M.A. Economics (Five-Year) Programme

Regulations & Curriculum -2019

UGC-SAP- DRS-II Assisted
Department of Economics
These Regulations are common to all the students admitted to the Five Year Integrated Masters Programmes in the Faculties of Arts, Science, Indian Languages, and Education from the academic year 2019-2020 onwards.

1. Definitions and Nomenclature
   1.1 University refers to Annamalai University.
   1.2 Department means any of the academic departments and academic centres at the University.
   1.3 Discipline refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.
   1.4 Programme encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.
   1.5 Course is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
   1.6 Curriculum encompasses the totality of student experiences that occur during the educational process.
   1.7 Syllabus is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
   1.8 Academic Year refers to the annual period of sessions of the University that comprises two consecutive semesters.
   1.9 Semester is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.
   1.10 Choice Based Credit System A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
   1.11 Core Course is mandatory and an essential requirement to qualify for the Degree.
   1.12 Elective Course is a course that a student can choose from a range of alternatives.
   1.13 Value-added Courses are optional courses that complement the students’ knowledge and skills and enhance their employability.
   1.14 Credit refers to the quantum of syllabus for various programmes in terms of hours of study. It indicates differential weightage given according to the content and duration of the courses in the curriculum.
   1.15 Credit Hour is the unit of measuring educational credit in terms of number of hours per week throughout the semester.
   1.16 Learning Objectives also known as Course Objectives are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
1.17 **Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

1.18 **Programme Specific Outcomes (PSOs)** are statements that list what the graduate of a specific programme should be able to do at the end of the programme.

1.19 **Course Outcomes (COs)** are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

1.20 **Grade Point Average (GPA)** is a numerical that represents the average value of the accumulated final grades earned in courses in a semester. It is calculated by adding all the accumulated final *grades* and dividing that figure by the number of *grades* awarded.

1.21 **Cumulative Grade Point Average (CGPA)** is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

1.22 **Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by letters S, A, B, C, D, E, and RA.

2. **Programmes Offered and Eligibility Criteria**
   A pass in the Higher Secondary Examination (HSE) (10 + 2) (Academic / Vocational Stream) conducted by the Government of Tamil Nadu; or an examination accepted as equivalent thereto by the Syndicate of Annamalai University. The Integrated Programmes offered by the University and the eligibility criteria are detailed below.

<table>
<thead>
<tr>
<th>Faculty of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme</td>
</tr>
<tr>
<td>M.A. English</td>
</tr>
<tr>
<td>M.A. History</td>
</tr>
<tr>
<td>M.A. Political Science</td>
</tr>
<tr>
<td>M.A. Economics</td>
</tr>
<tr>
<td>M.A. Sociology</td>
</tr>
<tr>
<td>M.A. Population and Development</td>
</tr>
<tr>
<td>M.A. Philosophy, Culture and Tourism</td>
</tr>
<tr>
<td>M.Lib.I.Sc.</td>
</tr>
<tr>
<td>M.A. Rural Development</td>
</tr>
</tbody>
</table>

3. **Programme Duration**
   3.1 The Five Year Master’s Programmes consist of five academic years and ten semesters.
   3.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.
   3.3 Each semester will have 90 working days (18 weeks).

4. **Programme Structure**
   4.1 The Five Year Integrated Programme consists of Language Courses, Core Courses, Allied Courses, Elective Courses, Soft Skills, Experiential Learning and Project. In addition, the students shall also participate in Extension Activities as part of their curriculum.

4.2 **Language Courses**
   4.2.1 Each student shall take two languages of four courses each, one in each semester for the first two years of the programme.
4.2.2 Language-I shall be Tamil or another language such as Hindi or French.
4.2.3 Language-II shall be English.

4.3 Core courses
4.3.1 These are a set of compulsory courses essential for each programme.
4.3.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

4.4 Allied Courses
4.4.1 Each student shall take three courses each in two disciplines allied to the main subject of the programme in the first four semesters.
4.4.2 In Arts, Indian Languages, and Education, there will be three Theory Courses each for Allied-I and Allied-II.
4.4.3 In Science and Marine Sciences, each allied discipline shall have two Theory courses and one Practical course (Allied-I: 2 Theory courses and 1 Practical course; Allied-II: 2 theory courses and 1 Practical course).

4.5 Elective Courses
4.5.1 Department Electives (DEs) are the Electives that students can choose from a range of Electives offered within the Parent Department offering the Programme.
4.5.2 Interdepartment Electives (IDES) are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.
4.5.3 Each student shall take a combination of both DEs and IDEs.

4.6 Soft Skills
4.6.1 Soft skills are intended to enable students to acquire attributes that enhance their performance and achieve their goals with complementing hard skills.
4.6.2 Soft skills include communication skills, computer skills, social skills, leadership traits, team work, development of emotional intelligence quotients, among others.
4.6.3 Each student shall choose four courses on soft skills from the First to the Sixth Semester from a range of courses offered.

4.7 Experiential Learning
4.7.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.
4.7.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

4.8 Project
4.8.1 Each student shall undertake a Project in the final semester.
4.8.2 The Head of the Department shall assign a Research Supervisor to the student.
4.8.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.
4.8.4 Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

4.9 Value added Courses (VACs)
4.9.1 Students may also opt to take Value added Courses beyond the minimum credits required for award of the Degree.

4.9.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.

4.9.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

4.9.4 Classes for a VAC are conducted beyond the regular class hours and preferably in the II and III Semesters.

4.10 Online Courses
4.10.1 The Heads of Departments shall facilitate enrolment of students in online courses such as the UGC Massive Open Online Courses (MOOCs) platform to provide academic flexibility and enhance the academic career of students.

4.10.2 Students who successfully complete a course in the MOOC platform shall be exempted from one elective course of the programme.

4.11 Credit Distribution
The credit distribution is summarised detailed in the Table.

*Total credits (Minimum requirement for award of Degree):
From Semester-I to Semester-VI: 140-145 credits
From Semester VII to Semester-X: 90-95 credits
From Semester I to X: 230-240 credits

<table>
<thead>
<tr>
<th>Semester I to VI</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language-I (Tamil or any other Language)</td>
<td>12</td>
</tr>
<tr>
<td>Language-II (English)</td>
<td>12</td>
</tr>
<tr>
<td>Core Courses</td>
<td>60-65</td>
</tr>
<tr>
<td>Allied-I</td>
<td>10</td>
</tr>
<tr>
<td>Allied-II</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Soft skills</td>
<td>12</td>
</tr>
<tr>
<td>Environmental studies (UGC mandated)</td>
<td>2</td>
</tr>
<tr>
<td>Sustainability, Gender &amp; Human Values</td>
<td>2</td>
</tr>
<tr>
<td>Experiential learning</td>
<td>4</td>
</tr>
<tr>
<td>Extension activities</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>140-145</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester VII to X</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>65-75</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Project</td>
<td>6-8</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>90-95</strong></td>
</tr>
<tr>
<td><strong>Total Semester I to X</strong></td>
<td><strong>230-240</strong></td>
</tr>
</tbody>
</table>

*Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 230-240 credits.

4.12 Credit Hours
Each course is assigned credits and credit hours on the following basis:
1 Credit is defined as
1 Lecture period of one hour per week over a semester
1 Tutorial period of one hour per week over a semester
1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

5 Attendance
5.12 Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for candidates who have registered for the course.
5.13 The Record shall contain details of the students’ attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition the Record shall also contain the organisation of lesson plan of the Course Instructor.
5.14 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.
5.15 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.
5.16 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
5.17 Each student should have at least 75% attendance in the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.

6. Mentor-Mentee System
6.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.
6.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.
6.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extra-curricular activities.

7 Examinations
7.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination.
7.2 There will be two CIA Tests and one End-Semester Examination in each semester.
7.3 The Question Papers will be framed to test different levels of learning based on Bloom’s taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.
7.4 Continuous Internal Assessment Tests
7.4.1 The CIA Tests shall be a combination of a variety of tools such as class test, assignment, seminars, and viva that would be suitable to the course. This requires an element of openness.
7.4.2 The students are to be informed in advance about the assessment and the procedures. The tests are compulsory.
7.4.3 The pattern of question paper will be decided by the respective faculty.

7.4.4 CIA Tests will be for one to three hours duration depending on the quantum of syllabus.

7.4.5 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason the student could not attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

7.5 End Semester Examinations
7.5.1 The End Semester Examinations for the first/third semester will be conducted in November and for the second/fourth semester in May.

7.5.2 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

7.5.3 The End Semester Examination will be of three hours duration and will cover the entire syllabus of the course.

8 Evaluation
8.1 Marks Distribution
8.1.1 Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

8.1.2 For the theory courses, CIA Tests will carry 25% and the End-Semester Examination 75% of marks.

8.1.3 For the Practical courses, the CIA Tests Examination will constitute 40% and the End-Semester Examination 60% of marks.

8.2 Assessment of CIA Tests
8.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

8.2.2 For the Theory Courses, the break-up of marks shall be as follows:

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-I</td>
<td>20</td>
</tr>
<tr>
<td>Test-II</td>
<td></td>
</tr>
<tr>
<td>Seminar &amp; Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

8.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-I</td>
<td>15</td>
</tr>
<tr>
<td>Test-II</td>
<td>15</td>
</tr>
<tr>
<td>Viva and Record</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

8.3 Assessment of End-Semester Examinations
8.3.1 Evaluation for the End Semester Examinations is done by both External and Internal examiners (Double Evaluation).
8.3.2 In case of a discrepancy of more than 10% between the two examiners in awarding marks, third evaluation will be resorted to.

8.4 **Assessment of Project/Dissertation**

8.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

8.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

8.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

8.4.3 The Project Report will be evaluated by an Internal (Research Supervisor) and External Examiner.

8.4.4 The viva-voce examination shall be conducted by a committee constituted by the Head of the Department.

8.4.4 The marks shall be distributed as follows:

<table>
<thead>
<tr>
<th>Continuous Internal Assessment (30 Marks)</th>
<th>End Semester Examination (70 Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review-I 15</td>
<td>Thesis Evaluation (40)</td>
</tr>
<tr>
<td>Review-II: 15</td>
<td>Viva-voce (30)</td>
</tr>
<tr>
<td></td>
<td>Internal External</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

8.5 **Assessment of Value-added Courses**

8.5.1 Assessment of VACs shall be internal.

8.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

8.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

8.5.4 The grades obtained in VACs will not be included for calculating the GPA.

8.6 **Passing Minimum**

8.6.1 A minimum of 50% marks in each course is prescribed for a pass.

8.6.2 While a minimum of 50% marks in each course is essential for the End Semester Examinations, there is no passing minimum for CIA Tests.

8.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + End Semester) shall reappear for the course in the next semester/year.

1. **Conferment of the Master's Degree**

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

10. **Marks and Grading**

10.1 The performance of students in each course is evaluated in terms of percentage of marks with a provision for conversion to Grade Point (GP).

10.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.
10.3 The GPA is calculated by the formula

\[
\text{GPA} = \frac{\sum_{i=1}^{n} C_i G_i}{\sum_{i=1}^{n} C_i}
\]

where \( C_i \) is the Credit earned for the Course i in any semester; \( G_i \) is the Grade Point obtained by the student for the Course i and ‘n’ is the number of Courses passed in that semester.

\text{CGPA} = \text{Average Grade Point of all the Courses passed starting from the first semester to the current semester.}

10.3 Evaluation of the performance of the student will be rated as shown in the Table.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Marks %</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>10</td>
<td>90 and above</td>
</tr>
<tr>
<td>A</td>
<td>9</td>
<td>80-89</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>70-79</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>60-69</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>55-59</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
<td>50-54</td>
</tr>
<tr>
<td>RA</td>
<td>0</td>
<td>Less than 50</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawn from the examination</td>
</tr>
</tbody>
</table>

10.4 Classification of Results. The successful candidates are classified as follows:

10.4.1 For First Class with Distinction: Candidates who have passed all the courses prescribed in the Programme \textit{in the first attempt} with a CGPA of 8.25 or above.

10.4.2 For First Class: Candidates who have passed all the courses with a CGPA of 6.75 or above within the programme duration.

10.4.3 For Second Class: Candidates who have passed all the courses within the programme duration.

10.5 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

10.6 Course-Wise Letter Grades

10.6.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

10.6.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

10.6.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

10.6.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

10.6.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/
incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

11. **Academic misconduct**

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication, submitting the work of another student, interfering with other students’ work, removing/defacing library or computer resources, stealing other students’ notes/assignments, electronically interfering with other person’s/University’s intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.

