Workout Mathematics for Economists, Macmillan Master Series, 4<sup>th</sup> Edition London.

**References:**

1. Carter, M. (2001). Foundations of Mathematical Economics, MIT Press.
2. Chiang, A. C. and Wainwright, K. (2005). Fundamental Methods of Mathematical Economics, McGraw-Hill Education.
3. Dowling E. T., Mathematics for economists, Schaum Series (latest edition).

**Web resources:**

1. <https://www.udemy.com/course/mathematics-for-economists-functions-and-derivatives/>
2. <https://www.classcentral.com/course/swayam-mathematical-economics-14187>
3. <https://www.coursera.org/learn/introduction-to-calculus>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level |
|------------|---|-----------------|
| <b>CO1</b> | Understand the mathematical structure of standard economic theoretical framework                | K1, K2, K4      |
| <b>CO2</b> | Equip students with mathematical tools to solve optimization problems appear in economic theory | K2, K4, K5      |
| <b>CO3</b> | Equip students with tools to read the technical writing appear in standard economic journals    | K1, K3, K4      |
| <b>CO4</b> | analyse the dynamics of macroeconomic policies in an economy                                    | K1, K2, K4      |
| <b>CO5</b> | analyse mathematically the dynamics of the growth process in an economy                         | K3, K2,K5       |

**Cognitive Level: K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create



**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO</b>  | <b>PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|------------|-----------|------------|------------|------------|------------|------------|
| <b>CO1</b> |           | 3          | 3          | 3          | 3          | 3          |
| <b>CO2</b> |           | 2          | 3          | 2          | 2          | 2          |
| <b>CO3</b> |           | 3          | 3          | 3          | 2          | 2          |
| <b>CO4</b> |           | 2          | 3          | 3          | 2          | 3          |
| <b>CO5</b> |           | 3          | 2          | 3          | 3          | 2          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO</b>  | <b>PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|------------|------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b> |            | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b> |            | 3           | 3           | 3           | 3           | 3           |
| <b>CO3</b> |            | 3           | 3           | 3           | 3           | 3           |
| <b>CO4</b> |            | 3           | 3           | 3           | 3           | 3           |
| <b>CO5</b> |            | 3           | 3           | 3           | 3           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code       | Course Title                                       | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|--|---------------------------|----------------|
| <b>II</b> | <b>23P2ECEL3A</b> | <b>Major Elective- III<br/>Financial Economics</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            |   |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability |   |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

|  |
|--|
| <ul style="list-style-type: none"> <li>• To provides a comprehensive functions and operations of financial markets</li> <li>• To understand the various financial institutions and its operations in India</li> <li>• To probe the role of banks in the financial operations and its regulations</li> <li>• To analyse the Financial Institutions in India and its influence on Indian Economy.</li> </ul> |
|--|

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Introduction to Financial Markets</b><br>Capital Markets - Consumption and Investments with and without Capital Markets - Market Places and Transaction Costs and the Breakdown of Separation - Fisher Separation Theorem - The Agency Problem - Maximization of Shareholder's Wealth.   | <b>15</b>    |
| <b>II</b>  | <b>Theory of Uncertainty</b> : Axioms of Choice Under Uncertainty - Utility Functions - Expected Utility Theorem - Certainty Equivalence - Measures of Risk-Absolute and Relative Risk Aversions - Stochastic Dominance-First Order, Second Order and Third Order - Measures of Investment Risk-Variance of Return - Semi-Variance of Return - Shortfall Probabilities. | <b>15</b>    |
| <b>III</b> | <b>Portfolio Theory</b> : Measuring Portfolio Return and Risks - Effect of Diversification, Minimum Variance Portfolio - Perfectly Correlated Assets - Minimum Variance Opportunity Set - Optimal Portfolio Choice - Mean variance Frontier of Risky and Risk-Free Asset - Portfolio Weights.   | <b>18</b>    |
| <b>IV</b>  | <b>Index Models</b> : Models of Asset Returns - Multi Index Models - Single Index Model - Systematic and Specific Risk - Equilibrium Models-Capital Asset Pricing Model - Capital Market Line - Security Market Line - Estimation of Beta - Arbitrage Pricing Theory.   | <b>15</b>    |
| <b>V</b>   | <b>Fixed Income Securities</b> : Bond Prices - Spot Prices - Discount Factors and Arbitrage - Forward Rates and Yield-To-Maturity – Price Sensitivity -Hedging.   | <b>12</b>    |

**Textbook:**

1. Copeland, T. E. and J. F. Weston(1992), Financial Theory and Corporate Policy, Addison Wesley.
2. Brealey, R. and Myers S (1997), Principles of Corporate Finance, fifth edition, New York, McGraw Hill.

**References:**

1. Roy E.Baiky: The Economics of Financial Markets, Cambridge University Press.
2. Jaksacvitanie and Zapatiro Fernando: Introduction to the Economics and Mathematics of Financial Markets, MIT Press.
3. Chris Jones (2008), Financial Economics, the Taylor & Francis Group.

**Web resources:**

1. <https://www.worldscientific.com/worldscinet/afe>
2. <https://libraries.etsu.edu/research/guides/economicsandfinance/oerhttps://www.hrexaminer.com>
3. [https://www.teacheron.com/online-financial\\_economics-tutors](https://www.teacheron.com/online-financial_economics-tutors)

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level |
|------------|---|-----------------|
| <b>CO1</b> | Understand the outline of Financial Economics and basic concepts therein. | K1, K2          |
| <b>CO2</b> | Know the Theory of Uncertainty.   | K2, K4, K5      |
| <b>CO3</b> | Analyze the trends in Portfolio Management.                               | K1, K3, K4      |
| <b>CO4</b> | Identify the various Index Models.  | K2, K4          |
| <b>CO5</b> | Gain insight on Securities Market.  | K3, K2, K5      |

**Cognitive Level:** **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create

**Mapping of Course Outcomes with Programme Outcomes**

| PO<br>CO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| <b>CO1</b> | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| <b>CO2</b> | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| <b>CO3</b> | 3   | 2   | 3   | 2   | 2   | 3   | 3   |
| <b>CO4</b> | 3   | 3   | 3   | 3   | 3   | 2   | 3   |
| <b>CO5</b> | 3   | 3   | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| PSO<br>CO  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| <b>CO1</b> | 3    | 3    | 3    | 3    | 3    |
| <b>CO2</b> | 2    | 2    | 3    | 3    | 2    |
| <b>CO3</b> | 3    | 3    | 3    | 2    | 3    |
| <b>CO4</b> | 2    | 2    | 2    | 2    | 1    |
| <b>CO5</b> | 3    | 3    | 2    | 3    | 2    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code       | Course Title                                   | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|--|---------------------------|----------------|
| <b>II</b> | <b>23P2ECEL3B</b> | <b>Major Elective- III<br/>Urban Economics</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            |   |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability |   |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- To equip with theory and measurement of urban economic growth and development, spatial structure of cities and urbanization.
- The course outlines the issues of urban poverty and its impact on urbanization.

**SYLLABUS**

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Introduction</b><br>Definition and Scope of Urban Economics - Sources of Urban Growth – International migration, Trends in growth of urban population in the world - Urban reclassification and physical expansion of urban boundaries – Urbanization and agglomeration economies – industrialization and services sector growth –Urbanization and urban economic growth – Urbanization and globalization.  | 15           |
| <b>II</b>  | <b>Economics of Urbanization</b><br>The Process of urbanization: Nature and dimensions, factors initiating and perpetuating urbanization process - Characteristics of an economy passing through different stages of urbanization - Classification of urban areas by demographic, geographical and economic criteria- Process of sub-urbanization  | 15           |
| <b>III</b> | <b>Theories of Urban Growth and spatial structure</b><br>Christaller’s Central Place Theory - The Human Ecological Approach to Urban Growth - Urban Size: Ratchet-Rank Size Rule - Migration and urban economic growth: Harris-Todaro Model – Concepts of City Structure - The Minimization of Costs of Friction Hypothesis -Location Equilibrium of an Urban Firm - The Concentric Zone Hypothesis - Urban Residential Land Use Models: Alonso, Muth, Siegel, Park Burgess. | 18           |

|           |  |    |
|-----------|--|----|
| <b>IV</b> | <b>Urbanization and Labour Market</b><br>Urbanisation and Labour Market - Pull and Push Factors for Urbanisation in India - High Wages and Improved Infrastructure - Employment Opportunities and Educational facilities - Growth of formal and Informal economic activities - Labour Force Participation and Distribution of Workers  | 15 |
| <b>V</b>  | <b>Urban Problems and Urban Planning</b><br>Over Population and congestion - Urban housing problem - Urban environment: Air, Water and Noise Pollution - Urban poverty and inequality - Urban Infrastructure: transport Water Supply, Sanitation and Solid waste management - Need for Urban Planning: Objectives and Techniques - Emerging Planning Process - Comprehensive Development Plan – Master Plan – Jawaharlal Nehru National Urban Renewal Mission - Smart Cities | 12 |

**Textbook:**

1. Shukla, V. (1996) Urbanization and Economic Growth, Himalaya Publishers Pvt. Ltd (New Delhi).
2. Robert L Bish and Hugh O Nourse (1975), Urban Economics and Policy Analysis, McGraw Hill Kogakusha Ltd (Tokyo).

**References:**

1. O. Sullivan (2012), Urban Economics, McGraw Hill Higher Education (Boston).
2. Edwin S. Mills. (1987). Handbook on Regional and Urban Economics, Volume 2: Urban Economics. North-Holland (Amsterdam).
3. Duranton, G., & Strange, W. C. (1986). *Handbook of regional and urban economics: applied urban economics* (Vol. 3). Elsevier.

**Web resources:**

1. <https://link.springer.com> > bfm:978-1-349-15661-0 > 1.pdf
2. <https://www.academia.edu> > Urban\_economics\_Arthur\_O..
3. <https://www.ysk-books.com> > show > book > regional-a..

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level |
|------------|---|-----------------|
| <b>CO1</b> | understand scope of urban economics and urban economic growth                           | K1, K2, K3      |
| <b>CO2</b> | Describe the process of urbanisation and classification of urban areas                  | K3, K5          |
| <b>CO3</b> | Evaluate the various theories of urban growth and spatial structure                     | K2, K4          |
| <b>CO4</b> | Explain the urban Labour Market, Labour Force Participation and Distribution of Workers | K1, K2          |
| <b>CO5</b> | Familiarize the urban problems and planning process.                                    | K1, K4, K5      |

**Cognitive Level:** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO</b>  | <b>PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> |
|------------|-----------|------------|------------|------------|------------|------------|------------|------------|
| <b>CO1</b> |           | 3          | 3          | 3          | 3          | 3          | 3          | 3          |
| <b>CO2</b> |           | 3          | 3          | 3          | 3          | 3          | 3          | 3          |
| <b>CO3</b> |           | 3          | 2          | 3          | 2          | 2          | 3          | 3          |
| <b>CO4</b> |           | 3          | 3          | 3          | 3          | 3          | 2          | 3          |
| <b>CO5</b> |           | 3          | 3          | 3          | 3          | 3          | 3          | 3          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO</b>  | <b>PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|------------|------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b> |            | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b> |            | 2           | 2           | 3           | 3           | 2           |
| <b>CO3</b> |            | 3           | 3           | 3           | 2           | 3           |
| <b>CO4</b> |            | 2           | 2           | 2           | 2           | 1           |
| <b>CO5</b> |            | 3           | 3           | 2           | 3           | 2           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code       | Course Title                                     | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|--|---------------------------|----------------|
| <b>II</b> | <b>23P2ECEL4A</b> | <b>Major Elective- IV<br/>Resource Economics</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            |   |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability |   |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- To trace the resources in the country
- To understand the quality of the available natural resources.

