

**LEARNING OUTCOME BASED  
CURRICULUM FRAMEWORK  
FOR UNDERGRADUATE  
EDUCATION**

**BAECONOMICS**

**DEPARTMENT OF ECONOMICS**

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## PREFACE

We are pleased to present the Learning Outcome Based Curriculum Framework for the Bachelor of Economics program offered by the Department of Economics at EMEA College of Arts and Science, Kondotty. This document embodies our institution's vision and mission, guiding us toward academic excellence and reaffirming our commitment to providing comprehensive and forward-looking education.

EMEA College's vision seeks to establish an advanced learning center that nurtures personal transformation, social empowerment, and excellence. Our mission centers on delivering quality education, shaping responsible citizens, fostering research and innovation, and equipping students with essential life skills. These core principles influence the development of this curriculum. The Department of Economics at EMEA College of Arts and Science, Kondotty aspires to transform the world through economics and management, leading the way in teaching and research, and producing future leaders capable of navigating the complexities of the business world.

This curriculum outlines the BA program, its aims, graduate attributes, Program Outcomes, course-level learning outcomes, CO-PO Mapping, teaching and learning methodologies, and assessment techniques. It reflects our commitment to providing transformative education that aligns with the needs of today's world. This framework will guide our faculty and students as we continue our educational journey. The revised Guideline on LOCF will be in effect in the Curriculum of the college from the 2024-2025 Academic year onwards.

We express our appreciation to all those who contributed to its development.

Warm regards

**Dr. Riyad.AM**

Principal  
EMEA College of Arts and Science, Kondotty

VISION AND MISSION OF THE COLLEGE

VISION

To be a centre of excellence in higher education, affordable to common man.

MISSION

Identifying and developing the latent talents of the youth and moulding them into useful citizens with due emphasis on right character formation'.

VISION AND MISSION OF THE DEPARTMENT

VISION

The Economics Program at Colleges of Arts & Science aspires to be a leading modern education provider, by providing world class education that will significantly add to the economic, social and cultural well being of the people in the region. To impart theoretical and applied knowledge of Economics, and to produce human resource to meet our needs in the context of changing global economic scenario. The Department envisions achieving excellence in teaching and significant research to provide quality education to students, and prepare professional leaders to address the emerging global challenges and to deal with economic, social and business realities.

MISSION

The Economics programme helps students think critically about the economic issues they confront in their daily lives and develop a commitment to be actively engaged with policy issues in local, national, and global communities. It is also to provide students up-to-date relevant knowledge and attitudes that will make them successful in business and their professional career and to provide employers the best candidates for the job.

## INTRODUCTION

The curriculum framework for the Bachelor of Arts degree in Economics with a concentration in Economics has been thoughtfully crafted to establish a comprehensive structure that accommodates the customization of economics programs. This intentional flexibility is aimed at addressing the unique needs of students while remaining adaptable to the ever-evolving intersection of economics and economics. The visionary framework serves a crucial role in maintaining the quality and standards of economics degrees and programs on a national scale.

At its core, the framework provides the foundation for periodic reviews, encompassing a broad framework that delineates agreed-upon graduate attributes, qualification descriptors, program outcomes, and course-level learning objectives. This ensures a consistent and standardized approach to the essential components of the curriculum.

It is imperative to highlight that the primary objective of this framework is not to impose a rigid, one-size-fits-all syllabus for economics programs. Nor does it mandate specific teaching methodologies or assessment procedures. Instead, the framework is designed to cultivate an environment of flexibility and innovation in various aspects of program development, syllabus design, teaching and learning methodologies, and the assessment of student learning outcomes. By embracing adaptability, the framework actively encourages a dynamic approach to economic education. This approach ensures that programs can effectively respond to the changing landscape of economics and economics, all while maintaining the high academic standards that are integral to the discipline. The curriculum framework, therefore, serves as a guiding force for academic excellence, allowing for both consistency and adaptability within the realm of economics education.

## NATURE AND EXTENT OF THE UG PROGRAMME IN BA ECONOMICS

The Bachelor of Arts program in Economics is a comprehensive and inter disciplinary course that systematically explores the intricate intersection of economics. This program provides students with a deep understanding of various facets of economics, encompassing areas such as international trade, logistics, micro and macroeconomics, growth, Mathematical economics, quantitative economics and development economics.

The curriculum is designed to cover critical aspects of economics; ensuring that students gain proficiency in areas such as economics documentation, insurance, economics financing, macroeconomic and microeconomic theories. This holistic approach equips students with a well-rounded perspective on the dynamics of economics. A distinctive feature of the program is its emphasis on practical learning. Students have the opportunity to engage in field projects, allowing them to effectively frame and solve research problems within the realm of economics. This hands-on experience enhances their analytical and problem-solving skills, preparing them for real-world challenges.

Importantly, the B.A. Economics Programme prioritizes experiential learning, offering valuable opportunities for internships and industry exposure. This strategic focus on real-world applications not only enriches students' academic experience but also significantly contributes to enhancing their employability upon graduation. The program is designed to produce graduates who are not only well-versed in theoretical concepts but also adept at applying their knowledge in practical, industry-relevant scenarios.

## AIM OF THE UG PROGRAMME IN BA ECONOMICS

The aims of the Undergraduate program in B.A. Economics include;

1. **Cultivating Creative and Socially Responsible Economists:** Fostering the development of creative and socially responsible individuals with a strong foundation in economics and a global perspective.
2. **Specialized Economic Analysis in Economics:** Providing students with in-depth training in economic analysis, with a specialization in Economics, ensuring a comprehensive understanding of international economic dynamics.
3. **Research Aptitude for Policy Development:** Cultivating a research-oriented mindset among students, with a focus on policy development in the field of economics and economics.
4. **Proficiency to Meet Contemporary Challenges:** Equipping students with the skills and knowledge necessary to address the challenges of the modern economic landscape, preparing them to contribute effectively to the evolving global economic scenario.
5. **Development of Creative Citizenship:** Instilling a sense of creative citizenship, encouraging students to actively participate and contribute as passionate volunteers in nation-building initiatives.

## GRADUATE ATTRIBUTES FOR BA ECONOMICS

The Graduate Attributes for the Bachelor of Arts in Economics program have been designed to equip students with a comprehensive skill set and knowledge base, relevant to the evolving intersection of commerce and technology. The following ten attributes have been identified as most essential:

1. **Comprehensive Disciplinary Knowledge:** Graduates will demonstrate an in-depth understanding of both commerce and computer applications, enabling them to proficiently bridge the gap between these domains.
2. **Effective Communication Skills:** Graduates will possess the ability to clearly articulate ideas in both written and oral forms, using various media to effectively communicate with diverse audiences, particularly when conveying complex information.
3. **Analytical and Critical Thinking:** Graduates will be able to apply analytical thinking to assess and evaluate evidence, arguments, and claims within the realms of commerce and computer applications, fostering a scientific approach to knowledge development.
4. **Practical Problem-Solving:** Graduates will have the capability to apply their skills to solve unfamiliar problems and apply their learning to real-life situations, emphasizing practical problem-solving abilities.
5. **Analytical Reasoning Skills:** Graduates will demonstrate the ability to evaluate evidence reliability, identify logical flaws in arguments, synthesize data from multiple sources, and draw valid conclusions, effectively addressing opposing viewpoints.
6. **Research-related Proficiency:** Graduates will exhibit a sense of inquiry, problem-solving skills, and the capacity to plan, execute, and report on the results of experiments or investigations, enabling them to contribute to research and development efforts.
7. **Information/Digital Literacy:** Graduates will possess the capability to access, evaluate, and utilize various information sources, as well as apply appropriate software for data analysis, ensuring proficiency with digital tools and technologies.

8. **Self-directed Learning:** Graduates will be adept at working independently, identifying resources for projects, and managing projects to completion, showcasing their self-motivation and project management skills.
9. **Moral and Ethical Awareness/Reasoning:** Graduates will embrace moral and ethical values in their conduct, demonstrate ethical practices in their work, and exhibit a commitment to intellectual property rights, environmental sustainability, and truthful, objective actions.
10. **Lifelong Learning Orientation:** Graduates will have the ability and inclination for lifelong learning, continually acquiring new knowledge and skills to adapt to changing workplace demands, thus contributing to personal development and societal goals in an ever-evolving landscape.

These attributes collectively aim to empower graduates from the Bachelor of Arts in Economics program, positioning them for excellence in their chosen careers. Beyond professional success, these attributes enable graduates to navigate the convergence of economics and technology, bridging gaps with their comprehensive knowledge and skills. Furthermore, the program aspires to instill a sense of responsibility, fostering informed decision-making, ethical conduct, and adaptability. With this well-rounded skill set, graduates are prepared to make meaningful contributions to society as ethical, adaptable, and knowledgeable professionals.

## QUALIFICATION DESCRIPTORS FOR BA ECONOMICS PROGRAM

The Graduate Attributes for the Bachelor of Arts in Economics program are designed to provide students with a comprehensive skill set and knowledge base, relevant to the evolving intersection of commerce and technology. The following ten attributes have been identified as most essential:

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<b>PROGRAMME OUTCOME : BA ECONOMICS PROGRAMME</b>	
PO1	<b>Students gain both theoretical and practical knowledge, enabling them to conduct accurate analyses of economic situations</b>
PO2	<b>Students develop an understanding of, and critically assess, the interconnections within and between the economy and society.</b>
PO3	<b>Students cultivate a global perspective while adopting a local approach to address socio-economic challenges.</b>
PO4	<b>Students explore various economic systems and analyze the implications of decisions related to economic policy.</b>
PO5	<b>Students acquire the skills needed to respond effectively to the demands of industry and society.</b>
PO6	<b>Students cultivate the mindset to conduct research on socio-economic issues emerging in their communities.</b>
PO7	<b>Students acquire the analytical and interpretive skills needed to understand socio-political and economic issues.</b>
PO8	<b>Students adopt a scientific approach to analyze socio-political and economic issues using the language of economics.</b>
PO9	<b>Student's analyses economy objectively, interpret the economic events and visualize the economic future of the nation</b>
PO10	<b>Students understand the practical side of international trade and develop interest to choose a career in the economics related sectors.</b>
PO11	<b>Students masters innovative practices in logistics management, export-import procedures and documentation</b>

PSO7	Apply analytical thinking to various economic phenomena, including analysis and evaluation of economic policies, practices, evidences, arguments, claims and beliefs
PSO8	Develop appropriate skills and knowledge to address the real world economic issues in familiar and unfamiliar contexts
PSO9	Formulate appropriate and relevant research questions, develop methodology and tools for data collection, presentation and analysis, and predict cause-effect relationships to deal with problems and situations to be solved through innovative practices

**MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS  
IN THE THREE-YEAR PROGRAMME IN CUFYUGP**

Sl. No	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern -ship	Total Credits	Example
		Each course has 4 credits		Each course has 3 credits			
1	Single Major (A)	68  (17 courses)	24  (6 courses)	39  (13 courses)	2	133	Major: Economics + six courses in different disciplines in different combinations
2	Major (A) with Multiple Disciplines (B, C)	68  (17 courses)	12 + 12  (3 + 3 = 6 courses)	39  (13 courses)	2	133	Major: Economics + History and Political Science
3	Major (A) with Minor (B)	68  (17 courses)	24  (6 courses)	39  (13 courses)	2	133	Major: Economics Minor: History
4	Major (A) with Vocational Minor (B)	68  (17 courses)	24  (6 courses)	39  (13 courses)	2	133	Major: Economics Minor: Taxation Practices and Procedures
5	Double Major (A, B)	A: 48 (12 courses)  B: 44 (11 courses)	-  The 24 credits in the Minor stream are distributed between the two Majors.  2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be 48 + 20 = 68 (50% of 133)	12 + 18 + 9	2	133	Economics and Mathematics double major

			1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 = 53 (40% of 133)		
Exit with UG Degree / Proceed to Fourth Year with 133 Credits					

## B.A. ECONOMICS HONOURS PROGRAMME

### COURSE STRUCTURE FOR PATHWAYS 1 – 4

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
1	ECO1CJ 101/ ECO1MN 100	Core Course 1 in Major – Principles of Economics	75	5	4	30	70	100
		Minor Course 1	60/ 75	4/ 5	4	30	70	100
		Minor Course 2	60/ 75	4/ 5	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1– English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 – Other than Major	45	3	3	25	50	75
		<b>Total</b>			<b>23/ 25</b>	<b>21</b>		
2	ECO2CJ 102/ ECO2MN 100	Core Course 2 in Major – Budget Analysis	75	5	4	30	70	100
		Minor Course 3	60/ 75	4/ 5	4	30	70	100
		Minor Course 4	60/ 75	4/ 5	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3– English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 2 – Other than Major	45	3	3	25	50	75
		<b>Total</b>			<b>23/ 25</b>	<b>21</b>		

Seme ster	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Inter nal	Exter nal	Total
3	ECO3CJ 201	Core Course 3 in Major – Analytical Tools for Economics – I	60	4	4	30	70	100
	ECO3CJ 202/ ECO3MN 200	Core Course 4 in Major – Evolution of Economic Theories	60	4	4	30	70	100
		Minor Course 5	60/ 75	4/ 5	4	30	70	100
		Minor Course 6	60/ 75	4/ 5	4	30	70	100
		Multi-Disciplinary Course 3 – Kerala Knowledge System	45	3	3	25	50	75
	ENG3FV 108(1B)	Value-Added Course 1 – English	45	3	3	25	50	75
	<b>Total</b>		<b>22/ 24</b>	<b>22</b>			<b>550</b>	
4	ECO4CJ 203	Core Course 5 in Major – Intermediate Microeconomics	60	4	4	30	70	100
	ECO4CJ 204	Core Course 6 in Major – Intermediate Macroeconomics	60	4	4	30	70	100
	ECO4CJ 205	Core Course 7 in Major – Analytical Tools for Economics – II	60	4	4	30	70	100
	ENG4FV 109(1B)	Value-Added Course 2 – English	45	3	3	25	50	75
		Value-Added Course 3 – Additional Language	45	3	3	25	50	75
	ENG4FS 111(1B)	Skill Enhancement Course 1 – English	60	4	3	25	50	75
	<b>Total</b>		<b>22</b>	<b>21</b>			<b>525</b>	
5	ECO5CJ 301	Core Course 8 in Major – Advanced Microeconomics	60	4	4	30	70	100
	ECO5CJ 302	Core Course 9 in Major – International Trade Theories	60	4	4	30	70	100
	ECO5CJ 303	Core Course 10 in Major – Growth Theories in Economics	60	4	4	30	70	100
		Elective Course 1 in Major	60	4	4	30	70	100
		Elective Course 2 in Major	60	4	4	30	70	100
		Skill Enhancement Course 2	45	3	3	25	50	75
	<b>Total</b>		<b>23</b>	<b>23</b>			<b>575</b>	

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
6	ECO6CJ 304/ ECO 8MN304	Core Course 11 in Major – Development Issues in Indian Economy	60	4	4	30	70	100
	ECO6CJ 305/ ECO8MN 305	Core Course 12 in Major – Elementary Econometrics	75	5	4	30	70	100
	ECO6CJ 306/ ECO8MN 306	Core Course 13 in Major – Advanced Macroeconomics	60	4	4	30	70	100
		Elective Course 3 in Major	60	4	4	30	70	100
		Elective Course 4 in Major	60	4	4	30	70	100
	ECO6FS 113	Skill Enhancement Course 3 – Economic Research with R	45	3	3	25	50	75
	ECO6CJ 349	Internship in Major (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		<b>Total</b>		<b>24</b>	<b>25</b>			<b>625</b>
<b>Total Credits for Three Years</b>					<b>133</b>			<b>3325</b>
7	ECO7CJ 401	Core Course 14 in Major – Time Series Econometrics	75	5	4	30	70	100
	ECO7CJ 402	Core Course 15 in Major – Game Theory and Economic Behaviour	75	5	4	30	70	100
	ECO7CJ 403	Core Course 16 in Major – Development Theories and Models	75	5	4	30	70	100
	ECO7CJ 404	Core Course 17 in Major – Balance of Payments and Exchange Market	75	5	4	30	70	100
	ECO7CJ 405	Core Course 18 in Major – Development Issues in Kerala	75	5	4	30	70	100
		<b>Total</b>		<b>25</b>	<b>20</b>			<b>500</b>
8	ECO8CJ 406 / ECO8MN 406	Core Course 19 in Major – Macroeconomic Models and Measurement	75	5	4	30	70	100

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
	ECO8CJ 407 / ECO8MN 407	Core Course 20 in Major – Applied Microeconomics and Evaluation	60	4	4	30	70	100
	ECO8CJ 408 / ECO8MN 408	Core Course 21 in Major – Heterodox Economics	60	4	4	30	70	100
OR (instead of Core Courses 19 – 21 in Major)								
	ECO8CJ 449	Project (in Honours programme)	360*	13*	12	90	210	300
	ECO8CJ 499	Research Project (in Honours with Research programme)	360*	13*	12	90	210	300
		Elective Course 5 in Major / Minor Course 7	60	4	4	30	70	100
		Elective Course 6 in Major / Minor Course 8	60	4	4	30	70	100
		Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline	60	4	4	30	70	100
OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme)								
	ECO8CJ 489 (1)/ ECO8CJ 489 (2)	Methods for Quantitative Research in Economics/ Methods for Qualitative Research in Economics	60	4	4	30	70	100
		<b>Total</b>		<b>25</b>	<b>24</b>			<b>600</b>
<b>Total Credits for Four Years</b>					<b>177</b>			<b>4425</b>

\* The teacher should have 13 hrs/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours programme and Honours with Research programme, while each student should have 24 hrs/week of engagement in the Project work. Total hours are given based on the student's engagement.

### CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

- |                     |                                    |
|---------------------|------------------------------------|
| 1. Single Major     | 2. Major with Multiple Disciplines |
| 3. Major with Minor | 4. Major with Vocational Minor     |

Semester	Major Courses	Minor Courses	General Foundation Courses	Internship/ Project	Total
1	4	4 + 4	3 + 3 + 3	-	21
2	4	4 + 4	3 + 3 + 3	-	21
3	4 + 4	4 + 4	3 + 3	-	22
4	4 + 4 + 4	-	3 + 3 + 3	-	21
5	4 + 4 + 4 + 4 + 4	-	3	-	23
6	4 + 4 + 4 + 4 + 4	-	3	2	25
<b>Total for Three Years</b>	<b>68</b>	<b>24</b>	<b>39</b>	<b>2</b>	<b>133</b>
7	4 + 4 + 4 + 4 + 4	-	-	-	20
8	4 + 4 + 4	4 + 4 + 4	-	12*	24
* Instead of three Major courses					
<b>Total for Four Years</b>	<b>88 + 12 = 100</b>	<b>36</b>	<b>39</b>	<b>2</b>	<b>177</b>

### DISTRIBUTION OF MAJOR COURSES IN ECONOMICS FOR PATHWAYS 1 – 4

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

Semester	Course Code	Course Title	Hours/ Week	Credits
1	ECO1CJ 101 / ECO1MN 100	Core Course 1 in Major – Principles of Economics	5	4
2	ECO2CJ 102 / ECO2MN 100	Core Course 2 in Major – Budget Analysis	5	4
3	ECO3CJ 201	Core Course 3 in Major – Analytical Tools for Economics – I	4	4
	ECO3CJ 202 / ECO3MN 200	Core Course 4 in Major – Evolution of Economic Theories	4	4

4	ECO4CJ 203	Core Course 5 in Major – Intermediate Microeconomics	4	4
	ECO4CJ 204	Core Course 6 in Major – Intermediate Macroeconomics	4	4
	ECO4CJ 205	Core Course 7 in Major – Analytical Tools for Economics – II	4	4
5	ECO5CJ 301	Core Course 8 in Major – Advanced Microeconomics	4	4
	ECO5CJ 302	Core Course 9 in Major – International Trade Theories	4	4
	ECO5CJ 303	Core Course 10 in Major – Growth Theories in Economics	4	4
		Elective Course 1 in Major	4	4
		Elective Course 2 in Major	4	4
6	ECO6CJ 304 / ECO8MN 304	Core Course 11 in Major – Development Issues in Indian Economy	4	4
	ECO6CJ 305 / ECO8MN 305	Core Course 12 in Major – Elementary Econometrics	5	4
	ECO6CJ 306 / ECO8MN 306	Core Course 13 in Major – Advanced Macroeconomics	4	4
		Elective Course 3 in Major	4	4
		Elective Course 4 in Major	4	4
	ECO6CJ 349	Internship in Major	-	2
	<b>Total for the Three Years</b>			
7	ECO7CJ 401	Core Course 14 in Major – Time Series Econometrics	5	4
	ECO7CJ 402	Core Course 15 in Major – Game Theory and Economic Behaviour	5	4
	ECO7CJ 403	Core Course 16 in Major – Development Theories and Models	5	4
	ECO7CJ 404	Core Course 17 in Major – Balance of Payments and Exchange Market	5	4
	ECO7CJ 405	Core Course 18 in Major – Development Issues in Kerala	5	4

<b>8</b>	ECO8CJ 406 / ECO8MN 406	Core Course 19 in Major – Macroeconomic Models and Measurement	5	4
	ECO8CJ 407 / ECO8MN 407	Core Course 20 in Major – Applied Microeconomics and Evaluation	4	4
	ECO8CJ 408 / ECO8MN 408	Core Course 21 in Major – Heterodox Economics	4	4
	OR (instead of Core Courses 19 – 21 in Major)			
	ECO8CJ 449	Project (in Honours programme)	13	12
	ECO8CJ 499	Project (in Honours with Research programme)	13	12
		Elective Course 5 in Major	4	4
		Elective Course 6 in Major	4	4
		Elective Course 7 in Major	4	4
	OR (instead of Elective course 7 in Major, in Honours with Research programme)			
	ECO8CJ 489 (1)/ ECO8CJ 489 (2)	Methods for Quantitative Research in Economics/ Methods for Qualitative Research in Economics	4	4
<b>Total for the Four Years</b>				<b>114</b>

### ELECTIVE COURSES IN ECONOMICS

Sl. No.	Course Code	Title	Seme ster	Total Hrs	Hrs/ Week	Cre dits	Marks		
							Inte rnal	Exte rnal	Total
1	ECO5EJ 301	Gender Analysis in Economics	5	60	4	4	30	70	100
2	ECO5EJ 302	Environment and Sustainable Development	5	60	4	4	30	70	100
3	ECO5EJ 303	Economic Database Management	5	60	4	4	30	70	100
4	ECO5EJ 304	Economics of Labour Market	5	60	4	4	30	70	100

5	ECO5EJ 305	Health Economics	5	60	4	4	30	70	100
6	ECO5EJ 306	Human Capital and Economic Development	5	60	4	4	30	70	100
7	ECO6EJ 307	Industrial Economics	6	60	4	4	30	70	100
8	ECO6EJ 308	Agricultural Economics	6	60	4	4	30	70	100
9	ECO6EJ 309	Indian Financial Market	6	60	4	4	30	70	100
10	ECO6EJ 310	Demography	6	60	4	4	30	70	100
11	ECO6EJ 311	Basic Methods for Economic Research	6	60	4	4	30	70	100
12	ECO6EJ 312	Economic Geography	6	60	4	4	30	70	100
13	ECO8EJ 401	Social Choice Theory	8	60	4	4	30	70	100
14	ECO8EJ 402	Banking and Insurance	8	60	4	4	30	70	100
15	ECO8EJ 403	Economics of Education	8	60	4	4	30	70	100
16	ECO8EJ 404	Law and Economics	8	60	4	4	30	70	100
17	ECO8EJ 405	Local Level Planning	8	60	4	4	30	70	100
18	ECO8EJ 406	Finance and Technology	8	60	4	4	30	70	100

### **GROUPING OF MINOR COURSES IN ECONOMICS**

*(The minor courses given below should not be offered to students who have taken Economics/Development Economics/Economics with Foreign Trade/Economics with Islamic Finance as the major discipline.)*

(Title of the Minor: **ECONOMICS**)

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks			
								Internal	External	Total	
<b>1</b>			<b>FISCAL POLICY IN PRACTICE</b>								

	1	ECO1MN 101	Fiscal Tools for Policy Formulation	1	60	4	4	30	70	100
	2	ECO2MN 101	Fiscal Policy and Stabilization	2	60	4	4	30	70	100
	3	ECO3MN 201	Tax Policy in India	3	60	4	4	30	70	100
<b>2</b>										
		<b>MONETARY POLICY IN PRACTICE</b>								
	1	ECO1MN 102	Monetary Tools for Policy Formulation	1	60	4	4	30	70	100
	2	ECO2MN 102	Monetary Policy and Stabilization	2	60	4	4	30	70	100
	3	ECO3MN 202	Monetary Policy in India	3	60	4	4	30	70	100
<b>3</b>										
		<b>SECTORAL DYNAMICS IN INDIAN ECONOMY</b>								
	1	ECO1MN 103	Sectoral contributions in Indian Economy	1	60	4	4	30	70	100
	2	ECO2MN 103	Industrial Policies in India	2	60	4	4	30	70	100
	3	ECO3MN 203	Agricultural Development in India	3	60	4	4	30	70	100
<b>4</b>										
		<b>INDIAN ECONOMIC DEVELOPMENT</b>								
	1	ECO1MN 104	Development issues in Indian Economy	1	60	4	4	30	70	100
	2	ECO2MN 104	Trade Policy in India	2	60	4	4	30	70	100
	3	ECO3MN 204	Knowledge Economy in India	3	60	4	4	30	70	100
<b>5</b>										
		<b>FOUNDATIONS OF ECONOMICS</b>								
	1	ECO1MN 105	Microeconomics Foundations	1	60	4	4	30	70	100
	2	ECO2MN 105	Macroeconomics Foundations	2	60	4	4	30	70	100
	3	ECO3MN 205	Foundations of Global Economics	3	60	4	4	30	70	100