12. **Exit Option**

Students admitted into the Five Year Integrated Programmes have the option to exit after the completion of three years of study and obtain a Bachelor’s Degree, subject to fulfilling the following mandatory conditions:

12.1 The minimum number of credits to be completed for a U.G. Degree is 140 credits.

12.2 The students should have successfully completed all the courses prescribed for the programme for the first three years.

12.3 The student shall give a written declaration at the end of the third year (VI Semester) that he/she wishes to avail of the exit option.

12.4 Once this declaration is made, the student cannot revert back to the Integrated programme.

13. **Transitory Regulations**

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted three consecutive times after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours/Week</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>P</td>
</tr>
<tr>
<td>Semester-I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19ITAC11</td>
<td>Language-I: Course 1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19IENC12</td>
<td>Language-II: Course 1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19IECC13</td>
<td>Core1: Microeconomics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>19IECC14</td>
<td>Core2: Basic Statistics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>19IESC15</td>
<td>Core3: Environmental Studies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19IECA16</td>
<td>Ancillary-I Basic Accountancy</td>
<td>3</td>
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<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester-II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19ITAC21</td>
<td>Language-I: Course 2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19IENC22</td>
<td>Language-II: Course 2</td>
<td>3</td>
<td>3</td>
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<tr>
<td>19IECC23</td>
<td>Core4: Macroeconomics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>19IECC24</td>
<td>Core5: Economic Statistics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>19IECC25</td>
<td>Core6: Economic History of India (1857-1947)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>19IECA26</td>
<td>Ancillary-II Sociology – Course 1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester-III</td>
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<td></td>
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<tr>
<td>19ITAC31</td>
<td>Language-I: Course 3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19IENC32</td>
<td>Language-II: Course 3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19IECC33</td>
<td>Core7: Mathematical Methods</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>19IECC34</td>
<td>Core8: Economics of Agriculture</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>19IECC35</td>
<td>Core9: Entrepreneurial Development</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>19IECC36</td>
<td>Core10: Computer and Its Application</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>19IECC37</td>
<td>Ancillary-II Population Studies Course 1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
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### Semester V

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<td>19IECC52</td>
<td>Core 16: Managerial Economics</td>
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<td>19IECC53</td>
<td>Core 17: Industrial Economics</td>
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<td>19IECC54</td>
<td>Core 18: Energy Economics</td>
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**Total Credits:** 24

### Semester VI

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<td>Core 24: History of Economic Thought</td>
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### Semester VII

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<td>D. Elective 2: Gender Economics</td>
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**Total Credits:** 23

### Semester VIII

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<td>19IECC82</td>
<td>Core 32: Monetary Economics</td>
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<td>Core 33: Environmental Economics</td>
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### Semester IX

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<td>Core 36: Computer Applications in Economics</td>
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<td>D. Elective 5: Globalisation and Development</td>
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<td>Core 37: Soft Skills</td>
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L-Lectures; P-Practical; C-Credits; CIA- Continuous Internal Assessment; ESE- End-Semester Examination

Note:
1. Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choice available.
2. Students may opt for any Value-added Course listed in the University website.
## Ancillary Courses Offered to Other Departments

<table>
<thead>
<tr>
<th>S. No.</th>
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### Elective Courses

#### Department Electives (DE)

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## Value Added Programme

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PROGRAMME OUTCOMES FOR ARTS FACULTY

PO1: Critical thinking
PO2: Cultivating Cognitive skills required in the job market
PO3: Effective Communication
PO4: Familiarity with ICT to thrive in the information age
PO5: Cultivating aptitude for research
PO6: Respect for alternate view-points including those conflicting with one’s own perspectives
PO7: Ability to work individually and as members in a team
PO8: Upholding ethical standards
PO9: Acting local while thinking global
PO10: Commitment to gender equality
PO11: Commitment to Sustainable development
PO12: Lifelong learning
PROGRAMME SPECIFIC OUTCOMES

(M.A.Economics Five Year Programme)

At the completion of the programme the students will be able to

**PS01** Appreciate the importance of other social sciences for economic inquiry
**PS02** Communicate effectively in English and a second language
**PS03** Apply economic reasoning to study social life
**PS04** Interpret data about the economy
**PS05** Understand the role of theories in economic inquiry
**PS06** Evaluate economic policies from different perspectives
**PS07** Carry out a research project and communicate the insights effectively
Learning Objectives (LO):
1. To equip the students with the basic micro economic concepts and theories with graphic illustrations.
2. To develop the skills of analysis of economic problems.

Unit-1: Introduction
1. Nature and Techniques of Economic Analysis
2. Positive and Normative Economics
3. Inductive and deductive methods – Micro and Macro Economics

Unit-2: Cardinal Approach to the Theory of Demand
1. Marshallian cardinal utility – Law of Diminishing Marginal Utility
2. Consumer’s Equilibrium

Unit-3: Ordinal Approach to the Theory of Demand
1. Ordinal utility – Hicks and Allen – Indifference curve and its Properties
2. Consumer’s equilibrium – Price, income and substitution effects – Law of Demand
3. Applications of indifference curve analysis.

Unit-4: Theory of Production
1. Stages in production – Law of variable proportions – Laws of Returns to Scale – Iso-quants
2. Producer’s Equilibrium – Least-cost combination of input - Expansion path
3. Homogenous production function – Cobb Douglas

Unit-5: Cost and Revenue concepts
1. Types of Costs – Fixed and Variable Costs – Average, Marginal and Total Costs
2. Traditional and Modern Cost -Short and Long sum Cost Curves
3. Derivation of cost from production function - Optimum firm.
4. Total, Average and Marginal Revenue.

Text Books

Supplementary Readings

Course Outcomes
At the end of course, the students will be able to
CO1: Analyse real life Economics Structure & To take decision
CO2: Estimate Elasticity of Demand
CO3: Appreciate production function and apply it to real life
CO4: Estimate various cost measures involved in production
CO5: Derivate cost from production function
Semester- I

19IECC14: Basic Statistics

Credits: 4

Hours: 4

(Resolved that in Quantitative Papers, at least 50 percentages of Questions must be asked to solve problems in view of increasing Numerical and application skills)

Learning Objectives (LO)

1. To impart knowledge of statistical methods to the students
2. To familiarize them with the applications of statistical techniques to research in Economics.

Unit –1: Introduction and Collection of Data

Unit-2: Classification and Presentation of Data

Unit – 3: Univariate Analysis
Measure of central Tendency– Mean, Median and mode – Relative merits and demerits – Requisites of a good average - Measures of dispersion – range, mean deviation, quartile deviation, standard deviation, Co-efficient of variation – Relative merits and demerits - Skewness and Kurtosis

Unit – 4: Bivariate Analysis

Unit – 5: Index Numbers and Time Series Analysis
Index numbers – Meaning & Importance and limitations in construction of index numbers- Aggregative and relative index – Chain and fixed based index – whole sale index – cost of living index.

Text Books

Course Outcomes
At the end of course, the students will be able to
CO1: Understand the methodology of econometrics and its limitations
CO2: Demonstrate the estimation and evaluation of SLRM and MLRM
CO3: Appreciate different functional forms of regression in economics
CO4: Have knowledge to analyse and solve the problems in regression
CO5: Become a critical reader of literature concerning empirical analyses
Learning Objective (LO):
To introduce the learners to the ecosystem and to create environmental awareness among them. Also the course aims at creating pollution free environment and protecting the natural resources.

Unit-1: The Environmental System
1. The Services Provided by the Environmental System
2. Ecosystems: Food Chains, Food Webs, Ecological Pyramids

Unit-2: Environmental Damage- Pollution
1. Sources and impact of
2. Air Pollution
3. Water Pollution
4. Land Pollution
5. Municipal Solid Waste
6. Noise Pollution

Unit-3: Resource Depletion
1. Importance of Forests: Causes and Consequences of Deforestation.
2. Bio Diversity: Meaning and Importance-Reasons and Consequences of Biodiversity Decline
3. Consequences of Overdrawing Water Resources.

Unit: 4: Global Climate Change
1. The Science of Climate Change-The Green House Effect
2. Sources and Impact of Climate Change
3. Coping with Climate Change

Unit- 5: Sustainable Development
1. Concepts and Definition of Sustainable Development (Brundtland Commission Definition)
2. Poverty, Population Growth and Environmental Damage
3. Policies for Sustainable Development

Text Book:

Supplementary Readings:
Semester- I  19IECA16: Basic Accountancy  Credits:3  Hours: 3

Learning Objective (LO):
The student will be enriched in the knowledge in accounting and apply it in practical situations by the time of course completion.

Unit: 1 Introduction to Accounting
Accounting and Book keeping-Objectives of Accounting-Accountancy Concepts and Conventions as per Generally Accepted Accounting Principles – Double entry system-Rules for Double Entry System-Basic Terminologies used in Accounting.

Unit: 2 Recording and Posting

Unit: 3 Cash book and Accounting Treatment

Unit: 4 Final Accounts
Trial Balance-Trading account-Profit and Loss Account-Balance sheet-Adjustment entries-treatment of adjustment entries in Final accounts.

Unit: 5 Accounting through Tally
Company creation alternation and deletion – Single and multiple group creation deletion voucher-Journal, Sales, Purchase, contra credit and debit and memos-Trial balance and Final Accounts Preparation.

Text Book:

Supplementary Readings:

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the Concept of Accounting, Conventions and Preparation of Trial Balance
CO3: Analyse the Bank Reconciliation and Rectification of Errors
CO4: Formulate the bill of exchange, Trade and Accommodation Bills
CO5: Obtain skill of accounting through Tally
19IECC23: Macroeconomics

Semester- II

Credits: 4
Hours: 4

Learning Objectives (LO):
1. To make the students understand the basic macroeconomic concepts and theories.
2. To train the students in analyzing economic problems with the help of theoretical foundations.

Unit-1: Introduction to Macro Economic Analysis
1. Nature and Scope of Macro Economics – Importance and Limitations
2. Static – Comparative Statics and Dynamic Analysis.

Unit-2: National Income Accounting
1. Concepts and Components of National Income
3. Circular flow model in two, three, four sector economy – Social Accounting Matrix

Unit-3: Classical Macro Model
1. Classical Theory of Employment – Assumptions

Unit-4: Keynes Macro Model
1. Keynes theory of employment and output – Aggregate supply function – Aggregate demand function – Effective demand
2. Comparison and contrast between classical and Keynes’ theory.

Unit-5: Theories of Consumption Function
1. Determinants of Consumption – Keynes’ Psychological Law – Short and Long run Consumption Functions
2. Theories – Absolute Income Hypothesis, Relative Income Hypothesis,
3. Permanent Income Hypothesis, Life Cycle Hypothesis

Text Books:

Supplementary Readings:

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the Macroeconomic problems
CO2: Evaluate the classical and Keynesian approach
CO3: Appreciate the Keynesian contribution to macro economic problems
CO4: Formulate Strategies to maintain effective remark
CO5: Estimate the consumption pattern and consumption behaviour
Semester - II

IECC24: Economic Statistics

Credits: 4
Hours: 4

(Resolved that in Quantitative Papers, at least 50 percentages of Questions must be asked to solve problems in view of increasing Numerical and application skills)

Learning Objectives (LO):
1. To impart knowledge of statistical methods to the students
2. To familiarize them with the applications of statistical techniques to research in Economics.

Unit – 1: Sampling Theory
1. Census and Sampling method-Advantages and limitations
3. Methods of sampling – Random and Nonrandom sampling methods - Sampling errors and Non Sampling errors

Unit-2: Probability and Probability Distribution
1. Types of probability and theorems of probability [simple problems only]
2. Random variable, probability distribution and mathematical expectation
3. Theoretical distributions: Properties of binomial and normal distributions

Unit -3: Theory of Estimation
1. Estimate and estimator – Properties of a good estimator
2. Point estimation – Methods of estimation and their properties
3. Interval estimation – Confidence interval for mean and proportion

Unit –4: – Testing of Hypothesis
1. Basic concepts: Null and alternative hypotheses, types of errors and critical value
2. Procedure of testing of hypothesis
3. Large sample tests – Tests of significance of mean, proportion, difference of means and difference of proportions

Unit –5: – Exact Sample Tests
1. t- distribution – Properties and Applications
2. Chi-square test – Testing goodness of fit and Association of attributes
3. F-distribution – Applications - ANOVA one-way and two-way classifications.