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Introduction</b><br>Land Resources in India - Types of soil- Land resource Classification - Forest ,Barren land, Pastures and grazing land, cultural Waste Land, Fallow Land, Agricultural Land -Net Sown Area - Land degradation and soil Erosion-Preventive Measures.  | <b>15</b>    |
| <b>II</b>  | <b>Role of Resources in Economic Development</b><br>Forest Resources-Role of Forests in Economic Development-Forest cover in India- Deforestation-Effects of Deforestation-Urban Forestry - Objectives of Urban Forestry- Social Forestry-Constraints in Social Forestry - Collective Participatory Forest Management – Recent National Forest Policy Act | <b>15</b>    |
| <b>III</b> | <b>Water Resources in India</b><br>Water Resources in India -Surface Water –Ground Water –Water Demand and Utilisation- Water Resource Planning- Multi –objective Approach-Benefit Cost Ratio-Capital outlay-Environmental Impact Assessment (EIA)-Manageability of the project-Sustainable Water Management-Recent National Water Policy                 | <b>18</b>    |
| <b>IV</b>  | <b>Mineral Resources</b><br>Mineral Resources- Metallic Minerals-Non Metallic Minerals –Mineral Fuels-Environmental Costs of Extracting Mineral Resources-Environmental Impacts of Mineral Resource Extraction and Use-Mineral Conservation and Development Rules (1988)  | <b>15</b>    |

|          |   |           |
|----------|---|-----------|
| <b>V</b> | <p><b>Conservation and Management of Natural Resources</b><br/>                 Conservation and Management of Natural Resources - Meaning and objectives of Conservation. Conservation of Renewable Resources: Soil conservation- Water conservation-Forests conservation-Fish Conservation-Biodiversity Conservation. Conservation of Non Renewable Resources: Energy Conservation-Mineral Conservation</p> | <b>12</b> |
|----------|---|-----------|

**Textbook:**

1. M.L.Jhingan, ChandarK.Sharma (2007) Environmental Economics Theory, Management and Policy, Vrindha Publications, New Delhi
2. G.Paneerselvam (2008) Economics of Natural Resources in India , Abhijeet Publications ,New Delhi.

**References:**

1. Jon .M.Conrod (2010), Resource Economics ,Cambridge University Press,U.K
2. John C.Bergstrom& Alan Randall (2010), Resource Economics –An Economic Approach to Natural Resource and Environmental Policy, Edward Elgar Pub,Ltd
3. Judith Rees (2019) Natural Resources Allocation Economics and Policy,Routledge,UK.

**Web resources:**

1. <https://www.india.gov.in/topics/environment-forest/natural-resources>
2. <https://ibm.gov.in/writereaddata/files/09182018162439Mineral%20Scenario%20pdf.pdf>
3. <https://www.ysk-books.com › show › book › regional-a..>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement   | Cognitive Level  |
|------------|--|--|
| <b>CO1</b> | Ability to understand land resources in India and the issues related to it                       | K <sub>1</sub> , K <sub>2</sub> ,<br>K <sub>3</sub> K <sub>4</sub> |
| <b>CO2</b> | Assess the availability of Forest resources and understand the methods to conserve the resources | K <sub>1</sub> ,K <sub>2</sub> , K <sub>3</sub><br>K <sub>4</sub>  |
| <b>CO3</b> | Understand the water resources in the country and related environmental issues                   | K <sub>1</sub> ,K <sub>2</sub> ,<br>K <sub>3</sub> K <sub>4</sub>  |
| <b>CO4</b> | Trace the mineral resources in the country   | K <sub>1</sub> , K <sub>2</sub> ,<br>K <sub>3</sub> K <sub>4</sub> |
| <b>CO5</b> | Ability to know about conservation of Natural Resources  | K <sub>1</sub> ,K <sub>2</sub> ,K <sub>3</sub> ,K <sub>4</sub>     |

**Cognitive Level: K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create



**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO</b>  | <b>PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> |
|------------|-----------|------------|------------|------------|------------|------------|------------|------------|
| <b>CO1</b> |           | 3          | 3          | 3          | 3          | 3          | 3          | 3          |
| <b>CO2</b> |           | 3          | 3          | 3          | 3          | 3          | 3          | 3          |
| <b>CO3</b> |           | 3          | 2          | 3          | 2          | 2          | 3          | 3          |
| <b>CO4</b> |           | 3          | 3          | 3          | 3          | 3          | 2          | 3          |
| <b>CO5</b> |           | 3          | 3          | 3          | 3          | 3          | 3          | 3          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO</b>  | <b>PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|------------|------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b> |            | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b> |            | 2           | 2           | 3           | 3           | 2           |
| <b>CO3</b> |            | 3           | 3           | 3           | 2           | 3           |
| <b>CO4</b> |            | 2           | 2           | 2           | 2           | 1           |
| <b>CO5</b> |            | 3           | 3           | 2           | 3           | 2           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code       | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|--|---------------------------|----------------|
| <b>II</b> | <b>23P2ECEL4B</b> | <b>Major Elective- IV<br/>Economics for Climate Change</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            |   |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability |   |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- The objective of this course is to analyses climate change from an economic perspective.
- The problem is characterized as one of regulating a global stock externality in an intertemporal setting and in the presence of uncertainty and irreversibility.

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Introduction</b><br>Science of climate change; global and regional climate predictions; uncertainty in science; physical impacts of climate change – agriculture, sea level rise, health, extreme events; policy debate.                                  | 15           |
| <b>II</b>  | <b>Climate Change Policy - Mitigation</b><br>Efficiency, public goods, externalities; environmental policy instruments – emissions trading, carbon tax, emission trading versus tax; stock pollutants and discounting; decisions under risk and uncertainty; | 15           |
| <b>III</b> | <b>Integrated Assessment</b><br>Costs and benefits of greenhouse gas mitigation; integrated assessment models; simulation exercises based on DICE model and its variants; sensitivity and uncertainty analysis; Stern review                                 | 18           |
| <b>IV</b>  | <b>Climate Change Policy - Adaptation</b><br>Climate change impact assessment – applications for agriculture, sea level rise and health; vulnerability assessment; economics of adaptation; measurement of adaptation cost; issues in financing adaptation.  | 15           |
| <b>V</b>   | <b>Climate Change Negotiations and Equity</b><br>Criteria for distribution of emission reduction burden; distribution criteria for adaptation fund; inter and intra-generational equity issues; discounting in climate change context                        | 12           |

**Textbook:**

1. Perman, R., Ma. Y., Common, M., Maddison, D., Mcgilvray, J., Natural Resource and Environmental Economics, Pearson Education Limited, 2011 (4th Edition).

2. Intergovernmental Panel on Climate Change – Fifth Assessment Report, 2011 Stern, N., The economics of climate change – The Stern Review, Cambridge University Press, 2006.

**References:**

1. Ackerman, E. Stanton: Climate Economics: State of the Art. Routledge (2013)
2. Nordhaus: A Question of Balance. Yale University Press (2008)
3. Acemoglu, P. Aghion, Leonardo Bursztyn, D Hemous. (2012). “The environment and directed technical change,” American Economic Review, 102(1): 131-166.

**Web resources:**

1. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjc>
2. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjc>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement   | Cognitive Level |
|------------|--|-----------------|
| <b>CO1</b> | To define and explain the science of climate change.                     | K1, K2          |
| <b>CO2</b> | To explain and identify the climate change policy.                       | K2, K3          |
| <b>CO3</b> | To illustrate and analyses the integrated assessment of climate changes. | K2, K4          |
| <b>CO4</b> | To classify, compare and evaluate climate change impact assessment.      | K4, K5          |
| <b>CO5</b> | To estimate and illustrate the climate change negotiations and equity.   | K5, K6          |

**Cognitive Level: K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create.

**Mapping of Course Outcomes with Programme Outcomes**

| CO         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| <b>CO1</b> | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| <b>CO2</b> | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| <b>CO3</b> | 3   | 2   | 3   | 2   | 2   | 3   | 3   |
| <b>CO4</b> | 3   | 3   | 3   | 3   | 3   | 2   | 3   |
| <b>CO5</b> | 3   | 3   | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO         | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| <b>CO1</b> | 3    | 3    | 3    | 3    | 3    |
| <b>CO2</b> | 2    | 2    | 3    | 3    | 2    |
| <b>CO3</b> | 3    | 3    | 3    | 2    | 3    |
| <b>CO4</b> | 2    | 2    | 2    | 2    | 1    |
| <b>CO5</b> | 3    | 3    | 2    | 3    | 2    |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code       | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|--|---------------------------|----------------|
| <b>II</b> | <b>23P2ECSEC2</b> | <b>Skill Enhancement Course - Leadership Quality and Development</b> | <b>2</b>                  | <b>2</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- This course would provide an understanding of the various aspects that would eventually help in becoming a Leader
- To cultivate the leadership qualities among students

**SYLLABUS**

| Unit      | Content   | No. of Hours |
|-----------|---|--------------|
| <b>I</b>  | <b>Introduction</b><br>Leadership- Definition - Evolution and Growth of leadership- Traits of a Leader-Developing Leadership Traits and Skills -Styles of Leadership- Difference between Leadership and Management- Authority Vs Leadership- Group Leadership-Team Leadership - Conflict Management- Effective Negotiations- Group culture and dynamics.    | <b>15</b>    |
| <b>II</b> | <b>Motivation and Emotional Intelligence</b><br>Leadership and Motivation -Emotional Intelligence-Traits of an Ethical Leader- Cultural Dimensions of Leadership- Creating Personal Leadership Brand- Women and Leadership -Women Political Leaders- Women in Corporates- Concept of Glass Ceiling in the Workplace -Influential Indian Women in Corporate. | <b>15</b>    |

**Textbook:**

1. Kavin Dalton ( 2013) Leadership and Management Development Pearson Education
2. Stephen R. Covey (2014 )Principle-centred Leadership Harper Collins Publisher

**References:**

1. John Maxwell ( 2007) The 21 Irrefutable Laws of Leadership, Harper Collins Leadership
2. James M. Kouzes and Barry Z. Posner (2010 ) The Truth About Leadership, First Edition Jossey-Bass Publisher
3. Dr. Carrie Picardi ( 2021) Leadership Essentials You Always Wanted to Know (Self Learning Management Series) First Edition Vibrant Publishers.