## GROUPING OF VOCATIONAL MINOR COURSES IN ECONOMICS

*(The vocational minor courses given below should not be offered to students who have taken Economics/Development Economics/Economics with Foreign Trade/Economics with Islamic Finance as the major discipline)*

(Title of the Vocational Minor: **Economics**)

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
								Internal	External	Total
<b>1</b>	<b>Income Tax Practices</b>									
	1	ECO1VN101	Basics of Income Tax	1	60	4	4	30	70	100
	2	ECO2VN101	Calculation of Income for Taxation	2	60	4	4	30	70	100
	3	ECO3VN201	Income Tax Assessment	3	60	4	4	30	70	100
	4	ECO8VN301	Income Tax Laws, Procedures and Authorities	8	60	4	4	30	70	100
<b>2</b>	<b>GST Practices</b>									
	1	ECO1VN102	Foundations of GST	1	60	4	4	30	70	100
	2	ECO2VN102	GST Compliance	2	60	4	4	30	70	100
	3	ECO3VN202	GST Audit and Investigation Techniques	3	60	4	4	30	70	100
	4	ECO8VN302	Advanced Topics in GST: Anti-Evasion Measures and Case Studies	8	60	4	4	30	70	100

## DISTRIBUTION OF GENERAL FOUNDATION COURSES IN ECONOMICS

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
<b>1</b>	ECO1FM105	Multi-Disciplinary Course 1 – Security Trading Practices	45	3	3	25	50	75

2	ECO2FM 106	Multi-Disciplinary Course 2 – Digital Economy	45	3	3	25	50	75
3	ECO3FV 108	Value-Added Course 1 – Financial Literacy and Personal Finance	45	3	3	25	50	75
4	ECO4FV 110	Value-Added Course 2 – Digital Marketing and E-Commerce Strategies	45	3	3	25	50	75
5	ECO5FS 112	Skill Enhancement Course 2 – Big Data Analysis in Economics	45	3	3	25	50	75
6	ECO6FS 113	Skill Enhancement Course 3 – Economic Research with R	45	3	3	25	50	75

**COURSE STRUCTURE FOR BATCH A1(B2)  
IN PATHWAY 5: DOUBLE MAJOR**

**A1: 68 credits in Economics (Major A)**

**B1: 68 credits in Major B**

**A2: 53 credits in Economics (Major A)**

**B2: 53 credits in Major B**

**The combinations available to the students: (A1 & B2), (B1 & A2)**

*Note: Unless the batch is specified, the course is for all the students of the class*

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
1	ECO1CJ 101 / ECO1MN 100	Core Course 1 in Major Economics – Principles of Economics	75	5	4	30	70	100
	BBB1CJ 101	Core Course 1 in Major B –	60/ 75	4/ 5	4	30	70	100
	ECO1CJ 102 / ECO2CJ 102* / ECO2MN 100*	Core Course 2 in Major Economics – Budget Analysis (for batch A1 only)	75	5	4	30	70	100
	ENG1FA 101(1B)	Ability Enhancement Course 1 – English	60	4	3	25	50	75

		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
	ECO1FM 105	Multi-Disciplinary Course 1 in Economics – Security Trading Practices (for batch A1 only)	45	3	3	25	50	75
		<b>Total</b>		<b>24/ 25</b>	<b>21</b>			<b>525</b>
2	ECO2CJ 101 / ECO3CJ 201*	Core Course 3 in Major Economics – Analytical Tools for Economics – I	60	4	4	30	70	100
	BBB2CJ 101	Core Course 2 in Major B –	60/ 75	4/ 5	4	30	70	100
	BBB2CJ 102 / BBB1CJ 102	Core Course 3 in Major B – (for batch B2 only)	60/ 75	4/ 5	4	30	70	100
	ENG2FA 103(1B)	Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
	ECO2FM 106	Multi-Disciplinary Course 2 in Economics – Digital Economy	45	3	3	25	50	75
		<b>Total</b>		<b>22/24</b>	<b>21</b>			<b>525</b>
3	ECO3CJ 202 / ECO3MN2 00	Core Course 4 in Major Economics – Evolution of Economic Theories	60	4	4	30	70	100
	ECO3CJ 203 / ECO4CJ 203*	Core Course 5 in Major Economics – Intermediate Microeconomics	60	4	4	30	70	100
	BBB3CJ 201	Core Course 4 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3CJ 202	Core Course 5 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 1 in B –	45	3	3	25	50	75
	ECO3FV 108	Value-Added Course 1 in Economics – Financial Literacy and Personal Finance (for batch A1 only)	45	3	3	25	50	75

		<b>Total</b>		<b>22/24</b>	<b>22</b>			<b>550</b>
4	ECO4CJ 204	Core Course 6 in Major Economics – Intermediate Macroeconomics	60	4	4	30	70	100
		Core Course 6 in Major B	60/ 75	4/ 5	4	30	70	100
	ECO4CJ 205	Core Course 7 in Major Economics – Analytical Tools for Economics – II (for batch A1 only)	60	4	4	30	70	100
	ECO4FV 110	Value-Added Course 2 in Economics – Digital Marketing and E-Commerce Strategies	45	3	3	25	50	75
	BBB4FV 110	Value-Added Course 1 in B –	45	3	3	25	50	75
	ECO4FS 112 / ECO5FS 112*	Skill Enhancement Course 1 in Economics – Big Data Analysis in Economics	45	3	3	25	50	75
		<b>Total</b>		<b>21/22</b>	<b>21</b>			<b>525</b>
5	ECO5CJ 302	Core Course 8 in Major Economics – International Trade Theories	60	4	4	30	70	100
		Core Course 7 in Major B –	60/ 75	4/ 5	4	30	70	100
	ECO5CJ 303	Core Course 9 in Major Economics – Growth Theories in Economics (for batch A1 only)	60	4	4	30	70	100
		Elective Course 1 in Major Economics	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
	BBB5FS 112 / BBB4FS 112	Skill Enhancement Course 1 in B	45	3	3	25	50	75
		<b>Total</b>		<b>23/24</b>	<b>23</b>			<b>575</b>
6	ECO6CJ 304 / ECO8MN 304	Core Course 10 in Major Economics – Development Issues in Indian Economy	60	4	4	30	70	100
		Core Course 8 in Major B –	60/ 75	4/ 5	4	30	70	100
	BBB6CJ 305	Core Course 9 in Major B – (for batch B2 only)	60	4	4	30	70	100

		Elective Course 2 in Major Economics	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	ECO6FS 113	Skill Enhancement Course 2 in Economics – Economic Research with R (for batch A1 only)	45	3	3	25	50	75
	ECO6CJ 349	Internship in Major Economics (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		<b>Total</b>		<b>23/24</b>	<b>25</b>			<b>625</b>
<b>Total Credits for Three Years</b>					<b>133</b>			<b>3325</b>
For batch A1(B2), the course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6.								

\* The course code of the same course as used for the pathways 1 – 4

### CREDIT DISTRIBUTION FOR BATCH A1(B2) IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in Economics	General Foundation Courses in Economics	Internship/ Project in Economics	Major Courses in B	General Foundation Courses in B	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	3	-	4 + 4	-	3 + 3	21
3	4 + 4	3	-	4 + 4	3	-	22
4	4 + 4	3 + 3	-	4	3	-	21
5	4 + 4 + 4	-	-	4 + 4	3	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
<b>Total for Three Years</b>	<b>48</b>	<b>18</b>	<b>2</b>	<b>44</b>	<b>9</b>	<b>12</b>	<b>133</b>
		<b>68</b>		<b>53</b>		<b>12</b>	<b>133</b>
	Major Courses in Economics	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
* Instead of three Major courses							

<b>Total for Four Years</b>	<b>88 + 12 = 100</b>	<b>12</b>					<b>177</b>
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**COURSE STRUCTURE FOR BATCH B1(A2)  
IN PATHWAY 5: DOUBLE MAJOR**

**A1: 68 credits in Economics (Major A)**

**B1: 68 credits in Major B**

**A2: 53 credits in Economics (Major A)**

**B2: 53 credits in Major B**

**The combinations available to the students: (A1 & B2), (B1 & A2)**

*Note: Unless the batch is specified, the course is for all the students of the class*

Semester	Course Code	Course Title	Total Hours	Hours/Week	Credits	Marks		
						Internal	External	Total
1	ECO1CJ 101 / ECO1MN 100	Core Course 1 in Major Economics – Principles of Economics	75	5	4	30	70	100
	BBB1CJ 101	Core Course 1 in Major B –	60/ 75	4/ 5	4	30	70	100
	BBB1CJ 102 / BBB2CJ 102	Core Course 2 in Major B – (for batch B1 only)	60/ 75	4/ 5	4	30	70	100
	ENG1F A 101(1B)	Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
	BBB1F M 105	Multi-Disciplinary Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		<b>Total</b>		<b>23/25</b>	<b>21</b>			<b>525</b>
2	ECO2CJ 101 / ECO3CJ 201*	Core Course 2 in Major Economics – Analytical Tools for Economics – I	60	4	4	30	70	100
	BBB2CJ 101	Core Course 3 in Major B –	60/ 75	4/ 5	4	30	70	100

	ECO2CJ 102 / ECO2MN 100	Core Course 3 in Major Economics – Budget Analysis (for batch A2 only)	75	5	4	30	70	100
	ENG2F A 103(1B)	Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
	ECO2FM 106	Multi-Disciplinary Course 1 in Economics – Digital Economy	45	3	3	25	50	75
		<b>Total</b>		<b>23/24</b>	<b>21</b>			<b>525</b>
3	ECO3CJ 202 / ECO3MN 200	Core Course 4 in Major Economics – Evolution of Economic Theories	60	4	4	30	70	100
	ECO3CJ 203 / ECO4CJ 203*	Core Course 5 in Major Economics – Intermediate Microeconomics	60	4	4	30	70	100
	BBB3CJ 201	Core Course 4 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3CJ 202	Core Course 5 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 2 in B –	45	3	3	25	50	75
	BBB3FV 108	Value-Added Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		<b>Total</b>		<b>22/24</b>	<b>22</b>			<b>550</b>
4	ECO4CJ 204	Core Course 6 in Major Economics – Intermediate Macroeconomics	60	4	4	30	70	100
		Core Course 6 in Major B	60/ 75	4/ 5	4	30	70	100
		Core Course 7 in Major B – (for batch B1 only)	60/ 75	4/ 5	4	30	70	100
	ECO4FV 110	Value-Added Course 1 in Economics – Digital Marketing and E-Commerce Strategies	45	3	3	25	50	75

	BBB4F V 110	Value-Added Course 2 in B –	45	3	3	25	50	75
	ECO4FS 112 / ECO5FS 112*	Skill Enhancement Course 1 in Economics – Big Data Analysis in Economics	45	3	3	25	50	75
		<b>Total</b>		<b>21/23</b>	<b>21</b>			<b>525</b>
5	ECO5CJ 301	Core Course 7 in Major Economics – Advanced Microeconomics	60	4	4	30	70	100
		Core Course 8 in Major B –	60/ 75	4/ 5	4	30	70	100
		Core Course 9 in Major B – (for batch B1 only)	60	4	4	30	70	100
		Elective Course 1 in Major Economics	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
	BBB5FS 112 / BBB4FS 112	Skill Enhancement Course 1 in B	45	3	3	25	50	75
		<b>Total</b>		<b>23/24</b>	<b>23</b>			<b>575</b>
6	ECO6CJ 304 / ECO8M N304	Core Course 8 in Major Economics – Development Issues in Indian Economy	60	4	4	30	70	100
		Core Course 10 in Major B –	60/ 75	4/ 5	4	30	70	100
	ECO6CJ 306 / ECO8MN 306	Core Course 9 in Major Economics – Advanced Macroeconomics (for batch A2 only)	60	4	4	30	70	100
		Elective Course 2 in Major Economics	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	BBB6FS 113	Skill Enhancement Course 2 in B – (for batch B1 only)	45	3	3	25	50	75

	BBB6CJ 349	Internship in Major B (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		<b>Total</b>		<b>23/24</b>	<b>25</b>			<b>625</b>
<b>Total Credits for Three Years</b>					<b>133</b>			<b>3325</b>
To continue to study Economics in semesters 7 and 8, batch B1(A2) needs to earn additional 15 credits in Economics to make the total credits of 68. Suppose this condition is achieved, and the student of batch B1(A2) proceeds to the next semesters to study Economics. The course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6, taking into account the number of courses in Economics taken online to earn the additional 15 credits.								

\*The course code of the same course as used for the pathways 1 – 4

### CREDIT DISTRIBUTION FOR BATCH B1(A2) IN PATHWAY 5: DOUBLE MAJOR

Semester	Major Courses in B	General Foundation Courses in B	Internship/ Project in B	Major Courses in Economics	General Foundation Courses in Economics	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	-	-	4 + 4	3	3 + 3	21
3	4 + 4	3 + 3	-	4 + 4	-	-	22
4	4 + 4	3	-	4	3 + 3	-	21
5	4 + 4 + 4	3	-	4 + 4	-	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
<b>Total for Three Years</b>	<b>48</b>	<b>18</b>	<b>2</b>	<b>44</b>	<b>9</b>	<b>12</b>	<b>133</b>
		<b>68</b>		<b>53</b>		<b>12</b>	<b>133</b>
	Major Courses in B	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
* Instead of three Major courses							
<b>Total for Four Years</b>	<b>88 + 12 = 100</b>	<b>12</b>					<b>177</b>

## EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
2. The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical.
  - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
  - In 4-credit courses with 3-credit theory and 1-credit practical components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practical. The practical component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks.
3. All the 3-credit courses (General Foundational Courses) in Economics are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
4. The students can write the external examination in Economics either completely in English or in Malayalam.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module / Practical	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	4-credit course	Theory (4 modules) + Practical	20	10	70	100
3	3-credit course	only theory (5 modules)	5	20	50	75

## 1. MAJOR AND MINOR COURSES

### 1.1. INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory Only		Theory + Practical	
		4 Theory Modules	Open-ended Module	4 Theory Modules	Practical
1	Test paper/ Mid-semester Exam	10	4	5	-
2	Seminar/ Viva/ Quiz	6	4	3	-
3	Assignment	4	2	2	-
Total		20	10	10	20*
		30		30	

\* Refer the table in section 1.2 for the evaluation of practical component

### 1.2. EVALUATION OF PRACTICAL COMPONENT

The evaluation of practical component in Major and Minor courses is completely by internal evaluation.

- Continuous evaluation of practical by the teacher-in-charge shall carry a weightage of 50%.
- The end-semester practical examination and viva-voce, and the evaluation of practical records shall be conducted by the teacher in-charge and an internal examiner appointed by the Department Council.
- The process of continuous evaluation of practical courses shall be completed before 10 days from the commencement of the end-semester examination.
- Those who passed in continuous evaluation alone will be permitted to appear for the end-semester examination and viva-voce.

The scheme of continuous evaluation and the end-semester examination and viva-voce of practical component shall be as given below:

Sl. No.	Evaluation of Practical Component of Credit-1 in a Major / Minor Course	Marks for Practical	Weightage
1	Continuous evaluation of practical/ exercise performed in practical classes by the students	10	50%
2	End-semester examination and viva-voce to be	7	35%

	conducted by teacher-in-charge along with an additional examiner arranged internally by the Department Council		
3	Evaluation of the Practical records submitted for the end semester viva-voce examination by the teacher-in-charge and additional examiner	3	15%
Total Marks		20	

### 1.3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

### PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
Total Marks					70

## 2. INTERNSHIP

- All students should undergo Internship of 2-credits during the first six semesters in a firm, industry or organization, or training in labs with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions.
- Internship can be for enhancing the employability of the student or for developing the research aptitude.
- Internship can involve hands-on training on a particular skill/ equipment/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
- A faculty member/ scientist/ instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

### 2.1. GUIDELINES FOR INTERNSHIP

1. All students shall undergo Internship or Apprenticeship in a firm, industry or organization, or training in labs with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions.

2. For an internship, one credit of Internship means two-hour engagement per week. Accordingly, in a semester of 15 weeks' duration, two credits in this course is equivalent to 60 hours of engagement.
3. The students involved in the internship may continue their internship subject to the condition that his/her academic credits do not get affected in terms of attendance and other assignments. If the need arises, students may also have an opportunity to make use of summer & winter breaks for extending their learning from internships.
4. The internship aims to impart:
  - The students should have an understanding and ability to develop solutions for real-life problems.
  - The students will be made aware of the research ethics, professional accountability, conduct and will be able to practice the research ethics and appropriate skills in his/her own research work.
  - The student will be able to enhance academic productivity by developing writing and reading skills and can make contributions towards social and economic issues.
  - The intern can possess an attitude and skill of adaptability and flexibility for new challenges at organizational and individual level with a mindset of teamwork and collaborations.
  - To increase the likelihood of securing future employment and to explore and clarify carrier goals.
  - To develop a strong work ethics, time management and professionalism in a professional environment.
5. Role of Internship Coordinator
  - An internship coordinator is a teacher, who will be nominated by the Department Council (DC) for monitoring and supervising the student during the internship duration. This person will be nominated at the start of the academic year for each batch.
  - Internship Supervisor from the host institute should monitor the regularity of the intern at his/her workplace. On the completion of internship, the student should submit the project report in the prescribed format along with internship completion certificate issued by Internship Supervisor/authority from host organization. The project report shall be evaluated by faculty member delegated by the department council.
  - Students can choose following organizations and mentor from HEIs/research organizations/registered industries/registered media organizations/ and companies/registered retail service providers/R&D labs and centres. They can also opt

Cooperative Organizations/Banking and nonbanking organizations/Insurance companies/Stock Broking Companies/Microfinance Institutions/Other national and international reputed institutions/libraries in HEIs and registered under library council /NGOs/certified farmers/plantations/local self-governing bodies/ outside India experts working at the international level, Organizations under State Government/Central Government, elected representatives to the parliament/ state assembly. Students can also undertake an internship from national/international reputed institutions through online mode.

#### 6. Guidelines for Internship Report

- The Internship certificate should be certified by the Head of the Institution. It should contain the Name of the Student, Name of the Internship course, Name of the Institute, Type of work done and duration of work (60 hrs).
- Internship Report should contain 3000-5000 words typed in Times New Roman, size 12, 1.5 space, on double sides and neatly soft bound. It should be submitted to the concerned Department before VI Semester university Exam Notification.
- The Internship Report should be in the following structure
  - a) Title page- Title of the Internship, Name and Register Number of the Student, Year, Name of the institute and name of the college and department.
  - b) Declaration
  - c) Certificate signed by the Head of the Institution (Internship Institute)
  - d) Index
  - e) Content Page - Introduction
    - Nature of the work
    - Methodology
    - Outcome of the work
    - Limitations
    - Suggestions

#### 2.2. EVALUATION OF INTERNSHIP

- The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme.
- The credits and marks for the Internship will be awarded only at the end of semester 6.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship	Marks for Internship	Weightage

			2 Credits	
1	Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim Presentation and Viva-voce	5	
3		Punctuality	5	
4	Report of Institute Visit/ Study Tour		5	10%
5	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	
8	Evaluation of the day-to-day records, the report of internship supervisor, and final report submitted for the end semester viva-voce examination before the committee internally constituted by the Department Council		8	15%
Total Marks			50	

### 3. PROJECT

#### 3.1. PROJECT IN HONOURS PROGRAMME

- In Honours programme, the student has the option to do a Project of 12-credits instead of three Core Courses in Major in semester 8.
- The Project can be done in the same institution/ any other higher educational institution (HEI)/ research centre/ training centre.
- The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme.
- A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

#### 3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently-Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time.

- In Honours with Research programme, the student has to do a mandatory Research Project of 12-credits instead of three Core Courses in Major in semester 8.
- The approved research centres of University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum two faculty members with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum five students in Honours with Research stream.
- The maximum intake of the department for Honours with Research programme is fixed by the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.
- If a greater number of eligible students are opting for the Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits.

### **3.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME**

1. Project can be done in topics related to Economics.
2. Project should be done individually.
3. Project work can be of experimental/ theoretical/ analytical in nature.
4. There should be minimum 240 hrs. of engagement from the student in the Project work in Honours programme.
5. There should be minimum 13 hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project(s) in Honours programme and Honours with Research programme.
6. The various steps in project works are the following:
  - Wide review of a topic.
  - Investigation on a problem in systematic way using appropriate techniques.
  - Systematic recording of the work.
  - Reporting the results with interpretation in a standard documented form.
  - Presenting the results before the examiners.

7. A hard copy of the report should be kept for reference at the department. A soft copy of the report should be submitted in pdf format for external evaluation well in advance.
8. It is desirable, but not mandatory, to publish the results of the Project in a peer reviewed journal.
9. The project report shall have declaration from the student and certificate from the research supervisor for originality of the work, stating that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
10. Plagiarism check report has to be incorporated in the project report after the declaration of the student.
11. The project proposal, institution at which the project is being carried out, and the project supervisor should be prior-approved by the Department Council of the college where the student has enrolled for the UG Honours programme.
12. Structure of the Project
  - Cover Page and Front Page
    - a. Title of the project
    - b. Degree for which project is submitted.
    - c. Name of the Candidate & University Register Number
    - d. Name of the College
    - e. Month and year of the project report submission
  - Contents
    - a. Declaration by the student
    - b. Plagiarism check certificate
    - c. Certificate of the supervising teacher countersigned by the head of the department.
    - d. Acknowledgement.
    - e. Table of Contents
    - f. List of Tables
    - g. List of Figures
    - h. Introductory Chapter
    - i. Analysis Chapters
    - j. Concluding Chapter
    - k. Bibliography
    - l. Appendix
  - Contents of the Introductory Chapter
    1. Introduction

2. Review of literature
  3. Research Gap
  4. Statement of the problem
  5. Significance of the study
  6. Scope of the study
  7. Statement of objectives
  8. Hypotheses (optional)
  9. Methodology
    - a. Data sources
    - b. Tools of analysis (quantitative and qualitative)
    - c. Conceptual Framework-Optional (specification of terms and concepts)
  10. Limitations of the study
  11. Chapter outlines.
- Style of Report
1. Report Length: 50 to 70 pages excluding Appendix and Certificates
  2. Alignment: Justify
  3. Font: Times New Roman
  4. Font size: 12
  5. Line spacing: 1.5
  6. Bibliography: APA style

### **3.4. EVALUATION OF PROJECT**

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme as well as that in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research)	Weightage
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva-voce examination conducted by the external examiner	60	20%
Total Marks	300	

#### **INTERNAL EVALUATION OF PROJECT**

Sl. No	Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research)
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Punctuality and Log book	20
4	Scheme/ Organization of Project Report	20
Total Marks		90

#### **EXTERNAL EVALUATION OF PROJECT**

Sl. No	Components of Evaluation of Project	Marks for the Project (Honours/ Honours with Research) 12 credits
1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50

3	Project Report (typed copy), Log Book and References	60
4	Viva-Voce	50
Total Marks		210

#### 4. GENERAL FOUNDATION COURSES

- All the General Foundation Courses (3-credits) in Economics are with only theory component.