Text Book:

Supplementary Readings:

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the methods of sampling and sampling errors

CO2: Appreciate the importance of probability and inferential statistics in computing and research

CO3: Formulate the hypothesis and test the of level of significance

CO4: Use appropriate statistical methods of testing in the simple data sets

CO5: Interpret and present output from statistical analyses in a clear and understandable manner
Learning Objectives (LO):

To gain sound knowledge on the subject matter of Economic History, its meaning, use, relevance and scope.
1. To make students aware of the economic condition that existed in Pre-Colonial India.
2. To enrich the knowledge of the student on the Economic impact of the Colonial Rule on Agriculture, Industries and Monetary Policy of India.

Unit-1: The Study of Economic History
1. Subject Matter of Economic History, emergence
2. Link between economics and history
3. Relevance and scope

Unit- 2: Pre-colonial Indian Economies
1. Agrarian Condition
2. Village Community
3. Industry – Disintegration of Village Industries
4. Foreign Trade

Unit- 3: Transition and its impact on Agriculture
1. Ownership Rights, Tenancy and Land Revenue
2. Commercialization of Agriculture
   i. Crops and Cropping Pattern
   ii. Food Production
3. Labour Market

Unit- 4: Developments in Industrial Sector
1. Industrialization, Colonial interest and Globalization
2. Small-scale Industry
3. Large-scale Industry
4. Railways as a tool of Industrial Development

Unit- 5: Foreign Trades and Monetary Policy
1. Foreign Trade
2. Drain Theory
3. Monetary Policy
4. Economic Stagnation

Text Book:

Supplementary Readings:
3. Chaudhuri, K.N. and C.J. Dewey (Eds.) (1979). Economy and Society: Essays in Indian Economic and Social History [Oxford University Press, New Delhi] Chapters-6,8-10,
Course Outcomes:

At the end of course, the students will be able to

**CO1:** Know how economics and history comprehend each other in understanding recast of economic relations and colonial states control over economic development

**CO2:** Be aware of the self sustenance of the Pre-colonial Indian community and its limited exposure to Global Market

**CO3:** To gain knowledge on the ramification of Commercialization of Agriculture, Change in Production Pattern, emergence of Small and Large Scale Industries, Labour Market etc

**CO4:** Relate the stagnation of growth in India with other Asian Countries which even lacked the rudiments of banking system and other financial institutions.

**CO5:** Evaluate the Colonial Legacy of bringing the Indian Economy to the main stream with the bountiful number of institutional frame work
Learning Objectives (LO):

To make the students understand the social world from sociological perspective and to make them interpret life experience in terms of social facts.

Unit-1:

Unit -2:

Unit-3:
Individual and Society - The process of socialization -Agencies of socialization - Various stages of socialization Culture Definition - Elements - Functions - Cultural lag Ethnocentrism.

Unit-4:
Groups - Definition - characteristics - Types of groups - Primary and Secondary groups - Major social Institutions - Family - Marriage - Religion - Education mid Economic Institutions.

Unit-5:
Social Stratification - Definition - Characteristics - Functions - Forms social control - Definition - Agencies and Types of social control. Social change - Factors of Social change theories of social change.

Text Books:

Supplementary Readings:

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the relation between Sociology and History, Sociology and Economics, Sociology and Political Science etc
CO2: Evaluate the Major Social Institutions like family, marriage, religion etc
CO3: Identify and apply major theories of Social change in Sociology
CO4: Evaluate the process of socialization and the agencies of socialization
CO5: Appreciate the social stratification and social controls
Learning Objectives (LO):

1. To teach the meaning and significance of elementary mathematical tools in economics.
2. To make the students understand economic problems clearly with the applications of mathematical tools.

Unit-1: Economic Model
1. Variables, Constants, Equations and its types – Uses and limitations of mathematics in Economics
2. Functions of one or more variables – Linear function, Parabola, Rectangular hyperbola
3. Exponential, Logarithmic power function and homogenous function – Applications in Economics.

Unit-2: Matrix Algebra
1. Determinants – Evaluation and properties
2. Types of matrices – Matrix operations – Addition – Subtraction
3. Matrix Multiplication – Transpose and Inverse [problems]

Unit-3: Applications of Matrix Algebra
1. Solving a system of linear equations – Cramer’s rule and Matrix inverse method
2. Leontief’s input-output model – Open and closed model components, uses, and limitations
3. Hawkin – Simon conditions for viability of I-O model [problems]

Unit-4: Rules of differentiation of Y = f(X)
1. Polynomial, Scalar product, Exponential and Lograthmic rules
2. Addition, Subtraction, Product and Division rule
3. Composite function, Inverse and Implicit functions rules without derivation [problems]

Unit-5: Applications of First Order Derivatives
1. Marginal values, growth rate and elasticity
2. Relation between marginal revenue, average revenue and price elasticity – Normal revenue conditions
3. Marginal cost, average cost and cost elasticity – Normal cost conditions [problems]

Text Books:

Supplementary Readings

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the ingredients of an economic model and limitation of mathematics in economics
CO2: Determine the domain and range of functions algebraically and graphically
CO3: Demonstrate the application of the principles of matrix algebra in Input-Output Analysis and solving the system of linear equations using Cramer’s Rule and matrix inversion
CO4: Demonstrate different rules of derivatives and obtain derivatives of different functions
CO5: Appreciate the applications of the First Order Derivatives in economics
Learning Objectives (LO):
1. To make the students aware of the significance of agriculture in the development scenario of the nation.
2. To improve the conditions of agriculture for accelerating the pace of agricultural development in India.

Unit-1: Introduction
1. Scope and Significance of Agriculture
2. Agriculture and Industry - A Comparison
3. Role of Agriculture in India's Development
4. Inter-Sectoral Linkage - An Overview

Unit-2: Agricultural Production and Productivity
1. Production Function Analysis - Relevance to Farm Production Economics.
2. Productivity Trends; Low production and Productivity: Causes, Consequences and Measures.
4. Role of Technology in Agriculture - Structural Changes in Agriculture.

Unit-3: Agricultural Labour
1. Agricultural Labour: Types – Supply of Labour – Problems
2. Rural Unemployment: Types, consequences and remedial measures.
4. Poverty Eradication programmes – Recent Wage and Self-Employment Programmes

Unit-4: Agricultural Finance and Capital
2. Co-operatives in Rural Finance.
3. Role of Commercial Banks and NABARD in Rural Finance.
4. Farm Capital - Meaning, Types, and Marginal Efficiency of Farm Capital and Capital formation in agriculture.

Unit-5: Agricultural Policy
1. Agricultural Price policy - Objectives, instruments and impact.
2. Economic Reforms and Agricultural policy – WTO and Agriculture
3. Agricultural Taxation and its relevance.

Text Books:
1. Ashok Rudra (2016). Indian Agricultural Economics: Myths and Realities (Allied publishers, New Delhi)

Supplementary Readings:
Course Outcomes

At the end of course, the students will be able to

CO1: Understand the interaction between agriculture and the other sectors of the economy
CO2: Appreciate the implications of green revolution in economic development
CO3: To evaluate wage policy of agricultural labourers
CO4: To appreciate prevalence of negative marginal productivity of factors of production in agriculture
CO5: Formulate suitable price policy for agriculture produce
Learning Objectives (LO):

1. To introduce the students with the concept of Entrepreneurship and Entrepreneurial growth
2. To motivate the students to become a successful entrepreneur.
3. To highlight the theories of Entrepreneurial ship and the financial institutions

Unit 1: Introduction of Concepts


Unit 2: Entrepreneurial Growth

2. Entrepreneurial Motivation – Theories – factors
3. Entrepreneurial Development – Need, Objectives, Phases Evaluation

Unit 3: Projects & Entrepreneur

1. Meaning – Identification – Selection

Unit 4: Project Appraisal and Finance

1. Concept - methods of Appraisal
2. Need for financial Planning – Source of finance- - Capital structure –
3. Capitalisation – venture capital – Export Finance

Unit 5: Institutional Finance to Entrepreneurs

1. Commercial Bank, Industrial Development of India (IDBI), Industrial Finance Corporation of India (IFCI), Industrial Credit & Investment Corporation of India (ICICI) Unit Trust of India (UTI), State Financial Corporation’s (SFCs), State Industrial Development Corporation (SIDCO) Exam Bank of India.
2. Institutional Support to Entrepreneur
   a) National Small Industries Corporation Ltd.(NSIC)
   b) Small Industries Development Organisation (SIDO)
   c) Small Scale Industries Board (SSIB)
   d) State Small Industries Development Corporations (SSICS)
   e) Small Industries Service Institutes (SISI)
   f) District Industries Centre (DICs)

Text Books:


Supplementary Readings:


Course Outcomes

At the end of course, the students will be able to

CO1: Understand the concepts of Entrepreneurship and enterprises
CO2: Appreciate the theories of entrepreneurial motivation
CO3: Evaluate the guide lines of planning commission
CO4: Apply various methods of project appraisal
CO5: Know the availabilities of institutional finance for the development of entrepreneurship
Learning Objective: (LO):
To introduce the students to the fundamentals of both software and hard ware of a computer and its application in different fields.

Unit – 1:

Unit – 2:

Unit – 3:
Personal Productivity Software: Introduction to MS-Office - MS-Word - MS-Excel - MS-Power Point - MS-Access.

Unit – 4:
Data Communication: Elements - Computer Network - Types (LAN, MAN and WAN) - Topology - Transmission Media – Guided Medium (Twisted Pair, Coaxial Cable and Fiber Optic Cable) – Wireless Transmission.

Unit – 5:
Introduction to Internet: Browser and Its types - World Wide Web (WWW) - Internet Service Provider (ISP) - HTTP - Electronic Mail - Introduction to Multimedia - HTML - Creation of Web Pages.

Text Books:

Supplementary Readings:

Course Outcomes
At the end of course, the students will be able to

CO1: Able to do text processing i.e, formatting, page setting proofing through MS Word
CO2: Organize data sets using MS excel
CO3: Apply statistical tools through functions installed, and capable of incorporating their own
CO4: Create Graph using MS Excel
CO5: Build master table to organize data collected through primary survey and analyze them through SPSS
Learning Objective: (LO):
To make the students understand Population structure, Population growth and Distribution and appreciate the population policy in India.

Unit-1: Introduction


Unit-2: Population Growth and Distribution

Unit-3: Population Structure and Characteristics
Sex and Age Structure: 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, Religious classification of population.

Unit-4: Population Dynamics
Migration: Importance 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.

Unit-5: Population Policy
Text Books:

Course Outcomes

At the end of course, the students will be able to

CO1: Help the learners to understand and the population information and population structure
CO2: Understand how births, deaths and migration affect population change.
CO3: Praise the population policy of India 2000 and suggest the population policy for future as well
CO4: Appreciate the Population PYRAMID and the age and sex structure of the population
CO5: Analyse the dynamics of population and the factors affecting the fertility, mortality and migration
Learning Objectives (LO):
1. To equip the students with basic theories of Money and Banking
2. To make the students understand the role of financial institutions in a developing economy
3. To educate the students to understand the working of inflation policies in India

Unit- 1: Introduction
Money-Evolution-Function-classification-Gresham’s Law-Role of Money in a capitalist, Socialist and mixed Economy-Monetary standard.

Unit – 2: Theory of Money
Value of money- Index numbers- Evolution of the quality theory of money-Fisher’s equation-Cambridge Equation

Unit –3: Supply and Demand for Money

Unit – 4: Inflation

Unit – 5: Banking
Commercial banking-functions-credit creations-role of commercial banks in Economic Development-RBI- Objectives and functions-Credit Control Methods.

Text Books:

Supplementary Readings:
2. Harry Johnson (1977) ESSays in Monetary Economics (George Allen Unwin)

Course Outcomes
At the end of course, the students will be able to
CO1: Understand the function of money
CO2: Formulate the strategies for effective functioning of demand and supply of money
CO3: Appreciate the role of monetary policy in controlling inflation
CO4: Evaluate the priority lending business of commercial banks
CO5: Appreciate the role of public sector banks as banker to government
Semester- IV  

19IECC44: Development Economics  

Credits: 4  

Hours: 4  

Learning Objectives (LO):  
The students will be introduced to the economic way of reasoning about economic progress and to traditional and contemporary thinking about the central issues pertinent to poor economics.  

Unit – 1: Introduction  
1. Conceptualizing development: (a) GNP as development indicator (b) Sen’s capabilities approach to development: (c) The Human Development Index.  
2. The structural characteristics of developing economies  
3. Factors of development: (a) Capital accumulation (b) Labour (c) Natural resources (d) Technological Progress (e) Social institutions cultural values and entrepreneurial ability.  