**Web Resources:**

1. [https://www.mindtools.com/pages/article/newLDR\\_84.htm](https://www.mindtools.com/pages/article/newLDR_84.htm)
2. <https://www.imd.org/imd-reflections/reflection-page/leadership-styles/>
3. <https://www.thebalancecareers.com/conflict-management-skills-2059687>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, and Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement   | Cognitive Level |
|-----------|--|-----------------|
| CO1       | Understand the importance of Leadership, Summarize the leadership Styles, Formulate policies to understand Conflict Management | K1, K4,K6       |
| CO2       | Analyze the Motivation required for an Effective Leader, Explain the leadership styles of Women in Politics and Business       | K2,K4,K5        |

**Cognitive Level:** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

**Mapping of Course Outcomes with Programme Outcomes**

| CO \ PO | PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|---------|----|-----|-----|-----|-----|-----|
| CO1     |    | 3   | 3   | 2   | 3   | 3   |
| CO2     |    | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO \ PSO | PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|-----|------|------|------|------|------|
| CO1      |     | 3    | 3    | 2    | 3    | 3    |
| CO2      |     | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester | Course Code | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--|---------------------------|----------------|
| II       | 23P2HYAECC2 | Ability Enhancement Compulsory Course - Language Lab | 2                         | 2              |

**Nature of the course**

|                            |   |                                     |   |  |   |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented     | √ | Relevant to Local need              | √ | Addresses Gender Sensitization           |   |
| Entrepreneurship Oriented  | √ | Relevant to national need           | √ | Addresses Environment and Sustainability |   |
| Skill development Oriented | √ | Relevant to regional need           | √ | Addresses Human Values                   | √ |
|                            |   | Relevant to Global development need | √ | Addresses Professional Ethics            | √ |

**Course Objectives**

The main objectives of this course are to:

1. To facilitate computer-assisted multi-media instruction enabling individualized and independent language learning
2. To sensitize students to the nuances of English speech sounds, word accent, intonation and rhythm
3. To bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking
4. To improve the fluency of students in spoken English and neutralize their mother tongue influence
5. To train students to use language appropriately for public speaking and Interviews

**Unit – I LSRW**

**Listening Skills:** Introduction to Phonetics – Speech Sounds – Vowels and Consonants, Listen to News, poem, songs, Motivational speech, stories, movies, interesting facts, sign of zodiac, dialogues, idioms, dictation – Common errors

**Speaking Skills:** Stress, Intonation, Homophone, Silent Letters, Greetings, Small Talk, Telephone English, Role Play, Tongue Twisters, Welcome Speech & Vote of Thanks, Compering, Declamation, Sing Along, Brain Storming, JAM (Just A Minute)

**Reading Skills:** Reading test, Skit, Proof Reading, Oral Reading Fluency, Reading Stories,

**Writing Skills:** learn English Grammar through Tamil Translation, Reading Comprehension- short stories, informational passages, Advanced Critical reading –Intelligence Augmentation, Dialogues, Sentence Completion, Word Definition, Classic Analogy Bridges, Sentence Analogies, Same Sound, Divided Syllables, Finish the Story, Answering the questions, Practical Writing, Making a formal Argument, Free Writing, Using Precise Language

**Unit – II Career and Soft Skills**

**Career Skills:** Body Language (BL) : BL Interview, BL Model, BL Tips, Business English, Communication skills, GD, Interview Skills

**Soft Skills:** Assertiveness, Creativity, Critical Thinking and Problem Solving, Empathy, Enthusiasm and attitude, Goal Setting, Great interviews, Negotiation Skills, Personality Development, Professionalism, Self Esteem, Stress Management, Team Building, Time Management, Motivation and Attitude, Interpersonal relationship and skills, Networking,

**Reference:**

1. Materials prepared by the Department of English for Writing skills
2. Soft Skills – Know Yourself and know the world, Dr.K.Alex, Chand Publications, 3<sup>rd</sup> revised edition 2014
3. Software : Express Pro Lite

The **Language Lab** focuses on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations both in formal and informal contexts.

**Learning Outcomes:**

Students will be able to attain

1. Better understanding of nuances of English language through audio- visual experience and group activities
2. Neutralization of accent for intelligibility
3. Speaking skills with clarity and confidence which in turn enhances their employability skills

**Minimum Requirement of infrastructural facilities for Language Lab:**

**1. Computer Assisted Language Learning (CALL) Lab:**

**The Computer Assisted Language Learning Lab** has to accommodate 40 students with 40 systems, with one Master Console, LAN facility and English language learning software for self-study by students.

**System Requirement (Hardware component):**

*Computer network with LAN facility (minimum 40 systems with multimedia) with the following specifications:*

- i) Computers with Suitable Configuration
- ii) High Fidelity Headphones

**2. Interactive Communication Skills (ICS) Lab:**

**The Interactive Communication Skills Lab:** A Spacious room with movable chairs and audio-visual aids with a Public-Address System, a LCD and a projector etc

*M.A. Economics*

| Semester   | Course Code     | Course Title              | Hours of Teaching / Cycle | No. of Credits |
|------------|-----------------|---------------------------|---------------------------|----------------|
| <b>III</b> | <b>23P3ECC7</b> | <b>Monetary Economics</b> | <b>6</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• The course is devoted to the main issues in modern monetary economics.</li> <li>• The factors behind money demand and supply are studied through the set of comprehensive monetary models.</li> </ul> |
|--|

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Classical Theories of Money</b><br>Demand for Money Quantity theories of money – Fisher and Cambridge-Keynesian monetary theory- James Tobin’s portfolio analysis of money demand- Don Patinkin’s Integration– Real Balance Effect- Milton Friedman’s reformulated quantity theory.  | <b>20</b>    |
| <b>II</b>  | <b>Supply of Money</b><br>Supply of Money Types and determinants of money supply – money multiplier- Theories of interest rate – classical – Keynes – Hicks – Hansen.   | <b>15</b>    |
| <b>III</b> | <b>Money and Capital Market</b><br>Money and Capital Market Significance and functions of Money market and capital market- Role of financial intermediaries – Effects of financial intermediation- Non-banking financial institutions – Gurley and Shaw theory.   | <b>20</b>    |
| <b>IV</b>  | <b>Banking and its functions</b><br>Banking Functions of Commercial banks - Credit creation – process and limitations Role of Commercial banks after nationalization – after reforms- Role of RBI – Regulation of money supply and credit- Narasimham Committee Reports– 1991 and 1998- Raguram Rajan Committee Report -2007. | <b>20</b>    |
| <b>V</b>   | <b>Monetary Policies</b><br>Monetary Policy Objectives and Instruments of Monetary policy– Limitations of monetary policy- Monetarism and Keynesianism – Comparison - Supply side policies.   | <b>15</b>    |



**Textbook:**

1. Bain, Keith and Howells, Peter: Monetary Economics: Policy and its theoretical Basis, Palgrave Macmillan, 2nd Edition, 2009
2. Mishkin .S. Frederic-The Economics of Money ,Banking and Financial Markets, Pearson Publication, 11th Edition, 2015

**References:**

1. 1.Jhingan, M.L. (2005), Monetary Economics[Konark Publication, New Delhi].
2. Sundaram, K.P.M. (2003), Money, Banking and International Trade [Vikas, New Delhi].
3. Vaish, M.C. (2004), Money, Banking and International Trade [New Age International, New Delhi].
4. Delhi].

**Web resources:**

1. <https://www.amazon.in/Handbook-Monetary-Economics-Benjamin-Friedman-ebook/dp/B00EXOTZ96>
2. <https://link.springer.com/book/10.1057/9780230280854>
3. <https://www.rbi.org.in/scripts/AnnualPublications.aspx?head=Handbook%20of%20Statistics%20on%20Indian%20Economy>

**Pedagogy:** Teaching / Learning methods

(Chalk and talk method, Assignment, PPT presentation, Quiz, Group Discussion, Seminar.)

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement   | Cognitive Level |
|-----------|--|-----------------|
|           | On successful completion of this course, students will be able to                        |                 |
| CO1       | To list out and outline the theories of money.   | K1,K2,          |
| CO2       | To explain construct and distinguish various determinate of money supply and multiplier. | K2,K3,K4,       |
| CO3       | To label, explain and evaluate the capital market.                                       | K1,K2,K5        |
| CO4       | To define, illustrate and importance of banking sector.                                  | K1,K2,K5,       |
| CO5       | To interpret and make use of monetary policy.  | K2,K3,          |

**Cognitive Level :** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

**Mapping of Course Outcomes with Programme Outcomes**

| CO \ PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|---------|-----|-----|-----|-----|-----|
| CO1     | 3   | 3   | 3   | 3   | 3   |
| CO2     | 3   | 3   | 3   | 3   | 3   |
| CO3     | 3   | 3   | 3   | 3   | 3   |
| CO4     | 3   | 3   | 3   | 3   | 3   |
| CO5     | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|------|------|------|------|------|
| CO1      | 3    | 3    | 3    | 3    | 3    |
| CO2      | 3    | 3    | 3    | 3    | 3    |
| CO3      | 3    | 3    | 3    | 3    | 3    |
| CO4      | 3    | 3    | 3    | 3    | 3    |
| CO5      | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester   | Course Code     | Course Title            | Hours of Teaching / Cycle | No. of Credits |
|------------|-----------------|-------------------------|---------------------------|----------------|
| <b>III</b> | <b>23P3ECC8</b> | <b>Public Economics</b> | <b>6</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- |   |
|---|
| <ul style="list-style-type: none"> <li>To understand the economics of government expenditure and taxation.</li> <li>To discuss the implications of policy for efficiency and equity.</li> </ul> |
|---|

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Introduction</b><br>Introduction Role of public finance - Major Fiscal functions- Private and Public goods – Mixed goods –Merit goods- Social goods-Market failure Public goods and externalities.   | <b>18</b>    |
| <b>II</b>  | <b>Theories of Public Expenditure</b><br>Public Expenditure Theories of Public Expenditure – Musgrave – Wagner - Peacock Wiseman– Growth of Public Expenditure – Canons and Evaluation of Public Expenditure.   | <b>18</b>    |
| <b>III</b> | <b>Taxation</b><br>Taxation and Public Debt Direct and Indirect taxation – Canons and Principles of Taxation – Theory of optimal taxation – modern theory of incidence- Classification and Sources of public debt–Burden of public debt–Principles of public debt–Methods of repayment of public debt–Compensatory aspects of public debt policy. | <b>18</b>    |
| <b>IV</b>  | <b>Fiscal Policy</b><br>Fiscal Policy and Fiscal Federalism Objectives and Instruments of Fiscal policy –Compensatory Fiscal policy – Fiscal policy for Economic stability and growth– Effectiveness of fiscal policy- Fiscal federalism – Role of finance commission – Principles – Recommendations of 14th Finance                              | <b>18</b>    |

|          |  |           |
|----------|--|-----------|
|          | Commission and Terms of Reference of the 15th Finance Commission – Transfer of resources from Union and States and States to Local Bodies.   |           |
| <b>V</b> | <p><b>Financial Administration</b><br/>                 Indian Public Finance - Financial Autonomy in India – Tax Reform proposals of Kelkar Committee Tax structure and Working of Fiscal federalism in India – Resource transfer from union to state of Tamil Nadu – VAT – Merits and Demerits- GST design, implementation and impact- Fiscal consolidation in India since 2001-2002 – Fiscal responsibilities of central and state- FRBM Act 2003- Central and State government Budgets – issues of fiscal deficit- Fiscal policy and Economic downturn : Fiscal correction versus additional Stimulus.</p> | <b>18</b> |

**Textbook:**

1. Tyagi B.P., Public Finance, Jai Prakash Nath & Company, 2014
2. AmerashBagchi (2005), Readings in Public Finance, Oxford University Press, New Delhi.