##### 4.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in Economics	Internal Marks of a General Foundation Course of 3-credits in Economics	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
Total		20	5
		25	

##### 4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

#### PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
Total Marks					50

#### 5. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

#### **LETTER GRADES AND GRADE POINTS**

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9.49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

#### **5.1. COMPUTATION OF SGPA AND CGPA**

- The following method shall be used to compute the Semester Grade Point Average (SGPA):  
The SGPA equals the product of the number of credits (Ci) with the grade points (Gi) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA (Si)} = \frac{\sum_i (C_i \times G_i)}{\sum_i (C_i)}$$

where Ci is the number of credits of the i<sup>th</sup> course and Gi is the grade point scored by the student in the i<sup>th</sup> course in the given semester. Credit Point of a course is the value obtained by multiplying the credit (Ci) of the course by the grade point (Gi) of the course.

$$SGPA = \frac{\sum \text{of the credit points of all the courses } \in \text{ a semester}}{\text{Total credits } \in \text{ that semester}}$$

#### ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\sum \text{of the credit points of all the courses } \in \text{ six semesters}}{\text{Total credits } \in \text{ six semesters (133)}}$$

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\sum \text{of the credit points of all the courses } \in \text{ eight semesters}}{\text{Total credits } \in \text{ eight semesters (177)}}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Programme	B.A. Economics Honours				
Course Title	<b>PRINCIPLES OF ECONOMICS</b>				
Type of Course	<b>Major</b>				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course explores important principles, basic theories and models, various economic systems and other fundamental aspects of economics.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles of economics and its real-world applications.	U	C	Instructor-created exams / Quiz
CO2	Develop and practice the skill of thinking like an economist.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Help the beginning student master the principles essential for understanding the economizing problem, specific economic issues, and policy alternatives.	U	P	Seminar Presentation / Group Discussion
CO4	Understand and apply the economic perspective and reason accurately and objectively about economic matters.	Ap	C	Instructor-created exams / Home Assignments
CO5	Instil in students a fascination with both the functioning of the economy and the power and breadth of economics	U	F	Writing assignments
CO6	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge to address complex economic challenges in the contemporary world.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
I	<b>Basic Principles of Economics</b>		<b>10</b>	<b>15</b>
	<b>How People Make Decisions</b>			
	1	People Face Trade-Offs	1	
	2	The Cost of Something Is What You Give	1	
	3	Rational People Think at the Margin	1	
	4	People Respond to Incentives	1	
	<b>How People Interact</b>			
	5	Trade Can Make Everyone Better Off	1	
	6	Markets Are Usually a Good Way to Organize Economic Activity	1	
	7	Governments Can Sometimes Improve Market Outcomes	1	
	<b>How the Economy as a Whole Works</b>			
8	A Country's Standard of Living Depends on its Ability to Produce Goods and Services	1		
9	Prices Rise When the Government Prints Too Much Money	1		
10	Society Faces a Short-Run Trade-Off between Inflation and Unemployment	1		
II	<b>Thinking like an Economist</b>		<b>10</b>	<b>15</b>
	11	<b>The Economist as Scientist:</b> The Scientific Method: Observation, Theory, and More Observation, The Role of Assumptions, Economic Models, The Circular-Flow Diagram, The Production Possibilities Frontier, Microeconomics and Macroeconomics;	4	
	12	<b>The Economist as Policy Adviser:</b> Positive versus Normative Analysis, Why Economists' Advice Is Not Always Followed;	3	
	13	<b>Why Economists Disagree:</b> Differences in Scientific Judgments, Differences in Values, Perception versus Reality	3	
III	<b>Limits, Alternatives, and Choices</b>		<b>10</b>	<b>15</b>
	14	<b>The Economic Perspective:</b> Scarcity and Choice, Purposeful Behaviour, Marginal Analysis: Comparing Benefits and Costs	3	
	15	<b>Individual's Economizing Problem</b>	2	
	16	<b>Society's Economizing Problem</b>	2	
	17	<b>Unemployment, Growth, and the Future:</b> A Growing Economy, Present Choices and Future Possibilities, A Qualification: International Trade	3	
IV	<b>The Market System</b>		<b>15</b>	<b>25</b>
	18	<b>Economic Systems:</b> Laissez-Faire Capitalism, The Command System, The Market System	2	
	19	<b>Characteristics of the Market System:</b> Private Property, Freedom of Enterprise and Choice, Self-Interest, Competition, Markets and Prices, Technology and Capital Goods, Specialization, Use of Money, Active but Limited Government	2	
	20	<b>Five Fundamental Questions:</b> What Will Be Produced?	4	

		How Will the Goods and Services Be Produced? Who Will Get the Output? How Will the System Accommodate Change? How Will the System Promote Progress?		
	21	<b>The “Invisible Hand”:</b> The Demise of the Command Systems, The Incentive Problem	3	
	22	<b>How the Market System Deals with Risk:</b> The Profit System, Shielding Employees and Suppliers from Business Risk, Benefits of Restricting Business Risk to Owners	4	
	<b>Open Ended Module</b>		<b>30</b>	
<b>V</b>		<b>Discussion</b> based on different economic systems prevailing in the world		
		<b>Practical Assignments</b> on economic decision making in different economies in the world		
		<b>Seminar</b> on the influence of institutions, regional cooperations, blocks and international cartels on economic policies		

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Mankiw, N. G. (2021). *Principles of Economics*, 9TH EDITION, Cengage Learning. **(Module 1 and Module 2)**
2. Stiglitz, J. E., & Walsh, C. E. (2006). *Economics*. W. W. Norton. **(Module 2)**
3. McConnell, C. R., Brue, S. L., & Flynn, S. M. (2015). *Economics: Principles, Problems, and Policies*. TWENTIETH EDITION, McGraw-Hill Education. **(Module 3 and Module 4)**

#### ADDITIONAL READINGS

1. Team, C., & Press, O. U. (2017). *The economy: Economics for a Changing World*. Oxford University Press, USA.
2. Klein, G., & Bauman, Y. (2010). *The cartoon Introduction to economics: Volume One: Micro-economics*. Macmillan.
3. Sowell, T. (2015). *Basic Economics: A Common Sense Guide to the Economy*, FIFTH EDITION, Basic Books, New York.
4. Wheelan, C. (2010). *Naked Economics: Undressing the Dismal Science (Fully Revised and Updated)*. W. W. Norton & Company.

### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	3	-
CO 2	-	2	2	-	-	-	3	2	-
CO 3	-	3	2	-	1	-	1	1	-
CO 4	-	3	-	-	-	-	-	2	-
CO 5	-	-	-	-	-	-	2	3	-
CO 6	-	3	2	-	-	-	2	2	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	
CO 6			✓	

Programme	B.A. Economics Honours				
Course Title	<b>BUDGET ANALYSIS</b>				
Type of Course	<b>Major</b>				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course explores important concepts, documents and other fundamental aspects of budget process with reference to Central Budget in India.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic concepts and documents of budgeting.	U	C	Instructor-created exams / Quiz
CO2	Develop and practice the skill of interpretation of budget.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Understand the roles and responsibilities of various stakeholders in the budget process.	U	P	Seminar Presentation / Group Discussion
CO4	Appreciate the insights of public finance in the real world	Ap	C	Instructor-created exams / Home Assignments
CO5	Develop critical thinking about policy issues by emphasizing the links between economic analysis and current political issues.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Introduction to the Budget</b>		<b>10</b>	<b>15</b>
	1	<b>Budget:</b> Definition, Budget in India	1	
	2	<b>Features of Budget:</b> Budget is prepared on Cash Basis, Rule of Lapse, Realistic Estimation, Budget to be on Gross/Net Basis, Form of Estimates to correspond to Accounts, Estimates to be on Departmental Basis	3	
	3	<b>Scope of Budget:</b> Budget Estimates, Revised Estimates, Actuals of the year preceding the current year, Consolidated Fund of India, Contingency Fund of India and the Public Account, Revenue account and Capital account	3	
	4	<b>Budget documents:</b> Annual Financial Statement (AFS), Demands for Grants (DG), Finance Bill, Statements mandated under FRBM Act, Expenditure Budget, Receipt Budget, Expenditure Profile	3	
<b>II</b>	<b>Roles and Responsibilities</b>		<b>10</b>	<b>15</b>
	5	<b>Role of Legislature:</b> Role of Parliament, President's Approval, Summary for The President, Summary for The Cabinet	2	
	6	<b>Budget Presentation and Bills:</b> Budget Presentation, General Discussions, Cut-Motions, Guillotine, Appropriation Bill, Finance Bill, Vote on Account	2	
	7	<b>Role of Executive:</b> Role of The Executive in The Budget Process, Role of Ministry of Finance, Role of Budget Division, Department of Expenditure, Administrative Ministries, Financial Advisers	2	
	8	<b>Role of Constitutional Authorities:</b> Controller General of Accounts, Niti Aayog, Finance Commission, Reserve Bank of India, Comptroller and Auditor General of India	2	
	9	<b>Parliamentary Control:</b> Estimates Committee, Department Related Standing Committees, Public Accounts Committee	2	
<b>III</b>	<b>Budget Process</b>		<b>10</b>	<b>15</b>
	10	<b>Budget Circular</b>	1	
	11	<b>Estimates of Receipts:</b> Revenue Receipts, Estimates of Capital Receipts	1	
	12	<b>Estimates of Expenditure:</b> General Guidelines for Preparation of Estimates of Expenditure, Information for Pre-Budget Discussions, Pre-Budget Discussions & Finalization of Provisional Estimates	2	
	13	<b>Provisions for North Eastern Region and Sikkim</b>	1	
	14	<b>Special Instructions for the Composite Demand for Civil 'Pensions':</b> Arrangements for submission of estimates, Compassionate Fund, Central Government Employees' Insurance Scheme	1	
	15	<b>Estimates to be included in Demands for Grants Controlled by Budget Division</b>	1	

	16	<b>Instructions related to allocation for SC/ ST sub-component</b>	1	
	17	<b>Disclosures under FRBM Act:</b> Guarantees given by the Government, Tax Revenues raised but not realized, Arrears of Non -Tax Revenues, Asset Register	2	
<b>IV</b>	<b>Budget Finalization</b>		<b>15</b>	<b>25</b>
	18	<b>Budget Activities</b>	1	
	19	<b>Timelines for Budget Activities</b>	2	
	20	<b>Scrutiny of Statement of Budget Estimates (SBE):</b> Centre's Expenditure, Centrally Sponsored Schemes and other Transfers, Expenditure Type (voted expenditure, charged expenditure, recovery, receipt)	5	
	21	<b>Outcome Budget / Output-Outcome Monitoring Framework (OOMF)</b>	2	
	22	<b>Budget in Parliament:</b> Lok Sabha, Rajya Sabha	5	
<b>V</b>	<b>Open Ended Module</b>		<b>30</b>	
		Analyze the budget allocations for specific sectors (e.g., education, healthcare, infrastructure) over time. Look for trends and changes.		
		Consider how the government's commitment to addressing various issues is reflected in budget allocations		
		Discuss the impact of budget decisions on different groups, regions, and sectors		
		Research the concept of outcome budgeting, which emphasizes efficient resource utilization and fiscal discipline		
		Discuss pressures affecting public sector budgeting, including the quantity of money available and how it's allocated		

**Note:** The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Budget Manual 2022, Ministry of Finance, Government of India (**All modules**)

#### ADDITIONAL READINGS

1. Shim, J. K., & Siegel, J. G. (2008). *Budgeting basics and beyond*. Wiley.
2. Burtt, E. S., Fleming, P. H., Clark, M. B., & Valuation, L. C. O. D. O. F. M. a. R. (1988). *Financial Budget Manual*.

### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	-	2	-	-	-	3	1	-
CO 3	-	-	-	-	-	-	-	3	-
CO 4	-	-	-	-	-	-	3	3	-
CO 5	-	2	-	-	2	-	3	3	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>ANALYTICAL TOOLS FOR ECONOMICS I</b>				
Type of Course	<b>Major</b>				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	Students shall acquire in-depth knowledge and able to explain the concepts of sets, functions, Differentiation, Integration and their applications in Economics.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To Understand the basic concept of set theory and functions	U	C	Instructor-created exams / Quiz
CO2	To Apply differentiation in solving economic problems	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	To apply integration in solving economic problems	U	P	Seminar Presentation / Group Discussion
CO4	To analyse relationship between economic variables mathematically, analyze, optimize and interpret them	An	P	Instructor-created exams / Home Assignments
CO5	To equip the students to identify a problem, investigate to find out relevant facts and find a logical conclusion	Ap	F	Viva Voce/Project
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				





### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	





		Capital and Underdevelopment, The Golden Rule of Accumulation, The Connection Between Interest Rates and Growth Rates		
	22	<b>Limits of Economic Growth:</b> The Oil Price Shocks of the 1970s, Are the World’s Raw Materials Running Out? The “Robber-Booty” Problem and the Hotelling Rule, Is there any Justice for Future Generations?	4	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		<b>Discussion</b> based on reports about economic problems such as high unemployment or rising government debt.		
		<b>Practical Assignments</b> to trace the evolution of major ideas through time		
		<b>Seminar</b> on the influence and value of different writers and their contributions to the development of modern economic thought		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Van Suntum, U. (2005). *The Invisible Hand: Economic Thought Yesterday and Today*. Springer Science & Business Media. **(All modules)**

#### ADDITIONAL READINGS

1. Haney, L. H. 1. (2018). *History of Economic Thought; A critical account of the origin and development of the economic theories of the leading thinkers in the leading nations*. Franklin Classics.
2. Blaug, M. (1997). *Economic theory in retrospect*. Cambridge University Press.
3. Wolff, R. D., & Resnick, S. A. (2012). *Contending economic theories: Neoclassical, Keynesian, and Marxian*. MIT Press.
4. Buchholz, T. G. (2007). *New Ideas from Dead Economists: An Introduction to Modern Economic Thought*. Penguin.

**MAPPING OF COs WITH PSOs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	2	-	-	2	-
CO 2	3	-	-	-	-	-	-	-	-
CO 3	-	-	1	-	-	-	3	-	-
CO 4	-	-	-	2	-	-	3	-	-
CO 5	-	-	2	2	-	-	-	3	-

**CORRELATION LEVELS:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓		





		Profit Maximisation in the Short Run and Long Run.		
	15	Cost Minimisation - Returns to Scale and the Cost Function	5	
	16	Cobb Douglas Production Function	2	
<b>IV</b>	<b>The Analysis of Competitive Markets</b>		<b>12</b>	<b>18</b>
	17	Short run and long run Equilibrium in perfectly competitive firm and industry	3	
	18	Monopoly – linear demand curve – Mark up pricing – Inefficiency of monopoly-Dead Weight Loss-	2	
	19	Price Discrimination-bundling-Two-part tariffs	2	
	20	Monopolistic Competition-Product differentiation-selling cost	2	
	21	Oligopoly-collusive versus non collusive oligopoly-	2	
	22	Kinked demand curve model.	1	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		Discussion based on different market structures in the world		
		Seminars to analyse changing equilibrium conditions under different market structures.		
		Practical Assignments to compare and relate market of different products with different market structures.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.



**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>INTERMEDIATE MACROECONOMICS</b>				
Type of Course	<b>Major</b>				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 100 – 199 level				
Course Summary	This course explores important concepts, basic theories and models and other fundamental macro aspects of economics.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the important concepts of economics and its real-world applications.	U	C	Instructor-created exams / Quiz
CO2	Develop and practice the skill of thinking like an economist.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Help the student master the macroeconomic aspects essential for understanding the economic climate, specific economic issues, and policy alternatives.	U	P	Seminar Presentation / Group Discussion
CO4	Understand and apply the macroeconomic perspective and reason accurately and objectively about economic matters.	Ap	C	Instructor-created exams / Home Assignments
CO5	To make the students curious about the functioning of the economy and the power and breadth of economics	U	F	Writing assignments
CO6	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge to address complex economic challenges in the contemporary world.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				















Programme	B.A. Economics Honours				
Course Title	<b>ADVANCED MICROECONOMICS</b>				
Type of Course	<b>Major</b>				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course focuses on market on factor inputs, various aspects of general equilibrium and economic efficiency, the behaviour of consumers under uncertain conditions and basic concepts of behavioural economics.				

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	

### **COURSE OUTCOMES (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
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CO1	To understand the fundamental methods and theories of microeconomics	U	C	Instructor-created exams / Practical Assignment
CO2	Understand the functioning of factor markets.	U	C	Writing assignments / Quiz
CO3	To analyze the concept of general equilibrium and welfare analysis.	An	P	Observation of Practical Skills / Group Discussion
CO4	Apply microeconomic concepts to analyse real-life economic situations.	Ap	P	Observation of Practical Skills / Home Assignments
CO5	To evaluate consumer behaviour under uncertain conditions	E	P	Group Discussion / Instructor-created exams
CO6	Develop microeconomic models to evaluate real-world microeconomic phenomena and issues.	C	M	Practical Assignment Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### DETAILED SYLLABUS:

Module	Unit	Content	Hrs:	Marks
<b>I</b>	<b>MARKET FOR FACTOR INPUTS</b>		<b>13</b>	<b>18</b>
	1	Competitive Factor Markets - Demand for a Factor input with a single variable input	3	
	2	Demand for a Factor input with a several variable inputs	3	
	3	Supply of inputs - Equilibrium	3	
	4	Factor markets with Monopoly Power	2	
	5	Factor markets with Monopsony Power	2	
<b>II</b>	<b>GENERAL EQUILIBRIUM AND ECONOMIC EFFICIENCY</b>		<b>15</b>	<b>20</b>
	6	Efficiency in Exchange - The Advantages of trade	2	



## ADDITIONAL READINGS

1. Dominick Salvatore (2013): Microeconomics: Theory and Applications- 5thEdition, Oxford
2. A Koutsoyiannis (1979): Modern Microeconomics- 2ndEdition, Macmillan
3. Gregory Mankiw (2006) Principles of Microeconomics, (Paperback) South Western
4. Robert Y Awh (1976): Microeconomics: Theory and Applications- John Wiley & Sons.
5. Watson and Getz (2004): Price Theory and its Uses- 5thEdition, AITBS Publishers and Distributors.

## MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	3	1	-	1	-	-	1	1	-
<b>CO 3</b>	3	2	-	1	-	-	1	1	-
<b>CO 4</b>	-	3	2	1	1	-	1	2	2
<b>CO 5</b>	2	1	-	1	-	-	2	2	2
<b>CO 6</b>	-	2	2	2	2	-	3	2	2









### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5		✓	✓	















### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Field work and project report (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Field work- project	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	
CO 6			✓	







### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	✓
CO 6			✓	

Programme	B.A. Economics Honours				
Course Title	<b>ADVANCED MACROECONOMICS</b>				
Type of Course	<b>Major</b>				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Intermediate Macroeconomics course of 200 – 299 level				
Course Summary	This course explores important concepts, theories, models and other fundamental macro aspects of economics.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the important concepts of economics and its real-world applications.	U	C	Instructor-created exams / Quiz
CO2	Develop and practice the skill of thinking like an economist.	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Help the student master the macroeconomic aspects essential for understanding the economic climate, specific economic issues, and policy alternatives.	AN	P	Seminar Presentation / Group Discussion
CO4	Apply the macroeconomic perspectives and reason accurately and objectively about economic matters.	EV	C	Instructor-created exams / Home Assignments
CO5	To make the students curious about the functioning of the economy and the power and breadth of economics	C	F	Writing assignments
CO6	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge to address complex economic challenges in the contemporary world.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

































### ASSESSMENT RUBRICS:

1. Quiz / Assignment/ Viva Voce/ Discussion / Seminar
2. Internal Exam
3. Practical Assignments (20%)
4. Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>	✓	✓	✓	







**CORRELATION LEVELS:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓		







### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	













**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>	✓	✓		✓
<b>CO 6</b>		✓	✓	

















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*Elective Courses in Economics*

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### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	
CO 6			✓	













### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>HEALTH ECONOMICS</b>				
Type of Course	<b>Elective</b>				
Semester	V				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	Microeconomics course of 200 – 299 level				
Course Summary	This course seeks basic information about health economics, supply and demand for health care, Health Insurance and Economic Evaluation of Health Interventions.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic concepts of health economics.	F	C	Instructor-created exams / Quiz
CO2	Comparison of determinants of demand and supply of health care.	An	P	Practical Assignment
CO3	Able to evaluate proper health insurance policies	Ap	F	Seminar Presentation / Group Discussion
CO4	<b>Able to</b> track down emerging health interventions in the international, national and state level	Ap	C	Instructor-created exams / Home Assignments
CO5	Create the opportunity to develop awareness regarding health care around us	E	M	Viva
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
I	<b>INTRODUCTION TO HEALTH ECONOMICS</b>		<b>12</b>	<b>19</b>
	1	Definition and scope of health economics	1	
	2	Significance of Health Economics	1	
	3	Essential features of health economics	1	
	4	health indicators-mortality, morbidity, birth rate, death rate, IMR, CMR, MMR, Disability Adjusted Life year (DALY), Quality Adjusted Life Year (QUALY)	5	
	5	Sex ratio	1	
	6	Value of life; Determinants of good health	1	
	7	Measurement of health status.	2	
II	<b>SUPPLY AND DEMAND FOR HEALTH CARE</b>		<b>15</b>	<b>23</b>
	8	Demand and Supply of health care	1	
	9	Characteristics of demand and supply of health	1	
	10	Demand for health and demand for medical care.	3	
	11	Nature of demand for health- Determinants of demand for health	2	
	12	Supplier induced demand; health as a form of capital.	3	
	13	Supply of health care-Determinants of supply of health care	2	
	14	Pricing of health care.	3	
III	<b>MARKET FOR HEALTH INSURANCE</b>		<b>10</b>	<b>14</b>
	15	Economics of health insurance- Demand for health insurance	1	
	16	setting insurance premium	1	
	17	Insurance concepts -Co-payments. Co-insurance rates, deductibles. Method of pricing insurance;	3	
	18	Health insurance challenges: Information asymmetry – Adverse selection -Moral hazard;	3	
	19	Private vs social health insurance.	2	
IV	<b>ECONOMIC EVALUATION OF HEALTH INTERVENTIONS</b>		<b>11</b>	<b>14</b>
	20	Evaluating Health Intervention- Direct and indirect costs of healthcare	2	
	21	Issues in the measurement of cost; Purpose and methods of evaluating a health intervention	4	
	22	Health policy of WHO - National health policy- NRHM- Health as a State subject.	5	
V	<b>Open Ended Module</b>		<b>12</b>	
	1	An overview of the health scenario in India and Kerala		
	2	Indian health care sector; Health Scenario in India and Kerala- issues – Kerala model of health.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. V Ramankutty- A Premier of Health System Economics (2007)

#### ADDITIONAL READINGS:

1. Dewar Dianne M (2010): Essentials of Health Economics, Jones and Bartlett Publishers,
2. Feldestein Paul J (1999): Health Economics, Albany, NY: Delmar Publication Learning
3. Getzen Thomas E (2013) : Health Economics and Financing, Wiley
4. Park K (2011): Preventive Medicine, Banarsidas Bhanot Publications, Jabalpur.
5. Phelps Charls E (2016): Health Economics, Routledge, New York Dewar M Diane :Essential of Health Economics
6. Santre E Rexford and Neun Stephen : Health Economics: Theory, Insights and Industry Studies, South Western Cengage Learning
7. V Ramankutty- A Premier of Health System Economics (2007)
8. Kannan K P,et al (1991)- Health Development in Rural Kerala-(KSSP,Thiruvanthapuram).
9. Henderson J W- Health Economics and Policy -Thomson Learning.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO 8	PSO 9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	3	-	2	-	-	2	-	-
CO 3		2	-	2	-		-	2	-
CO 4	-	3	2	3	-	2	3	3	2
CO 5	3	-	-	-	-	2	2	1	1

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>HUMAN CAPITAL AND ECONOMIC DEVELOPMENT</b>				
Type of Course	<b>Elective</b>				
Semester	V				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Course on Intermediate Economics of level 200 - 299				
Course Summary	This course explores the intersection between development economics and the economics of human capital				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the relationship between human capital and economic development	U	C	Instructor-created exams / Quiz
CO 2	Analyze the various theories of human capital and economic development	An	P	Practical Assignment
CO 3	Evaluate the different theoretical models	Ap	F	Seminar Presentation / Group Discussion
CO 4	Apply the theoretical models to real situations	Ap	C	Instructor-created exams / Home Assignments
CO 5	Create empirical research models	C	P	Viva
CO 6				
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Introduction</b>		<b>10</b>	<b>15</b>
	1	Human Capital : Definition and Concepts	2	
	2	Relation between Human Capital and Economic Development	2	
	3	Measurement of Human Development	2	
	4	HDI and India	2	
	5	Problems of Human Capital Formation	2	
<b>II</b>	<b>Theoretical Aspects</b>		<b>12</b>	<b>20</b>
	6	Solow Model and Effective Capital	2	
	7	Convergence Hypothesis	2	
	8	Solow Residual	2	
	9	Research on Human Capital and Economic Growth	3	
	10	India's Experience	3	
<b>III</b>	<b>Advanced theories</b>		<b>12</b>	<b>20</b>
	11	Theoretical models on Human capital and Economic Growth	3	
	12	Human Capital formation	2	
	13	Endogenous growth models	2	
	14	Multiple equilibrium and Non-linearity in Human Capital and Economic growth	3	
	15	Overlapping Generations model- Paul Samuelson & Peter Diamond	2	
<b>IV</b>	<b>Empirical Aspects</b>		<b>14</b>	<b>15</b>
	16	The Empirics	2	
	17	Linear and Non-linear Specifications	2	
	18	Non-parametric method and their application	2	
	19	Migration and regional economic growth	3	
	20	Demographic characteristics and economic growth	2	
	21	Economic Policy and Human capital	2	
	22	Human Capital and Development experiences of Kerala	1	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		Assignments, Empirical studies, Problem Discussion		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Andreas Savvides and Thanasis Stengos: Human Capital and Economic Growth:Stanford University Press 2009
2. A . P Thirlwall: Growth and Development
3. Michael P Todaro and Stephen C Smith:Economic Development

#### 4. N Gregory Mankiw: Macro Economics

##### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	-	-	-	2	-	-
CO 2	-	-	-	2	-	-	2
CO 3	-	2	-	2	-	-	3
CO 4	-	2	-	1	1	-	3
CO 5	-	2	-	1	-	2	3

##### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

##### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

##### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>INDUSTRIAL ECONOMICS</b>				
Type of Course	<b>Elective</b>				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics course of 200 – 299 level				
Course Summary	This course is designed to explore the basic concepts, nature and scope, theories and practices of industrial economics in a cogent and analytical manner particularly in the Indian context.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Identify the basic concepts and scope of Industrial Economics	U	C	Instructor-created exams / Quiz
CO 2	Analyse the different forms of organisation and its motives	An	C	Instructor-created exams /Practical Assignment
CO 3	Examine the general determinants and approaches of industrial location and explore the motives of mergers and acquisition	An	C	Instructor-created exams/ Seminar Presentation / Group Discussion/
CO 4	Evaluate the major source of industrial finance, financial statements, Ratio analysis and break-even analysis procedures in the Indian context.	E	p	Instructor-created exams / Home Assignments/ Practical Assignment
CO 5	Analyse basic investment decisions on the basis of project evaluation methods and cost benefit analysis	An	p	Instructor Created exams/Practical Assignment /Writing assignments
CO 6	Access industrial practices prevailing in India on the basis of Industrial policy 1991, Labour rules, Industry innovations, Special economic zone, Ratio analysis and break-even point calculation etc	Ap	P	Debate/panel discussion/ survey /Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Basics and Scope of Industrial Economics</b>		<b>12</b>	<b>15</b>
	1	Nature and Scope of Industrial Economics	1	
	2	The organizational form and alternative motives of the firm	3	
	3	The concept of Production function and optimal input	3	
	4	Efficiency and Size of the firm	3	
	5	The effect of Firm size on other performance indicators and conduct	2	
<b>II</b>	<b>Industrial Location Analysis</b>		<b>12</b>	<b>15</b>
	6	The General determinants of industrial location	1	
	7	Geographical approaches to industrial location	3	
	8	Economic theories of industrial location	4	
	9	Operational approaches to industrial location	1	
	10	Industrial location trends in India	1	
	11	Concepts and motives for industrial diversification, vertical integration and mergers	2	
<b>III</b>	<b>Industrial Finance and Accounting</b>		<b>12</b>	<b>20</b>
	12	Types of finance and Sources of Industrial Finance (internal and external)	2	
	13	Contribution of various sources of finance in Indian Situation	2	
	14	Basic accounting procedure and financial statements (balance sheet and Profit & Loss account only)	3	
	15	Assessment of Financial soundness and Ratio analysis	3	
	16	Breakeven analysis and its application in financial management	2	
<b>IV</b>	<b>Investment Decisions</b>		<b>12</b>	<b>20</b>
	17	Nature and types of Investment decisions	1	
	18	Preparation of time profile of a project	2	
	19	Methods of project evaluation	4	
	20	Ranking of projects: NPV vs IRR	1	
	21	Risk and uncertainties in project proposal	2	
	22	Appraisal of public projects: social cost benefit analysis	2	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	1	Conduct Student-led seminar on New Industrial policy 1991		
	2	Organize discussion on Industry and Innovation (Startup, Unicorn etc.		
	3	Conduct financial ratio analysis and breakeven analysis of selected companies		
	4	Organize a quiz competition on Labour rules in India		
	5	Panel discussion on Special Economic Zones: Progress and problems		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Barthwal, R.R (2018), *Industrial Economics*, 3<sup>RD</sup> Revised Edition, New Age International (p) Limited, New Delhi (Module 1,2,3,4&5)
2. Prasanna Chandra (1995), *Financial Management-Theory and Practice-* Tata McGraw Hill, New Delhi (Module 3&4)

**ADDITIONAL READINGS**

1. Hay D A and Morns D J (1979), *Industrial Economics: Theory and Evidence*, Oxford university Press
2. Roger Clarke (1985) *Industrial Economics*, Basil Blackwell, New York.
3. Smith D M (1971) *Industrial Location: An Economic and Geographic Analysis-* John Wiley, New York.
4. Francis Cherunilam (1994), *Industrial Economics: Indian Perspective*, Himalaya Publishing House, Mumbai.
5. Uma Kapila (2003), *Understanding the problems of Indian Economy*, Academic Foundation, New Delhi.
6. CDS: Balakrishnan P and Pushpangadan K (1994) Total Factor Productivity Growth in Indian Manufacturing: A Fresh Look- Working Paper No. 259, Thiruvananthapuram.