Unit –2: Theories of Development  
1. Development as growth: (a) Harrod-Doman model (b) Rostow’s stages of growth theory (c) Lewis theory (d) balanced and unbalanced growth (e) Neo classical growth theory – Solow Model  
2. Contemporary theory of development: (a) New growth theory: Romer model (b) Underdevelopment as Co-ordination failure (c) Kremer’s O-Ring theory of development  
3. Geography and development: Krugman’s theory  

Unit – 3 : Poverty, Inequality and Human Capital  
1. Measurement of inequality and poverty-Inverted – (a) U hypothesis –(b) Causes of inequality (c) remedies  
2. Investing in education and health-(a) the human capital approach- (b) Women’s education and development  
3. Health system in development –(a)health and productivity –(b)Gender perspective in health care.  

UNIT – IV: Agriculture and Rural Development  
1. The role of agriculture in development  
2. Agricultural policy : (a) agricultural taxation (b) pricing policy  
3. Rural urban migration –(a) Todaro model –(b) Rural credit markets  

Unit- V: Policies for development  
1. The role of state in development- market failure, state failure and development, MDGs &SDGs  
2. Trade Policy in development : (a) import substitution (b) export promotion  
3. Fiscal policy for development: (a) direct Vs indirect taxes (b) pattern and level of taxation.  

Text Books:  

Supplementary Readings:  
Course Outcomes
At the end of course, the students will be able to
CO1: Conceptualize the term 'Development'
CO2: Appreciate Classical Neo Classical and Modern Theories of Development
CO3: Estimate the inequalities among developing economies
CO4: Formulate New Policies for Agricultural Development
CO5: Evaluate the role of Fiscal Policy, Trade Policy in development
19IECC45: Women And Economy

(To be newly introduced as recommended by SIBS)

Unit-1: Concepts of Women Studies
1. Women in Patriarchal and Matriarchal societies and structures;
2. Patrilineal and matrilineal systems and relevance to present day society in India-
3. Demography of Female population: Age structure, mortality rates, and sex ratio-causes
   of declining sex ratio and fertility rates in LDCs and in India

Unit-2: Women in Decision making
1. Factors affecting decision making by women, Property right, access to and control over
   economic resources, assets; Power of decision making at household, class and
   community levels;
2. Economic status of women and its effect on work participation rate, income level health,
   and education in developing countries and India;
3. Role of kinship in allocating domestic and social resources

Unit-3: Conceptualization of women's work
1. Time use pattern –Valuation of productive and unproductive work; visible and invisible
   work; paid and unpaid work; economically productive and socially productive work-
2. Economic status, private property, and participation of women in pre-industrial and
   industrial societies-
3. Female contribution to National Income- Gender Budgeting

Unit-4: Women and Labour Markets
1. Female entry in labour market-supply and demand for female labour in developed and
   developing countries, particularly in India
2. Female work participation in Agriculture,- Non agricultural rural activities- informal sector,
   cottage and small scale industries-Organized industry and service sector,
3. Wage differences among sectors- Reasons and solutions

Unit-5: Gender Planning, Developing Policies and Government
1. Gender and development indices;
2. Mainstreaming gender into development policies;
3. Gender planning techniques; Gender sensitive governances; Paradigm shifts from
   women’s well being to women Empowerment:
4. Democratic decentralization (panchayats) and women empowerment in India

Text Books
   Press, USA
   OXFAM.
   Welfare to Empowerment

Supplementary Readings:
   Women Studies, SNDT University. Bombay
   New jersey
Course Outcomes
At the end of course, the students will be able to

CO1: To understand patrilineal and matrilineal systems and its relevance to current scenario
CO2: Evaluate Women’s decision making power at household and community levels
CO3: Analyze women’s contributions to national income
CO4: Appreciate women’s labour force participation in agriculture and non-agriculture sectors
CO5: Formulate gender neutral policies for gender equity and gender equality.
Learning Objectives (LO):
To understand the relevance of Economy of the State
To understand the sectoral contributions of Tamilnadu

Unit-1: Introduction
Meaning of regional economy -geographical features-natural resources. Land, forest, fisheries and minerals-relevance of regional economics.

Unit 2: Human Capital

Unit-3: Planning
Planning and development in Tamilnadu- Trend and composition of SDP- PCI –Sectoral composition – Infrastructure development in Tamilnadu

Unit-4: Agriculture and Industry
Agriculture growth in Tamilnadu-Cropping pattern- Agricultural Productivity –Agricultural policy- Agricultural marketing.
Growth of Industry-Changes in Industrial structure –Large Scale and Small Scale Industries-Industrial finance in Tamilnadu

Unit-V Service Sectors
Trends in Energy Sector –Power as a bottle neck in development-Transport and communication sector- banking sectors

Text Books
1. Leo nard S.J 2006 “Tamil Nadu Economy”, New Delhi: Rejiv Bero Macmillan India Limited

Supplementary Readings:
1. Kurian C.T. and James Joseph, 1979 Economic change I Tamil nadu; A regionally and functionally disaggregated study, allied publishers Pvt.Ltd.
2. Government of Tamil Nadu, Tamil Nadu an economic appraisal, evolution and applied research department, Chennai, Various issues

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the geographical feature and natural resources of the Tamil Nadu Economy
CO2: Formulate the human development indicators and relevance to the economy
CO3: Appreciate the growth and development planning in Tamil Nadu
CO4: Evaluate the structure and growth of the agricultural and industrial sector
CO5: Demonstrate the development of service sector in the economy
Learning Objectives (LO):

Administration is considered as essential machinery through which every government delivers its service to citizens properly. This paper examines various concepts, theories and issues that are affecting the working of Administration.

Unit-1: Introduction
Meaning and Significance of Public Administration - Public and Private Administration – Development Administration – Approaches to the study of Public Administration

Unit-2: Concepts
Bases of Organisation - Units of Organization: Line, Staff and Auxiliary Agencies – Participative Management: R.Likert and C.Argyris

Unit-3: Theories of Organisational Behaviour

Unit-4: Contemporary Public Administration
Organisation and Methods (O&M) – Models of Governance – Administrative Law – Delegated Legislation – Capacity Building – Post Modernist Public Administration

Unit-5: Issues in Indian Administration
Administrative Reforms- Values in Public Service – Problems of Administration in Coalition regimes - Politicians and Permanent Executives relationship- Citizen – Administration Interface- Corruption and Administration – Disaster Management

Text Books:
3. Avasthi and S.R.Maheshwari, 2006Public Administration, Agra: Lakshmi Narain Agrwal,

Supplementary Readings:

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the significance of Public Administration
CO2: Appreciate theories of organizational behaviour
CO3: Examine the issues in Indian Administration
CO4: Evaluate the units of Organisations
CO5: Analyse the contemporary Public Administration models
Learning Objectives (LO):
- To impart knowledge of basic concept of economics of social issue
- To familiarize them with the applications of various issues of economics of social issue

Unit-1: Economics of Environment and Health Care
- Environment as an economic good
- Costs and benefits of environmental conservation
- Demand for health and health care: “physician induced demand”

Unit-2: Economics of Crime and Drug Addiction
- Economic approach to crime
- Economic perspective on crime control
- The economic case for and against legalizing drugs

Unit-3: Family Economics
- Resource allocation in the household
- Children as economic goods and family size
- Economic perspective on marriage and divorce

Unit-4: Labour Markets and Income Distribution
- Effect of minimum wage
- Employment effect of robotics
- Sources of income inequality
- Benefits and costs of inequality

Unit-5: Economics and Culture
- The economic importance of culture
- The economic approach to valuing culture
- The impact of the market on cultural life; ‘cost disease’ of the arts and its policy implications

Text Books:

Supplementary Readings:
2. Grant A 2016 Economic Analysis of Social Issues Pearson- Baker University Baidwin USA

Course Outcomes
At the end of the course the students will be able to

CO1: Apply basic economic principles to reflect on a range of social issues
CO2: Compare and evaluate alternate perspectives on various public issues
CO3: Understand the economic incentives underlying social problems like pollution and crime
CO4: Understand the economic roots of gender and income inequality
CO5: Analyse cultural life from economic perspective
Learning Objectives (LO): In this course students will
   Learn about competitive strategy
   Learn about price and non-price competition
   Be introduced to strategies for firm growth

Unit-1: Managerial Objectives of the Firm
   1. Limitations of profit maximization model
   2. Managerial discretion models of the firm: (a) Sales revenue- maximizing model (Baumol), (b) Managerial-utility-maximizing model (Williamson), (c) Marris model.
   3. Behavioral model to the firm : (a) “Satisfying” model (Herbert Simon) (b) X-Inefficiency (Liebenstein)

Unit-2: Competitive Advantage
   1. “Structure conduct – Performance” theory
   2. “Generic strategies” for competitive advantage (Michal porter)
   3. The “five forces” model of competition
   4. Economies of scale and economies of scope

Unit-3: Pricing Strategies and Non Price Competition
   1. Price discrimination : First degree, Second degree and third degree price discrimination
   2. Approaches to Pricing: (a) Cost-plus pricing (b) target return pricing (c) product life cycle pricing: skimming strategy, penetration strategy
   3. Non-price competition: (a) Determinants of advertising elasticity of demand b) advertising budgets

Unit-4: Growth of the Firm
   1. Growth through diversification
   2. Growth through vertical linkages
   3. Mergers and takeovers
   4. Growth through innovation

Unit-5: Investment Appraisal
   1. The investment selection process
   2. Estimating cash flows
   3. Evaluating Investment: (a) payback method (b) net present value method
   4. The cost of capital (a) dividend valuation model (b) Capital –asset pricing model

Text Books
   1. Managerial Economics by Howard Davis (London : Pitman,1990)

Supplementary Reading
Course Outcomes

At the end of course, the students will be able to

CO1: Understand the logic of alternative goals of firms
CO2: Evaluate alternate price strategies
CO3: Appreciate the implications of separation of management and ownership
CO4: Analyse the Growth of the Firm and Integration
CO5: Estimate returns on investment
Learning Objectives (LO):
1. To make the students understand the role of industries and corporate form of organization
2. To gain the knowledge of the new industrial policy and some issues in industry

Unit – 1: Introduction

Unit – 2: Industrial Organisation
Concept and Organisation of a Firm - Market Structure - Sellers Concentration - Product Differentiation - Entry Conditions - Economics of Scale - Profitability and Innovation.

Unit – 3: Theories of Industrial Location
Theories of Industrial Location: Weber, Sargent Florence - Factors Affecting Location.

Unit – 4: Growth of the Firm

Unit – 5: Issues of Industrial Sector
Classification of Industries - Industrial Policy in India - Role of Public and Private Sectors- India as a Global Hub - Transfer of Technology - LPG - MSME - Recent Central Government Initiative to Encourage Industrial Sector.

Text Books

Supplementary Reading

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the Basic concepts and pricing of Industrial Economics
CO2: Demonstrate the Industrial Structure and Organisation
CO3: Formulate the diversions of Industrial location and development
CO4: Appreciate the Industrial Finance and Productivity
CO5: Evaluate the policy instruments of Industrial Economics
Learning Objectives (LO):
1. To impart knowledge of issues of energy to the students
2. To make the students to understand the Energy demand, Supplying and pricing of energy economics.

Unit –1: Introduction
1. Types of energy
2. The importance of energy for the economy
3. Energy accounting: energy-commodity flow

Unit – 2: Energy Demand Analyses
1. Three-stage decision-making process for energy
2. Energy demand elasticity
3. Energy intensities
4. Energy demand analysis model MAED model, NEMS approach

Unit – 3: Energy Demand Management
1. Importance of demand side management
2. Load management
3. Energy conservation
4. Fuel substitution

Unit - 4: Energy Supply
1. Mckelvey Classification of non-renewable energy resources
2. Extraction of non-renewable energy resources: Hotelling model
3. Renewable electricity supply, characteristics, incentives for renewable electricity:
   Feed in tariffs, renewable obligations
4. Costs of bio-ethanol supply

Unit – 5: Pricing of Energy Resources
1. Average cost pricing
2. Marginal cost pricing
3. Peak load pricing
4. Pricing of oil and natural gas

Text Books

Supplementary Reading
1. Fertinand E 2015 Energy and Economic Theory Uppsala University Sweden

Course Outcomes
At the end of course, the students will be able to
CO1: Understand the role of energy in economic activity
CO2: Analyse the demand for energy and understand how to manage it
CO3: Have an understanding of classification of the sources of energy supply and related models
CO4: Know what key factors and principles need to be considered in evaluating alternative energy policy options
CO5: Apply various methods of pricing of energy resources
(Resolved that in Quantitative Papers, at least 50 percentages of Questions must be asked to solve problems in view of increasing Numerical and application skills)

Learning Objectives (LO):
1. To provide elementary ideas of econometrics
2. To enable the students to understand econometric methods

Unit-1: Introduction to Econometrics

Unit-2: The Simple Linear Regression Model
2. Statistical significance and application of an estimated model [simple problems].