**References:**

1. AmerashBagchi (2005), Readings in Public Finance, Oxford University Press, New Delhi.
2. Rao, M. Govida and Nirvikar Singh, (2005), The Political Economy of Federalism in India, Oxford University Press, New Delhi.
3. Government of India, Economic Survey (Annual issues). Ministry of Finance, New Delhi. Tamil Nādu State Council for Higher Education 15.

**Web Resources:**

1. <https://www.india.gov.in/my-government/documents/policy>
2. <http://www.niti.gov.in/>
3. <https://www.indiabudget.gov.in/>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement   | Cognitive Level |
|-----------|--|-----------------|
| CO1       | To label and interpret the basic theories of public finance.   | K1,K2,          |
| CO2       | To explain, identify and analyse the public expenditure.       | K2,K3,          |
| CO3       | To recall, outline and determine about taxes                   | K1,K2,K5,       |
| CO4       | To organize, examine and evaluate about fiscal policy.         | K3,K4,          |
| CO5       | To summarize, develop and explain about Indian public finance. | K2,K3,K5,       |

**Cognitive Level: K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create

**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO \ PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|----------------|------------|------------|------------|------------|------------|
| <b>CO1</b>     | 3          | 3          | 3          | 3          | 3          |
| <b>CO2</b>     | 3          | 3          | 3          | 3          | 3          |
| <b>CO3</b>     | 3          | 3          | 3          | 3          | 3          |
| <b>CO4</b>     | 3          | 3          | 3          | 3          | 3          |
| <b>CO5</b>     | 3          | 3          | 3          | 3          | 3          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO \ PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>      | 3           | 3           | 3           | 3           | 3           |
| <b>CO2</b>      | 3           | 3           | 3           | 3           | 3           |
| <b>CO3</b>      | 3           | 3           | 3           | 3           | 3           |
| <b>CO4</b>      | 3           | 3           | 3           | 3           | 3           |
| <b>CO5</b>      | 3           | 3           | 3           | 3           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester   | Course Code     | Course Title                | Hours of Teaching / Cycle | No. of Credits |
|------------|-----------------|-----------------------------|---------------------------|----------------|
| <b>III</b> | <b>23P3ECC9</b> | <b>Econometrics Methods</b> | <b>5</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |  |
|---------------------------|---|----------------------------|---|--|--|
| Relevant to Local need    |   | Employability Oriented     | √ | Addresses Professional Ethics            |  |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |  |
| Relevant to regional need | √ | Skill development Oriented |   | Addresses Environment and Sustainability |  |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   |  |

**Course Objectives**

The main objectives of this course are:

- To provide an understanding on the knowledge of Econometrics and its use for Economists and social scientists, how economic theories are used to test empirical data.
- To provide in depth knowledge on the Econometric models and to examine the meaning and applicability of dummy variables and to recall the basic methods of time series data.

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Basic Regression</b><br>Analysis nature and scope of econometrics – simple regression model: specification, OLS method, assumptions of CLRM and Gauss Markov theorem, hypothesis testing and goodness of fit – extensions of simple regression model: regression through origin, scaling and units of measurement, functional forms of regression model – maximum likelihood estimation. | 15           |
| <b>II</b>  | <b>Dummy Variable</b><br>Dummy Variables- Nature of Dummy Variables- ANOVA Models, ANCOVA Models- Dummy Variable alternative to Chow test- Uses of Dummy Variables Seasonal Analysis-Piecewise Linear Regression. Qualitative response Regression Model- Linear Probability Model, Logit Model, Probit Model, Tobit Model.  | 15           |
| <b>III</b> | <b>Dynamic Econometric Model</b><br>Dynamic Econometric Model: Autoregressive model and Distributed lag model – Estimation of Distributed Lag Models, The Koyck approach to Distributed—Lag models-Adaptive Expectations Model, Partial Adjustment Model. Estimation of Autoregressive Model- Almon approach to Distributed-Lag Models.   | 15           |

|           |   |    |
|-----------|---|----|
| <b>IV</b> | <b>Simultaneous Equation Model</b><br>Simultaneous Equation Model-Simultaneous equation bias- Identification Problem-Rules for Identification- Test of Simultaneity-Test of Exogeneity. Simultaneous Equation Methods- Recursive models and ordinary least squares- Methods of Indirect Least squares-Method of Two-Stage least squares– Generalized least squares. | 15 |
| <b>V</b>  | <b>Time Series Econometrics</b><br>Introduction to Time Series Econometrics: Stochastic Process - Stationary and Non Stationary stochastic process-Unit root stochastic process- Trend stationary and difference stationary stochastic process-Integrated stochastic process – Properties- Unit root tests – Cointegration Model.                                   | 15 |

**Textbook:**

1. Damodar N. Gujarati & Sangeetha (2019) Basic Econometrics Tata McGraw-Hill Publishing company Limited New Delhi
2. K. Dhanasekaran ( 2012) Econometrics, Vrinda Publications.

**References:**

1. Gujarathi, D.N. (2005), Text Book of Econometrics[McGraw-Hill, New Delhi].
2. Kalirajan, K.P. (1995,.,Applied Econometrics [Oxford and IBH, New Delhi].
3. Suresh, J. Ghosh (1994), Econometric Theory and Applications[Prentice Hall of India, New Delhi],

**Web resources:**

1. <https://learneconometricsfast.com>.
2. <https://inomics.com>.
3. <https://economicsnetwork.ac.uk>.

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level |
|------------|---|-----------------|
| <b>CO1</b> | Examine the meaning and applicability of dummy variables                              | K1, K2, K4      |
| <b>CO2</b> | Estimate the Auto Regressive model and the role of lags in dynamic econometric models | K4, K5          |
| <b>CO3</b> | Identify the problems of ignoring OLS assumptions                                     | K3, K4          |
| <b>CO4</b> | Gain in-depth knowledge in Simultaneous equation models                               | K2, K4          |
| <b>CO5</b> | Analyze the stochastic process and co-integration model                               | K3,K5           |

**Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create**

**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO</b>  | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|------------|------------|------------|------------|------------|------------|
| <b>CO1</b> | 3          | 3          | 3          | 2          | 2          |
| <b>CO2</b> | 3          | 2          | 2          | 2          | 2          |
| <b>CO3</b> | 3          | 3          | 3          | 2          | 2          |
| <b>CO4</b> | 3          | 3          | 3          | 2          | 2          |
| <b>CO5</b> | 3          | 3          | 3          | 2          | 2          |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO/PSO</b> | <b>PSO 1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|---------------|--------------|-------------|-------------|-------------|-------------|
| CO1           | 3            | 3           | 3           | 3           | 2           |
| CO2           | 3            | 2           | 3           | 3           | 3           |
| CO3           | 3            | 3           | 3           | 3           | 3           |
| CO4           | 3            | 2           | 3           | 3           | 3           |
| CO5           | 3            | 3           | 3           | 2           | 3           |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester   | Course Code      | Course Title                                  | Hours of Teaching / Cycle | No. of Credits |
|------------|------------------|---|---------------------------|----------------|
| <b>III</b> | <b>23P3ECCIM</b> | <b>Industry Moduls - Industrial Economics</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the Course**

|                           |          |                            |          |  |          |
|---------------------------|----------|----------------------------|----------|--|----------|
| Relevant to local need    |          | Employability oriented     | <b>√</b> | Address professional Ethics              |          |
| Relevant to regional need | <b>√</b> | Entrepreneurship oriented  | <b>√</b> | Addresses Gender Sensitization           |          |
| Relevant to national need | <b>√</b> | Skill development oriented | <b>√</b> | Addresses Environment and sustainability | <b>√</b> |
| Relevant to global need   | <b>√</b> |                            |          | Addresses Human Values                   | <b>√</b> |

**Course Objective**

The main objectives of this course are:

- 1 . To discuss the Features, Performance and development issues of the Indian Economy
- 2 . To analyse the various theories of Industrial Location.
- 3 . To know the licensing policies and industrial sickness
- 4 . To describe the growth Patterns in Indian Industrial Sector.
- 5 . To observe the trends and prospects of industrial growth in India

**SYLLABUS**

| Unit       | Content   | No. of Hours  |
|------------|---|---------------|
| <b>I</b>   | <b>Introduction:</b> Nature and scope of Industrial Economics - History of Industrial Revolution -Digital Revolution -Classification of Industries: Public Sector, Private Sector and Public Private Partnerships- Large, MSMEs, Cottage Industries- Concept of Plant, Firm and Industr                                       | <b>15 hrs</b> |
| <b>II</b>  | <b>Theories of Location:</b> Theories of Industrial Location - Weber - Sargent Florence - Factors Affecting Location-Localization -Glocalization of Industries – Decentralization of Industries-Industrial Efficiency and Economic Efficiency- Measures of Concentration - Concentration ratio - Hirschman - Herfindahl Index | <b>16 hrs</b> |
| <b>III</b> | <b>Industrial Licensing and Policies Industrial Licensing:</b> – MRTP Act – Industrial Policies - Industrial Productivity -Capacity Utilization - Industrial Sickness- Mergers and Acquisitions – Profitability and Efficiency  | <b>14 hrs</b> |
| <b>IV</b>  | <b>Industrial Regions of the World and India:</b> -Industrial Clusters in India-Sunrise Sector- Regional Backwardness Government Initiative   | <b>15 hrs</b> |
| <b>V</b>   | <b>Growth Trends in India Industrial Growth in India:</b> Trends and Prospects – Incentives to Promote Industrialization – Ease of Doing Business Ranking - MNCs in India -Special Economic Zones- FDI Policy- Make in India Initiative-National Manufacturing Policy   | <b>15 hrs</b> |

**Textbook:**

1. Ranjana Seth . (2010) Industrial Economics Ane’s Student Edition.
2. Barthwal R.R (2007) Industrial Economics An Introductory Textbook,New Age International Publishers



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3. Dennis W. Carlton and Jeffrey M. Perloff, Modern Industrial Organisation, Cambridge University Press, 2015
4. Rajesh Kumar R (2021) Industrial Economics and Foreign Trade Jyothis Publishers
5. Louis Philips, "Applied Industrial Economics", Cambridge University Press, 1998

### Reference :

1. John Weiss (2011) The Economics of Industrial Development, Routledge
2. Kuchhal, S. C. Industrial Economy of India, Chaitanya Publishing House, Allahabad (1980)
3. Dhingra I.C and Nitin Dhingra (2013) Industrial Economics Book Age Publications
4. Martin, S., (2001) Advanced Industrial Economics, 2nd Edition, Wiley Blackwell
5. Paul Belleflameet. I "The theory of Industrial Organisation- Markets and Strategies", Cambridge University Press, 2012es:

### Web resources:

1. <https://www.india.gov.in/topics/industrie>
2. <https://business.mapsofindia.com/india-industry>
3. <https://dpiit.gov.in/>
4. <https://dri.nic.in/>
5. <https://msme.gov.in/>

### Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar etc.