**MAPPING OF COs WITH PSOs:**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	1	2	-	2	-	-	-	-	-
<b>CO 3</b>	-	3	-	2	-	-	-	-	-
<b>CO 4</b>	-	-	-	3	-	-	-	2	-
<b>CO 5</b>	-	-	-	2	-	-	2	3	-
<b>CO 6</b>	-	-	-	-	-	-	2	3	

**CORRELATION LEVELS:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Debate/ Discussion / Seminar/Survey
- Internal Exam
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>	✓	✓	✓	✓
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>AGRICULTURAL ECONOMICS</b>				
Type of Course	<b>Elective</b>				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics Course of 200 – 299 level				
Course Summary	This course provides an overview of the role of agriculture in the economic development, Economics of agricultural production, Pricing of agricultural products and the features associated to agricultural productivity and Marketing.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the basic concepts and models of agricultural economics related to the economic development of a country	U	C	Instructor-created exams / Quiz/ Assignments
CO 2	Analyse the theoretical foundations and optimization strategies of economics of agricultural production	An	C	Instructor-created exams /Practical Assignment
CO 3	Evaluate the behaviour of demand, supply and agricultural product price and judge the relevance of government intervention in the price fixation	E	C	Instructor-created exams /Seminar Presentation / Group Discussion
CO 4	Demonstrate the structure and techniques of agriculture marketing in Indian context	An	C	Instructor-created exams / Home Assignments
CO 5	Analyse the major issues related to Indian agriculture and suggest new policies to overcome the issues associated with the Indian agriculture.	An	P	Writing assignments/ Survey / Seminar/ presentation/ Group Discussion

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Introduction to Agricultural Economics</b>		<b>12</b>	<b>20</b>
	1	Meaning, Nature and Scope of Agricultural Economics.	2	
	2	Role of agriculture in economic development	1	
	3	Models of agricultural development (Schultz, Lewis, Fei& Ranis, Mellor, and Boserup)	5	
	4	Interdependence between agriculture and industry	1	
	5	Terms of trade between agriculture and industry	1	
	6	Types of farming	2	
<b>II</b>	<b>Economics of Agricultural Production</b>		<b>18</b>	<b>25</b>
	7	Application of production function in Agriculture- Increasing and decreasing production function, Law of variable proportion, and the application of Cobb-Douglas production function in Agriculture	4	
	8	Factor- Product relationship	2	
	9	Factor-Factor relationship	2	
	10	Product-Product relationship	2	
	11	General condition of equilibrium covering all the relationships	2	
	12	Farm budgeting approach	2	
	13	Size of the Farm and Productivity debate	2	
<b>III</b>	<b>Behaviour of Demand, Supply and Agricultural prices</b>		<b>10</b>	<b>15</b>
	15	Instability of agriculture-price instability, income instability, inelastic demand for and supply of agricultural products and measures for reducing instability in agriculture	2	
	16	Different views about supply response in agriculture	2	
	17	Objectives and elements of agricultural price policy	2	
	18	Features of an ideal agricultural price policy	2	
	19	Agricultural price policy in India and the need for revision of agricultural price policy in India	2	
<b>IV</b>	<b>Agricultural Marketing</b>		<b>8</b>	<b>10</b>
	20	Types of agricultural marketing	2	
	21	Efficiency of agricultural marketing and the measures to improve the efficiency of agricultural marketing in India	4	
	22	Measurement of marketable and marketed surplus	2	
<b>V</b>	<b>Open Ended (Arrange any two activities)</b>		<b>12</b>	
	1	Student led seminar on green revolution and ever green revolution		
	2	Discussion on rural unemployment and rural indebtedness		
	3	Assignment on land reforms and its impact on agriculture		
	4	Critically evaluate the role of WTO in Indian agriculture by analysing the reports related to World trade organisation and Indian agriculture		
	5	Organise a debate on Capital formation in Indian Agriculture-Public versus private investment		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22

units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Soni R N (2013), *Leading Issues in Agricultural Economics*, 10<sup>th</sup> Edition, Vishal publishing co. Jalandhar. (Module 1,2,3,4&5)
2. Gupta P K (2018), *Agricultural Economics*, 2<sup>ND</sup> Edition, Vrinda Publications (p)Ltd, Delhi. (Module 1,2,3,4&5)

#### ADDITIONAL READINGS

1. S. Subba Reddy, P. Raghu Ram, T.V. Neelakanta Sastry and I. Bhavani Devi (2012) *Agricultural Economics*, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi
2. S.A.R Bilgrami (2011), *An Introduction to agricultural Economics*, 2<sup>ND</sup> Edition, Himalaya publishing house, Mumbai.
3. Majumdar NA and Kapila Uma (2006), *Indian Agriculture in the New Millennium Changing Perspective and Development Policy*, Vol. I &II, Academic Foundation, New Delhi.
4. Vaidyanathan A (2010), *Agricultural Growth in India: The Role of Technology, Incentives and Institutions*, Oxford University Press, New Delhi.
5. A.N Agrawal (2006), *Indian Economy; Problems of Development and Planning*, 32<sup>ND</sup> Edition, New Age International (p) Ltd. New Delhi.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	1	-	-	-	-	-		
CO 2	1	3	-	1	-	-	1		
CO 3	1	2	-	3	-	-	-		
CO 4	1	3	1	2	-	-	-		
CO 5	1	2	-	3	-	-	3		

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar /Survey
- Internal Exam
- Practical Assignments
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>INDIAN FINANCIAL MARKET</b>				
Type of Course	<b>Elective</b>				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	Basic Economics Course of 200 – 299 level				
Course Summary	This course delves into the functioning and intricacies of financial markets, providing students with a comprehensive understanding of fundamental concepts, financial instruments, market structures, and services.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the basic concepts of financial markets, financial instruments, and financial services.	U	C	Instructor-created exams / Quiz
CO 2	Analyze theories of market efficiency, investment strategies, and risk management.	An	P	Practical Assignment
CO 3	Evaluate the impact of market regulations, financial intermediaries, and technological advancements on financial markets.	E	F	Seminar Presentation / Group Discussion
CO 4	Apply financial theories and concepts to analyze market trends, make investment decisions, and manage financial risks.	Ap	P	Instructor-created exams / Home Assignments
CO 5	Foster critical thinking on financial market reforms, corporate governance, and ethical considerations in finance.	Ap	F	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>An Introduction to Indian Financial System</b>		<b>10</b>	<b>12</b>
	1	Financial System- definitions- functions	1	
	2	Key elements of well-functioning financial system	2	
	3	Formal and Informal financial sectors in India - Structures	2	
	4	Components of Formal Financial Sector in India -	1	
	5	Financial Institutions-	1	
	6	Financial Markets	1	
	7	Financial Instruments - Financial services	1	
	8	Components of Informal financial sector in India	1	
<b>II</b>	<b>Indian Financial System - An Overview</b>		<b>15</b>	<b>24</b>
	9	Phase I - Pre 1951 Organisation	2	
	10	Phase II - 1951 to mid-eighties	3	
	11	Phase III - Post Nineties	2	
	12	Economic Reforms	2	
	13	Financial Sector Reforms	3	
	14	Committees and Recommendations	3	
<b>III</b>	<b>Money Market in India</b>		<b>15</b>	<b>24</b>
	15	Money Market - Definition- Functions	1	
	16	Role of Reserve Bank of India-	2	
	17	Steps to develop Money Market in India	1	
	18	Money Market Instruments - T-Bills, Commercial Papers, Commercial Bills, Certificates of Deposits- Call/Short Notice Money- Collaterised Borrowing and Lending Obligation (CBLO)	5	
	19	Tools for managing liquidity in Indian Money Market- Reserve Requirements, Interest rates, Prime Lending rate, Bank rate, Refinance from RBI, Liquidity Adjustment Facility, Repos	6	
<b>IV</b>	<b>Capital Market in India</b>		<b>8</b>	<b>10</b>
	20	Capital Market - Definition- Functions - Components - Capital Market Instruments - History of Indian Capital Market - Reforms in Indian Capital Market	3	
	21	Primary Market and Secondary Market - Instruments, Methods of raising capital, Role of Stock Exchanges - BSE and NSE, Trading Mechanism in Stock Exchanges	3	
	22	Derivative Market – Instruments	2	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		Discussion: Stock Indices in India and its Calculations		
		Practical Assignments on Leading companies of India		

		and Kerala		
		Seminar on how to participate in Online Trading in Indian Capital Market		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Bharati V Pathak (2011). The Indian Financial System Markets, Institutions and Services Dorling Kindersley (India) Pvt Ltd, Licensees of Pearson Education in South Asia (Module I, II, III, and IV)

#### ADDITIONAL READINGS

1. Borjas, G.J. (2020). Labour Economics. McGraw-Hill.
2. Boeri, T., & Ours, J. (2008). The Economics of Imperfect Labor Markets, Princeton University Press
3. Junankar, P. (2016). Economics of Labour Market. Palgrave.
4. Sapsford, D., & Tzannatos, Z. (1993). The Economics of Labour the Market.
5. Fine, B. (1998). Labour Market Theory: A Constructive Reassessment. Routledge.
6. McConnel, C., Brue, S., & Mac, D. (2017). Contemporary Labour Economics. McGraw-Hill Education
7. State planning Board, Economic Review, Thiruvananthapuram
8. <https://mospi.gov.in/nss-reports>
9. <https://dbie.rbi.org.in/#/dbie/home>

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO 8	PSO 9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	3	3	-	2	1	-	2	-	-
CO 3	-	3	-	2	-	-	-	-	-
CO 4	-	3	1	2	-	-	3	3	-
CO 5	-	3	-	2	-	-	1	3	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>DEMOGRAPHY</b>				
Type of Course	Elective				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics Course of 200 – 299 level				
Course Summary	The course covers the dynamics of population growth, theoretical aspects of population, demographic data sources, empirical and policy implications of demographic issues in a developing country like India.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the basic concepts, theories, policies and data sources of demography	U	C	Instructor-created exams / Quiz
CO 2	Analyse the population dynamics with respect to fertility, mortality, nuptiality, migration and urbanisation	An	p	Instructor-created exams/ Practical Assignment /
CO 3	Examine the age and sex composition of population in developed and less developed countries	E	C	Instructor-created exams/ Seminar Presentation / Observation of Practical Skills
CO 4	Evaluate the effectiveness of India's current population policy in addressing the country's demographic challenges.	E	C	Instructor-created exams / Group Discussion Home Assignments/
CO 5	Equip the students with practical skills needed to interpret contemporary demographic issues and to frame suitable demographic policies	C	P	Writing assignments/Group Discussion/ Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to Demography</b>		<b>12</b>	<b>17</b>
	1	Nature and scope of population studies, population studies and Demography	1	
	2	Interrelation between Population studies and other Disciplines	1	
	3	Development of population studies	2	
	4	Theories of Population Malthusian Theory, Optimum theory of population and theory of demographic transition	4	
	5	Sources of demographic data in India- Census, Civil Registration System, National Sample Survey, Demographic Survey – National Family Health survey (Recent report in detail)	4	
<b>II</b>	<b>Population Dynamics</b>		<b>16</b>	<b>23</b>
	6	Fertility- Meaning, Fecundity and fertility, sterility, Natural fertility, Factors affecting fertility.	2	
	7	Basic measures of Fertility: crude birth rate (CBR), general fertility rate (GFR), child-woman ratio (CWR), Age specific Fertility rate (ASFR), total fertility rate (TFR), gross reproduction rate (GRR), and net reproduction rate (NRR).	2	
	8	Mortality -Meaning; Sources of mortality Data, Factors affecting mortality	2	
	9	Basic measures of mortality: Crude death rate (CDR), Age specific death rate (ASDR), infant mortality rate (IMR), crude mortality rate (CMR), maternal mortality ratio (MMR), Neonatal mortality rate (NMR), standardised death rate (SDR) and Life tables	2	
	10	Nuptiality- Meaning; Concepts- age at marriage, Synthetic and decadal synthetic cohort methods- Mean age at widowhood and divorce- Trends in age at marriage	2	
	11	Migration: General terms and concepts, types of migration, factors affecting migration	3	
	12	Urbanization: concept and measurement, Recent trends in urban population.	3	
<b>III</b>	<b>Age and Sex Composition of population</b>		<b>10</b>	<b>15</b>
	13	Age pyramids: types, concepts of stationary, stable and quasi - stationary population	2	
	14	Patterns of sex and age structure in developed and developing countries	2	
	15	Age and sex structure in India	2	
	16	Benefits and issues associated with Demographic dividend	2	
	17	Ageing of population	2	
<b>IV</b>	<b>Population policy in India</b>		<b>10</b>	<b>15</b>
	18	History of Family planning in India	2	
	19	Family Planning Programme– Organisational structure, approaches to family planning programme implementation, family planning methods and achievements	3	
	20	The child survival and safe motherhood (CSSM) Programme	2	

	21	Reproductive and child health programme (RCH	1	
	22	National Population Policy 2000	2	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	1	construct and interpret life tables based upon the latest population data		
	2	Conduct a ward level population survey to identify the age and sex composition of particular locality		
	3	Student-led seminars on key global demographic trends		
	4	Debate on population growth and sustainable development.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

#### REFERENCE:

1. Asha A. Bhende & Tara Kanitkar (2019). *Principles of Population Studies*. Nineteenth Edition, Himalaya Publishing house, Mumbai (Module 1 ,2, 3 &4)
2. S. N. Agarwala (1997) *India's Population Problems*. Second Edition McGraw-Hill Publishing company Ltd. New Delhi (Module 2,3&4)
3. UNCTAD *Handbook of Statistics 2023*(Module 3, Unit 14)

#### ADDITIONAL READINGS

1. Nancy E Riley & James McCarthy (2003) *Demography in the age of postmodern*. First Edition, Cambridge University Press, UK
2. Srinivasan, K. And A. Shariff (1998), *India: Towards Population and Demographic goals*, Oxford University Press, New Delhi
3. J N Desai M.L Jhingan, B.K Bhatt (2016), 'Demography' Vrinda Publications (P) Ltd
4. Government of India: *Census of India and Related Monographs and Reports*.
5. U.N: *Methods of Measuring Internal Migration- 1979*
6. Bose, A., (1996), *India's Basic Demographic Statistics*, B. Publishing Corporation, New Delhi

### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	2	-	3	2	-	2	-	-
CO 3	-	2	-	3	-	-	2	-	-
CO 4	-	1	-	2	-	-	3	3	-
CO 5	-	3	-	2	-	-	1	3	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

Quiz / Assignment/ Viva Voce/ Discussion / Seminar

- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO 5		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>BASIC METHODS FOR ECONOMIC RESEARCH</b>				
Type of Course	<b>Elective</b>				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics course of 200 – 299 level				
Course Summary	This course seeks basic information about research and its ideas, literature, formation, analysis, interpretation, and presentation.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the historical and philosophical ideas of social research.	U	C	Instructor-created exams / Quiz
CO2	Identification of a research problem and analysis of its cause-and-effect relationship.	An	P	Practical Assignment
CO3	To apply scientific Methods in research.	Ap	F	Seminar Presentation / Group Discussion
CO4	To analyse and interpret data with appropriate tools	Ap	C	Instructor-created exams / Home Assignments
CO5	Create new research tools, concepts, and theories and apply to present world situation.	E	M	Viva
CO6				

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

### DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
I	<b>Fundamentals of Research</b>		<b>11</b>	<b>15</b>
	1	Research- Meaning, Objectives, Importance, characteristics of good research	1	
	2	The relation between theory and research	1	
	3	Research methods v/s Methodology	1	
	4	Types of research– Descriptive v/s Analytical, Applied	4	

		v/s Fundamental, Quantitative v/s Qualitative, Conceptual v/s Empirical		
	5	Scientific and Social research	1	
	6	Special features of social research	1	
	7	Different approaches in social research.	1	
	8	The importance of surveying existing literature in economic research.	1	
<b>II</b>	<b>Research Design</b>		<b>13</b>	<b>20</b>
	9	Research Formulation – Identifying, defining and formulating the research problem	2	
	10	Importance of literature review in defining a problem - Identifying research gap - Development of working hypothesis	4	
	11	Research design – Basic Principles- Need of research design — Features of good research design – Components of Research Design	3	
	12	Methods of Research Design- Exploratory, diagnostic and experimental studies- Deductive and inductive method- Static and dynamic method- Historical and dialectical method- Case study method	3	
	13	Interdisciplinary research.	1	
<b>III</b>	<b>Sources and Collection of Data</b>		<b>9</b>	<b>13</b>
	14	Execution of the research - Observation and Collection of data	1	
	15	Methods of data collection – Primary data and Secondary data	1	
	16	Primary Data - Meaning, sources, merits and demerits, collection of Data - survey method, observation method, Interview method, questionnaires, schedules	5	
	17	Secondary data – Meaning, sources, merits and demerits	1	
	18	Concepts of Universe, Population and sample.	1	
<b>IV</b>	<b>Analysis of Data and Presentation</b>		<b>15</b>	<b>22</b>
	19	Data preparation and preliminary analysis - editing, coding, data entry, exploring, displaying.	5	
	20	Examining data - frequency tables, bar charts, pie charts, histograms, use of percentages	4	
	21	Reporting and report writing	1	
	22	Components – prefatory items, introduction, methodology, findings, conclusions, appendices, bibliography, referencing and footnotes.	5	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	1	Application of statistical tools in economic research		
	2	Develop and present a comprehensive economic research paper.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-

ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. C.R. Kothari, *Research Methodology – Methods and Techniques* (Second revised edition), New Age International Publishers 2010.

**ADDITIONAL READINGS:**

1. Bryman A. (2012). *Social Research Methods*, Oxford University Press
2. Bernard R. (2013). *Social Research Methods: Qualitative and Quantitative Approaches*, Sage
3. Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., 2002. *An introduction to Research Methodology*, RBSA Publishers.
4. Neumann, W. L. (2007). *Basics of Social Research: Qualitative and Quantitative Approaches*. Boston, MA: Pearson Education.
5. Sinha, S.C. and Dhiman, A.K., 2002. *Research Methodology*, Ess Publications. 2 volumes.
6. Trochim, W.M.K., 2005. *Research Methods: the concise knowledge base*, Atomic Dog Publishing.
7. Wadehra, B.L. 2000. *Law relating to patents, trademarks, copyright designs and geographical indications*. Universal Law Publishing.
8. Anthony, M., Graziano, A.M. and Raulin, M.L., 2009. *Research Methods: A Process of Inquiry*, Allyn and Bacon.
9. Coley, S.M. and Scheinberg, C. A., 1990, "Proposal Writing", Sage Publications.
10. Day, R.A., 1992. *How to Write and Publish a Scientific Paper*, Cambridge University Press.
11. Fink, A., 2009. *Conducting Research Literature Reviews: From the Internet to Paper*. Sage Publications
12. Adler, E. S. And Clark, R. (2011). *An Invitation to Social Research*. Belmont, CA: Cengage Learning
13. Cengage Learning
14. Babbie, E. (2008). *Basics of Social Research*. Belmont, CA: Thomson Learning. Ch 1-Human Inquiry and Science (pp. 3-31).

**MAPPING OF COs WITH PSOs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	3	-	2	-	-	2	3	3
CO 3		2	-	2	-		-	2	3
CO 4	-	3	2	3	-	2	3	3	-
CO 5	3	-	-	-	-	2	2	-	3

**CORRELATION LEVELS:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>ECONOMIC GEOGRAPHY</b>				
Type of Course	<b>Elective</b>				
Semester	VI				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics Course of 200 – 299 level				
Course Summary	This course is designed for Economics students interested in understanding the spatial dimensions of economic activities and the impact of geographical factors on economic development. It combines economic theories with a focus on regional disparities, trade patterns, and the role of space in shaping economic outcomes.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To remember the knowledge to key social and economic issues in the context of economic globalisation	R	F	Discussion / Debates
CO2	Understand the basic concepts in Economic Geography	U	C	Instructor-created exams / Quiz
CO3	Analyse and apply key concepts and theoretical approaches in economic geography	An	P	Practical Assignment
CO4	Discuss and critically evaluate these concepts and theoretical approaches	Ap	F	Seminar Presentation / Group Discussion
CO5	Apply these concepts and theoretical approaches to key social and economic issues in the context of economic globalisation	Ap	C	Instructor-created exams / Home Assignments
CO6	Discuss policy options for overcoming inequality and uneven development in the globalising world	E	M	Viva
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>		
<b>I</b>	<b>Space and Economy: Some facts</b>		<b>8</b>	<b>12</b>		
	1	Spatial Inequalities: A Brief Historical Overview	3			
	2	The Space-Economy and the Industrial Revolution	2			
	3	Regional Disparities: When an Ancient Phenomenon Becomes Measurable	3			
<b>II</b>	<b>Space in Economic Thought</b>		<b>21</b>	<b>31</b>		
	4	Economics and Geography: A Puzzling History of Reciprocal Ignorance	3			
	5	Definition of Economic Geography	2			
	6	Nature of Economic Geography	2			
	7	Scope and importance of Economic Geography	2			
	8	Recent trends and approaches in economic geography.	2			
	9	Neo-classical-inspired	2			
	10	Location theory	2			
	11	Marxist-inspired approaches,	2			
	12	Evolutionary and institutionalist inspired approaches,	2			
	13	New economic geography	2			
	<b>III</b>	<b>Economic Activity and Space</b>			<b>6</b>	<b>9</b>
		14	Location of Economic Activity-Agricultural Location theory of Von Thunen.		2	
15		Location of Secondary Activity- Industrial Location Theory of A.Weber and E. Hoover	2			
16		Location of Tertiary Activity-Contribution of Walter Christaller and August Losch.	2			
<b>IV</b>	<b>New Economic Geography (NEG)</b>		<b>13</b>	<b>18</b>		
	17	Emergence of a new global economy -transnational integration and its spatial outcomes.	3			
	18	Core-Periphery Model (Krugman Model)	2			
	19	Baldwin-Forslid Model	2			
	20	Venables Model	2			
	21	Helpman-Krugman Model	2			
	22	Melitz Model	2			
<b>V</b>	<b>Open ended module</b>		<b>12</b>			
		Investigate and analyse economic disparities between two regions using various indicators				

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

## REFERENCE:

1. Coe, N.M., P.F. Kelly and H.W.C. Yeung *Economic Geography: A Contemporary Introduction*. (Oxford: Blackwell, 2007) [ISBN 9781405132190].
2. *Economic Geography: The Integration of Regions and Nations*, Authors: Pierre-Philippe Combes , Jacques-François Thies , Thierry Mayer(2008)

## ADDITIONAL READINGS:

### Books

1. "Geography, Trade and Competition" by Paul Krugman:
2. Introduction to concepts in Economic Geography Sections from the Dictionary of Human Geography
3. Clark, G.L., M.P. Feldman and M.S. Gertler (eds) *The Oxford Handbook of Economic Geography*. (Oxford; New York: Oxford University Press, 2003) [ISBN 9780199250837].
4. Dicken, P. *Global Shift: Mapping the Changing Contours of the World Economy*. (London: Sage, 2007) fifth edition [ISBN 9781593854362].
5. Dicken, P. and P. Lloyd *Location in Space: Theoretical Perspectives in Economic Geography*. (New York: Harper Collins Publishers, 1990) third edition [ISBN 9780060416775].
6. Ellwood, W. *The No-nonsense Guide to Globalization*. (London: Verso, 2001) [ISBN 9781904456445]. Hudson, R. *Economic Geographies: Circuits, Flows and Spaces*. (London: Sage, 2005) [ISBN 9780761948940].
7. Knox, P. and J. Agnew *The Geography of the World Economy*. (London: Arnold; New York: John Wiley and Sons, 2008) fifth edition [ISBN 9780340948354].
8. MacKinnon, D. and A. Cumbers *An Introduction to Economic Geography: Globalization, Uneven Development and Place*. (Harlow: Pearson/Prentice Hall, 2007) [ISBN 9780131293168].
9. Pike, A., A. Rodriguez-Pose and J. Tomaney *Local and Regional Development*. (London and New York: Routledge, 2006) [ISBN 9780415357180].
10. Sheppard, E. and T.J. Barnes (eds) *A Companion to Economic Geography*. (Malden, MA: Blackwell, 2002) [ISBN 9780631235798]. Stiglitz, J. *Globalization and its Discontents*. (London: Penguin, 2002) [ISBN 9780393324396]

### Journals

1. Amin, A. and N. Thrift 'Neo-Marshallian Nodes in Global Networks', *International Journal of Urban and Regional Research* (16) 1992, pp.571–87.
2. Asheim, B. 'Industrial Districts as "Learning Regions": a condition for prosperity', *European Planning Studies* 4(4) 1996, pp.379–400.
3. Beaverstock, J.V., R.G. Smith and P.J. Taylor 'World City Network: A New Metageography?', *Annals of the Association of American Geographers* 90(1) 2000, pp.123–34.
4. Clark, G. 'Money Flows Like Mercury: The Geography of Global Finance', *Geografiska Annaler Vol. 87B* (2) 2005, pp.99–112.
5. Coe, N.M., M. Hess, H.W.C. Yeung, P. Dicken and J. Henderson "'Globalizing" Regional Development: A Global Production Networks Perspective', *Transactions of the Institute of British Geographers* 29(4) 2004, pp.468–84.