Unit-3: The Multiple Linear Regression Model

Unit-4: Problems in Regression
1. Heteroscedasticity – Meaning, sources, consequences, tests and solutions.

Unit-5: Functional Forms of Regression
1. Functional Forms of Regression: Specification-choice of functional form
2. Estimation of non-linear models: Quadratic-Hyperbolic-Semi logarithmic and Double logarithmic models

Text Books

Supplementary Reading

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the methodology of econometrics and its limitations
CO2: Demonstrate the estimation and evaluation of SLRM and MLRM
CO3: Appreciate different functional forms of regression in economics
CO4: Become a critical reader of literature concerning empirical analyses
CO5: Make use of basic econometric models in any kind of academic work
Learning Objectives (LO):

1. To teach the students various issues of rural development
2. To understand the rural problems of to evaluate the rural development programme.

Unit-1: Introduction

1. Concepts, Pattern of Development - Pattern of Planning
2. Indicators of rural development
3. Features of the process of development in different sectors

Unit-2: Development Issues

1. Poverty, inequality, unemployment and Regional Disparities
2. Land Reform measures – Size of land holding, better utilization of inputs
3. Rural Industrialization - Small scale and Cottage industries – Economic reforms

Unit-3: Institutional and Organisational Changes

1. Panchyat Raj and Co-operatives
2. NGO's and People participation – Self Help Groups
3. Social and Welfare Organisation

Unit-4: Administration and Training Process

1. Development of Administrative set up – DRDA - SIRD - BDO
2. Development of adequate Community leadership
3. Rural Development Programmes Implementation, Monitoring and Evaluation

Unit-5: Planning and Policy

1. Rural Health Care Policy
2. Technology Development Policy
3. Conservation, Promotion of environment and Integrated development

Text Books


Supplementary Reading


Course Outcomes
At the end of course, the students will be able to

CO1: Understand different aspects of rural development
CO2: Obtain a holistic perspective of schemes / programmes of implemented by government
CO3: Formulate planning and management of rural development programmes
CO4: Demonstrate development programs that are implemented
CO5: Evaluate Regional Planning and Policy implication
Learning Objectives (LO:)
To familiarise the students with the postulates of trade theories and modern institutions.
To develop analytical skill of the students for identifying international economic problems and relations and the complexities in international trade.

Unit-1: Theories of International Trade
1. Adam Smith's theory of Absolute Advantage.
2. Ricardo's Comparative Cost Theory.

Unit-2: Terms of Trade
1. Meaning and types of terms of trade.
2. Determinants of terms of trade.
3. Terms of trade and Economic development.

Unit-3: Trade and Commercial Policy
1. Free Trade Vs Protection.
2. Tariff and non-tariff barriers.
3. Effects of tariffs and quotas.
4. International trade organizations - UNCTAD, WTO.

Unit-4: Foreign Exchange and Balance of Payments
2. Balance of Trade and Balance of Payments - Current and Capital accounts
3. Adjustment Mechanism – Depreciation, Devaluation, Export Promotion, Import Substitution and Exchange Control
4. IMF and International liquidity
5. India’s BOP - Devaluation and Export Promotion measures

Unit-5: Regional Economic Integration
1. Regional Economic Integration – Customs Union
2. European Economic Integration
3. New International Economic Order - North-South Co-operation - SAARC

Text Books

Supplementary Reading
Course Outcomes
At the end of course, the students will be able to

CO1: Understand the role of comparative advantage in trade and gains from trade
CO2: Formulate the theory of volume of trade and strategies of trade
CO3: Evaluate the role of balance of payments policies aimed at encouraging trade
CO4: Appreciate the foreign aid and MNCs in Development of International Trade
CO5: Demonstrate the regional and European economic integration of trade
Learning Objectives (LO:)
1. To make the students appreciate relative roles of Government and market in resource allocation from a theoretical perspective.
2. To teach the students the working of the fiscal policy with emphasis on tax structure, debt management in the context of federal setup.

Unit – 1: Introduction
1. Meaning and Scope of Public Economics.

Unit – 2: Public Expenditure
1. Principles of Public Expenditure – Classification-Growth of Public Expenditure
2. Canons and effects of Public Expenditure-Causes for Public Expenditure

Unit – 3: Public Revenue
1. Public Revenue-Sources-Direct and Indirect taxation — Charactertics of good tax system
2. Cannons - ability to pay theory -taxable capacity-factors determining taxable capacity

Unit – 4: Public Debt
1. Sources of public debt – Classification-Burden of public debt

Unit – 5: Indian Public Finance
1. Federal Finance-Principles –Role of Finance Commission in India-VAT-GST
2. Recent Recommendation of the Finance Commission.

Text Books

Supplementary Reading

Course Outcomes

At the end of course, the students will be able to

CO1: Understand the role of Government in Economic Activities
CO2: Estimate the design of the tax structure using the concept of efficiency and equity
CO3: Demonstrate how the level of Government Expenditure is determine
CO4: Evaluate the methods of public debt and deficit
CO5: Calculate the financial relationship between the state and central
Learning Objectives (LO):
To teach students the techniques in marketing and product planning, pricing strategy of the marketing practices.

Unit–1: Introduction
1. Marketing – Definition – Importance – concepts in Marketing
2. Factors influencing marketing concept-Role of marketing in Economic Development
3. Marketing Environment, Marketing Strategies – Kinds of marketing Strategies

Unit–2: Market and Demand Forecasting
1. Market Segmentation – bases for market segmentation
2. Consumer Behaviour – Factors influencing consumer Behaviour – marketing mix concept
3. Sales forecasting – factors influencing sales forecasting – types-importance-methods of sales forecasting

Unit–3: Product Planning and Strategies

Unit–4: Pricing Strategies
1. Pricing – meaning and objectives, pricing Policies and Strategies – pricing methods
3. Advertising – uses of advertising – Kinds of Advertising budget - Sales Management and process

Unit–V - Distribution and Consumerism
1. Selection of channel of distribution – wholesalers and retailers – their functions and importance
2. Marketing research – Management research – objectives and process
3. Consumer protection – Government and marketing – ISI, AGMARK,

Text Books

Supplementary Reading
Course Outcomes

At the end of course, the students will be able to

CO1: understand the concept of marketing and marketing environmental
CO2: Analyse the marketing demand and market techniques
CO3: Demonstrate the product related planning and strategies
CO4: Formulate pricing policies, promotion and advertising
CO5: Estimate the channels of distributions and marketing research
Learning **Objectives (LO):**
1. To teach the students contributions of various schools of economic thought.
2. To make them gain an appreciation for the Indian economic thought.

**Unit – 1: Pre-Classical Thought**
1. Mercantilism: Main Principles.
2. Physiocracy: Natural order – Agriculture and net product – Social classes.

**Unit – 2: Classical Economists and Marx**
4. Marx-Theory of surplus value -Breakdown of the capitalist system

**Unit – 3: Neo-Classical and Institutionalist Thought**
1. The Marginalist revolution

**Unit – 4: Keynesian Revolution and Modern Thought**
1. Keynesian Revolution
2. Schumpeter’s Theory of Development;

**Unit – V: Indian Economic Thought**
1. Naoroji drains theory.
3. Ambedkar – Contribution is to monetary economics.
5. Economic Policies in Koutalya’s Arthasasthra

**Text Books**
1. Agmar Sandmo (2012), Economics Evolving, Harvard University

**Reference Books**

**Course Outcomes**

At the end of course, the students will be able to

CO1: Appreciate the importance of intellectual history of the discipline

CO2: Understand the evolution of the seminal economic ideas with reference to the central concerns of the discipline

CO3: Understand how the nature of economic inequity has changed over time

CO4: Understand the modern views on Keynesian revolution

CO5: Appreciate the contributions of Indian Economists to economic thought
Learning Objectives (LO):

1. To teach the students the importance of insurance as a means of reducing uncertainty and risk in regard to personal and business activities.
2. To give a fairly comprehensive view of the subject to the postgraduate students in Economics.

Unit-1: Introduction
1. Meanings and Types of Insurance-Social Vs. Private Insurance: Life Vs. non-life Insurance
2. Classification of life, health and general insurance policies
3. Role of Insurance in Economic development

Unit-2: Risk and Risk Management
1. Uncertainty and risk : Pure risk and speculative risk-Expected utility and the demand for insurance-Moral hazard and insurance demand
2. Essentials of risk management: Elements of risk management-Risk assessment-Risk control and risk financing; Worldwide risk sharing
3. Concept of reinsurance-Types of reinsurance-Reinsurance markets in developing countries.

Unit-3: Insurance Institutions
1. Insurance institutions as financial intermediaries-Insurance institutions as investment institutions.
2. Insurance institutions in Indian capital market
3. Regulations governing investments of insurance institutions in India

Unit-4: Life and Health Insurance
1. Functions of life insurance-Plans of life insurance-Provisions of policies-Basis of premium and Bonus
2. Individual health insurance-Uses and types of evaluation
3. Principles of underwriting of life and health insurance-Group insurance and superannuation (pension) schemes

Unit-5: General Insurance and Regulation of Insurance
1. Meaning and Types of general insurance-importance of general insurance
2. Fundamentals concepts-Equity, Indemnity, Insurable interest, Physical hazard, Moral hazard, Policy endorsements conditions-warranties
3. Purpose of government intervention-Insurance Regulation and Development Authority (IRDA) in India

Text Books
3. Insurance Regulation and Development Authority (2001), IRDA Regulations New Delhi
Supplementary Reading

Course Outcomes

At the end of course, the students will be able to

CO1: Understand the concept and role of insurance in Economic Development
CO2: Demonstrate the Insurance Risk and elements of the risk management
CO3: Analyse the Insurance Risk and Institutional investment management
CO4: Understand the insurance type policy classification and advantages
CO5: Formulate the general rules and regulations of the insurance
**For All the 5 Year Integrated PG Programmes of Arts Faculty**

**Learning Objectives (LO):**
To teach the students the purpose of life and to instill in them a moral concern for the society.

**Unit – 1:**
1. Value education – Meaning – Nature and Purpose
2. Importance of Value Education

**Unit – 2:**
1. Basic Features of Rational Ethics
2. Moral Consciousness and Conscience
3. Love – The Ultimate Moral Norm

**Unit – 3:**
2. God, Religion and Morality

**Unit – 4:**
1. Social Ethics: Value of Life and Human Beings
2. Liberty, Equality and Fraternity

**Unit – 5:**
1. Ethical Issues Today: Religious Ethics, Family Ethics
2. Political Ethics - Business Ethics
3. Ethics and Culture.

**Supplementary Reading**

**Course Outcomes**

At the end of course, the students will be able to

**CO1:** Understand the importance of value education

**CO2:** Compare the strength of love and Moral Norm

**CO3:** Evaluate the moral life

**CO4:** Appreciate the value of life

**CO5:** Understand the ethics and culture
Learning Objectives (LO):
1. To equip the students in micro economic theories with graphic illustrations.
2. To develop the skills of application of the principles to the real world problems.

Unit -1: Market Theories–I
1. Perfect competition – Short run and long run equilibrium of the firm and industry – Price and output determination – Optimum firm.
3. Monopolistic competition–Chamberlin Model- selling costs - Excess capacity.

Unit -2: Market Theories–II
2. Oligopoly - Collusive Models - Cartels and mergers - Price leadership - Base point price system

Unit -3: Alternative Theories of Firm
1. Duopoly price game-dominant strategy-Nash Equilibrium
2. Full cost pricing rule - Bain’s limit pricing theory - Sylos-Labini Model
3. Input-output model-linear programming applications in decision making

Unit –4: Distribution Theories
1. Neo-classical approach – Marginal productivity theory; Product exhaustion theorem; Hick’s technical progress.
3. Determination of Wages – Labour supply and wage determination – Role of trade unions and collective bargaining

Unit –5: Welfare Economics
1. Concept of Welfare Economics- role of value and judgment
2. Pareto optimality theory – Scitosky double criterion theory –Arrow’s theory of social choice
3. Amaryasen on Arrows impossibility theorem

Text Books

Supplementary Reading
Course Outcomes

At the end of course, the students will be able to

CO1: Understand the economic principles that underpin modern economics

CO2: Have a basic understanding of the way budget constrained individuals make optimising choices and the way resources are allocated in private markets

CO3: Understand the role of different trading arrangements in markets and their impact on prices and the quantities traded

CO4: Use basic economic principles to evaluate the effects of government interventions and other exogenous changes in markets

CO5: Evaluate the Pareto optimum and social welfare functions
Learning Objectives (LO):
1. To understand low equilibrium is obtained in the commodity and money market and in the economy as a whole.
2. To understand the functioning of Macro Economic Policies for a stable and sustainable Growth of an economy.