### Course Outcomes

On the successful completion of the course, students will be able to

| CO Number | CO Statement  | Cognitive Level |
|-----------|---|-----------------|
| CO1       | Understand the importance of Industrial Economic    | K1,K2           |
| CO2       | Examine theories of industrial Location             | K2,K3           |
| CO3       | Review the relevance of Industrial Policies         | K3,K5           |
| CO4       | Describe the Industrial belts of the World and Indi | K5,K6           |
| CO5       | Analyse the Industrial Trends in the Indian Economy | K4,K5           |

**Cognitive Level:** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

### Mapping with Programme outcome

| PO \ CO | PO1 | PO2 | PO3 | PO4 | PO5 |
|---------|-----|-----|-----|-----|-----|
| CO1     | 3   | 3   | 3   | 3   | 3   |
| CO2     | 3   | 3   | 3   | 3   | 3   |
| CO3     | 3   | 2   | 3   | 3   | 2   |
| CO4     | 3   | 3   | 3   | 3   | 3   |
| CO5     | 3   | 3   | 3   | 2   | 3   |

3-Strongly Correlated; 2-Moderately Correlated;

1- Weakly Correlated; 0-No Correlation

### Mapping of Course Out comes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|------|------|------|------|------|
| CO1      | 3    | 2    | 2    | 3    | 3    |
| CO2      | 3    | 3    | 3    | 3    | 3    |
| CO3      | 3    | 2    | 3    | 3    | 3    |
| CO4      | 3    | 3    | 2    | 2    | 3    |
| CO5      | 3    | 3    | 3    | 3    | 2    |

3-Strongly Correlated; 2-Moderately Correlated;

1. Weakly Correlated; 0-No Correlation

*M.A. Economics*

| Semester   | Course Code      | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|------------|------------------|--|---------------------------|----------------|
| <b>III</b> | <b>23P3ECEDC</b> | <b>Extra Disciplinary Course-Economics for Competitive Examination</b> | <b>4</b>                  | <b>3</b>       |

**Nature of the course**

|                                      |   |                            |   |  |   |
|--------------------------------------|---|----------------------------|---|--|---|
| Relevant to Local need.              |   | Employability oriented     |   | Address professional Ethics              |   |
| Relevant to regional need            | √ | Entrepreneurship oriented  |   | Addresses Gender Sensitization.          |   |
| Relevant to National need            | √ | Skill development oriented | √ | Addresses Environment and sustainability |   |
| Relevant to Global development need. | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are :

- |   |
|---|
| <ul style="list-style-type: none"> <li>• To enable the students to acquire knowledge related to various Economics concepts pertaining to Indian Economy.</li> <li>• To help the students to have reason and think Economics and apply it in real terms</li> </ul> |
|---|

**SYLLABUS**

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Economics Growth and Development:-</b> The basic concept and definition of economy and economics – its uses and transfer of resources, distributive effects, macro and micro economic policy, micro-macro balance, the distributive impact of economic policies, development versus growth, determinant of growth and development, concepts such as HPI / MPI, HDI, PQLI, GEM, GDI / GII, TAI, Green index, sustainable development, India’s ranking in the various indices. | 15           |
| <b>II</b>  | <b>Inclusion and Poverty:-</b> Definition, relevance, types, financial inclusion, recent initiatives – Poverty – Definitions, causes, distribution – deprivation, income versus calories, measurement of poverty, the status of poverty, eradication programmes, poverty and resource policy, tribal rights and issues, livelihood mission.   | 10           |
| <b>III</b> | <b>Basic Economic indicator and features of Indian Economy:-</b> National Income – Concepts, Methods of calculation – Features of Indian Economy – Economic and Non-economic factors - Price Index, Production, Population, Foreign Trade – Division of economic activities – Human Development Reports.  | 15           |
| <b>IV</b>  | <b>Agriculture and Industry:-</b> Crops, Seasons, Agricultural Credit Agencies, Kisan Credit Agencies, Land Reforms, Insurance, Green, White, Blue, Yellow Revolutions, Irrigation – Industrial Policies (1948, 1956, 1991), Small Scale Industries, Industrial Sickness, Disinvestment, PSU Policy, Industrial Finance. – Labour Policies.   | 10           |
| <b>V</b>   | <b>Public Finance:-</b> Fiscal Policy – Definition, Components, Receipts, Revenue and Capital Account, Tax Revenue, Expenditure, Budget - Finance Commission, Taxation, Deficit Financing, Public Spending and Debt. – Monetary Policy – Instruments – Current affairs in Economics.  | 10           |

**Text book:**

1. Puri V.K., Misra S.K., Indian Economy, Himalaya Publication House
2. Bhatia H.L., Public Finance, Vikas Publishing House

**References:**

1. Jhingan M.L., The Economics of Development and Planning, Vrinda Publications P Ltd
2. Koutsoyiannis A., Modern Microeconomics, Palgrave Macmillan U.K.
3. GauravDatt and Ashwani Mahajan, Datt and Sundharam Indian Economy, S Chand and Co Ltd

**Web resources:**

1. <https://www.indiabudget.gov.in/>
2. <https://www.nabard.org/news-article.aspx?id=25andcid=552andNID=220>
3. <https://www.birmingham.ac.uk/news/2017/green-white-and-blue-why-india-needs-athird-agricultural-revolution#:~:text=Agriculture%20is%20the%20backbone%20of,the%20world's%20largest%20milk%20producer>

**Pedagogy:** Teaching / Learning methods like Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar etc.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement   | Cognitive Level |
|-----------|--|-----------------|
| CO1       | explain and outline the concepts of Economic growth and development.                     | K1,K2,          |
| CO2       | explain and identify the problems of inclusion and poverty.                              | K2,K3           |
| CO3       | interpret, develop and determine the economic indicators and features of Indian Economy. | K2,K3,K5        |
| CO4       | illustrate and discuss the Agriculture and Industrial Sector                             | K2,K6           |
| CO5       | determine and estimate the Public Finance  | K5,K6,          |

**Cognitive Level: K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create

**Mapping of course outcomes with programme outcomes**

| CO\PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|-----|-----|-----|-----|-----|
| CO1   | 3   | 3   | 3   | 3   | 3   |
| CO2   | 3   | 3   | 3   | 3   | 3   |
| CO3   | 3   | 3   | 3   | 3   | 3   |
| CO4   | 3   | 3   | 3   | 3   | 3   |
| CO5   | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO\PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1    | 3    | 3    | 3    | 3    | 3    |
| CO2    | 3    | 3    | 3    | 3    | 3    |
| CO3    | 3    | 3    | 3    | 3    | 3    |
| CO4    | 3    | 3    | 3    | 3    | 3    |
| CO5    | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester   | Course Code       | Course Title  | Hours of Teaching / Cycle | No. of Credits |
|------------|-------------------|---|---------------------------|----------------|
| <b>III</b> | <b>23P3ECSEC3</b> | <b>Skill Enhancement Course - Personality Development-Facing of Interview in Private and Government</b> | <b>2</b>                  | <b>2</b>       |

**Nature of the course**

|                                      |   |                            |   |  |   |
|--------------------------------------|---|----------------------------|---|--|---|
| Relevant to Local need.              |   | Employability oriented     |   | Address professional Ethics              |   |
| Relevant to regional need            | √ | Entrepreneurship oriented  |   | Addresses Gender Sensitization.          |   |
| Relevant to National need            | √ | Skill development oriented | √ | Addresses Environment and sustainability |   |
| Relevant to Global development need. | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Mark the student's able and effective leadership and personality development.</li> <li>• Learn the self-evaluation skill</li> </ul> |
|--|

**SYLLABUS**

| Unit      | Content  | No. of Hours |
|-----------|--|--------------|
| <b>I</b>  | <b>Concept of Personality:-</b> Personality - Definition and meaning, Importance, Leadership and Management, Leader vs Manager, <b>Qualities of Personality Development:-</b> Essential qualities of an effective leader- Body language - Problem-solving - Conflict and Stress Management - Decision-making skills - Character building -Team-work – Time management - Work ethics and etiquette. | 15           |
| <b>II</b> | <b>Aspects of Employability:-</b> Resume building- Interactive session – Facing the Personal (HR & Technical) Interview – Self Introduction - Psychometric Analysis - Mock Interview Sessions  | 15           |

**Text book:**

1. Parikh, M., & Gupta, R. K. (2010). Organisational behaviour. Tata McGraw Hill Education Pte. Limited.
2. Mullins, L. J., & McLean, J. E. (2019). Organisational behaviour in the workplace. Harlow: Pearson.

**References:**

1. Hofmann, D. A., & Jones, L. M. (2005). Leadership, collective personality, and performance. Journal of Applied psychology, 90(3), 509.
2. Aurther, J. (2006). Personality development. Lotus Press.
3. Roberts, B. W. (2006). Personality development and organizational behavior. Research in organizational behavior, 27, 1-40

**Web Resources:**

1. <https://hbr.org/2017/09/could-your-personality-derail-your-career>
2. <https://au.indeed.com/career-advice/resumes-cover-letters/personal-skills-127>
3. [https://socialsci.libretexts.org/Courses/College\\_of\\_the\\_Canyons/COMS\\_246%3A\\_Interpersonal\\_Communication\\_\(Leonard\)/2%3A\\_Communication\\_and\\_the\\_Self/2.1%3A\\_SelfConcept%2C\\_Self-Esteem\\_and\\_Self-Efficacy](https://socialsci.libretexts.org/Courses/College_of_the_Canyons/COMS_246%3A_Interpersonal_Communication_(Leonard)/2%3A_Communication_and_the_Self/2.1%3A_SelfConcept%2C_Self-Esteem_and_Self-Efficacy)

**Pedagogy:** Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar etc.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level |
|------------|---|-----------------|
| <b>CO1</b> | Understand the importance of personality development, Describes the concept of Qualities of Personality Development | K1,K2,K3        |
| <b>CO2</b> | Create the self-evaluation and Organizational Context of Leadership and Personality                                 | K1,K4,K5, K6    |

**Cognitive Level:** **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create.

**Mapping of course outcomes with programme outcomes**

| CO\PO      | PO1      | PO2      | PO3      | PO4      | PO5      |
|------------|----------|----------|----------|----------|----------|
| <b>CO1</b> | <b>2</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>2</b> |
| <b>CO2</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>3</b> |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 –No Correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO\PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1    | 3    | 3    | 3    | 3    | 3    |
| CO2    | 3    | 3    | 3    | 3    | 2    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 –No Correlation