6. Graham, S. 'Global Grids of Glass: On Global Cities, Telecommunications and Planetary Urban Networks', *Urban Studies* 36 (5/6) 1999, pp.929–49.
7. Henderson, J., P. Dicken, M. Hess, N. Coe and H.W.C. Yeung 'Global Production Networks and the Analysis of Economic Development', *Review of International Political Economy* 9(3) 2002, pp.436–64.  
Hudson, R. 'The Learning Economy, the Learning Firm and the Learning Region: A Sympathetic Critique of the Limits to Learning', *European Urban and Regional Studies* 6(1) 1999, pp.59–72.
8. James, A. 'Demystifying the Role of Culture in Innovative Regional Economies', *Regional Studies* 39(9) 2005, pp.1197–216.
9. MacKinnon, D., A. Cumbers and K. Chapman 'Learning, Innovation and Regional Development: A Critical Appraisal of Recent Debates', *Progress in Human Geography* 26(3) 2002, pp.293–311. Morgan, K. 'The Learning Region: Institutions, Innovation and Regional Renewal', *Regional Studies* 31(5) 1997, pp.491–503.
10. Smith, A., A. Rainnie, M. Dunford, J. Hardy, R. Hudson and D. Sadler 'Networks of Value, Commodities and Regions: Reworking Divisions of Labour in Macro-regional Economies', *Progress in Human Geography* 26(1) 2002, pp.41–63

**MAPPING OF COs WITH PSOs:**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	-	3	-	2	-	-	2	3	3
<b>CO 3</b>		2	-	2	-		-	2	3
<b>CO 4</b>	-	3	2	3	-	2	3	3	-
<b>CO 5</b>	3	-	-	-	-	2	2	-	3

**CORRELATION LEVELS:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>SOCIAL CHOICE THEORY</b>				
Type of Course	<b>Elective</b>				
Semester	VIII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Course on Microeconomics and Macroeconomics of level 300 – 399				
Course Summary	This course is intended to introduce various topics in social choice theory, which is a formal analysis of general preference aggregation and voting rules.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the historical background and development of social choice theory.	U	F	Discussion / Debates
CO2	To discuss and develop the concepts in social choice theory.	Ap	C	Instructor-created exams / Quiz
CO3	Demonstrate how individual choices in a society can be aggregated and translated into a collective choice	An	P	Practical Assignment
CO4	Discuss and critically evaluate the theories in social choice.	Ap	F	Seminar Presentation / Group Discussion
CO5	Examine how collective decision-making processes influence the well-being of society.	Ap	C	Instructor-created exams / Home Assignments
CO6	Empirical analysis of social choice theory in political decision-making processes.	E	M	Project
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Elements of Social Choice Theory</b>		<b>9</b>	<b>13</b>
	1	Historical Background and development of social choice theory.	3	
	2	A special case with two alternatives- Simple Majority.	2	
	3	May's Theorem	2	
	4	Condorcet winner criterion	2	
<b>II</b>	<b>General Difficulties of Preference Aggregation</b>		<b>20</b>	<b>29</b>
	5	Binary relations	2	
	6	Preference Aggregation rule	2	
	6	Arrow's Theorem	2	
	7	Possibilities of preference aggregation	2	
	8	The liberal paradox	2	
	9	The Gibbard-Satterthwaite theorem	2	
	10	The aggregation of welfare measures or qualitative ratings	2	
	11	Sen's extension of Arrow's framework	2	
	12	The aggregation of judgments	2	
	13	The paradoxes of judgment aggregation	2	
<b>III</b>	<b>Voting Rules</b>		<b>10</b>	<b>15</b>
	14	Majoritarian methods- Sequential majority	2	
	15	Copeland voting rule	2	
	16	Positional Methods- Plurality	2	
	17	Approval Voting	2	
	18	Borda Score Voting rule	2	
<b>IV</b>	<b>LIBERAL PARADOX</b>		<b>9</b>	<b>13</b>
	19	Sen's Liberal Paradox	3	
	20	Gibbard's modification	2	
	21	Escape routes	2	
	22	Game Forms and Liberal Paradox.	2	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
	1	Social choice in political contexts: Parliamentary systems		
	2	Economic implications of voting rules in legislatures Empirical analysis of political decision-making processes		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Handbook of Social Choice and Welfare edited by Kenneth Joseph Arrow, Amartya Sen, Kōtarō Suzumura
2. A.K.Sen (2017), *Collective Choice and Social Welfare*, Expanded Edition, Penguin.
3. A.K. Sen (1983), *Choice, Welfare and Measurement*, OUP.
4. A.K. Sen (1986), *Social Choice Theory in Arrow and Intrilligator* (ed) Handbook of Mathematical Economics, Vol III, North Holland.

**ADDITIONAL READINGS:**

1. Kenneth J. Arrow (1963), *Social Choice and Individual Values*, 2<sup>nd</sup> ed., Wiley.
2. K. Suzumura (1983), *Rational Choice, Collective Decisions and social Welfare*, Cambridge University Press.
3. Wriglesworth (1985), *Libertarian Conflicts in Social Choice*, Cambridge University Press.
4. M. Richter (1966), Revealed Preference Theory,
  - a. *Econometrica*.
5. M. Richter (1967), Rational Choice in Chipman et al. (ed)
  - a. *Preference, Utility and Demand*.
6. Prasanta K. Pattanaik (1994), Some non-welfaristic issues in Welfare Economics in Dutta (ed) *Welfare Economics*, OUP.
7. Gaertner, Pattanaik and Suzumura (1992), Individual Rights Revisited, *Economica*.
8. A. Gibbard (1974), A Pareto Consistent Libertarian Claim,
  - a. *Journal of Economic Theory*.

**MAPPING OF COs WITH PSOs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	3	-	2	-	-	2	3	3
CO 3		2	-	2	-		-	2	3
CO 4	-	3	2	3	-	2	3	3	-
CO 5	3	-	-	-	-	2	2	-	3

**CORRELATION LEVELS:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>BANKING AND INSURANCE</b>				
Type of Course	<b>Elective</b>				
Semester	VIII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics Course of 200 – 299 level				
Course Summary	Students understand the banking and insurance practices. And at the end of the Course student will be able to evaluate banking procedure and also take up job in banks and insurance sector.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of banking and insurance	U	C	Instructor-created exams / Quiz
CO2	Analyze various banking services and insurance policies	Ap	P	Practical Assignment / Observation of Practical Skills
CO3	Evaluate different insurance and banking services	U	P	Seminar Presentation / Group Discussion
CO4	Apply the knowledge in day-to-day banking practices	Ap	C	Instructor-created exams / Home Assignments
CO5	Understand the practical knowledge in banking services	U	F	Writing assignments
CO6	Prepare students to take up jobs in banking and insurance sector	Ap	P	Visiting websites to understand and prepare for the examinations for IPBS and IRDA's insurance agent
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Types of Banks</b>		<b>14</b>	<b>20</b>
	1	Banks- meaning and economic importance	2	
	2	types of banks- Central Bank- Commercial banks- Development banks, Cooperative banks- Structure and functioning	2	
	3	Development financial institutions (IFCI, IDBI, IIBI, SIDBI) - Specialized financial institutions (EXIM Bank-National Housing Bank-NABARD-MUDRA bank)	3	
	4	Specialized investment institutions (Pension funds- Hedge funds- Mutual funds -UTI)-	2	
	5	Non Banking Financial Companies-Investment banks-Merchant banks.	5	
<b>II</b>	<b>Banking Services</b>		<b>10</b>	<b>15</b>
	6	Types of accounts, KYC and Bank account, Loans, Money Transfer, Credit and debit cards, Lockers.	3	
	7	Innovations in Banking Transactions-Mail transfer-Telegraphic transfer-MICR clearing- Automated clearing system-Electronic funds transfer-	2	
	8	Digital payment system- E-banking-Virtual payments systems	1	
	9	Internet banking- Mobile banking and mobile application, Home banking-Tele-banking-Core banking.	1	
	10	Why is Customer Service Important, key areas of customer's services, Customer service strategies in banking sector	2	
	11	Customer feedback and complaints	1	
	<b>III</b>	<b>Banking Sector Reforms in India</b>		
12		Banking sector reforms since 1991- Context, need and objectives-Implementations of the Narsimham Committee recommendations-	2	
13		Issues in banking sector reforms-	1	
14		Priority sector lending-Asset classification	2	
15		Non-performing assets-Capital adequacy norms-	2	
16		Regulation of the banking sector-Board for Financial Supervision-Credit Information Bureau of India Limited (CIBIL)-Banking	2	
17		Ombudsman-SARFAESI Act.	1	
<b>IV</b>	<b>Insurance</b>		<b>14</b>	<b>20</b>
	18	Introduction to insurance: Purpose and need of insurance: Insurance as a social security tool	2	
	19	Insurance and economic development	2	
	20	Fundamental Principles of Insurance, Reinsurance	2	
	21	Types of Insurance: Life Insurance, General Insurance: Marine, Fire, Medical, Health etc.	5	
	22	Actuarial science meaning, Regulatory agencies of insurance in India	3	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		Learn about the legal framework within which banks and insurance companies operate.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Sukhvinder Mishra, Banking law and practices, Sulthan chand publishing, New Delhi
2. Gordon and Natarajan, Banking- theory, law and practices, Himalaya Publishing house, New Delhi
3. M.N Mishra and S.B Mishra, Insurance- Principles and practices, Sulthan chand publishing, New Delhi

#### ADDITIONAL READINGS

1. MH de Kock: Central Banking- Universal Book Stall, New Delhi.
2. Meir Kohn(1996):Financial InstitutionsandMarkets-TataMcGrawHill.
3. Roger LeRoy Miller and DavidVanHoose (1993): Modern Money and Banking-McGraw- Hill International.
4. Mishra M.N: Insurance Principles and practice; S. Chand and co, New Delhi.
5. Insurance principles and practice - Moorthy.A , Margham publications, Chennai
6. Jawed Akhtar and Shabbir Alam: Banking System in India: Reforms and Performance Evaluation- New Century Publications, New Delhi.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	-	-	-	-	-	-
CO 2	-	3	-	1	-	-	2
CO 3	3	-	-	1	-	-	-
CO 4	-	3	1	2	-	-	3
CO 5	3	-	-	-	-	-	2
CO 6	-	2	2	3	3	-	3

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	
CO 6			✓	

Programme	B.A. Economics Honours				
Course Title	<b>ECONOMICS OF EDUCATION</b>				
Type of Course	<b>Elective</b>				
Semester	VIII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Courses of 200 – 299 level				
Course Summary	This course provides an overview of economics of education to lay out the evidence as clearly as possible, note agreements, disagreements, and unresolved points in literature, and to help students develop the tools necessary to draw their own conclusions.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To explore the interrelationship between economics and education in the modern society	U	F	Instructor-created exams / Quiz
CO 2	To examine the demand, supply, costs and benefits of education within the purview of economic development	Ap	P	Practical Assignment / Observation of Practical Skills
CO 3	To understand the economic imperative of manpower planning and human resource development for a country	U	P	Seminar Presentation / Group Discussion
CO 4	To get an overview of the education scenario of both India and Kerala	Ap	P	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Education, Economics and the Modern Society</b>		<b>10</b>	<b>14</b>
	1	Education in the modern world	2	
	2	Socio-economic significance of education	2	
	3	Economists' perception of education	2	
	4	Education as a public/merit good	2	
	5	Economics of education: The subject matter, framework and significance	2	
<b>II</b>	<b>Education and Economic Development</b>		<b>12</b>	<b>18</b>
	6	Education as the prime mover of modern society	2	
	7	Education and economic growth	2	
	8	Indicators of economic and educational development	2	
	9	Stages of economic and educational development	2	
	10	Demand for education and its major determinants	2	
	11	Supply of Education and its major determinants	2	
<b>III</b>	<b>Cost and Benefits of Education</b>		<b>12</b>	<b>18</b>
	12	Education as an investment – Private return and social return	2	
	13	Costs and benefits of education – Direct and indirect social benefits – Cost-benefit analysis of education	4	
	14	Rate of return analysis	2	
	15	Input-output analysis	2	
	16	Wastage and stagnation in education	1	
	17	Educational budgets	1	
<b>IV</b>	<b>Human Capital and Manpower Planning</b>		<b>14</b>	<b>20</b>
	18	Economic imperative of human capital	2	
	19	Human resource development – Process of human resource development – Indicators of human resource development –	5	
	20	Linking education with the economy	2	
	21	Educational planning	2	
	22	Manpower planning – Features and techniques of manpower planning and forecasting	3	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		<b>Discussion</b> based on the primary, secondary, higher secondary and higher education scenario of India and Kerala		
		<b>Practical Assignments</b> on Initiatives for educational development		
		<b>Seminar</b> on the new education policy and its impacts on the national and regional economy		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**REFERENCE:**

1. Chattopadhyay, S. (2012). *Education and Economics: Disciplinary Evolution and Policy Discourse*. OUP India. (All modules)

### ADDITIONAL READINGS

1. Lovenheim, M., & Turner, S. E. (2019). *Economics of education*. Worth.
2. Brewer, D. J., & McEwan, P. J. (2010). *Economics of education*. Elsevier.
3. Rao, D. P. (2010). *Economics of Education and human development in India: Essays in Honour of Prof. K.S. Chalam*.
4. Akinyemi, S. (2013). *The economics of education*. Strategic Book Publishing.
5. Bhat, F. A., & Gull, K. (2018). *An Introductory Economics of Education*.
6. Lok, J. (2022). *Education How brings economic growth*.

### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	1	-	-	-	-	-	3	-	-
CO 2	-	1	-	-	-	-	2	3	-
CO 3	2	-	-	-	-	-	3	1	-
CO 4	-	-	-	1	2	-	-	3	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

Programme	B.A. Economics Honours				
Course Title	<b>LAW AND ECONOMICS</b>				
Type of Course	<b>Elective</b>				
Semester	VIII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Microeconomics course of 200 – 299 level				
Course Summary	This course provides an introductory exposure to law, legal theory and the way legal system functions and how legal process impact on the efficiency of economic activities/transactions				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand how the legal aspect influences the economic behaviour and understand major legal traditions, especially in India.	U	C	Instructor-created exams / Quiz
CO2	Conduct economic analysis of law related to the regulation and enforcement of property rights and contracts.	Ap	P	Practical Assignment /Case Studies in Indian context
CO3	Evaluate relative merits and demerits of various economic analyses of law in property rights and contract law.	U	P	Seminar Presentation / Group Discussion
CO4	Apply economics in the theory of property rights and contract law.	Ap	C	Instructor-created exams / Home Assignments/Cases in the Indian context
CO5	Create alternative cases in property rights and contract law in the Indian context, with the insights gained from the course, which provide better policy insights.	U	F	Writing assignments
CO6	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge to address complex economic challenges in law in the contemporary world.	Ap	P	Viva Voce

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

<b>Module</b>	<b>Unit</b>	<b>COURSE CONTENT</b>	<b>Hours</b>	<b>Marks</b>
<b>I</b>	<b>An Introduction to Law and Economics</b>		<b>12</b>	<b>18</b>
	1	Economic analysis of law	1	
	2	Why should Economists study law?	2	
	3	How to analyze legal and economic issues.	2	
	4	The Primacy of efficiency over distribution in analyzing private law	2	
	5	Efficiency criteria – Pareto, Kaldor-Hicks	2	
	6	Nash Equilibrium, Fairness Criteria.	2	
	7	Markets and efficiency and Market failure	1	
<b>II</b>	<b>An Introduction to Law and Legal Institutions</b>		<b>6</b>	<b>10</b>
	8	The Civil law and the common law traditions.	1	
	9	The institutions of Judicial systems in India –	1	
	10	Legal Principles, and the functioning of Legal system	2	
	11	Economic Theory of Legal Process - Sue - Trial –Appeals – Judiciary - Lawyers’ Profession.	2	
<b>III</b>	<b>Theory of Property Right</b>		<b>15</b>	<b>21</b>
	12	The Nature and Function of Property Rights -	1	
	13	The origin of institution of property - The Legal Concept of Property.	2	
	14	Enforcement of property rights - Bargaining Theory - An Economic Theory of Property –	4	
	15	Property Rights and Coase Theorem	2	
	16	The Public Use of Private Property	2	
	17	Eminent domain and Regulation of Property – Applications.	2	
	18	An Introduction to Intellectual Property Rights (IPRs).	2	
	<b>IV</b>	<b>The Economics of Contract Law</b>		
19		An Introduction to Contracts	1	
20		Complete and Incomplete Contracts - The Elements of Valid and Invalid Contracts.	3	
21		Bargaining theory- Economic Theory of Contract.	6	
22		Contracts and Efficient Exchange - Legal Remedies as Incentives: Applications.	5	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	Various Case Studies in Economics Property Rights – Various Case Studies in Economics of Contract			

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE

1. Cooter, R. and T. Ulen. (2004). Law and Economics, Boston: Pearson Addison Wesley Supplementary Readings.
2. Posner, Richard A. (1998). Economic Analysis of Law. (5th edition) Little Brown, Boston.
3. Seervai H M (1991) Constitutional Law of India, Vol. 1-3 NM Tripathi.

#### ADDITIONAL READINGS

1. Melvin Aron Eisenberg, The Nature of the Common Law (1989). Harvard University Press, Cambridge.
2. BarzelYoran, The Economics of Property Rights (1988). Cambridge University Press.
3. Steven Shavell (2004) “Foundations of Economic Analysis of Law, Harvard University Press: Cambridge MA.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO1	3	-	-	-	-	-	-	-	-
CO2	-	3	-	1	-	-	2	-	-
CO3	3	-	-	1	-	-	-	-	-
CO4	-	3	1	2	-	-	3	-	-
CO5	3	-	-	-	-	-	2	-	-
CO6	-	2	2	3	3	-	3	-	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>LOCAL LEVEL PLANNING</b>				
Type of Course	<b>Elective</b>				
Semester	VIII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics course of level 200 – 299				
Course Summary	This course explores the importance of Panchayati Raj Institutions, the process of decentralization and the concept of project appraisal as well as the components and theories of local economic development.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand various local government institutions	U	C	Instructor-created exams / Quiz
CO 2	Analyse the role of decentralization process	An	P	Practical Assignment
CO 3	Evaluate various local development models	Ap	F	Seminar Presentation / Group Discussion
CO 4	Apply the theoretical knowledge to current project appraisal of various kinds	Ap	C	Instructor-created exams / Home Assignments
CO 5	Create complete understanding of the local level planning	U	F	Viva
CO 6				
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Introduction to Panchayati Raj Institutions</b>		<b>12</b>	<b>17</b>
	1	Panchayati Raj Institutions- Evolution of Panchayati Raj Institutions in India	2	
	2	Aims and Objectives of Panchayati Raj Institutions – Functions	3	
	3	Recommendation of various Committee - Balwant Rai Mehta committee- Ashok Mehta Committee – G V K Rao Committee – L M Singhvi Committee	3	
	4	Features of Panchayati Raj Institutions	2	
	5	The 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendments	2	
<b>II</b>	<b>The process of Decentralization</b>		<b>9</b>	<b>14</b>
	6	Decentralized Planning in Kerala	2	
	7	How Kerala is Different	1	
	8	History – Evolution – importance of People’s plan movement	3	
	9	The role of Kudumbashree	3	
<b>III</b>	<b>The concept of Project Appraisal</b>		<b>12</b>	<b>17</b>
	10	The role of Local Government Agencies (LGAs) in Project Appraisal Framework	2	
	11	Introduction to Project Evaluation	1	
	12	Methods of Project Evaluation – Return on Investment (ROI) – Cost - Benefit analysis (CBA) – Net Present Value (NPV) – Internal Rate of Return (IRR) – The Payback Period – Risk Adjusted Discount Rate (RADR)	5	
	13	Steps to conduct a project evaluation	2	
	14	challenges in Project monitoring and evaluation	2	
<b>IV</b>	<b>The Local and regional Development</b>		<b>15</b>	<b>22</b>
	15	Introduction: Local and Regional Development	1	
	16	what kind of local and regional development and for whom?	2	
	17	Concepts and theories of local and regional development	2	
	18	Traditional model	2	
	19	Pure agglomeration Model	2	
	20	Local community model	2	
	21	Territorial innovation model	2	
22	Sustainable Development Model	2		
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		<b>Discussion</b> based on different methods of prevailing project evaluation		
		<b>Practical Assignments</b> to visit the local level institutions to conduct the project evaluation		
		<b>Seminar</b> on the presenting the relevance of best project evaluation methods		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

#### REFERENCE:

1. Isaac, T. T., & Franke, R. W. (2002). *Local democracy and development: The Kerala people's campaign for decentralized planning*. Rowman & Littlefield. **(Module 1 and Module 2)**
2. Goel, S. L., & Shalini, R. (2003). *Panchayati Raj in India: theory and practice*. Deep and Deep Publications Pvt. Ltd. **(Module 2)**
3. Harberger, A. C., & Harberger, A. C. (1972). *Techniques of project appraisal* (pp. 1-21). Palgrave Macmillan UK. **(Module 3)**
4. Pike, A., Rodríguez-Pose, A., & Tomaney, J. (2016). *Local and regional development*. Routledge. **(Module 4)**
5. Kačar, B., Curić, J., & Ikić, S. (2016). Local economic development in theories of regional economies and rural studies. *Економика пољопривреде*, 63(1), 231-246 **(Module 4)**