Unit-1: Investment Function
1. Factors determining Investment Demand-
2. Marginal Efficiency of capital and interest rate - Marginal Efficiency of Investment and uncertainty
3. Theory of Multiplier- Principles of Accelerator-The interaction between Multiplier and accelerator

Unit-2: General Equilibrium
1. Goods market and Money market
2. The equilibrium in real sector-Equilibrium in monetary sector
3. General equilibrium-shift in IS and LM Curves

Unit-3: New Classical Macroeconomics
1. Rational expectation theory
2. The inflation –employment- trade off, Philips curve
3. Mundell Fleming model

Unit - 4: Theories of trade cycle
1. Concept and Phases of trade cycle
2. Innovation theory- Kaldor theory and Hicks’s theories of business cycle
3. Samuelson’s theory of business cycle

Unit-5: Macroeconomic Policy
1. Macro Economic policy- objectives
2. Instruments-fiscal policy and monetary policy
3. Macroeconomic policy and sustainable growth

Text Books

Supplementary Reading

Course Outcomes
At the end of course, the students will be able to
CO1: Understand the Macroeconomic problems in an economy
CO2: Analyse the difference between classical and Keynesian approach
CO3: Formulate strategies to maintain effective demand
CO4: Appreciate consumption pattern and consumption behavior
CO5: Formulate the Macroeconomic Policy and Development
Learning Objectives (LO):

1. To make the students appreciate relative roles of Government and market in resource allocation from a theoretical perspective.
2. To teach the students the working of the fiscal policy with emphasis on tax structure, debt management in the context of federal setup.

Unit – 1: Introduction
1. Role of public finance - Major Fiscal functions.

Unit – 2: Public Expenditure

Unit – 3: Taxation and Public Debt

Unit – 4: Fiscal Policy and Fiscal Federalism
2. Fiscal federalism – Role of finance commission – Principles –Recommendations of the latest Finance Commission – Transfer of resources from Union and States and States to Local Bodies.

Unit – 5: Indian Public Finance
2. Tax structure and Working of Fiscal federalism in India – Resource transfer from union to State– Value Added Tax – MVAT- goods and service Tax (GST)
4. Central and State government Budgets – Issues of fiscal deficit
5. Fiscal policy and Economic downturn : Fiscal correction versus additional Stimulus

Text Books

Supplementary Reading
Course Outcome

At the end of course, the students will be able to

CO1: Understand the role of Government in Economic Activities
CO2: Estimate the design of the tax structure using the concept of efficiency and equity
CO3: Demonstrate how the level of Government Expenditure is determined
CO4: Evaluate the methods of public debt and deficit
CO5: Calculate the financial relationship between the state and central
Learning Objectives (LO):
1. To impart knowledge of conceptional research and design of research..
2. To familiarise them with the collection of Data and Sampling design.

Unit-1: Introduction
1. Meaning and Objectives of research-significance of research-Research Methods Vs Methodology-scientific Method-Criteria of Good research
2. Research Problems-Components needs and technique of defining research problems
3. Types of research: Descriptive, Analytical, Fundamental, Applied, Quantitative, Qualitative, Conceptual, Empirical –Survey method, Case study method, Action Research
4. Research design: Types and Characteristics of a good research design.

Unit-2: Theory & Hypothesis
1. Role of theory in research
2. Hypothesis-Importance of a Research hypothesis- Sources of hypothesis-Qualities of a good hypothesis- Hypothesis testing.

Unit-3: Collection of Data
1. Methods of collecting primary data –Self Administered questionnaire -Interview Surveys-
2. Telephone Surveys- Schedules.
3. Characteristics of a good questionnaire
4. Important sources of secondary data: Census, NSS, CSO,RBI, World Bank
5. Precaution in using secondary data

Unit-4: Sampling Design
1. Types of Population-Need for sampling-criteria for relating a sampling procedure

Unit-5: Mechanics of thesis writing
1. Significance of report writing-Types of research report
2. Format of a thesis
3. Importance of organization of literature review -Bibliographical citation procedure
4. Ethics in Research

Textbook

Supplementary Reading
Course Outcomes

At the end of course, the students will be able to

**CO1:** Differentiate Research methods from Research Methodology
**CO2:** Evaluate the qualities of a good hypothesis
**CO3:** Understand the methods of primary data and secondary data
**CO4:** Analyse probability sampling and non probability sampling methods
**CO5:** Formulate a thesis with well organize literature review
Learning Objectives (LO):

The study of urban economics in intended

1. To make the students understand the economic factors and forces underlying the process of urbanisation.
2. To develop students skill to examine the economic aspects or urban problems.
3. To provide insights into the formation of effective urban policies.

Unit-1: The process of Urbanisation
1. Definition of Urban Area- causes of urbanisation.
2. Theories or urban structure and urban growth-Concentric Zone Theory-Central Place Theory-Urban base theory.
3. Features of urbanization in Developing countries.

Unit-2: Rural-Urban migration
1. Theories of Rural- Urban migration-Rosentein’s Law, Lewis-Fei Ranis Model, Lee’s Theory.
2. Concept of informal sector and its role in economic development.

Unit-3: Problems of Urbanisation
1. Urban Transportation.
2. Slums, Housing and Urban Renewal.

Unit-4: Urbanisation in India
2. Urbanisation without labour absorption in India.

Unit-5: Urban Development Policy in India
1. Policies and Programmes under the plans- Integrated Development of small and medium towns.
2. Urban development and Housing Policy.
3. Measures to control urban growth-Decentralisation industry-Growth Centres-Satellite towns.

Text Books
1. Ashish Bose (1989) India’s Urbanisation 1901-2001 (New Delhi, Tata Mrgraw Hill Co.)
2. Francis Cherunillam (2016) Urbanisation in Developing Countries (Bombay, Himalaya Publishing House)

Supplementary Reading
Course Outcomes

At the end of course, the students will be able to

CO1: Understand the theories of urbanisation
CO2: Appreciate the economic and social factors causing migration from rural to urban
CO3: Evaluate the problems of urbanisation
CO4: Formulate the policies for integrated development of towns
CO5: Analyse the measures of decentralization industry-growth centres, installing satellite towns
Learning Objectives (LO):
1. To make the students understand the demographic aspects of gender and their role in family
2. To enable students understand the role played by women in rural sector, urban sector and the empowerment of women

Unit -1: Demographic Aspects of Gender
1. Women Studies vs Gender studies – Sex vs Gender –
2. Gender Inequalities – Amartya Sen’s view on gender inequalities-missing women

Unit -2: Gender and Family
1. Women and the household – Women’s paid work and the family – decision making power –bargaining power
2. Domestic role of women – Valuing women’s work – Time allocation of Women’s work

Unit –3: Gender and Employment
1. Theories of Labour market -Wage differentials in the labour market – male and female productivity differences – Demand and supply factors
2. Emergence of women entrepreneurship – Women’s Education and Employment – Rural and Urban Employment opportunities

Unit –4: Gender and Empowerment

Unit –5: Gender Technology and Environment
1. Gender and development indices; Mainstreaming gender into development policies
2. Gender planning techniques; Gender sensitive governance; Paradigm shifts from women’s swell being to Women’s empowerment
3. Democratic decentralization (Panchayats) and women’s empowerment in India

Text Books

Supplementary Reading

Course Outcomes
At the end of course, the students will be able to
CO1: Understand the types and causes of gender inequalities
CO2: Evaluate Women’s paid work and unpaid work at household
CO3: Appreciate theories of labour market and its impact on wage discrimination
CO4: Apply gender empowerment measures and formulate a new index for measuring empowerment of women
CO5: Analyse women’s role in environmental safety and women’s role in technological world
(Resolved that in Quantitative Papers, at least 50 percentages of Questions must be asked to solve problems in view of increasing Numerical and application skills)

Learning Objectives (LO):
1. To equip the students with the knowledge of mathematical techniques
2. To train the students with the applications of mathematics in economics

Unit-1: Differentiation
1. Functions of two or more variables – First and second order simple and partial derivatives – Total differential – Partial elasticity values and growth rates.

Unit -2: Optimization in Economics
1. First and second order conditions for maximum and minimum of $Y = f (X)$ and $Z = f (X,Y)$.

Unit –3: Constrained Optimization
1. Lagrange’s multiplier method - First and Second Order Conditions
2. Consumer equilibrium – Slutsky equation.

Unit –4: Applications of Integration
1. Basic rules and methods of integration
2. Deriving total from marginal values – Consumer’s surplus and producer’s surplus

Unit –5: Dynamic Analysis
1. First order differential equations – Harrod Domar and Solow growth models – Capital expansion model.
2. Linear and exact difference equations – Cob-Web model

Text Books

Supplementary Reading

Course Outcome
At the end of course, the students will be able to

CO1: Demonstrate economic applications of partial and total derivatives
CO2: Distinguish between types of integral calculus and understand their applications in economics
CO3: Appreciate different orders of differential equations and their uses in economic analysis
CO4: Understand the role of difference equations in economics
CO5: Become a critical reader of literature concerning empirical analyses
Learning Objectives (LO):
1. To equip the students with basic theories of monetary economics
2. To make the students understand the role of financial institutions in a developing economy
3. To educate the students to understand the working of monetary policies in India

Unit – 1: Demand for Money
1. Quantity theories of money – Fisher and Cambridge
2. Keynesian monetary theory
3. James Tobin’s portfolio analysis of money demand
4. Don Patinkin’s Integration– Real Balance Effect
5. Milton Friedman’s reformulated quantity theory

Unit – 2: Supply of Money
1. Types and determinants of money supply – money multiplier
2. Theories of interest rate – classical – Keynes – Hicks – Hansen.

Unit – 3: Money and Capital Market
1. Significance and functions of Money market and capital market
2. Role of financial intermediaries – Effects of financial intermediation
3. Non-banking financial institutions – Gurley and Shaw theory

Unit – 4: Banking
1. Functions of Commercial banks - Credit creation – process and limitations
2. Role of Commercial banks after nationalization – after reforms
3. Role of RBI – Regulation of money supply and credit
5. Raguram Rajan Committee Report -2007

Unit – 5: Monetary Policy
1. Objectives and Instruments of Monetary policy– Limitations of monetary policy
2. Monetarism and Keynesianism – Comparison - Supply side policies

Text Books
2. Mithani D. M. Monetary Economics 2015 “A Course in Monetary Theory” Somaiya Publication New Delhi

Supplementary Reading
2. Harry Johnson (1977) ESSays in Monetary Economics (George Allen Unwin)

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the function of money
CO2: Formulate the strategies for effective functioning of demand and supply of money
CO3: Appreciate the role of monetary policy in controlling inflation
CO4: Evaluate the priority lending business of commercial banks
CO5: Appreciate the role of public sector banks as banker to government
Semester- VIII

19IECC-83 Environmental Economics

Credits: 5
Hours: 5

Learning Objectives (LO):
In this course students will
1. Learn about environment-economy linkage
2. Learn about the economic roots of environmental damage
3. Become acquainted with environmental valuation

Unit – 1: Economy and the Environment
1. The interaction between the economic system and the environmental system – The services provided by the environmental system to the economic system – The Material Balance model.
3. “Government failure” and environmental damage.

Unit – 2: Environmental Policy
1. The socially efficient level of emissions: the concept of optimum pollution.
2. Criteria for evaluating environmental control policies.
4. Market based instruments: Pollution taxes, tradable permits, subsidies, cap-and-trade
5. Property rights to internalize externalities: The Coase Theorem.

Unit – 3: Environmental Valuation
1. Importance of environmental valuation
2. Cost-Benefit analysis
3. The categories of environmental value.

Unit – 4: Natural Resource Economics
1. Types of natural resources.
2. Non-renewable resources a) the Mc Kelvey classification b) Allocating Non-renewable resources: The Hotelling Theorem.
4. Common Property Resources (CPRs) – Characteristics of CPRs - Dissipation of Hotelling rents (“tragedy of the commons”) - Ostrom’s “design principles” for sustainable local CPR governance.