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| Semester   | Course Code        | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|------------|--------------------|--|---------------------------|----------------|
| <b>III</b> | <b>23P3ECAECC3</b> | <b>Ability Enhancement Compulsory Course - Research Methodology in Economics</b> | <b>2</b>                  | <b>2</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | ✓ | Employability Oriented     | ✓ | Addresses Professional Ethics            | ✓ |
| Relevant to national need | ✓ | Entrepreneurship Oriented  | ✓ | Addresses Gender Sensitization           |   |
| Relevant to regional need |   | Skill development Oriented | ✓ | Addresses Environment and Sustainability |   |
| Relevant to Global need   | ✓ |                            |   | Addresses Human Values                   |   |

**Course Objectives**

The main objectives of this course are to:

- This course describes the ethical issues in social science research and the present position of economic research. It covers data collection methods and different types of research design. It also discusses about qualities of a good research report
- To Develop and equip quality research culture among students

**SYLLABUS**

| Unit      | Content   | No. of Hours |
|-----------|---|--------------|
| <b>I</b>  | Research Methods in Economics Nature of Social Science Research- Formulating the problem- Components and types of research design –Data collection- Primary and Secondary data- Sampling- Probability sampling& Non Probability sampling- A note on Hypothesis.   | <b>15</b>    |
| <b>II</b> | Data Processing and Presentation Processing and analysis of data: Editing, coding and tabulation; use of computers in social science research- Diagrammatic and graphic representation of data- Interpretation of results and Report writing – Preparation of Project Proposals- Format of a Report- Footnote and bibliography. | <b>15</b>    |

**Text Books:**

1. C.R. Kothari (2002), Research Methodology Vikas publishing House, New Delhi.
2. Goode W. J and Hatt(1952), Methods in Social Research, Mcgraw Hill Book Co, Tokyo.

**References:**

1. Young, Pauline V., Scientific Social Surveys and Research, 4th Edition, Prentice Hall of India, 1977.
2. Bryman, Alan, Social research methods, 4th Edition, Oxford University Press, 2008.
3. Patton, M.Q., Qualitative Research and Evaluation Methods, 3rd Edition Sage 41 Publications, 2002.

**Web Resources:**

1. [www.socialresearchmethods.net](http://www.socialresearchmethods.net)
2. [www.ualberta.ca](http://www.ualberta.ca)
3. <http://finmin.nic.in>

**Pedagogy:** Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement  | Cognitive Level |
|-----------|---|-----------------|
| CO1       | To understand what are all the basic concepts in Research and explain means of data collection, | K1,K2, K3, K4   |
| CO2       | Demonstrate, construct, and explain the functions of presenting data in different methods       | K2, K4, K5, K6  |

**Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create**

**Mapping of Course Outcomes with Programme Outcomes**

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 3   | 3   | 3   |
| CO2 | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 3    | 3    | 3    |
| CO2 | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

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| Semester  | Course Code      | Course Title                   | Hours of Teaching / Cycle | No. of Credits |
|-----------|------------------|--------------------------------|---------------------------|----------------|
| <b>IV</b> | <b>23P4ECC10</b> | <b>International Economics</b> | <b>6</b>                  | <b>4</b>       |

**Nature of the course**

|                                      |   |                            |   |  |   |
|--------------------------------------|---|----------------------------|---|--|---|
| Relevant to Local need.              |   | Employability oriented     |   | Address professional Ethics              |   |
| Relevant to regional need            | √ | Entrepreneurship oriented  |   | Addresses Gender Sensitization.          |   |
| Relevant to National need            | √ | Skill development oriented | √ | Addresses Environment and sustainability |   |
| Relevant to Global development need. | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Make the students to learn the fundamentals of international trade and theories</li> <li>• Enable the students Theories of foreign exchange and balance of payment</li> <li>• Know about the foreign trade economic development</li> </ul> |
|---|

| Unit       | Content   | No. of Hours  |
|------------|---|---------------|
| <b>I</b>   | <b>Theories of Trade:</b> - I Pure Theory of International Trade Comparative Cost Theory - Refinements of Comparative Cost Theory Modern Theory of Factor Endowments – Leontief Paradox- Factor price equalization theorem – Factors Intensity Reversal: The Stolper-Samuelson Theorem and the Rybezynski Theorem.  | <b>20 hrs</b> |
| <b>II</b>  | <b>Theories of Trade:</b> - II Recent Theories of International Trade Karvi’s Theory of Availability – Lindar’s Theory of Volume of Trade and demand pattern-Posner’s Technological Gap Theory – Vernon’s Product Cycle Theory - Kenen’s Human capital theory- Intra- Industry Trade – Theory of Imperfect Competition - Strategic Theory – External Economies and International Trade.                                 | <b>15 hrs</b> |
| <b>III</b> | <b>Balance of Payment:-</b> Balance of Payments Policies BOP Disequilibrium – Adjustment Mechanism: Elasticity Approach, Absorption approach and Monetary Approach- Expenditure changing monetary and fiscal policy – Monetary and Fiscal policies for internal and external balance: The Swan Model and Mundallian Model- Expenditure Switching Policies and Expenditure Reducing Policies – Foreign Trade Multiplier. | <b>20 hrs</b> |
| <b>IV</b>  | <b>Foreign Aid :-</b> Foreign Aid and MNCs. Foreign Aid - Types of Foreign aid – Advantages and Disadvantages – Factors determining foreign aid - Foreign Investment – Foreign Direct investment – Types of FDI – FDI Policy of India- Multinational Corporations – Features of Multinational Corporations - Advantages and Limitations of MNCs – MNCs and International Trade.   | <b>15 hrs</b> |



|          |   |               |
|----------|---|---------------|
| <b>V</b> | <b>Foreign Exchange</b><br>Managing Foreign Exchange Risk Foreign exchange risk - Sources of foreign exchange risk – types of exchange rate risk - Transaction risk, Translation risk, Economic risk Measurement of Exchange Rate Risk - value-at-risk (VAR) model. Methods of managing foreign exchange risk - internal and external techniques- Forward contracts, Money market hedges, Currency futures, Currency Options, Currency swaps. | <b>20 hrs</b> |
|----------|---|---------------|

**Text book:**

1. D.N. Dwivedi (2013) International Economics: Theory And Policy. Vikas Publishing House ,New Delhi
2. M.L.Jhingan (2016 ) International Economics, Vrindha Publications ,New Delhi

**References:**

1. Francis Cherunillam (2004), International Economics (Tata McGraw Hill, New Delhi).
2. Paul Krugman and Maurice (2013), International Economics: Theory and Policy Obstfeld (New Delhi: Pearson).
3. J.N. Bhagwati (2003), Free Trade Today (Oxford University Press, New Delhi). State Integrated Board of Studies – Economics PG 20

**Web resources:**

1. <https://www.worldbank.org/en/country/eu>
2. <https://www.imf.org/en/Data>
3. <https://www.economagic.com>

**Pedagogy:** Teaching / Learning methods:

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number  | CO Statement  | Cognitive Level |
|------------|---|-----------------|
| <b>CO1</b> | Understand Theories of International trade                      | K1,K2,K3        |
| <b>CO2</b> | Learn the Recent Theories in International trade                | K1,K2,K3        |
| <b>CO3</b> | Ability to know the concept of Balance of Payments the Policies | K1,K2,K3,K4     |
| <b>CO4</b> | Asses the working of MNCS of foreign trade.                     | K1,K2,K3        |
| <b>CO5</b> | Understand the working of foreign exchange.                     | K1,K2,K3        |

**Cognitive Level:** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;

K5 – Evaluate; K6 – Create

**Mapping of course outcomes with programme outcomes**

| CO\PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|-----|-----|-----|-----|-----|
| CO1   | 3   | 3   | 3   | 2   | 3   |
| CO2   | 3   | 3   | 3   | 2   | 3   |
| CO3   | 3   | 3   | 3   | 2   | 3   |
| CO4   | 3   | 3   | 3   | 3   | 3   |
| CO5   | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO\PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1    | 3    | 3    | 3    | 3    | 3    |
| CO2    | 3    | 3    | 3    | 2    | 3    |
| CO3    | 3    | 3    | 3    | 2    | 3    |
| CO4    | 3    | 3    | 3    | 3    | 3    |
| CO5    | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

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| Semester  | Course Code      | Course Title                 | Hours of Teaching / Cycle | No. of Credits |
|-----------|------------------|------------------------------|---------------------------|----------------|
| <b>IV</b> | <b>23P4ECC11</b> | <b>Development Economics</b> | <b>5</b>                  | <b>4</b>       |

**Nature of the course**

|                                      |   |                            |   |  |   |
|--------------------------------------|---|----------------------------|---|--|---|
| Relevant to Local need.              |   | Employability oriented     |   | Address professional Ethics              |   |
| Relevant to regional need            | √ | Entrepreneurship oriented  |   | Addresses Gender Sensitization.          |   |
| Relevant to National need            | √ | Skill development oriented | √ | Addresses Environment and sustainability |   |
| Relevant to Global development need. | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- Tracing the evolution of theories of economic development.
- Impart ideas on economic development and economic growth and its determinants and to familiarize the students about the index of measuring economic development.
- Explain the health and educational system.

**SYLLABUS**

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Introduction conceptualizing development:-</b> Introduction Conceptualizing development: (a) GNP) as development indicator (b) Sen’s capabilities approach to development: The Human Development Index- The structural characteristics of developing economies- Factors of development : (a) Capital accumulation (b) Labour (c) Natural resources (d) Technological Progress (e) Social institutions cultural values and entrepreneurial ability.  | 14 hrs       |
| <b>II</b>  | <b>Theories of Development as growth:</b> (a) Harrod-Domar model (b) Rostow’s stages of growth theory (c) Lewis theory (d) balanced and unbalanced growth (e) Neo classical growth theory – Solow Model- Contemporary theory of development: (a) New growth theory: Romer model (b) Underdevelopment as Co-ordination failure (c) Kremer’s O-Ring theory of developmentDependency theory-path dependence in development: QWERTY- Geography and development: Krugman’s theory.                          | 15 hrs       |
| <b>III</b> | <b>Poverty, Inequality and Human Capital:</b> Measurement of inequality and poverty-Inverted –U hypothesis - Cause of inequality- Investing in education and health-the human capital approach Education and Development (a) social and private benefits of education- (b) education, inequality and poverty (c) Women’s education and development Health system in development (a) health and productivity (b) financing health system in developing economics (c) Gender perspective in health care. | 16 hrs       |
| <b>IV</b>  | <b>Agriculture and Rural Development:</b> The role of agriculture in development- Agricultural policy: (a) agricultural taxation (b) pricing policy- Risk aversion and   | 14 hrs       |

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|          |  |        |
|----------|--|--------|
|          | uncertainty in subsistence farming share cropping and interlocking factor markets- Rural urban migration –Todaro model –Rural credit markets (a) providers and characteristics (b) theories of informed credit markets: lender’s monopoly and default collateral.  |        |
| <b>V</b> | <b>Policies for development Market:</b> and the state in development:(a) The Washington consensus components and critical evaluation (b) The role of state in development (c) market failure state failure and development- Trade Policy in development : (a) import substitution (b) export promotion- Fiscal policy for development: (a) direct Vs indirect taxes (b) pattern and level of taxation.- Financial system in development: (a) the role of financial system in development (b) role of central banks (c) financial liberalization. | 16 hrs |

**Text book.**

1. Jhingan M.L. Jhingan B K.,2019 The Economics of Development and Planning.,42 ed.,Vrinda Publications
2. Agrawal, A.N., Indian Economy: Problems of Development and Planning

**References:**

1. Michael P. Todaro and Stephen C. Smith (2004), Economic Development, Pearson Education, Singapore cha- 2, 6,7, 8.
2. Yujiro Hayami (2003), Development Economics: Press, New Delhi. Tamilnadu State Council for Higher Education 17.
3. Debraj Ray (2009), Development Economics, Oxford University Press, New Delhi.