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	2	-	-	2	-	2	-	-
CO 3	3	-	-	1	-	-	-	-	-
CO 4	-	3	-	-	3	-	3	1	2
CO 5	3	-	1	-	-	-	2	-	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>FINANCE AND TECHNOLOGY</b>				
Type of Course	<b>Elective</b>				
Semester	VIII				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Financial Economics course of 200 – 299 level				
Course Summary	This course introduces fundamental building blocks of financial technologies and real-world applications.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To familiarize the students with the Finance and technological sector	U	C	Instructor-created exams / Quiz
CO 2	It outlines how new technologies are transforming the financial services industry.	An	P	Practical Assignment
CO 3	Examine the fundamental differences between the traditional and modern financial sectors, focusing on the impact of innovation and technology on business models, products, applications, and customer interfaces.	Ap	F	Seminar Presentation / Group Discussion
CO 4	To explore how AI, machine learning, deep learning, blockchain, and open APIs are applied within the financial technology industry.	Ap	C	Instructor-created exams / Home Assignments
CO 5	To design and implement case study-oriented learning experiences for students, focusing on various sectors of financial technology.	E	M	Viva
CO 6				
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Introduction</b>		<b>11</b>	<b>15</b>
	1	Finance and technology	1	
	2	Finance sector	2	
	3	Innovation in Finance	1	
	4	Disruption in Finance	4	
	5	Introduction to the Finance and technology's landscape	2	
	6	Application of Finance and technology	1	
<b>II</b>	<b>FinTech Architecture and FinTech Technologies</b>		<b>11</b>	<b>15</b>
	7	Overview of FinTech architecture.	2	
	8	Importance of Finance and Technological architecture	2	
	9	Features of Finance and Technological architecture	2	
	10	Introduction to Block chain integration in FinTech	2	
	11	Merits and Demerits of Block chain in Fin Tech	1	
	12	Introduction to Open Application Programming Interfaces (APIs).	1	
	13	Exploring the applications of AI and ML in finance	1	
<b>III</b>	<b>India's Fintech Sector</b>		<b>11</b>	<b>15</b>
	14	Overview of various fintech sectors in India	1	
	15	The regulatory framework for fintech in India	1	
	16	Regulatory compliance issues in the Indian fintech space	5	
	17	Trends in FinTech and the Fintech landscape in India	2	
	18	Examining key players, institutions, innovations, and challenges.	2	
<b>IV</b>	<b>India's Fintech Sector - Case studies</b>		<b>15</b>	<b>25</b>
	19	Real Time Payments and Neo Banking	5	
	20	Wealth technology and Insurance technology	4	
	21	Lending and Blockchain	1	
	22	The impact of Fintech on the Financial Inclusion and broader economy	5	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	1	To take up case studies with respect to the various sectors of Fintech in India		
	2	Describe the role of different technologies in the fintech sector.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

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2. Atlantic Singh, Jaspal. 2022. Financial Technology (FinTech) and Digital Banking in India Hardcover – 1 November.
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7. Moilanen, J., Niinioja, M., Seppänen, M., & Honkanen, M. (2019). API economy 101: changes your business. BoD-Books on Demand.
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13. Kamuangu, P. K. (2024). Advancements of AI and Machine Learning in FinTech Industry (2016-2020).
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#### ADDITIONAL READINGS:

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2. Mordor Intelligence. India Fintech report. Available at <https://www.mordorintelligence.com/industry-reports/india-fintech-market>
3. [https://www.ey.com/en\\_in/financial-services/how-is-the-fintech-sector-in-india-poised-forexponential-growth](https://www.ey.com/en_in/financial-services/how-is-the-fintech-sector-in-india-poised-forexponential-growth)
4. <https://www.pwc.in/industries/financial-services/fintech.html>
5. <https://rbsa.in/wp-content/uploads/reports/research-reports/RBSA-Advisors-PresentsFinTech-Industry-in-India-February2021.pdf>

#### MAPPING OF COS WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	3	-	2	-	-	2	3	3
CO 3		2	-	2	-		-	2	3
CO 4	-	3	2	3	-	2	3	3	-
CO 5	3	-	-	-	-	2	2	-	3

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	

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*Minor Courses in Economics*

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Programme	B.A. Economics Honours				
Course Title	<b>FISCAL TOOLS FOR POLICY FORMULATION</b>				
Type of Course	<b>Minor</b>				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course explores important Concepts and Instruments of Fiscal policy.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the Concept of Fiscal Policy	U	C	Instructor-created exams / Quiz
CO 2	Identify Different tools of Fiscal policy	R	F	Created exams / Quiz
CO 3	Develop comprehensive analysis of Public Expenditure and its Various theories.	An	P	Seminar Presentation / Group Discussion
CO 4	Identify different Sources of Public revenue	R	F	Instructor-created exams / Home Assignments
CO 5	Compare Public debt and Private dept	E	M	Writing assignments
CO 6	Classify different types of Public dept and budget	U	C	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) ,				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Fiscal Policy and Instruments of Fiscal Policy</b>		<b>9</b>	<b>13</b>
	1	Meaning of Fiscal Policy-Traditional View, Modern view and Keynes' view on Fiscal Policy	1	
	2	Objectives of Fiscal policy in developing economies	2	
	3	Major fiscal functions	4	
	4	Instruments of Fiscal Policy	2	
<b>II</b>	<b>Public Expenditure</b>		<b>7</b>	<b>11</b>
	5	Meaning and types of Public Expenditure	2	
	6	Role of Public Expenditure	1	
	7	Canons Of Public Expenditure	2	
	8	Adolph Wagner Hypothesis, Peacock wiseman Hypothesis	2	
<b>III</b>	<b>Public Revenue</b>		<b>16</b>	<b>23</b>
	9	Meaning and Sources of Public Revenue.	4	
	10	Concept of Proportional, Progressive, Regressive Taxation	2	
	11	Principles of Taxation	2	
	12	requirements of a Good Tax System	2	
	13	Taxable Capacity	4	
	14	Impact, incidence and Shifting of Taxation (Concepts only)	2	
<b>IV</b>	<b>Public Debt &amp; Budget</b>		<b>16</b>	<b>23</b>
	15	Meaning and Objectives of Public Debt	2	
	16	Importance of Public Debt	1	
	17	Difference between Public Debt and Private Debt	1	
	18	Classification of Public Debt	3	
	19	Burden of Public Debt	2	
	20	Concept and Purpose of Budget	2	
	21	Classification of Budget	2	
	22	Performance and Programme Budgeting System (PPBS), Zero Based Budgeting	3	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		Recent trends in Kerala's expenditure and Public debt		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. R.K LEKHI(2011)Public Finance,18<sup>th</sup> Edition(Module 1-4, Except unit3 in the Module 1)
2. Dr.S.K SINGH {2014)Public Finance in Theory and Practice Ninth Edition. (3<sup>rd</sup> unit in Module 1)

#### ADDITIONAL READINGS

1. Dr. S.K SINGH (2014) Public Finance in Theory and Practice Ninth Edition.
2. RICHARD.A. MUSGRAVE and PEGGY B MUSGRAVE (2004) Public Finance in Theory and Practice, Fifth Edition
3. H.L Bhatia (2012) Public Finance,27 th Edition.
4. B.P Tyagi, Public Finance (2014)
5. T.N. Hajela, Public Finance 3<sup>rd</sup> Edition.
6. John Cullis&Philip Jones, Public Finance Public Choice, Analytical Perspectives,3<sup>rd</sup> Edition.
7. Ambar Ghosh &Chandra Ghosh, Public Finance,3<sup>rd</sup> Edition.
8. Rabindra Kr. Choudhury &Reema Choudhury Chakraborty, Public Finance and Fiscal Policy

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	3	-	-	1	-	-	-	-	3
CO 3	3	-	-	-	-	-	2	3	1
CO 4	3	1	-	-	-	-	1	1	2
CO 5	1	-	-	-	-	-	3	2	-
CO 6	3	3	-	1	1	-	2	3	1

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>	✓	✓		✓
<b>CO 6</b>	✓	✓		✓

Programme	B.A. Economics Honours				
Course Title	<b>FISCAL POLICY AND STABILIZATION</b>				
Type of Course	<b>Minor</b>				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course explores basic approaches, determinants of Fiscal policy and their role for Economic Growth and Stability.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand different approaches of fiscal Policy	U	C	Instructor-created exams / Quiz
CO 2	Analyze the role of fiscal policy for full employment	An	P	Created Exams/ Quiz
CO 3	Identify the various determinants of fiscal policy for maintaining Economic Growth and stability	R	F	Created Exams, Seminar Presentation / Group Discussion
CO 4	Analyse the role of Multiplier in determination of Fiscal Policy.	An	p	Instructor-created exams / Home Assignments
CO 5	Identify the Key issues in fiscal federalism	U	F	Created Exams, Group discussion.
CO 6	Explain the role and functions of finance Commission.	An	M	Created exams, Viva Voce

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M),

### DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Approaches of Fiscal Policy</b>		<b>11</b>	<b>15</b>
	1	Built In-Stabilisers or Automatic Stabiliser	3	
	2	Compensatory Fiscal Policy	4	
	3	Functional Finance Approach	2	
	4	Anti-Inflationary Fiscal policy	2	
<b>II</b>	<b>Fiscal Policy for Full Employment</b>		<b>10</b>	<b>14</b>
	5	Role of Fiscal Policy for attaining full employment.	3	
	6	Deficit Spending	2	
	7	Deficit without Spending	2	
	8	Balanced Budget Multiplier (Spending without Deficit).	3	

<b>III</b>	<b>Fiscal policy For Economic Growth</b>		<b>8</b>	<b>12</b>
	9	Interdependence between Fiscal policy and Economic Growth	3	
	10	Promotion of Investment	1	
	11	Promotion of saving	1	
	12	Role of Multiplier in Determination of Fiscal Policy	3	
<b>IV</b>	<b>Fiscal Federalism</b>		<b>19</b>	<b>29</b>
	13	Concept of Federalism,	1	
	14	Key issues in Fiscal federalism	2	
	15	Advantages and Disadvantages of a Federal Form of Government	3	
	16	Economic aspects of Fiscal Federalism	2	
	17	Allocation of Revenue Resources between Centre and States Under the Constitution(Financial relations)	2	
	18	Vertical and Horizontal Fiscal imbalances	1	
	19	Concept and Role of Finance Commission .,	1	
	20	Powers and Functions of Finance commission	3	
	21	Major recommendations of Finance Commissions	3	
	22	Latest finance Commission	1	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		Seminar Presentation of limitations of fiscal policy in UDCs		
		Assignments based on seminar Presentation		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. R.K LEKHI(2011)Public Finance,18<sup>th</sup> Edition(Module1,2,3)
2. Dr.S.K SINGH {2014)Public Finance in Theory and Practice Ninth Edition (Module 4)

#### ADDITIONAL READINGS

1. Dr.S.K SINGH {2014)Public Finance in Theory and Practice Ninth Edition.
2. RICHARD.A. MUSGRAVE and PEGGY B MUSGRAVE (2004) Public Finance in Theory and Practice, Fifth Edition
3. H.L Bhatia (2012) Public Finance,27<sup>th</sup> Edition
4. B.P Tyagi, Public Finance (2014)
5. T.N. Hajela, Public Finance 3<sup>rd</sup> Edition.
6. John Cullis&Philip Jones, Public Finance Public Choice, Analytical Perspectives,3<sup>rd</sup> Edition.
7. Ambar Ghosh &Chandra Ghosh, Public Finance,3<sup>rd</sup> Edition.
8. Rabindra Kr. Choudhury &Reema Choudhury Chakraborty, Public Finance and Fiscal Policy

### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	2	-
CO 2	-	3	-	1	-	-	2	2	1
CO 3	3	-	-	-	-	-	-	3	1
CO 4	-	3	-	1	-	-	3	2	-
CO 5	3	3	-	1	-	-	-	3	2
CO 6	3	2	-	-	-	-	-	2	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓
CO 6	✓	✓		✓

Programme	B.A. Economics Honours				
Course Title	<b>TAX POLICY IN INDIA</b>				
Type of Course	<b>Minor</b>				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics course of 100 - 199				
Course Summary	This course provides an overview of taxation system in India and utilization of taxation for policy purposes				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the basic nature of the Indian tax system	U	C	Instructor-created exams / Quiz
CO 2	Analyze the different tax strategies in the Indian Economy	An	P	Practical Assignment
CO 3	Evaluate the efficiency of the Indian tax structure	Ap	F	Seminar Presentation / Group Discussion
CO 4	Apply the knowledge for tax computation	Ap	C	Instructor-created exams / Home Assignments
CO 5	Create basic skills for an amateur tax practitioner	C	P	Viva
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
I	<b>Introduction</b>		<b>10</b>	<b>15</b>
	1	History of Tax System in India	2	
	2	Objectives of Indian Tax System	2	
	3	Direct Taxes & Indirect Taxes	3	
	4	Union Taxes and State Taxes, Local Taxes	3	
II	<b>Direct Taxes in India</b>		<b>12</b>	<b>20</b>
	5	Income Tax Act 1961	2	
	6	Computation Of Income Tax in India-	2	
	7	Recent Changes in Income Tax Calculation in India	2	
	8	Corporate Tax	3	

	9	Capital Gain Tax	3	
III	<b>Indirect Taxes In India</b>		<b>12</b>	<b>20</b>
	10	Excise Duty	3	
	11	Service Tax	2	
	12	Sales Tax	2	
	13	Customs Duty	3	
	14	Value Added Tax	1	
	15	Issues Of Indirect Taxation System In India	1	
IV	<b>Goods And Service Tax in India</b>		<b>14</b>	<b>15</b>
	16	GST – Definition and Concepts	2	
	17	Supply-Composite and Mixed	2	
	18	Concept Of Interstate and Intrastate	2	
	19	Exemptions From GST	3	
	20	Advantages And Disadvantages of GST	2	
	21	GST Calculation - Basics	2	
	22	Fiscal Federalism and GST	1	
V	<b>Open Ended Module</b>		<b>12</b>	
		Computation of Taxes- Income Tax, GST....		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. M Govinda Rao: Changing Countours Of Federal Fiscal Arrangements In India, Amaresh Bagchi (Ed) Readings In Public Finance: Oxford University Press 2005
2. Mahesh Purohit: Value Added Tax: Experiences In India And Other Countries: 2

#### ADDITIONAL READINGS

1. Goods And Service Tax In Indai: C A Pritham Mahire, Sulthan Chand Publications 2017
2. Singhanian, Vinod K And Monica Singhanian: Students Guide To Income Tax: University Edition, Taxman Publications Private Limited New Delhi

### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	-	-	-	2	-	-
CO 2	-	-	-	2	-	-	2
CO 3	-	-	-	2	-	-	2
CO 4	-	2	-	-	-	-	3
CO 5	-	-	2	-	-	2	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>MONETARY TOOLS FOR POLICY FORMULATION</b>				
Type of Course	<b>Minor</b>				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course explores the concept of monetary policy, the role of monetary authorities, and to evaluate various tools of monetary policy and its formulation.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the concept of monetary policy	U	C	Instructor-created exams / Quiz
CO 2	Analyse the role of monetary authorities to stabilise the economy	Ap	P	Practical Assignment / Observation of Practical Skills
CO 3	Evaluate various tools of monetary policy instruments	U	P	Seminar Presentation / Group Discussion
CO 4	Apply the formulation of monetary policy.	Ap	C	Instructor-created exams / Home Assignments
CO 5	Create complete understanding of the current scenario within the framework of Monetary policy formulation	U	F	Viva Voce

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)

Metacognitive Knowledge (M)

**DETAILED SYLLABUS:**

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction</b>		<b>14</b>	<b>20</b>
	1	Introduction to Monetary Policy – Meaning and definition of Monetary Policy	2	
	2	Objectives of Monetary Policy	2	
	3	The transmission Mechanism- How Monetary policy influences Aggregate Demand	3	
	4	Theory of liquidity preference	2	
	5	The downward slope of the Aggregate Demand Curve –	2	
	6	Changes in the money supply	2	
	7	Changes in the interest rate	1	
<b>II</b>	<b>Economic Stabilisation – Monetary Policy</b>		<b>15</b>	<b>22</b>
	8	Tools of Monetary Policy	1	
	9	open market operation	1	
	10	changing the bank rate	1	
	11	changing the cash reserve ratio	1	
	12	selective credit controls	2	
	13	Expansionary monetary policy to cure recession or depression	2	
	14	How expansionary Monetary Policy works: Keynesian view	3	
	15	Tight monetary policy to control inflation	2	
	16	How the Tight Monetary Policy works: Keynesian view	2	
<b>III</b>	<b>Monetary Policy – Monetarist View</b>		<b>8</b>	<b>12</b>
	17	Sources of Monetary Mismanagement – variable time lags, interest rate as a wrong target variable	4	
	18	Monetary Rule:	2	
	19	Monetary Policy Prescription	2	
<b>IV</b>	<b>Pre-requisites for Effective Monetary Transmission</b>		<b>11</b>	<b>16</b>
	20	Challenges of Effective Monetary Policy in Emerging Economies	5	
	21	Monetary Transmission in Developing Countries:	4	
	22	Evidence from India	2	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		Discussion based on different economic stabilisation policies across countries		
		Seminar on presenting the comparative analysis of monetary policy regimes of various countries		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Mankiw, N. G. (2007). *Principles of Macro Economics*, 4TH EDITION, Cengage Learning. (Module 1)

2. Ahuja, H. L. (2022). *Principles of Macroeconomics*. S. Chand Publishing.(Module 2 and Module 3)
3. Ghate, C., & Kletzer, K. M. (Eds.). (2016). *Monetary policy in India: A modern macroeconomic perspective*. Springer. (Module 4)

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	-	-	-	-	-	-
CO 2	-	-	-	1	-	-	2
CO 3	-	-	-	3	-	3	2
CO 4	-	-	2	3	-	2	3
CO 5	-	-	-	-	-	-	2

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>MONETARY POLICY AND STABILIZATION</b>				
Type of Course	<b>Minor</b>				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Macroeconomics course of 0 – 99 level				
Course Summary	This course provides an in-depth analysis of monetary policy and its role in stabilization within the framework of macroeconomic theory. It examines the tools, objectives, and implementation of monetary policy, and its effectiveness in achieving macroeconomic stability. The course also explores the relationship between monetary policy and other macroeconomic variables such as inflation, output, employment, and economic growth.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the concept and objectives of monetary policy	U	C	Instructor-created exams / Quiz
CO 2	Analyze the tools and mechanisms of monetary policy implementation	An	F	Practical Assignment
CO 3	Evaluate the effectiveness of monetary policy in stabilizing the economy.	Ap	F	Seminar Presentation / Group Discussion
CO 4	Apply theoretical concepts to real-world monetary policy issues and challenges	Ap	P	Seminar Presentation / Group Discussion
CO 5	Critically assess the role of central banks in formulating and implementing monetary policy	An	F	Viva
CO 6	Examine the relationship between monetary policy and macroeconomic variables	An	F	Practical Assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to Monetary policy</b>		<b>10</b>	<b>15</b>
	1	Definition and objectives of monetary policy	2	
	2	Exchange stabilization Vs price stabilization	3	
	3	Historical Perspective	2	
	4	Role of Central Banks	3	
<b>II</b>	<b>Tools of Monetary policy</b>		<b>10</b>	<b>15</b>
	5	Open Market Operations	2	
	6	Variations in Reserve Requirements	2	
	7	Statutory liquidity ratio	2	
	8	Moral suasion	2	
	9	Selective credit controls	2	
<b>III</b>	<b>Fluctuations in price level</b>		<b>18</b>	<b>25</b>
	10	Inflation-types and causes	4	
	11	Demand pull inflation and test to indicate its presence	3	
	12	Cost push inflation and test to indicate its presence	3	
	13	Inflationary gap	1	
	14	Factors affecting increase and decrease in money income	2	
	15	Measures to control inflation and deflation	2	
	16	Stagflation	1	
	17	Phillips curve	2	
<b>IV</b>	<b>Monetary Policy Implementation</b>		<b>10</b>	<b>15</b>
	18	Transmission Mechanisms	2	
	19	Role of Central Bank Independence	1	
	20	Monetary process and stabilization policy	2	
	21	Lags in monetary policy	2	
	22	Measurement of monetary lags and comparison to fiscal policy lags	3	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		Discussion on goals of economic stabilisation		
		Practical Assignments to study about the monetary policy and macroeconomic stabilization		
		Seminar to present the student's understanding of monetary policy using a particular economy's experience.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Gyanwaly, R.P. (2014), A Survey on Theories of Inflation: Classical to New Political Macroeconomics. Kathmandu: Sunlight Publication.

#### ADDITIONAL READINGS

1. Gupta, G.S. (2008), Macroeconomics: Theory and Applications (3rd ed.). New Delhi: McGraw Hill Publishing Company Ltd.
2. Froyen, R.T. (2003), Macroeconomics: Theories and Politics, (7th ed.). New Delhi: Pearson Education.
3. Clower, R.W. (1973), Monetary Theory. England: Penguin.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO 1	3	-	-	-	-	-	-
CO 2	-	3	-	1	-	-	-
CO 3		2	-	3	-	-	-
CO 4	-	3	1	3	-	2	2
CO 5	3	-	-	-	3	2	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>MONETARY POLICY IN INDIA</b>				
Type of Course	<b>Minor</b>				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics Course of level 100 – 199				
Course Summary	This course explores the role of central bank in an economy and the effectiveness of monetary policy in achieving economic stability and growth				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the objectives, tools, and framework of monetary policy in India.	U	C	Instructor-created exams / Quiz
CO 2	Analyse effectiveness of Indian monetary policy in achieving macroeconomic stability and economic growth	An	F	Practical Assignment
CO 3	Explain the role of the Reserve Bank of India in regulating the financial system and managing currency circulation	Ap	F	Seminar Presentation / Group Discussion
CO 4	Assess the impact of Indian monetary policy on key macroeconomic variables such as inflation, output, exchange rates, and interest rates	Ap	P	Seminar Presentation / Group Discussion
CO 5	Evaluate the current issues faced by Indian monetary authorities in formulating and implementing monetary policy decisions.	An	F	Viva
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Central Banking and Monetary Policy</b>		<b>12</b>	<b>17</b>
	1	Money supply	1	
	2	Background and objectives of monetary policy	2	
	3	Types of monetary policy	2	
	4	Monetary management in an open economy	2	
	5	Impact of monetary policy on macroeconomic variables	3	
	6	Limitations of monetary policy	2	
<b>II</b>	<b>Changing Role and Need of Central Banking</b>		<b>12</b>	<b>17</b>
	7	Origin and evolution of central banking	3	
	8	Role of the central bank in India	2	
	9	Need and rationale of a central bank	2	
	10	Autonomy of central banks	3	
	11	Changing contours of the autonomy of the central bank in India	2	
<b>III</b>	<b>Functions and Regulations of Reserve Bank of India</b>		<b>12</b>	<b>18</b>
	12	Functions of the RBI	3	
	13	Recent developments in currency management	2	
	14	Inflation targeting	2	
	15	Demonetization of currency in India	1	
	16	Crypto currencies and Central Bank Digital Currency	2	
	17	New Banking Licensing Policy	2	
<b>IV</b>	<b>RBI's Monetary Policy Committee (MPC)</b>		<b>12</b>	<b>18</b>
	18	Monetary policy in India during the Pre-MPC Period and formation of the MPC	3	
	19	Purpose, Functions, and Constitution of the MPC	2	
	20	Taylor's rule	2	
	21	The correlation between macroeconomic variables and monetary policy in India	3	
	22	Major Acts related to the RBI	2	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		Discussion on monetary policy of the Reserve Bank of India in the last Five Years		
		Practical Assignments on recent policy changes announced by the R.B.I		
		Seminar to present contemporary issues in monetary policy management.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Mishkin, F., Eakins, S. (2017). Financial markets and institutions, 8th ed. Pearson.

**ADDITIONAL READINGS**

1. Hajela, T.N., (2009) Money and Banking, Ane Books Pvt Ltd., New Delhi.
2. Sundharam KPM, Banking: Theory, Law and Practice, Sultan Chand and Sons, New Delhi (recent edition)
3. Khan, M. (2015). Indian financial system, 9th ed. Tata McGraw-Hill.