Unit – 5: Economic Growth and Sustainable Development
1. Growth and the environment: The environmental Kuznets curve.
2. Sustainable Development: a) weak sustainability and strong sustainability b) The “Hartwick rule” c) “green national accounts”, genuine savings
3. Poverty and environmental degradation

Text Books

Supplementary Reading
For Unit 4
Course Outcomes

At the end of course, the students will be able to

CO1: Appreciate the resource flow between the economic system and the environmental system.
CO2: Apply economic concepts to understand the cause of the different types of environmental damage
CO3: Measure the economic costs of environmental damage and the benefits of enhancing environmental quality
CO4: Understand the use of market based instruments to control: environmental damage
CO5: Analyse the situation between economic growth and sustainable development
Learning Objectives (LO):
1. To teach the theories of regional development from a multidimensional perspective.
2. To make the students understand the policies of regional development.

Unit – 1: Introduction
1. Objectives and scope of regional economic analysis.
2. Regional economic problems – Causes.
3. Economics of Geography – Krugman – Endogenous growth (Lucas and Romer)

Unit – 2: Regional Economic Theories – I
1. Theories of Regional Economic Development – Cumulative Causation (Perroux, Myrdal, Hirschman)
2. Export base theory, Central place theory (Christaller), Sector theory (Colin Kuznets), Stages theory (Rostow).

Unit – 3: Regional Economic Theories – II
1. Theories of Location – Weber’s and Florence
2. Migration and Regional Development – Todaro Model
3. Three dimensions of Regional Development – Density, Distance and Economic Divisions.

Unit – 4: Regional Disparities
1. Regional Disparities – Interstate variations of poverty and unemployment
2. Comparative analysis of industrial development in different stages
3. Agricultural development in different stages.

Unit – 5: Regional Planning
1. Regional imbalances and Financial Institutions in India – Inter-state disparity
2. Problems of developing the backward areas – Regional Planning in India.
3. Micro level plans – Special Economic Zone

Text Books

Supplementary Reading

Course Outcomes
At the end of course, the students will be able to

CO1: Understand the Regional economy and the economic activities at regional level
CO2: Evaluate the dimensions of regional issues on national development
CO3: Appreciate the implications of economic policy on backward regions
CO4: Evaluate the role played by growth poles on neighboring regions
CO5: To Analyse the problems of developing backward areas
Learning Objectives (LO):
1. To familiarize the students with the problems of labour and the stress and strains developed in Industrial economy.
2. To develop the analytical skills of the students identifying the problems of labour and settlement of industrial disputes and evaluate the conditions of Industrial relation.

Unit-1: Introduction
2. Labour Market – Demand and Supply of Labour – Characteristics of labour market in India.

Unit-2: Organisation of Industrial Labour
1. Role and functions of Trade Union
2. Theories of Trade Unionism (i) Webbs (ii) KarlMarx (iii) Gandhi
3. Trade Union Movement in India-Recent Trends-Justifications of Strikes and Lockouts.

Unit-3: Industrial Disputes and International Labour Organisations (ILO)
1. Industrial Disputes: Causes and Consequences
2. Industrial Disputes in India
3. ILO Purposes-Constitution-Functions-ILO and India.

Unit-4: Industrial Relation
2. Industrial Democracy, concept of Workers participation in management
3. Role of State in Industrial Relations.

Unit-5: Labour Welfare
1. Labour Welfare concept, significance, classification, Principles and programmes.
2. Concept of Labour in India; Factory Act ,Labour Welfare Legislation in India.

Text Books

Supplementary Reading

Course Outcomes
At the end of course, the students will be able to

CO1: Perform supply and demand analysis in the labour market
CO2: Analyze the effect of labour unions
CO3: Explain the analyse the determinants of wages
CO4: Show what causes changes in the productivity of labour
CO5: Understand Labour welfare legislations in India
Learning Objectives (LO):
1. To introduce the economic way of thinking about society.
2. The students will learn to use basic economic reasoning to reflect on a wide range of issues in a society.

Unit – 1: Thinking about Prices
1. How are prices determined? The concept of willingness to Pay
2. Understanding Inflation: Meaning of Inflation and how it is measured in India.
3. Inflation rate and the prices you pay in shops: why they diverge.

Unit – 2: Economics of Social Customs
1. Economics of rising age of marriage and declining family size.
2. How economic globalization is changing the Indian family.
3. Economic Inequality between men and women

Unit – 3: Economics of Social Evils
1. Discrimination and its economic consequences
3. Addiction: Economic case for legalizing drugs as solution to addiction.

Unit – 4: Economics of Arts, Sports, and Science
1. Understanding the declining demand for performing arts from economic perspective.
2. Economics of Sports: Role of economic competition in sporting activity.
3. Economics and Science: What motivates scientific research?

Unit – 5: National Issues
1. The Union Budget and you
2. How the stock market works
3. The global economic crisis: Its origin and impact on India.

Text Books
1. Title Economics Through Everyday Life: From Author Anthony Dark Zephyros (Press 2016)
2. Economics of Real Life: C.T. Kurien Academic Foundation 2018
3. Every day Economics Steve Coulter Agenda Publishing 2017

Course Outcome
At the end of the course students will be able to
CO1: Understanding the concept of price determination and production cost
CO2: Formulate the Economics of Social Customs and Reasoning of inequality
CO3: Analyse the problems and consequences of social evils
CO4: Demonstrate the Economics of Sports Science and its Applications
CO5: Evaluate the national and Global Economic Crisis
Learning Objectives (LO):
1. To familiarize the students with trade theories and modern institutions.
2. To develop analytical skill of the students for identifying international economic problems and the complexities in international trade and policy

Unit – 1: Pure Theory of International Trade

UNIT-2: Recent Theories of International Trade
2. Posner’s Technological Gap Theory – Vernon’s Product Cycle Theory - Kenen’s Human capital theory

UNIT-3: Balance of Payments Policies
1. BOP Disequilibrium – Adjustment Mechanism: Elasticity Approach, Absorption approach and Monetary Approach
2. Expenditure changing monetary and fiscal policy – Monetary and Fiscal policies for internal and external balance: The Swan Model and Mundallian Model
3. Expenditure Switching Policies and Expenditure Reducing Policies – Foreign Trade Multiplier

UNIT-4: Foreign Aid and MNCs.
1. Foreign Aid - Types of Foreign aid – Advantages and Disadvantages – Factors determining foreign aid -
2. Foreign Investment – Foreign Direct investment – Types of FDI – FDI Policy of India.

UNIT-5: Managing Foreign Exchange Risk
1. Foreign exchange risk - Types of exchange rate risk - Transaction risk, Translation risk, Economic risk.
3. Forward contracts, Money market hedges, Currency futures, Currency Options, Currency swaps.
Textbooks:


Supplementary Reading

2. Jeff Madura 2011 *International Financial Management* (Mason, Ohio: Southwestern Cengage Learning,

Course Outcomes

At the end of course, the students will be able to

CO1: Understand the role of comparative advantage in trade and gains from trade
CO2: Formulate the theory of volume of trade and strategies of trade
CO3: Evaluate the role of balance of payments policies aimed at encouraging trade
CO4: Appreciate the foreign aid and MNCs in Development of International Trade
CO5: Demonstrate the managing foreign exchange risk and currency options
Learning Objectives (LO):
1. To teach the students important applications of econometric tools
2. To familiarize the students with econometric model building

Unit-1: Dynamic Econometric Model
1. Auto-regressive model – Distributed lag model – Koyck’s partial adjustment.
2. Adaptive expectation – Almon model.

Unit -2: Dummy Variables
1. Meaning and uses of dummy variables – Seasonal Analysis – Dummy independent and dependent variables.
2. Probit, Logit and Tobit models.

Unit –3: Simultaneous Equation Model

Unit –4: Simultaneous Equation Methods
1. Reduced form method (or) indirect least squares method of estimation – Methods of instrumental variables.
2. Two stage least squares method – Generalized least squares.

Unit –5: Introduction to Time Series Econometrics
1. Stochastic Process - Stationary and Non Stationary stochastic process-Unit root stochastic process.
3. Unit root tests - Cointegration - Economic Applications.

Text Books

Supplementary Reading
Course Outcomes

At the end of course, the students will be able to

CO1: Differentiate dynamic economic models
CO2: Demonstrate the meaning and uses of dummy variables and features of Quality Response models
CO3: Have familiar with the types of simultaneous equation model and methods and their significance
CO4: Appreciate the types of stochastic processes and its properties in time series econometrics
CO5: Become a critical reader of literature concerning empirical analyses
Learning Objectives (LO):
To equip skill in applying statistical tools to Economics using computers

Unit–1: Text Management with MS-WORD

Unit–2: Managing Data Base
EXCEL: The typical worksheet or spread sheet – cell and their properties – formatting cell – text, numbers, currency, accounting, date, time, and percentage, scientific – formats.
Formula: using arithmetic and relational operators in a worksheet -Advanced Formulas: sum, count, Average, Max, Min, Product -Using auto format

Unit-3: - Graphs and Charts
1. Bar diagrams, pie charts, Area,
2. Building Line Diagrams, Histograms, Scatter plots
3. Frequency Graphs, Ogive, Lorenz curve
4. Time Series

Unit– 4: Data Analysis-I
1. Naming variables - Coding and Recoding of data - Arithmetic calculations with in variables
2. Descriptive Statistics: Frequencies, Descriptive, Explore, Cross Tabulation
3. Compare Means: One sample T- test, Independent Sample T – test, paired sample T test, One way ANOVA
4. Correlation: Bivariate, Partial,
5. Regression: Linear, Curve Estimation, Multiple Regression

Unit-5: Data Analysis–II
1. Classification: K-means cluster, Hierarchical cluster, Discriminant function
2. Non-parametric Test: Chi-square, Bi-nominal
3. Time Series – Exponential Smoothing, Auto regression, Seasonal Decomposition

Text Books
Course Outcomes

At the end of course, the students will be able to

CO1: Able to do text processing i.e, formatting, page setting proofing through MS Word
CO2: Organize data sets using MS excel
CO3: Apply statistical tools through functions installed, and capable of incorporating their own functions in MS Excel
CO4: Create Graph using MS Excel
CO5: Build master table to organize data collected through primary survey and analyse them through SPSS
Learning Objectives (LO):
Globalisation is one of the most importance topics in development economics. No country can be immune from the process of globalization and this applied to India as well. In this Paper we will learn about the facets of globalization.

Unit-1: The process of globalization
1. Definition of globalization
2. Features of contemporary globalization
3. Globalization and the nations states

Unit-2: Drives of globalization: Trade
1. Trade flows in global economy
2. Trade as engine of growth
3. Free Trade Vs protectionists policies in development

Unit-3: Drives of globalization: FDI and cost of Transport
1. Characteristics of multi nation corporation
2. Implication of intrafarm trade
3. Alternative perspective of Role of FDI in Developing Countries
4. Declining transport cost and globalization of production process

Unit-4: Globalization and human development- 1
1. Globalization and employment
2. Impact of globalization human well being
3. Globalization and environmental quality

Unit-5: Globalization and human development - 2
1. Globalization and poverty
2. Globalization and Income distribution
3. Case studies globalization and human development in East Asia, India and China

Text Book

Supplementary Reading

Course Outcome
At the end of course, the students will be able to

CO1: Understand the process and features of Globalization
CO2: Demonstrate the trade flows and growth in global economy
CO3: Formulate the perspective FDI and globalization of production process
CO4: Analyse the impact of human development and environment analyzing
CO5: Evaluate the case studies of globalization and human development in other countries
Learning Objectives (LO):

1. To enable the learners to develop an understanding of planning, financing and cost of education.
2. Develop and understanding of the link between the educational system and economic development.
3. Develop an understanding of educational problems in the context of economic concepts, theories and techniques.

Unit 1: Introduction

1. Meaning, definition, scope and importance of Economics of Education - Relationship between education and the economic development
2. Education: as consumption and as individual, social and national investment
3. Spill over effects of education

Unit 2: Costs of Education

1. Direct and Indirect costs
2. Private cost, Social cost and Opportunity cost –
3. Unit cost of Education

Unit 3: Pricing and Financing of Education

1. Micro and Macro aspects of pricing of education
2. Sources of finance for education: private, public, fees, donations,- Endowments and grants.
3. Government’s role in financing education at different levels with special reference to higher education.

Unit 4: Measurement of Contribution of Education to Economic Growth

1. Cost-Benefit Analysis in Education
2. Cost Effectiveness Analysis in Education

Unit 5: Education, Equity and Income Distribution

1. Educational equity measures
2. (a) the equal opportunity criterion (b) the cost – benefit criterion, and (c) the ability to pay criterion- Education as a determinant of income variance,
3. Tools to assess the equity and income distribution- The Gini coefficient, the Lorenz curve.