**Web resources:**

1. [https://economicsconcepts.com/human\\_development\\_index\\_\(hdi\).htm](https://economicsconcepts.com/human_development_index_(hdi).htm)
2. <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>
3. <https://web.stanford.edu/~chadj/facts.pdf>

**Pedagogy:**Teaching / Learning methods:

Lecture, Tutorial, Assignment,PPT presentation, Quiz, Group Discussion, e-content Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| <b>CO Number</b> | <b>CO Statement</b>   | <b>Cognitive Level</b> |
|------------------|---|------------------------|
| <b>CO1</b>       | Understand the concepts of Development  | K1,K2,K3               |
| <b>CO2</b>       | Acquire knowledge about the theories of economic developmen                               | K1,K2,K3               |
| <b>CO3</b>       | Ability to understand the concepts related to Poverty , Inequality, Health and Education. | K1,K2,K3,              |
| <b>CO4</b>       | Gain knowledge about the insights of Rural Development.                                   | K1,K2,K3,K4,K5         |
| <b>CO5</b>       | Understand the role of State in Fiscal Management.  | K1,K2,K3,K4,K5         |

**Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create**

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**Mapping of course outcomes with programme outcomes**

| CO\PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|-----|-----|-----|-----|-----|
| CO1   | 3   | 3   | 3   | 2   | 3   |
| CO2   | 3   | 3   | 3   | 2   | 3   |
| CO3   | 3   | 3   | 3   | 3   | 3   |
| CO4   | 3   | 3   | 3   | 3   | 3   |
| CO5   | 3   | 3   | 3   | 2   | 3   |

3-Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO\PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1    | 3    | 3    | 3    | 3    | 3    |
| CO2    | 3    | 3    | 3    | 2    | 3    |
| CO3    | 3    | 3    | 3    | 2    | 3    |
| CO4    | 3    | 3    | 3    | 3    | 3    |
| CO5    | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

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| Semester  | Course Code      | Course Title                             | Hours of Teaching / Cycle | No. of Credits |
|-----------|------------------|--|---------------------------|----------------|
| <b>IV</b> | <b>23P4ECC12</b> | <b>Computer Application in Economics</b> | <b>5</b>                  | <b>4</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  |   | Addresses Gender Sensitization           |   |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability | √ |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are:

- |   |
|---|
| <ul style="list-style-type: none"> <li>• The aim of this course is to introduce some of quantitative as well as qualitative methods of data analysis with the help of computer applications</li> <li>• To equip skill in applying statistical tools to Economics using computers</li> </ul> |
|---|

**SYLLABUS**

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Introduction about Data</b><br>What is data- Its Characteristics and Types – Importance of data in economic analysis and Policy Formation – Source of Data – Quantitative and Qualitative data analysis - Methods of Data Analysis  | <b>15</b>    |
| <b>II</b>  | <b>Introductions to MS Office</b><br>What is Suite – MS Word: Creating new Documents –Document template – Typing Text – Editing Text – Insert Text – Go to, Find, and Replace text or word - Formatting of Text – MS Excel – EXCEL: The typical worksheet or spread sheet – cell and their properties – formatting cell – Formula: using arithmetic and relational operators in a worksheet -Advanced Formulas: sum, count, Average, Max, Min, Product -Using auto format. | <b>15</b>    |
| <b>III</b> | <b>Graphs, Charts and introduction to statistical packages</b><br>Bar diagrams, pie charts, Area- Building Line Diagrams, Histograms, Scatter plots-Frequency Graphs, Ogive, Lorenz curve- Time Series – Introducing Statistical Packages – Uses – SPSS – GRETL – R Program –SAS – E views – STATA   | <b>15</b>    |
| <b>IV</b>  | <b>Data Analysis Using SPSS – I</b><br>Naming variables - Coding and Recoding of data - Arithmetic calculations with in variables- Descriptive Statistics: Frequencies, Descriptive, Explore, Cross Tabulation -Compare Means: One sample T- test, Independent Sample  | <b>15</b>    |

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|          |  |           |
|----------|--|-----------|
|          | T – test, paired sample T test, One way ANOVA- Correlation: Bivariate, Partial- Regression: Linear, Curve Estimation, Multiple Regression.   |           |
| <b>V</b> | <b>Data Analysis Using SPSS – II</b><br>Classification: K-means cluster, Hierarchical cluster, Discriminant function – Nonparametric Test: Chi-square, Bi-nominal- Time Series – Exponential Smoothing, Autoregression, Seasonal Decomposition | <b>15</b> |

**Textbook:**

1. Myers, J.L., & Well, A.D., & Lorch, R.F., Jr. (2010). Research Design and Statistical Analysis (3rd Edition). Mahwah, NJ: Erlbaum. ISBN: 978-0-8058-6431-1
2. Urdan, T. (2010) Statistics in Plain English, 3rd Edition. New York: Routledge Psychology Press.

**References:**

1. Parsons J.; Oja D.; Ageloff R.; Carey P (2010) New Perspectives on Microsoft Office Excel 2010, Comprehensive , Course Technology (2010) First Edition
2. Manuals – SPSS, GRETL, R Program, SAS, E views, STATA
3. Lipschutz M.M. and S. Lipschutz (1982), Theory and problems of Data processing : Schaum’s Outline Series, McGraw Hill, New York.

**Web Resources:**

1. <http://dSPACE.vnbrims.org:13000/jspui/bitstream/123456789/4679/1/The%20SAGE%20Handbook%20of%20Social%20Research%20Methods.pdf>
2. [https://archive.mu.ac.in/myweb\\_test/TYBA%20study%20material/Research%20Methodology%20-%20IX.pdf](https://archive.mu.ac.in/myweb_test/TYBA%20study%20material/Research%20Methodology%20-%20IX.pdf)
3. <https://imotions.com/blog/statistical-tools/>

**Pedagogy:** Teaching / Learning methods

Chalk and Talk, Lecture, Tutorial, Assignment, Quiz, Group Discussion, Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| <b>CO Number</b> | <b>CO Statement</b>  | <b>Cognitive Level</b> |
|------------------|--|------------------------|
| <b>CO1</b>       | Define, explain and categorize various data and its use in Economics                               | K1, K2, K4             |
| <b>CO2</b>       | To know how, demonstrate and evaluate various methodology to analyse and apply data using computer | K1, K2, K3 K4, K5      |
| <b>CO3</b>       | Build and draw inference by presenting data in diagrammatic way                                    | K3, K4, K6             |
| <b>CO4</b>       | To find, explain and analyse parametric data and to evaluate and built models                      | K1, K2, K4, K5, K6     |
| <b>CO5</b>       | To find, explain and analyse non-parametric data and to evaluate and built models                  | K1, K2, K4, K5, K6     |

**Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create**

**Mapping of Course Outcomes with Programme Outcomes**

| <b>CO \ PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> |
|----------------|------------|------------|------------|------------|------------|
| <b>CO1</b>     | <b>3</b>   | <b>2</b>   | <b>3</b>   | <b>3</b>   | <b>3</b>   |
| <b>CO2</b>     | <b>2</b>   | <b>2</b>   | <b>3</b>   | <b>3</b>   | <b>3</b>   |
| <b>CO3</b>     | <b>2</b>   | <b>3</b>   | <b>3</b>   | <b>3</b>   | <b>3</b>   |
| <b>CO4</b>     | <b>3</b>   | <b>3</b>   | <b>3</b>   | <b>3</b>   | <b>2</b>   |
| <b>CO5</b>     | <b>3</b>   | <b>3</b>   | <b>3</b>   | <b>2</b>   | <b>3</b>   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| <b>CO \ PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b>      | <b>3</b>    | <b>2</b>    | <b>3</b>    | <b>3</b>    | <b>3</b>    |
| <b>CO2</b>      | <b>2</b>    | <b>2</b>    | <b>3</b>    | <b>3</b>    | <b>3</b>    |
| <b>CO3</b>      | <b>2</b>    | <b>3</b>    | <b>3</b>    | <b>3</b>    | <b>3</b>    |
| <b>CO4</b>      | <b>3</b>    | <b>3</b>    | <b>3</b>    | <b>3</b>    | <b>2</b>    |
| <b>CO5</b>      | <b>3</b>    | <b>3</b>    | <b>3</b>    | <b>2</b>    | <b>3</b>    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

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| Semester  | Course Code       | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|--|---------------------------|----------------|
| <b>IV</b> | <b>23P4ECEL5A</b> | <b>Major Elective – V<br/>Economics of Social Issues</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  | √ | Addresses Gender Sensitization           | √ |
| Relevant to regional need |   | Skill development Oriented |   | Addresses Environment and Sustainability | √ |
| Relevant to Global need   |   |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- To understand the insights to the economic theory in the design and implementation of public policy related to the social sectors.
- This course finds roots in social economics, health, education and the problem of discriminations in the society.

| Unit       | Content  | No. of Hours |
|------------|--|--------------|
| <b>I</b>   | <b>Introduction – Social Economics</b><br>Introduction of Social Economics: Definition – Equality in Human Societies – Role of government – Social security – Subsidies – Social banking – Refugees, Slavery and Beggary. - Principles of Social Doctrines: Marx, Pope and Gandhi.                           | <b>15</b>    |
| <b>II</b>  | <b>Economics of Health</b><br>Concept of Welfare Economics – Health dimensions – Determinants of Health - Demand and Supply of Health care – Financing of healthcare - Concept of human life value – Inequalities in health – Healthcare constraints.  | <b>15</b>    |
| <b>III</b> | <b>Economics of Education</b><br>Education as an instrument of economic growth – Concept of human capital – components of human capital – Private and Social demand for education – Educational planning and economic growth – Manpower requirements approach – Human resource mobilization and utilization. | <b>15</b>    |
| <b>IV</b>  | <b>Social Discrimination</b><br>Sources of Social Discrimination – Class, Caste, Religion, Race and language – Monopoly power - Consumerism – Provision of information – Economic crimes and their prevention – Violation of Human Rights – Terrorism: Causes and consequences – Need to control terrorism.  | <b>15</b>    |
| <b>V</b>   | <b>Human Development Index</b><br>Indicators – Life expectancy, Per Capita income and Education - Index – HDI Reports, UNDP - Dimensions - Poverty – Inequality – Gender.  | <b>15</b>    |

**Textbook:**

1. Seeta Prabhu, K. Economic Reform and Social Sector Development, Sage Publications, New Delhi, 2012.
2. Dreze, Jean and Amartya Sen, Hunger and Public Action, Clarendon Press, London.1999

**References:**



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1. Baumol, W J, & Oates, W E, Theory of Economical Policy, Cambridge University Press, 2000.
2. Culyer, A.J., The Economics of Social Policy, Martin Robertson and Co. Ltd., London. 1993.
3. Douglass C. North and Roger Leroy Miller, The Economics of Public Issues, Harper & Row Press, New York. 2001.