**MAPPING OF COs WITH PSOs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
<b>CO 1</b>	3	-	-	-	-	-	-
<b>CO 2</b>	-	3	-	1	-	-	-
<b>CO 3</b>		2	-	3	-	-	-
<b>CO 4</b>	-	3	1	3	-	2	2
<b>CO 5</b>	3	-	-	-	3	2	-

**CORRELATION LEVELS:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓			✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>	✓	✓	✓	✓
<b>CO 6</b>	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>SECTORAL CONTRIBUTIONS IN INDIAN ECONOMY</b>				
Type of Course	<b>Minor</b>				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics course of 0-99 level				
Course Summary	This course explores important sectors in an economy, their trends, and compositions				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To provide students with an in-depth understanding of the primary, secondary, and tertiary sectors in the Indian economy.	U	C	Instructor-created exams / Quiz
CO2	To analyze the historical evolution and status of each sector and their contributions to the GDP.	An	P	Practical Assignment / Observation of Practical Skills
CO3	To examine the employment generation and income distribution in each sector.	E	P	Seminar Presentation / Group Discussion
CO4	To evaluate the challenges and opportunities for each sector in the Indian economy.	Ap	F	Instructor-created exams / Home Assignments
CO5	To encourage critical thinking on emerging sectors and open-ended discussions on their potential contributions.	Ap	F	Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to different sectors</b>		<b>8</b>	<b>12</b>
	1	Overview of the primary, secondary, and tertiary sectors	3	
	2	Historical perspective of the sectoral composition in the Indian economy	3	
	3	Importance of analysing sectoral contributions for	2	

		economic planning		
<b>II</b>	<b>Performance of Primary Sector</b>		<b>15</b>	<b>22</b>
	4	Indian agriculture- Role nature and cropping pattern	2	
	5	Trend in agriculture production and productivity	1	
	6	Land reforms	2	
	7	Agriculture input and green revolution	2	
	8	Agriculture marketing and finance	2	
	9	Agriculture price policy	2	
	10	Agriculture subsidy and food security in India	2	
	11	Problems faced by Indian agriculture	2	
<b>III</b>	<b>Performance of the Industrial sector</b>		<b>15</b>	<b>22</b>
	12	Performance of Industries during Plan period	2	
	13	Some basic industries in India- iron and steel, jute, textile, sugar, cement	2	
	14	Role of small scale and cottage industries- Problems faced by cottage industries	3	
	15	Recent industrial policies	2	
	16	Public sector undertakings – role, performance, and problems	2	
	17	Privatisation and disinvestment programmes in India	2	
	18	Problems faced by Indian industries	2	
<b>IV</b>	<b>Performance of the Service sector</b>		<b>10</b>	<b>14</b>
	19	Growth and contribution of service sector in India	3	
	20	Service sector and employment	2	
	21	Information and communication technology	2	
	22	Foreign trade in services	3	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	1	<b>Discussion</b> based on the new and emerging sectors in the Indian economy		
	2	<b>Assignments</b> on role of different sectors in Kerala economy		
	3	<b>Seminar</b> on contribution of different sectors to National income in the last two years		
	4	Critically evaluate the performance of MSMEs		
	5	Debate on sustainability of service Led Growth		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

- Uma Kapila, (2018), 'Indian Economy: Performance and Policies, 2018-19', Academic Foundation, New Delhi. (Module 1,2,3&5)
- Misra, S. K. and V. K. Puri, (2018) 'Indian Economy', Himalaya Publishing House, Mumbai. (Module 1,2,3,4&5)
- Datt, Ruddra and K.P.M, Sundaram, (2017), 'Indian Economy', S. Chand & Company Ltd.,

New Delhi (**Module 1,2,3,4&5**)

#### ADDITIONAL READINGS

1. Economic Survey of India (1990 onwards)
2. Chetan Ghate, The Oxford Handbook of Indian Economy”, Oxford University Press
3. Chandrasekhar Rao and Mahendra Dev, 2010, Agricultural Price Policy, Farm Profitability and Food Security, EPW, June 26
4. Jayati Ghosh (2008) The Indian Economy 1970-2003 pp1027-1045
5. Rupa Chanda, 2012, Services Led Growth in New Oxford Companion to Economics
6. Jean Dreze and Amartya Sen, 2013, India: An Uncertain Glory, Oxford University Press
7. Ashwini Mahajan, Gaurav Datt, (2018) ‘Indian Economy’, S. Chand and Company, New Delhi.
8. Brahmananda, P.R. and V.R. Panchmukhi (Eds.), (2001), ‘Development Experience in the Indian Economy: Inter-State Perspectives’, Bookwell, New Delhi.
9. Gaurav Datt and Ashwani Mahajan, (2016) ‘Indian Economy’, S Chand Publishing House, New Delhi.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	2	-	-	-	-	-	-	-
CO 2	-	3	-	2	-	-	-	-	-
CO 3	-	3	-	2	2	-	-	-	-
CO 4	-	2	-	2	-	-	2	3	-
CO 5	-	-	-	-	-	-	3	3	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>INDUSTRIAL POLICIES IN INDIA</b>				
Type of Course	<b>MINOR</b>				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0-99 level				
Course Summary	This course seeks to equip students with the knowledge and skills necessary to contribute thoughtfully to discussions on India's industrial landscape, considering both historical context and future possibilities.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the basic situation of Indian economy.	U	R	Instructor-created exams / Quiz
CO 2	Help the beginning student master the industrial policies for understanding the Indian economy, specific economic issues, and policy alternatives.	U	C	Seminar Presentation / Group Discussion
CO 3	Understand and apply the economic perspective and reason accurately and objectively about economic matters in Indian industry.	Ap	P	Instructor-created exams / Home Assignments
CO 4	Students will be able to critically evaluate the impact of economic reforms and liberalization measures on India's industrial sector.	An	p	Writing assignments
CO 5	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge to address complex economic challenges in the contemporary world.	C	M	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Industrial Development in India</b>		<b>14</b>	<b>20</b>
	1	Extent and Pattern of Industrialisation during the British Rule	2	
	2	Industrial Scene at Independence	3	
	3	Post-independence Industrial Scene	3	
	4	New Economic Policy	3	
	5	Trends and Pattern of Industrial Growth	3	
<b>II</b>	<b>Industrial Policies in India</b>		<b>10</b>	<b>15</b>
	6	Industrial Policy Resolutions;	3	
	7	New industrial policy 1991	3	
	8	LPG	2	
	9	MRTP Act	2	
<b>III</b>	<b>Industries in India</b>		<b>10</b>	<b>15</b>
	10	Large scale industries in India	2	
	11	Traditional and Modern industries	3	
	12	SSI in India	1	
	13	SSI Performance in the globalisation era	2	
	14	Industrial sickness in India- definition, magnitude and causes	2	
<b>IV</b>	<b>Strategies for Disinvestment and Privatisation</b>		<b>14</b>	<b>20</b>
	15	Public versus Private Ownership,	2	
	16	Problems of public sector enterprises	2	
	17	Policy towards public sector since 1991	2	
	18	Privatisation, evolution of privatisation policy in India,;	2	
	19	Proceeds from disinvestment and methodologies adopted	2	
	20	FDI	2	
	21	Disinvestment	1	
	22	Divestment	1	
<b>V</b>	<b>Open ended Module</b>		<b>12</b>	
		<b>Discussion</b> based on the role of liberalization in shaping the industrial landscape		
		<b>Project</b> to encourage creative thinking and the development of innovative solutions to address future challenges in industrial economy		
		<b>Seminar</b> on strategies for enhancing industrial competitiveness in the global market		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Uma Kapila,(2017) *Indian Economy Since Independence* 28<sup>th</sup> Edition ( Module 1, 3 and 4)
2. Ruddar Datt , K, P, M. Sundharam *Indian Economy* ( Module 1 and 3)
3. Misra & Puri *Indian Economy* 25<sup>th</sup> silver jubilee edition ( *Module 2, 3 and 4*)

#### ADDITIONAL READINGS

1. Ishwar C Dhingra : *The Indian Economy: Environment and Policy*, SC Chand & Sons, New Delhi

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	-	-	3	2	-	-	2	-
CO 3	-	-	-	1	-	-	3	3	-
CO 4	-	3	-	-	-	-	3	3	-
CO 5	3	-	-	-	-	-	2	3	-
CO 6	-	2	-	3	-	-	-	2	3

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5		✓		
CO 6			✓	

Programme	B.A. Economics Honours				
Course Title	<b>AGRICULTURAL DEVELOPMENT IN INDIA</b>				
Type of Course	<b>Minor</b>				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics course of 100 – 199 level				
Course Summary	This course explores the role of agriculture in economic development, the challenges faced by the agricultural sector in India and the policies and technological changes influencing agricultural growth.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the role of agriculture in Indian economy.	U	C	Instructor-created exams / Quiz
CO 2	Help student to identify the stages of agricultural development.	R	F	Assignment / Observation of analysing Skills
CO 3	Critical Assessment of Productivity Issues	An	P	Seminar Presentation / Group Discussion
CO 4	Formulate recommendations for agricultural policy interventions and their role in fostering technological change	C	M	Instructor-created exams / Home Assignments
CO 5	Evaluate the determinants of agricultural development in India, considering economic, social, and environmental factors	E	M	Writing assignments
CO 6	Apply economics to assess the role and importance of agriculture policy in the Indian economy	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Agriculture and Economic Development</b>		<b>12</b>	<b>17</b>
	1	Role of agriculture in development of Indian economy	2	
	2	Features and progress of agriculture, Linkages between agriculture and other sectors	2	
	3	Three stages of agricultural development	1	
	4	Role of state in different phases of agricultural development	2	
	5	Measures for Agricultural Development	2	
	6	Determinants of Agricultural Development - Technology, Institutional and organization, Capital, Human resources and Natural Resources;	3	
<b>II</b>	<b>Agricultural Production and Productivity</b>		<b>12</b>	<b>17</b>
	7	Trends in Agricultural Production and Productivity	3	
	8	Causes of Low Agricultural Productivity in India	1	
	9	Measures to increase Productivity	1	
	10	Cropping Pattern in India, Factors determining cropping pattern;	2	
	11	Land Reforms, Tenancy Reforms	2	
	12	Consolidation of Holdings	1	
	13	Land reforms in India and their impact on agrarian structure	2	
<b>III</b>	<b>Technological Change in Agriculture</b>		<b>12</b>	<b>18</b>
	14	Strategy for development of Indian agriculture	2	
	15	Green Revolution	2	
	16	Factors responsible for green Revolution, Benefits of Green Revolution	2	
	17	National agricultural policy	3	
	18	The new economic policy and Indian agriculture	3	
<b>IV</b>	<b>WTO and Indian Agriculture</b>		<b>12</b>	<b>18</b>
	19	WTO and India's trade in Agricultural commodities	3	
	20	Measures taken by India to increase exports of Agricultural commodities	3	
	21	WTO and India's imports of agricultural commodities, Steps taken by India to reduce imports of agricultural commodities	3	

	22	WTO and Agricultural Pricing Policy in India;	3	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		Discuss the dominance of certain crops in the global market and its impact on local agriculture		
		Survey with local farmers to assess the local agricultural issues in accessing global markets		
		Seminar on the effectiveness of policies in ensuring sustainability of local agriculture		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. R.N. Soni and Sangeeta Malhotra : *Leading Issues in Agricultural Economics* ( Module 1,2,3 and 4 )
2. SK Misra and Puri : *Indian Economy*, 25<sup>th</sup> silver jubilee edition, Himalaya Publishing House (Module 1 and Module 2)
3. Agarwal A. N. : *Indian Economy: Problems of Development and Planning* (Module 3 and 4)

#### ADDITIONAL READINGS

1. Ishwar C Dhigra : *The Indian Economy: Environment and Policy*, SC Chand & Sons, New Delhi
2. Ruddar Datt , K, P, M. Sundharam *Indian Economy*

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	3	2	-	1	-	-	-	-	-
<b>CO 3</b>	-	-	-	3	-	-	2	3	-
<b>CO 4</b>	-	2	1	3	-	-	3	3	-
<b>CO 5</b>		2	-	-	3	-	2	3	-
<b>CO 6</b>	-	1	-	2	2	-	3	3	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓		
CO 6			✓	

Programme	B.A. Economics Honours				
Course Title	<b>DEVELOPMENT ISSUES IN INDIAN ECONOMY</b>				
Type of Course	<b>Minor</b>				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course explores important issues related to Development such as Poverty, Unemployment, Inequality and Inflation.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Help in understanding the major development issues faced by Indian Economy and its historical precedents.	U	C	Instructor-created exams / Group Discussion.
CO 2	Help in analysing the impact of public policy framed to deal with development issues such as Poverty, inequality in income distribution, unemployment and fiscal deficit.	An	F	Instructor-created exams/ Seminars/ Projects
CO 3	Help in evaluating the conceptual framework methodology, trends and policy measures adopted regarding the development issues	E	C	Seminar Presentation / Group Discussion
CO 4	After studying the development issues of Indian Economy, students will be exposed to economic reforms in India and problems of Indian economy	Ap	P	Instructor-created exams / Home Assignments
CO 5	Students will learn how to think critically about public policy issues and made capable of measuring poverty and unemployment in a small region	E	M	Writing assignments/ Group Discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Historical Precedents of Development Issues of Indian Economy</b>		<b>8</b>	<b>12</b>
	1	History of development Issues of Indian Economy	2	
	2	Basic indicators of Development: Real income, Health and Education	2	
	3	Basic issues in economic development	2	
	4	Institutional framework and policy regimes	2	
<b>II</b>	<b>Poverty</b>		<b>13</b>	<b>19</b>
	5	Concepts of poverty- Absolute Measurement of Poverty, Relative measurement of Poverty, Multi - Dimensional Poverty	3	
	6	Poverty Estimation-Poverty Line Calculation- Consumption verses Income levels- Data collection Methods -URP, MRP	4	
	7	Multi-dimensional poverty index.	1	
	8	Post-Independence Poverty Estimation- Tendulkar Committee (2009) -Rangarajan Committee.	2	
	9	Trends of Poverty	1	
	10	Poverty Alleviation Programmes	1	
	11	Economic Characteristics of High- Poverty Groups	1	
<b>III</b>	<b>Inequality</b>		<b>12</b>	<b>17</b>
	12	Income Inequalities in India -Causes of Income Inequalities in India	2	
	13	Measurements of Inequality-Lorenz Curve- Gini coefficient	2	
	14	The Ahluwalia- Chenery Welfare Index	2	
	15	Trends of Inequality in India.	2	
	16	Government Policy to tackle the problem of inequality	2	
	17	Policy Options on Income Inequality and Poverty	2	
<b>IV</b>	<b>Unemployment:</b>		<b>15</b>	<b>22</b>
	18	Types and Structure of unemployment	3	
	19	Conceptual framework of key employment and unemployment indicators:	4	
	20	Nature and Estimates of Unemployment in India	3	
	21	Government Policy for Removing Unemployment	3	
	22	Major Employment Programmes	2	
<b>V</b>	<b>Fiscal Deficit and Inflation in India, Measurements of Poverty and Unemployment</b>		<b>12</b>	
		Discussion based on the trends in fiscal deficit and inflation in India	3	
		A simple project for the Measurement of poverty using MRP method in a Ward of LSG	5	
		A simple project for the Measurement of Unemployment in the local territory using any one methodology	5	

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Nicholas C. Hope, et al. *Economic Reform in India : Challenges, Prospects, and Lessons*, edited by, Cambridge University Press, 2013. (Module 1)
2. [V.K. Puri](#), [S. K. Misra](#), [Bharat Garg](#) -. *Indian Economy including Union Budget 2023-24*, 2023, Himalaya Publishing House. (Module 2,3,4 and 5)
3. [Uma Kapila](#): *Indian Economy Performance and Policies (23rd edition)*, Academic Foundation. (Module 2,3,4 and 5)
4. Singh, Shrawan Kumar. *Understanding the Indian Economy from the Post-Reforms of 1991, Volume II : Anatomy of the Indian Economy*, Business Expert Press, 2020. (Module 4)
5. Michael P. Todaro, Stephen C. Smith : *Economic Development (12<sup>th</sup> edition)*, Pearson (Module 1,2,3 and 4)

#### ADDITIONAL READINGS

1. Sreenivasan, T., Banerjee, A. V., Bardhan, P., & Somanathan, R. (2019). *Poverty and Income Distribution in India*, Juggernaut.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	2	-	1	-	-	3	-	-
CO 3	-	-	-	2	-	-	3	-	-
CO 4	-	3	1	2	-	-	3	-	-
CO 5	-	3	-	-	2	-	2	3	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Field work and project report (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Field work- project</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>TRADE POLICY IN INDIA</b>				
Type of Course	<b>Minor</b>				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics course of 0 – 99 level				
Course Summary	This course provides students with a comprehensive understanding of the trade policy landscape in India, equipping them with the knowledge and analytical skills necessary to critically evaluate, formulate, and contribute to discussions on trade policies. .				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the fundamental principles and historical evolution of trade policy in India.	R	F	Instructor-created exams / Quiz
CO 2	Identify the different phases of India's trade policy development.	U	C	Practical Assignment / Observation of Practical Skills
CO 3	Explain the structural changes in India's foreign trade	An	P	Seminar Presentation / Group Discussion
CO 4	Apply theoretical knowledge to assess the impact of FDI inflows on specific sectors.	Ap	P	Instructor-created exams / Home Assignments
CO 5	Evaluate the effectiveness of India's Foreign Trade Policy 2023 in addressing economic challenges.	E	M	Writing assignments
CO 6	Develop recommendations for improving India's trade policies based on the analysis of structural changes.	C	M	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Introduction to Trade Policy in India</b>		<b>15</b>	<b>22</b>
	1	India's trade policy	2	
	2	Main features of India's trade policy	2	
	3	Phases of India's trade policy	2	
	4	Structural changes in India's Foreign Trade during 1980's and 1990's	3	
	5	Composition of Trade	2	
	6	Direction of Trade	2	
	7	Foreign trade policy 2023	2	
<b>II</b>	<b>India's Balance of Payments</b>		<b>9</b>	<b>13</b>
	8	Balance of Payments,	1	
	9	India's Balance of Payments since 1950	3	
	10	Foreign Exchange Reserves- the theory of reserves and the management of reserves;	3	
	11	Foreign Exchange Rate Policy, Exchange Rate;	2	
<b>III</b>	<b>Foreign Direct And Portfolio Investments</b>		<b>9</b>	<b>13</b>
	12	Evolution of policy regime towards FDI and FPI in India,	2	
	13	MNCs;	1	
	14	FDI Inflows and their impact;	3	
	15	FDI Outflows;	3	
<b>IV</b>	<b>WTO and India's Trade Policy</b>		<b>15</b>	<b>22</b>
	16	GATT - its impact on Indian Economy	2	
	17	TRIMS	2	
	18	TRIPS	2	
	19	WTO – origin,	2	
	20	Objective and structure of WTO	2	
	21	India and WTO	2	
	22	Impact of WTO on various aspects of Indian economy	3	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		Discussion How SEZs contribute to job creation and technological advancements.		
		Practical Assignments Assess the socio-economic impact of an existing SEZ on the surrounding community.		
	Seminar Identify and analyse the challenges faced by SEZs in various regions.			

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Uma Kapila,(2017) *Indian Economy Since Independence* 28<sup>th</sup> Edition (Module 1,2,3 and 4)
2. Ruddar Datt , K, P, M. Sundharam *Indian Economy* (Module 1,2 and 4)
3. Directorate General of Foreign Trade/ Ministry of Commerce and Industry/GOI [www.dgft.gov.in](http://www.dgft.gov.in) (Module 1)

#### ADDITIONAL READINGS

1. Misra & Puri *Indian Economy* 25<sup>th</sup> silver jubilee edition Himalaya Publishing House .
2. Ishwar C Dhigra : *The Indian Economy: Environment and Policy*, SC Chand & Sons, New Delhi

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	2	-	-	-		-	-	-
CO 2	-	3	2	-	-	-	2	-	-
CO 3	-	3	-	2	-	-	2	2	-
CO 4	-	2	-	2	-	-	3	3	-
CO 5	-	1	-	2	1	-	3	3	-
CO 6	-	-	-	2	1	-	3	3	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	
CO 6			✓	

Program	B.A. Economics Honours				
Course Title	<b>KNOWLEDGE ECONOMY IN INDIA</b>				
Type of Course	<b>Minor</b>				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Economics Course of 100-199 level				
Course Summary	The course emphasizes the impact of knowledge economy on economic development, by analyzing the historical evolution of knowledge economy in India, importance of human capital in knowledge economy, and the role of innovation in driving the knowledge economy.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the concept and characteristics of the knowledge economy.	U	C	Instructor-created exams / Quiz
CO 2	Analyze the impact of brain drain and brain gain on India's knowledge economy.	An	P	Assignment / Seminar Presentation
CO 3	Evaluate the importance of intellectual property rights in fostering innovation.	E	P	Seminar Presentation / Group Discussion
CO 4	Apply knowledge economy concepts to real-world scenarios.	Ap	P	Practical Assignments / Case Studies
CO 5	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge to address complex economic challenges in the contemporary world.	Ap	P	Writing assignments/ Survey / Seminar/ presentation/ Group Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to the Knowledge Economy</b>		<b>10</b>	<b>15</b>
	1	Definition and characteristics of the knowledge economy	1	
	2	Evolution of the knowledge economy	2	
	3	Distinction between traditional and knowledge-based economies	2	
	4	Global trends and drivers of the knowledge economy	3	
	5	The role of knowledge in economic development.	2	
<b>II</b>	<b>The Knowledge Economy in India</b>		<b>18</b>	<b>26</b>
	6	Emergence and growth of the knowledge economy in India	4	
	7	Key sectors of the Indian knowledge economy: IT, IT-enabled services, biotechnology, pharmaceuticals, education, R&D	4	
	8	The role of government in promoting the knowledge economy	2	
	9	Challenges and opportunities for the Indian knowledge economy	2	
	10	Impact of the knowledge economy on employment patterns and social dynamics in India.	3	
	11	India's position in the global knowledge economy and its competitiveness.	3	
<b>III</b>	<b>Human Capital and the Knowledge Economy</b>		<b>8</b>	<b>12</b>
	12	The importance of human capital for the knowledge economy	2	
	13	Education and skill development in India	2	
	14	Brain drains and brain gain in the Indian context	2	
	15	Strategies for developing a skilled workforce for the knowledge economy	2	
	16	Policies and initiatives promoting education and human capital development in India.	2	
	<b>IV</b>	<b>Innovation and the Knowledge Economy</b>		
17		Definition of Innovation and Knowledge	2	
18		The role of innovation in 5 key capabilities or 'E's: Enablers, Education, Engagement, Entrepreneurship and Empowerment, Environment.	2	
19		The Indian innovation ecosystem: startups, incubators, accelerators	2	
20		Intellectual property rights and innovation	2	
21		The role of innovation in driving the knowledge economy	1	
22		Challenges and opportunities related to IPR in India.	1	
<b>V</b>		<b>Open ended module</b>		<b>12</b>
	1	Seminar on Building a Sustainable Knowledge Economy in India: Balancing Growth with Equity		
	2	Discussion about the Future of the Knowledge Economy in India		
	3	Practical Assignments Analyse the impact of India's National		

		Skill Development Mission and propose improvements to enhance its effectiveness in training and upskilling the workforce for the knowledge economy.		
	4	Critically evaluate the Inequality and inclusivity in the knowledge economy.		
	5	Organize a debate on Emerging trends in the knowledge economy		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Carl Dahlman and Anuja Utz (2005). *India and the Knowledge Economy*. World Bank publication. (Module 1,2,3,4&5)
2. Kulkarni, A. (2019). *India and the Knowledge Economy: Performance, Perils, and Prospects*. Springer Nature. (Module 1,2,3,4&5)

#### ADDITIONAL READINGS

1. World Bank. (2012). *India's knowledge economy: Opportunities and challenges*. World Bank Publications
2. Frank-Jurgen Richter and Parthasarathi Banerjee (2003). *The Knowledge Economy in India*. Springer
3. Mehrotra, S. (2012). *The knowledge economy and development in India*. Routledge
4. Ghosh, B. (2010). *India's knowledge economy: Opportunities and challenges*. Bloomsbury Publishing

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	3	-	2	-	-	-	-	-
CO 3	-	1	-	3	-	2	2	-	-
CO 4	-	1	-	1	-	-	2	3	-
CO 5	-	1	-	3	2	-	2	3	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil

1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2		✓		✓
CO 3		✓		✓
CO 4			✓	✓
CO 5		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>MICROECONOMICS FOUNDATIONS</b>				
Type of Course	<b>Minor</b>				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course explores important concepts, basic theories and models, various market structures and other fundamental aspects of microeconomics.				

#### COURSE OUTCOMES (CO):

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
CO 1	Understand the basic concepts of microeconomics	U	C	Instructor-created exams / Quiz
CO 2	Apply the basic concepts of microeconomics to real-world scenario	Ap	P	Practical Assignment / Observation of Practical Skills
CO 3	Analyse market equilibrium and its applicability in the real world	An	P	Seminar Presentation / Group Discussion
CO 4	Evaluate consumer choices and preferences	E	P	Instructor-created exams / Home Assignments
CO 5	Analyse different market structures in connection with existing market conditions for different products in the world	An	F	Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Supply and Demand</b>		<b>10</b>	<b>15</b>
	1	Demand: The Demand Curve, The Demand Function, Summing Demand Curves	2	
	2	Supply: The Supply Curve, The Supply Function, Summing Supply Curves	2	
	3	Market Equilibrium: Using a Graph to Determine the Equilibrium, Using Math to Determine the Equilibrium, Forces That Drive the Market to Equilibrium	2	
	4	Shocking the Equilibrium: Effects of a Shift in the Demand Curve, Effects of a Shift in the Supply Curve	2	
	5	Equilibrium Effects of Government Interventions: Policies That Shift Supply Curves, Policies That Cause Demand to Differ from Supply, Why Supply Need Not Equal Demand	2	
<b>II</b>	<b>Consumer Choice</b>		<b>10</b>	<b>15</b>
	6	Preferences: Properties of Consumer Preferences, Preference Maps	2	
	7	Utility: Utility Function, Ordinal Preferences, Utility and Indifference Curves, Utility and Marginal Utility, Utility and Marginal Rates of Substitution	4	
	8	Budget Constraint: Slope of the Budget Constraint, Effect of a Change in Price on the Opportunity Set, Effect of a Change in Income on the Opportunity Set	2	
	9	Constrained Consumer Choice: The Consumer's Optimal Bundle, Optimal Bundles on Convex Sections of Indifference Curves, Buying Where More Is Better	2	
<b>III</b>	<b>Production and Cost</b>		<b>15</b>	<b>22</b>
	10	The Ownership and Management of Firms: Private, Public, and Nonprofit Firms, The Ownership of For-Profit Firms, The Management of Firms, What Owners Want	2	
	11	Production: Production Functions, Time and the Variability of Inputs	1	
	12	Short-Run Production: One Variable and One Fixed Input: Total Product, Marginal Product of Labor, Average Product of Labor, Graphing the Product Curves, Law of Diminishing Marginal Returns	2	
	13	Long-Run Production: Two Variable Inputs: Isoquants, Substituting Inputs	2	
	14	Returns to Scale: Constant, Increasing, and Decreasing Returns to Scale, Varying Returns to Scale	2	
	15	The Nature of Costs: Opportunity Costs, Costs of Durable Inputs, Sunk Costs	2	
	16	Short-Run Costs: Short-Run Cost Measures, Short-Run Cost Curves, Production Functions and the Shape of Cost Curves, Effects of Taxes on Costs,	2	
	17	Long-Run Costs: Input Choice, How Long-Run Cost Varies	2	

		with Output, The Shape of Long-Run Cost Curves		
<b>IV</b>	<b>Market Structure</b>		<b>13</b>	<b>18</b>
	18	Perfect Competition: Price Taking, Why the Firm's Demand Curve Is Horizontal, Derivation of a Competitive Firm's Demand Curve, Profit Maximization, Short-Run Competitive Profit Maximization, Long-Run Competitive Profit Maximization	4	
	19	Monopoly: Monopoly Profit Maximization, Market Power,	2	
	20	Welfare Effects of Monopoly	1	
	21	Oligopoly: Cartels, Noncooperative Oligopoly, The Cournot Equilibrium and the Number of Firms, Stackelberg Graphical Model, Comparison of Collusive, Cournot, Stackelberg, and Competitive Equilibria	4	
	22	Monopolistic Competition: Monopolistically Competitive Equilibrium, Fixed Costs and the Number of Firms	2	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		<b>Discussion</b> based on different market structures prevailing in the world		
		<b>Case study</b> of decision making by firms		
		<b>Seminar</b> on the influence of economic policies on market transactions		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

#### REFERENCE:

1. Perloff, J. M. (2023). *Microeconomics*, Global Edition. Pearson Higher Ed.

#### ADDITIONAL READINGS

1. Krugman, P., & Wells, R. (2018). *Microeconomics*. Worth Publishers.
2. Pindyck, R., & Rubinfeld, D. (2012). *Microeconomics*. Pearson Higher Ed.
3. Tucker, I. B. (2016). *Microeconomics for today*. Cengage Learning.