Text books


Supplementary Reading

Course Outcomes:

At the end of course, the students will be able to

**CO1:** Demonstrate the meaning, scope and importance of economics of education

**CO2:** Understand the different types of costs of education, pricing of education and sources of finance and equity measures

**CO3:** Apply theories and tools of economics in education

**CO4:** Learn how to measure the contribution of education to economic growth through different approaches

**CO5:** Appreciate the application of economic tools and criteria in framing education policies
Learning Objectives (LO):
1. To make the students understand economic impact of natural disasters.
2. To teach them appropriate economic policies.

Unit – 1: Introduction
1. The goal of disaster economic analysis
2. Important terminology-hazard, vulnerability, disaster, disaster risk, mitigation, preparedness, rehabilitation and reconstruction.
3. Types of hazards - Natural hazards- Man made hazards

Unit – 2: Economic Effects of Disasters
1. Direct effects-Indirect effects -Secondary effects
2. Consequences of disasters - measurement of consequence -Tangible losses - Intangible losses

Unit – 3: Disaster Risk
1. Quantification of disaster risk: UNDP’s Disaster Risk Index.
2. Components of disaster risk reduction –Role of market.
3. Integrating disaster risk in poverty reduction strategy

Unit – 4: Disaster Risk Reduction and Mitigation
2. Mitigation of economic and human impact.

Unit – 5: Intervention Policies
1. Differences in intervention for natural and human – made disasters
2. Policy instruments for disaster intervention
3. Interventions for general multi – sectoral disasters - Disasters involving displaced populations - Disasters leading to food insecurity - Disaster expected from climate change.

Text Books
1. Natural Hazards and Unnatural Disasters The World Bank, 2010 ( available free online)

Supplementary Reading

Course Outcomes
At the end of the course students will be able to
CO1: Understand the concept of important terminology of natural hazards
CO2: Apple to analyse the economic effects and measurement of disasters
CO3: Understand the quantifications of disasters risk reduction strategy
CO4: Formulate the source of vulnerability and tools for assessing indicators of vulnerability
CO5: Formulate the policy instruments for disaster interventions
Learning Objective (LO):

To train students in soft skills in order to enable them to be professionally competent.

Unit 1: Soft Skills and Personality Development


Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication.

Unit 2: Communication Skills


Non-verbal Communication: Body Language and Proxemics.

Unit 3: Interpersonal Skills

Interpersonal Skills: Relationship Development and Maintenance and Transactional Analysis.


Unit 4: Employability Skills

Goal Setting – Career Planning – Corporate Skills – Group Discussion – Interview Skills – Types of Interview - Email Writing – Job Application – Cover Letter - Resume Preparation.

Unit 5: Professional Skills


Supplementary Reading


Learning Objectives (LO):
1. To make the students familiar with the issues in Indian economic development.
2. To give an insight into the functioning of the economy through macroeconomic policies and instruments.
3. To train the students with working of diverse economic policies in India.

Unit-1: Growth and Structural Change
1. Indian economy at Independence
2. The policy framework: statist policy, transition to market-oriented policy, role of erstwhile Planning Commission And NITI Ayog
3. Two phases of growth (1950-1980 and 1980 onwards), factors underlying turnaround
4. Structural change in Indian economy

Unit 2: Agricultural and Industrial Sectors Agricultural Sector
1. Performance of agricultural sector, factors determining agricultural growth
2. Factors underlying food inflation
3. Agricultural price policy and food security
4. Industrial Growth - Industrial growth before and after reforms - Dualism in Indian manufacturing
5. Issues in performance of public sector enterprises and privatisation

Unit-3: Fiscal Developments, Finance and External Sector
1. Expenditure trends
2. GST: rationale and impact
3. Evolution of the financial sector in post-liberalisation period
4. External sector performance: emergence of India as major exporter in services, performance of manufacturing sector

Unit-4: Poverty and Inequality
1. Measuring poverty in India: Selection of poverty lines
2. Poverty in pre and post liberalization periods
3. Impact of growth on poverty
4. PDS vs cash transfers, feasibility of universal basic income in India
5. Inequality in India in pre and post liberalization periods

Unit-5: Social Issues
1. Gender gap in India and trends in female labour force participation rates, factors determining female labour force participation
2. Employment : changing nature of employment in India, "jobless growth"
3. Labour in informal sector
4. India's demographic transition

Textbook
1. Indian Economy Since Independence Edited by Uma Kapila (New Delhi: Academic Foundation), Current 2017 Edition

Supplementary Reading
Economic Survey 2018 and subsequent editions (Government of India: Ministry of Finance)
Course Outcomes

At the end of course, the students will be able to

**CO1:** Understand growth and structural change of Indian Economy at independence and policy frame work of planning commission

**CO2:** Evaluate Agricultural and industrial sector performance and growth

**CO3:** Estimate expenditure trends and GST impacts and financial sector before and past reforms

**CO4:** Inculcate poverty, poverty lines and poverty in pre and port liberalization periods

**CO5:** Analyse PDS, Gender gap, and changing nature of employment in India.
Learning Objectives (LO):

1. To teach the students the importance of health economics and the role of economics in the health care sector.
2. To teach the principles relating to economic value of human resources besides introducing concepts of health indicators.

Unit -1: Health Economics – Basic Concepts
1. Definition and Dimensions of Health [WHO definition]
2. Meaning and Importance of Health Economics
3. Determinants of Health
4. Input and Output Indicators of Health

Unit -2: Health and Development
1. Income and Health Linkages
2. Concept of Wellbeing – PQLI and HDI
3. Poverty and Health – Occupational Health Hazards
4. Fertility, Morbidity, Mortality and Life Expectancy
5. Nutrition and Health – Mal-nutrition – Under-nutrition

Unit -3: Health as Investment
1. Economics of Public Health
2. Education and Health – Concept of Health Education
3. Capital Formation in Health Care

Unit -4: Micro-Economics of Health Services
1. Demand for health services - Preference for health care and health cure - Income and Price effects
2. Physician as a price-discriminating monopolist
3. Health Production Function with Illustration

Unit -5: Health in Developing Countries
1. Significance of Health in LDCs
2. Measuring the Burden of Disease - The Concepts DALY and QALYs
3. Challenges for the Future

Text Books
Supplementary Reading


Course Outcomes
At the end of course, the students will be able to

**CO1:** Appreciate the role played by primary health services in health delivery

**CO2:** Will be able to estimate doctors bed ratio

**CO3:** Calculate out of pocket expenditure of a patient

**CO4:** Evaluate the role played by health insurance policies in defraying cost of personal health care

**CO5:** Appreciate role of technology and cost of health care
Semester- X  
19IECC-103 Economics Of Climate Change  
Credits: 5  
Hours: 5

Learning Objectives (LO):  
To familiarize the students with the economic aspect of climate change

Unit-1: Introduction  
1. The roots of climate change: greenhouse gas emissions and rising global temperature  
2. Climate change and economic development: a) climate change –economy transmission mechanisms; b) impact of climate change on human well-being: known and uncertain impacts c) The “tipping points” of dangerous climate change  
3. Impact of climate change on developed and poor economies

Unit-2: Economic Policies for Climate change Mitigation  
1. The need for climate change mitigation  
2. Economic explanation of climate change: the concept of “market failure” and how it causes climate change  
3. Using prices and markets for climate change mitigation: taxes, carbon emissions trading (‘cap-and-trade’) and regulations promoting green technology  
4. Ethics of climate change: limits of cost-benefit analysis

Unit-3: Adapting to Climate Change  
1. The case for Adaptation to climate change  
2. Adaptive management of risks: managing physical, financial and social risks  
3. International action and adaptation in developing nations

Unit-4: Natural Resources Management and Climate Change  
1. The fundamentals for natural resource management  
2. Economics of water use in context of climate change  
3. Climate change and efficient management of agriculture and fisheries  
4. Sustainable energy

Unit-5: Local and Global Action  
1. Economic incentives for “climate smart” Individual action  
2. The role of firms in climate change adaptation and mitigation  
3. National and International policies for “climate smart” innovation and technology diffusion

Text & Supplementary Reading  

Course Outcome  
At the end of course, the students will be able to  

CO1: Understand the roots of climate change and its impact  
CO2: Evaluate the Economic Policies for climate mitigation  
CO3: Formulate the adaptation management in climate change  
CO4: Demonstrate the natural resources management and climate change  
CO5: Learning national and International policies for climate change
Learning Objectives (LO):
1. To compare the development performance of the Indian Economy with that of other major nations.
2. To train students in using economic reasoning to understand the development experience of different nations.

Unit – 1: Development Experience in India
1. Economic and Non-economic factors in India’s Development.
2. Explaining “The Hindu rate of growth” in pre-liberalization period.
3. Economic reforms and high growth rate of Indian economy.

Unit – 2: Development Experience of China
1. The development of Chinese Economy under cultural revolution.

Unit – 3: Development Experience of Japan

Unit – 4: The African Experience
1. The impact of colonialism on African economic development.
2. Economic factors underlying Africa’s development performance: Geographical factors, political factors and absence of industrialization.

Unit – 5: The Economic Development of the West
1. Economic factors behind Western economic prosperity: Property rights, human capital and knowledge.
2. The Industrial Revolution: Why it took place in the West.
3. Non-economic factors in Western Development: Marx Weber’s “protestant ethic” theory of Capitalist development, Political structure and separation of church and state.
4. Lessons of Western Development experience for world countries.

Text Books

Supplementary Reading
Course Outcome

At the end of course, the students will be able to

CO1: Appreciate evaluate that culture can impact economic progress of a country
CO2: Able to appreciate varied political, social environment can determine economic progress
CO3: Appreciate geography can determine economic progress
CO4: Able to analyse economic progress of the countries / continents and their policies
CO5: Analyse the Economic factor behind western development experience for world countries
Learning Objectives (LO):
Infrastructure is a growing sector in the Indian economy. This course introduces the students to the various theoretical and policy dimensions of the economics of infrastructure in India.

Unit-1: Introduction
1. The role of infrastructure in development
2. Infrastructure as a public good
3. Overview of infrastructure sector in India - Physical, Social and Financial
4. Infrastructure policy in India, the shift towards Public Private Partnership

Unit-2: Regulation of Infrastructure
1. The need for regulating infrastructure - Principles of good regulation, regulatory strategies, regulatory institutions and enforcement of regulations.
2. Theories of regulation: a) public interest theories, b) private interest theories, c) institutionalist theories – Measuring efficiency in Infrastructure regulation
3. Methods of regulating quality - Regulation in context of globalization and international competition.

Unit-3: Competition and Pricing in Infrastructure Sector
2. Creating competition in infrastructure industries - Public private partnerships for infrastructure development
3. Price setting in infrastructure sector, a) price setting for natural monopolies, b) rate of return price regulation, c) Price capping, d) peak load pricing

Unit-4: Economics of Transport Infrastructure
1. Competition in the transport sector, a) Creating a competitive transport sector, b) Competitive market forms, "competition in the market" and "competition for the market"
2. Private financing of transport infrastructure
3. Railway infrastructure, a) Alternative regulatory frameworks for railway infrastructure, b) price regulation in railway.
4. Road transport, a) creating competition in road transport, b) "paratransit"
5. Highways infrastructure, a) alternate organizational structure for highways. B) Private participation and risk allocation.

Unit-5: Electricity, Telecommunication Infrastructure
1. Regulation of electricity sector, a) Economic rationale for regulating electricity sector, b) regulatory strategies and enforcement methods in electricity sector - Electricity pricing in India - Electricity act 2003.
2. Regulation of telecommunication sector, a) The need for and aims of telecom regulation - TRI, b) regulatory strategies and enforcement methods.
3. Theory and practice of universal telecommunications service in India - Internet pricing strategies

Text Books

Supplementary Reading
1. India Infrastructure Report (OxfordUniversity Press, New Delhi)
2. Infrastructure Development Report (UNDP)
Course Outcomes

At the end of course, the students will be able to

CO1: Understand key issues and problems with respect to regulation, governance and policies for the infrastructure sector

CO2: Understand and be able to apply key principles, concepts and tools relevant to the economic regulation of infrastructure industries

CO3: Be able to analyse different government policies for regulation and reform of the infrastructure sector

CO4: Be able to explain the rationale for addressing economic regulation issues.

CO5: To Analyse the regulation of electrical and telecommunication sectors.