### Web Resources

1. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjI4KeSh>
2. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjI4KeSh>
3. <https://link.springer.com/content/pdf/bfm:978-1-349-15632-0/1.pdf>

### Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

### Course Outcomes

On the successful completion of the course, students will be able to

| CO Number | CO Statement   | Cognitive Level |
|-----------|--|-----------------|
| CO1       | To define social economics and illustrate the role of the government in creating equality in human societies.  | K1, K2          |
| CO2       | To explain and elaborate the concept of welfare economics with specific reference to healthcare.   | K2, K6          |
| CO3       | To illustrate and discuss the importance of education in creating human capital; private and social demand for education.                                      | K2, K6          |
| CO4       | To recall, classify and compare the various sources of social discrimination, causes and consequences of the same.   | K1, K2          |
| CO5       | To examine, estimate and illustrate the several components of human development index and the importance of these indices on development of the social sector. | K4, K6          |

**Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create**

### Mapping of Course Outcomes with Programme Outcomes

| CO \ PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|---------|-----|-----|-----|-----|-----|
| CO1     | 3   | 3   | 3   | 3   | 3   |
| CO2     | 3   | 3   | 3   | 3   | 3   |
| CO3     | 3   | 3   | 3   | 3   | 3   |
| CO4     | 3   | 3   | 3   | 3   | 3   |
| CO5     | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

### Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------|------|------|------|------|------|
| CO1      | 3    | 3    | 3    | 3    | 3    |
| CO2      | 3    | 3    | 3    | 3    | 3    |
| CO3      | 3    | 3    | 3    | 3    | 3    |
| CO4      | 3    | 3    | 3    | 3    | 3    |
| CO5      | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code       | Course Title  | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|---|---------------------------|----------------|
| <b>IV</b> | <b>23P4ECEL5B</b> | <b>Major Elective – V<br/>Human Resources Development</b> | <b>5</b>                  | <b>3</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  | √ | Addresses Gender Sensitization           | √ |
| Relevant to regional need | √ | Skill development Oriented | √ | Addresses Environment and Sustainability |   |
| Relevant to Global need   | √ |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• To make the student understand acquire, develop, motivate, and utilize human resources to achieve organizational goals.</li> <li>• To enable students acquire knowledge on effective utilization of manpower and to maintain a harmonious employee-employer relationship among the work teams.</li> </ul> |
|--|

| Unit       | Content   | No. of Hours |
|------------|---|--------------|
| <b>I</b>   | <b>Introduction to Human Resource Management (HRM)</b><br>Evolution of HRM - Objectives and Function of HRM - Role and Responsibilities of HR Manager - Relevance of HRM - Systems approach to HRM.   | <b>15</b>    |
| <b>II</b>  | <b>Recruitment and Selection</b><br>Human Resource Planning: Purpose and Process - Recruitment and Selection: Source of Recruitment, Stages in Selection Process - Placement, Goals Analysis: Job Description and Job Specification.  | <b>15</b>    |
| <b>III</b> | <b>Training and Development</b><br>Training and Development: Training Needs, Training Methods, Application of Computers in Training, Developing Effective Training Programmes - Concept of HRD - Management Development Programmes.   | <b>15</b>    |
| <b>IV</b>  | <b>Performance Appraisal:</b><br>Concept and Objectives of Performance Appraisal - Process of Performance Appraisal - Criteria for Performance Appraisal - Benefits of Performance Appraisal - Limitation and Constraints - 360 Degree Performance Appraisal - Promotion-Degree, Transfer Air Separation: Promotion, Purpose, Principles, and Types; Transfer: Reasons, Principles and Types; Separation: Lay-Off, Resignation, Dismissal, Retrenchment, Voluntary Retirement Scheme. | <b>15</b>    |
| <b>V</b>   | <b>Compensation Management:</b><br>Compensation Management, Major Elements of Compensation Management - Incentives: Concepts, Types of Incentives; Incentives schemes in Indian Industries; Fringe Benefits - Discipline and Employees' Grievance Redressal - .Emerging Trends in HRM.  | <b>15</b>    |

**Text Books:**

1. Dessler, Gray, and BijuVarkkey,(2009) Human Resource Management, 11ed., Pearson Education, New Delhi.
2. Aswathappa K (2017) , Human Resource Management: Text & Cases ,8th Edition,, Tata McGraw-Hill Education

**Reference Books:**

1. Rao, V.S.P (2010), Human Resource Management-Text & Cases, Excel Books, New Delhi.
2. David S. Decenzo and Stephen P. Robbins (2006), Personnel & Human Resource Management, 3edition, Prentice-Hall of India, New Delhi.
3. Dwivedi,R.S.(200) A Textbook of Human Resource Management, Vikas Publications, New Delhi.

**Web Resources:**

1. <https://www.shrm.org/>
2. <https://workforce.com/>
3. <https://www.hrexaminer.com/>

**Pedagogy:** Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement  | Cognitive Level |
|-----------|---|-----------------|
| CO1       | To understand the outline of HRM and concepts therein.                  | K1, K2, K4      |
| CO2       | To know the approaches in acquiring the human talents.                  | K2, K4, K5      |
| CO3       | To analyze the trends in training and developing the manpower acquired. | K1, K3, K4      |
| CO4       | To identify the methods to improve the performance.                     | K1, K2, K4      |
| CO5       | To gain insight to motivate and retain the employees.                   | K3, K2,K5       |

**Cognitive Level :** K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

**Mapping of Course Outcomes with Programme Outcomes**

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 3   | 2   | 3   |
| CO2 | 3   | 3   | 3   | 2   | 3   |
| CO3 | 3   | 3   | 3   | 2   | 3   |
| CO4 | 2   | 3   | 2   | 3   | 3   |
| CO5 | 2   | 3   | 2   | 3   | 2   |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 3    | 2    | 3    |
| CO2 | 3    | 3    | 3    | 2    | 3    |
| CO3 | 3    | 3    | 3    | 2    | 3    |
| CO4 | 2    | 3    | 2    | 3    | 3    |
| CO5 | 2    | 3    | 2    | 3    | 2    |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

*M.A. Economics*

| Semester  | Course Code       | Course Title   | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|--|---------------------------|----------------|
| <b>IV</b> | <b>23P4ECSEC4</b> | <b>Skill Enhancement Course -<br/>Role of MSMEs -<br/>Practice of Public and Private Companies<br/>and Banking Systems</b> | <b>2</b>                  | <b>2</b>       |

**Nature of the course**

|                           |   |                            |   |  |   |
|---------------------------|---|----------------------------|---|--|---|
| Relevant to Local need    | √ | Employability Oriented     | √ | Addresses Professional Ethics            | √ |
| Relevant to national need | √ | Entrepreneurship Oriented  | √ | Addresses Gender Sensitization           |   |
| Relevant to regional need |   | Skill development Oriented | √ | Addresses Environment and Sustainability |   |
| Relevant to Global need   |   |                            |   | Addresses Human Values                   | √ |

**Course Objectives**

The main objectives of this course are to:

- |   |
|---|
| <ul style="list-style-type: none"> <li>To enlighten the students on various opportunities to start a small scale business and the understand the structure of MSMEs in India</li> <li>To educate students about the schemes and policies in India for companies and banking.</li> </ul> |
|---|

**SYLLABUS**

| Unit      | Content  | No. of Hours |
|-----------|--|--------------|
| <b>I</b>  | <b>MSMES in India</b><br>Concept of Entrepreneur and Entrepreneurship - Quality and Characteristics of Entrepreneurs - Overview and History of Entrepreneurship - Definition - Overview - History of SMEs in India – Performance (Role/Economic Indicators) - Production - Employment and Export Opportunities in MSMEs - Steps involved in setting up MSMEs.  | <b>15</b>    |
| <b>II</b> | <b>Programs Schemes and Services - I</b><br>Schemes Implemented by the ministry/through DC (MSME) Scheme - Scheme under XI Plan - Micro and Small Enterprise Cluster Development Program - Credit Linked Capital Subsidy Scheme for Technology Up gradation - Credit Guarantee Scheme - Assistance to Entrepreneurship Development Institutes. Programs and schemes of ministry of MSME Special Schemes for Backward area (State and UT to be considered backward and industrially backward Districts) Scheme on trade related entrepreneurship assistance and development (TREAD) for women Promotional Schemes for Women, Schemes Of NSIC, KVIC, COIR Board. | <b>15</b>    |

**Text Books:**

1. Vasant Desai, The Dynamics Of Entrepreneurial Development And Management, Himalaya Publishing House
2. Paul Burns and Jim Dewhurst, Small Business and Entrepreneurship, Palgrave Macmillan; 2nd edition.

**References:**

1. Gupta C.B. and Srinivasan N.P., Entrepreneurship development in India, Sulthan Chand and Sons
2. Kamal Garg, Bharat's Handbook on MSMEs (Micro, Small and Medium Enterprises), Bharat Law House Pvt. Ltd.
3. Indian Institute of Banking and Finance, Micro, Small and Medium Enterprises (MSMEs), TAXMANN.

**Web Resources:**

1. <https://msme.gov.in/public-procurement-policy>
2. [https://www.wto.org/english/thewto\\_e/thewto\\_e.htm](https://www.wto.org/english/thewto_e/thewto_e.htm)
3. [http://coirboard.gov.in/?page\\_id=221](http://coirboard.gov.in/?page_id=221)

**Pedagogy:** Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

**Course Outcomes**

On the successful completion of the course, students will be able to

| CO Number | CO Statement   | Cognitive Level |
|-----------|--|-----------------|
| CO1       | To define MSME and to explain the history of it in India | K1,K2           |
| CO2       | To summarize and identify numerous schemes for MSMEs     | K2,K3, K4       |

**Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create**

**Mapping of Course Outcomes with Programme Outcomes**

| CO  | PO | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|----|-----|-----|-----|-----|-----|
| CO1 |    | 3   | 3   | 3   | 3   | 3   |
| CO2 |    | 3   | 3   | 3   | 3   | 3   |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation

**Mapping of Course Outcomes with Programme Specific Outcomes**

| CO  | PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|------|------|------|------|------|
| CO1 |     | 3    | 3    | 3    | 3    | 3    |
| CO2 |     | 3    | 3    | 3    | 3    | 3    |

3 - Strongly Correlated; 2 - Moderately Correlated;  
1 - Weakly Correlated; 0 – No correlation