#### MAPPING OF COs WITH PSOs:

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	-	-	-	-	-	-	2	3	-
<b>CO 3</b>	-	-	-	-	1	-	3	1	-
<b>CO 4</b>	-	3	-	-	-	-	-	2	-
<b>CO 5</b>	-	-	-	-	-	-	3	1	-

**CORRELATION LEVELS:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>MACROECONOMICS FOUNDATIONS</b>				
Type of Course	<b>Minor</b>				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course examines the performance and behavior of the economy as a whole. It focuses its attention on economic growth, the business cycle, interest rates, inflation, and the behavior of major economic aggregates such as the government, household, and business sectors.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand different types of unemployment and inflation and its consequences	U	C	Instructor-created exams / Quiz
CO 2	Identify key institutional factors contributing to economic growth	Ap	P	Practical Assignment / Observation of Practical Skills
CO 3	Explain periods of recession and expansion using the expenditure output model	Ap	P	Seminar Presentation / Group Discussion
CO 4	Analyse the current environment for financial investment decisions	An	P	Instructor-created exams / Home Assignments
CO 5	Propose policy recommendations based on economic analysis	E	P	Writing assignments

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>The Macroeconomic Perspective</b>		<b>12</b>	<b>18</b>
	1	Assessing the Economy's Performance: Gross Domestic Product, A Monetary Measure, Avoiding Multiple Counting, GDP Excludes Nonproduction Transactions, Two Ways of Looking at GDP: Spending and Income	3	
	2	The Business Cycle: Phases of the Business Cycle, Causes, Cyclical Impact: Durables and Nondurables	2	
	3	Unemployment: Measurement of Unemployment, Types of Unemployment, Definition of Full Employment, Economic Cost of Unemployment, Noneconomic Costs	2	
	4	Inflation: Meaning of Inflation, Measurement of Inflation, Facts of Inflation, Types of Inflation, Complexities, Core Inflation	3	
	5	Redistribution Effects of Inflation: Nominal and Real Income, Anticipations, Who Is Hurt by Inflation? Who Is Unaffected or Helped by Inflation? Anticipated Inflation, Negative Nominal Interest Rates, Other Redistribution Issues	2	
<b>II</b>	<b>Basic Macroeconomic Relationships</b>		<b>12</b>	<b>18</b>
	6	The Income-Consumption and Income-Saving Relationships: The Consumption Schedule, The Saving Schedule, Average and Marginal Propensities	3	
	7	Non-income Determinants of Consumption and Saving	2	
	8	The Interest-Rate-Investment Relationship: Expected Rate of Return, The Real Interest Rate, Investment Demand Curve	3	
	9	Shifts of the Investment Demand Curve: Instability of Investment	2	
	10	The Multiplier Effect: Rationale, The Multiplier and the Marginal Propensities, How Large Is the Actual Multiplier Effect?	2	
<b>III</b>	<b>Money, Banking, and Financial Institutions</b>		<b>11</b>	<b>16</b>
	11	The Functions of Money	1	
	12	The Components of the Money Supply: Money Definitions $M_0$ , $M_1$ , $M_2$ , $M_3$	2	
	13	What "Backs" the Money Supply? Money as Debt, Value of Money, Money and Prices, Stabilizing Money's Purchasing Power	2	
	14	The Central Bank: RBI and the banking system, Functions, Responsibilities and Independence of RBI	2	
	15	Commercial Banks: Structure of commercial banks in India, Functions of commercial banks	2	
	16	Monetary policy: Tools, Monetary Policy Committee, Inflation Targeting	2	
<b>IV</b>	<b>Financial Economics</b>		<b>13</b>	<b>18</b>
	17	Financial Investment	1	
	18	Present Value: Compound Interest, The Present Value Model, Applications	3	

	19	Calculating Investment Returns: Percentage Rates of Return, The Inverse Relationship between Asset Prices and Rates of Return	2	
	20	Arbitrage	2	
	21	Risk: Diversification	2	
	22	Comparing Risky Investments: Average Expected Rate of Return, Beta, Relationship of Risk and Average Expected Rates of Return, The Risk Free Rate of Return	3	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		<b>Discussion</b> based on inflation, unemployment and GDP prevailing in India		
		<b>Debate</b> on monetary policy by RBI		
		<b>Seminar</b> on the influence of transactions in financial assets on economy		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

#### REFERENCE:

4. McConnell, C. R., Brue, S. L., & Flynn, S. M. (2021). *Macroeconomics*. MCGRAW-HILL

#### ADDITIONAL READINGS

1. Mankiw, N. G., Kneebone, R. D., & McKenzie, K. J. (2023). *Principles of Macroeconomics*, 9th Edition. Cengage Canada.
2. Mateer, D., & Coppock, L. (2021). *Principles of Economics*, Third Edition. W.W. Norton & Company.
3. Cornia, G. A. (2020). *The macroeconomics of developing countries: An Intermediate Textbook*. Oxford University Press.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	-	-	-	-	-	-	2	3	-
<b>CO 3</b>	-	-	-	-	-	-	3	2	-
<b>CO 4</b>	-	3	-	-	-	-	2	2	-
<b>CO 5</b>	-	-	-	-	-	-	3	1	-

**CORRELATION LEVELS:**

<b>Level</b>	<b>Correlation</b>
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>FOUNDATIONS OF GLOBAL ECONOMICS</b>				
Type of Course	<b>Minor</b>				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	This course delves into the economic interactions and relationships that transcend national borders, examining how countries trade goods and services, invest in each other's economies, and manage their currencies in a globalized world.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the relationship between international economics and economic development, as well as the connection between international capital markets and economic growth	U	C	Instructor-created exams / Quiz
CO 2	Relate the Theory of Foreign Trade to economic development	Ap	P	Practical Assignment / Observation of Practical Skills
CO 3	Investigate foreign investments and their implications in the context of international economics	An	P	Seminar Presentation / Group Discussion
CO 4	Analyse the current environment for financial investment decisions	An	P	Instructor-created exams / Home Assignments
CO 5	Propose policy recommendations based on economic analysis	E	P	Writing assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Introduction to Global Economics</b>		<b>9</b>	<b>13</b>
	1	Globalization of the Economic Activity; Waves of Globalization	3	
	2	International Trade and the Nation's Standard of Living	2	
	3	The International Flow of Goods and Services: The Gravity Model	1	
	4	The International Flow of Labor and Capital	1	
	5	Purpose of International Economic Theories and Policies	2	
<b>II</b>	<b>International Institutions and Issues</b>		<b>15</b>	<b>22</b>
	6	International Institutions since World War II	3	
	7	A Taxonomy of International Economic Institutions	2	
	8	The IMF and World Bank	2	
	9	The GATT, the Uruguay Round, and the WTO	2	
	10	Regional Trade Agreements; Five Types of Regional Trade Agreements; Regional Trade Agreements and the WTO	2	
	11	The Role of International Economic Institutions	2	
	12	Criticism of International Institutions	2	
<b>III</b>	<b>International Trade and Economic Development</b>		<b>10</b>	<b>15</b>
	13	The Importance of Trade to Development: Trade Theory and Economic Development, Trade as an Engine of Growth, The Contributions of Trade to Development, International Trade and Endogenous Growth Theory	3	
	14	The Terms of Trade and Economic Development	3	
	15	Import Substitution versus Export Orientation	2	
	16	Trade Problems of Developing Countries	2	
<b>IV</b>	<b>Balance of Payments and Foreign Exchange Market</b>		<b>14</b>	<b>20</b>
	17	Balance-of-Payments Accounting Principles: Credits and Debits, Double-Entry Bookkeeping	2	
	18	The Current and Capital Account Balances	3	
	19	Financial Account: Types of Financial Flows, Limits on Financial Flows	2	
	20	Fixed, Flexible and Managed Exchange Rates	2	
	21	Exchange Rates and Currency Trading: Reasons for Holding Foreign, Currencies, Institutions, Exchange Rate Risk	3	
	22	The Real Exchange Rate	2	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		<b>Discussion</b> based on trends of foreign trade, composition of foreign trade and direction of foreign trade in India		
		<b>Debate</b> on exchange rate system to be followed by developing countries		
		<b>Seminar</b> on international institutions and their role in India		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed

modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**REFERENCE:**

1. Gerber, J. (2024). *International Economics*. Global Edition. Pearson.
2. Salvatore, D. (2019). *International Economics*. John Wiley & Sons.

**ADDITIONAL READINGS**

1. Appleyard, D. R., & Field, A. J. (2014). *International Economics*. Eighth Edition McGraw-Hill.
2. Carbaugh, R. (2016). *International Economics*. Cengage Learning.
3. Brakman, S. (2006). *Nations and firms in the global economy: An Introduction to International Economics and Business*. Cambridge University Press.

**MAPPING OF COs WITH PSOs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	-	-	-	-	-	-	3	2	-
<b>CO 3</b>	-	-	-	-	-	-	2	3	-
<b>CO 4</b>	-	3	-	-	-	-	2	2	-
<b>CO 5</b>	-	1	-	-	-	-	3	1	2

**CORRELATION LEVELS:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	

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*Vocational Minor Courses in Economics*

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Programme	B.A. Economics Honours				
Course Title	<b>BASICS OF INCOME TAX</b>				
Type of Course	<b>Vocational Minor</b>				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Introductory Macro Economics course of 0 – 99 level				
Course Summary	This course focus on imparting basic knowledge and equip students with application of principles and provisions of Income - tax Act, 1961 amended up to date.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the basic concept and terms of Income Tax	U	C	Instructor-created exams / Quiz
CO 2	Analyse Income Tax Statements and Tax Planning	An	P	Practical Assignment
CO 3	Evaluate Various Sources of Income and Deductions	E	F	Seminar Presentation / Group Discussion
CO 4	Apply Tax Planning Techniques	Ap	P	Instructor-created exams / Home Assignments
CO 5	Create Tax Return Preparators (TRP)	Ap	F	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to Income Tax</b>		<b>10</b>	<b>15</b>
	1	Basic Concepts- Purpose of Income Tax - Basic	2	

		Terms of Income Tax		
	2	Income tax Act 1961, Recent Financial Amendments regarding Income Tax	2	
	3	Direct and Indirect Taxes	2	
	4	Income - Agricultural income - Person - Assessee - Assessment Year - Previous Year -	2	
	5	Gross total income - Total income - Residential status - Scope of total income on the basis of residential status –Exempted incomes.	2	
<b>II</b>	<b>Income Tax Calculation</b>		<b>17</b>	<b>25</b>
	6	Computation of Income under Different Heads	3	
	7	Deductions to be made in computing total income	3	
	8	Computation of total Income of individuals	3	
	9	Computation of Tax liability of individuals	3	
	10	Rebate and relief of tax	3	
	11	Recent Income Tax Slabs for Calculation	2	
<b>III</b>	<b>Income Tax Return Filing</b>		<b>14</b>	<b>20</b>
	12	Procedure of assessment of income tax	2	
	13	Filing of returns of income, ITR 1	2	
	14	Voluntary return of income – Statutory obligations in the filing of returns – Return of loss – Belated returns	2	
	15	Revised returns – Defective returns – PAN	2	
	16	Different types of assessment – Self-assessment – Assessment on the basis of return – Best judgment assessment – Regular assessment	2	
	17	Reassessment	1	
	18	Protective assessment	1	
	19	Key Dates for Return Filing	1	
	20	Penalties for Late Return	1	
<b>IV</b>	<b>Income Tax Planning</b>		<b>7</b>	<b>10</b>
	21	Individual Tax Planning- Evasion-Avoidance-Refund	4	
	22	Powers of Income Tax Authorities	3	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		<b>Discussion</b> -Income tax heads and deductions		
		<b>Practical Assignments</b> Income Tax Calculation and Return Filing		
		<b>E-return filing</b> -ITR1 Practical Return Filing		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

## REFERENCE:

1. Dr. H.C Mehrotra and Dr. S.P. Goyal (2022). Fundamentals of Income Tax A.Y 2022-23 (Module I,II,II, and IV)

## ADDITIONAL READINGS

1. Henry Harvin.(2023).Income Tax Practices
2. Vinod K. Singhania & Kapil Singhania (2023). Direct Taxes Law & Practice | Professional Edition

## MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO 8	PSO 9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	-	-	-	-	-	3	2	-
CO 3	-	-	-	3	-	-	2	2	-
CO 4	-	-	-	2	-	-	3	2	-
CO 5	-	-	-	1	-	-	2	3	-

## CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

## ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>CALCULATION OF INCOME FOR TAXATION</b>				
Type of Course	<b>Vocational Minor</b>				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic economics course of 0 – 99 level				
Course Summary	This course focuses on various aspects of income tax calculations, basic components of income, tax deductions, tax exemptions and tax regimes.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the relevance of accurate income tax calculation.	U	C	Instructor-created exams / Practical Assignment
CO2	To understand the basic elements of income tax calculation.	U	F	Writing assignments / Quiz
CO3	To analyze the major components of income.	An	P	Observation of Practical Skills / Group Discussion
CO4	To analyze the impact of tax deductions and exemptions on taxable incomes.	An	P	Observation of Practical Skills / Home Assignments
CO5	To accurately compute income for taxation.	Ap	P	Practical Skills / Instructor-created exams
CO6	To compute tax liability under old and new tax regimes and to evaluate the most appropriate tax regime choice.	E	M	Practical Assignment Viva Voce

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

**DETAILED SYLLABUS:**

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>BASIC ELEMENTS OF INCOME CALCULATION</b>		<b>10</b>	<b>15</b>
	1	Relevance of accurate income calculation	2	
	2	Gross income and taxable income	2	
	3	Exempted income for all assesses	3	
	4	Residential status and tax liabilities	3	
<b>II</b>	<b>INCOME FROM SALARY AND HOUSE PROPERTY</b>		<b>16</b>	<b>23</b>
	5	Components of salaried income	1	
	6	Exempt portion of HRA and LTA	2	
	7	Impact of standard deduction on taxable income	1	
	8	Deductions from gross salary	2	
	9	Computation of income from salary	2	
	10	Computation of income from house property	2	
	11	Exempted Income from house properties.	2	
	12	Rules regarding valuation.	2	
	13	Determining annual value, deductions and taxable income from house property	2	
<b>III</b>	<b>INCOME FROM BUSINESS/PROFESSION AND CAPITAL GAIN</b>		<b>10</b>	<b>15</b>
	14	Profits and Gains of business/ Profession	3	
	15	Deductions expressly allowed in respect to expenses and allowances	2	
	16	Computation of income from business	3	
	17	Tax treatment of self-employed individuals	2	
<b>IV</b>	<b>INCOME FROM CAPITAL GAIN</b>		<b>12</b>	<b>17</b>
	18	Meaning and types of capital gains	2	
	19	Computation of Short term and Long Term Capital Gain/Loss	3	
	20	Exemption of Capital Gains	2	
	21	Calculation of cost of Original Shares & Bonus Shares	3	
	22	Income from other sources	2	
<b>V</b>	<b>Open ended module</b>		<b>12</b>	
		Discussion based on tax saving investments and impact of exemptions on taxable income.		
		Practical Assignments to calculate tax liability under old and new tax slabs		
		Assessment and evaluation of factors influencing the choice between old and new regimes.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Gaur V.P. & Narang D.B., Income Tax Law and Practice, Kalyani Publishers.

2. Bhagwati Prasad ., Income Tax Law And Practice ,Wishwa Prakashan Publishers,
3. T.S.Reddy & Y.Harry Prasad Reddy, Income Tax Law and Practice, Margham Publications.
4. Vuinod K Singhanian and Kapil Singhanian, Direct Taxes, Taxman Allied Services Pvt. Ltd.
5. N. Hariharan, Income Tax Law and Practice, Tata McGraw Hill publishing Co. Ltd, New Delhi.

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	2	1	-2	-	-	3	2	2
CO 2	3	1	-	2	-	-	2	2	2
CO 3	2	2	-	1	-	1	3	3	3
CO 4	2	3	2	1		1	3	3	3
CO 5	2	2	1	1	-	1	3	3	3
CO 6	-	2	2	2	2	-	3	3	3

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments
- Final Exam

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	
CO 6		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>INCOME TAX ASSESSMENT</b>				
Type of Course	<b>Vocational Minor</b>				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basics Course on Income Tax of level 100 – 199				
Course Summary	This particular course is intended to impart knowledge on assessment procedure and filing of return of income of various assessee and to provide practical skills on computation of total income and tax liability of individuals, HUF and Firms.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the rationale and procedure of Tax Assessment	U	C	Instructor-created exams / Quiz/ Assignments
CO 2	Analyse the concept of clubbing and aggregation of income.	An	C	Instructor-created exams /Practical Assignment
CO 3	Evaluate the various legal provisions of tax planning	E	C	Instructor-created exams /Seminar Presentation / Group Discussion
CO 4	Apply tax computation procedure to Individual and HUF	An	C	Instructor-created exams / Home Assignments
CO 5	Computation of tax liabilities of entities	An	P	Writing assignments/ Seminar/ presentation/ Group activities
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to Tax Assessment</b>		<b>12</b>	<b>17</b>
	1	Assessment- Definition, Objectives and Types	2	
	2	Assessment year Section 2(9), Previous Year –Exception rules	1	
	3	Person Section 2 (31)	1	
	4	Types of Income- Total Income, Casual Income, Assessment Income	2	
	5	Rate of Income tax for the assessment Year	1	
	6	Assessment, filing and Payment of Tax	1	
	7	Return –Meaning of return – Types of return	2	
	8	Forms Prescribed for filing of return	1	
	9	PAN – Compulsory cases of PAN.	1	
<b>II</b>	<b>Clubbing and Aggregation of Income</b>		<b>12</b>	<b>17</b>
	10	Clubbing and Aggregation of Income-Objectives	3	
	11	Types of Income for Clubbing	3	
	12	Provisions for Clubbing and Aggregation	3	
	13	Set off and carry forward of losses: Provisions	3	
<b>III</b>	<b>Tax Assessment (Theory Only)</b>		<b>15</b>	<b>22</b>
	14	Assessment of Individuals - Various sources of income of an individual	3	
	15	Procedure for computing Total Income	3	
	16	Assessment of Hindu Undivided Family – HUF v/sFirm –	2	
	17	Incomes not treated as family income	2	
	18	Assessment of Firms –Classification of firms	2	
	19	Section 184- Computation of Tax Liability	3	
<b>IV</b>	<b>Tax Planning Strategies</b>		<b>9</b>	<b>14</b>
	20	Effective Tax Planning Techniques	3	
	21	Tax Avoidance and Tax Evasion	3	
	22	Deductions under 80C	3	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	1	Discussing recent tax laws		
	2	Analysing real life case studies related to tax assessment		
	3	File the income tax return of any Two individual		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

## REFERENCE:

1. Income Tax, Vinod K. Sinhanian & Monica Sinhanian, Taxmann Publications Pvt.Ltd, New Delhi.
2. Taxation Law & Practice, Mehtrotra & Goyal, Sahitya Bhavan Publication, Agra.

### ADDITIONAL READINGS

1. Systematic Approach to Income Tax, Garish Abuja& Ravi Gupta, Bharat Law House Pvt. Ltd, New Delhi.
2. Girish Ahuja and Ravi Gupta: Professional Approach to Direct Taxes Law & Practice; Bharat Law House, New Delhi.

### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO 8	PSO9
CO 1	3	1	-	-	-	-	-	-	-
CO 2	1	3	-	1	-	-	1	3	2
CO 3	1	3	-	1	-	-	-	-	-
CO 4	1	3	1	2	-	-	-	3	1
CO 5	1	2	-	3	-	-	-	2	2

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar/Survey
- Internal Exam
- Practical Assignments
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓	✓	✓
CO 5		✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>INCOME TAX LAWS, PROCEDURES AND AUTHORITIES</b>				
Type of Course	<b>Vocational Minor</b>				
Semester	VIII				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Income Tax course of 200 – 299 level				
Course Summary	This course aims to provide basic knowledge about the principles and provisions of income tax, as well as its authority, and to equip students with the application of the Income Tax Act.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Understand the basic concepts, procedures and authorities of income tax.	U	C	Instructor-created exams / Quiz
CO2	Identification of income tax from various sources and analysis of its interdependence and differences.	An	P	Practical Assignment
CO3	To apply income tax procedures in real life situations.	Ap	F	Seminar Presentation / Group Discussion
CO4	Assessment of income tax procedures across personal, business, and other areas with the relevant authorities.	Ap	C	Instructor-created exams / Home Assignments
CO5	Evaluate the components of income tax laws and apply them to the present tax situation.	E	M	Viva
CO6				
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Basic Concepts under Income Tax</b>		<b>11</b>	<b>16</b>
	1	Income from salary and house property	2	
	2	Income from business and profession	2	
	3	Determination of agricultural and Non-agricultural income	2	
	4	Casual Income, Capital gains and Income from other sources.	4	
	5	Gross total income , Total income	1	
<b>II</b>	<b>Computation of Income tax and Tax liability</b>		<b>12</b>	<b>18</b>
	6	Determination of residential status	2	
	7	Classification of income under different heads	2	
	8	Computation of income under each head	2	
	9	Clubbing of income of spouse, minor child etc.	1	
	10	Computation of Gross Total Income (GTI)	2	
	11	Deduction from GTI	1	
	12	Computation of Taxable income and computation of tax liability	2	
<b>III</b>	<b>Components of Income Tax Law</b>		<b>12</b>	<b>18</b>
	13	Type of taxes – Direct taxes and Indirect taxes	2	
	14	Classifications – Income tax – Tax on undisclosed foreign income and assets – Goods and Services tax (GST) – Customs duty.	3	
	15	Income tax Act 1961	2	
	16	Annual Finance Act	1	
	17	Income tax rules, Circulars and Notifications	3	
	18	Legal decisions	1	
<b>IV</b>	<b>Income Tax Authorities and their powers</b>		<b>13</b>	<b>18</b>
	19	Roles and responsibilities of income tax authorities.	3	
	20	Powers of income tax authorities	3	
	21	Classification of income tax authorities – Administrative and Judicial authorities - Central Board of Direct Taxes, Commissioner, a Joint Commissioner, a Director, a Joint Director, an Assistant Director or a Deputy Director or an Assessing Officer, or a Tax Recovery Officer	4	
	22	Jurisdictional aspects and transfer of cases	3	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	1	Examine and contrast tax evasion, avoidance, and planning concerning personal, organizational, and corporate income tax filings.		
	2	Prepare income tax statements for Individuals, Organizations and Companies.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed

modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Dr. H.C. Mehrotra and Dr. S.P Goyal, Income Tax Law and Account,64<sup>th</sup> Edition, Sahitya Bhawan Pulications.

**ADDITIONAL READINGS:**

1. Girish Ahuja and : Systematic Approach to Income-tax, Service Tax and VAT; Bharat Law Ravi Gupta House, T-1/95, Mangolpuri Industrial Area, Phase I, New Delhi-110 083. (Edition based on provisions applicable for AY 2017-18)
2. B. B. Lal and N. Vashist : Direct Taxes, Income Tax, and Tax Planning; Darling Kindersley (India) Pvt. Ltd., 482, FIE, Patparganj, Delhi.-110092 (Edition based on provisions applicable for AY 2017-18)
3. Dr. H. C. Mehrotra and : Direct Taxes (with Tax Planning); Sahitya Bhawan, Agra. (Edition based Dr. S.P. Goyal on provisions applicable for AY 2017-18)
4. Girish Ahuja and : Professional Approach to Direct Taxes Law & Practice; Bharat Publications Ravi Gupta (Edition based on provisions applicable for AY 2017-18)
5. Vikas Mundra : Tax Laws and Practices; Law Point publications, 6C, R.N. Mukherjee Road, Kolkata- 700001 (edition based on provisions applicable for AY 2017-18)
6. V. S. Datey : Service Tax Ready Reckoner; Taxmann Publications, 59/32, New Rohtak Road, New Delhi
7. J. K. Mittal : Law, Practice & Procedure of Service Tax; CCH India, (Walters Kluwer (India) Pvt. Ltd.), 501-A, Devika Tower, 6 Nehru Place, New Delhi.
7. Balram Sangal and : All India VAT manual (4 Vols.); Commercial Law Publisheres (India) Pvt Jagdish Rai Goel Ltd., 151, Rajindra Market, Opp. Tis Hazari Courts, Delhi – 110 054
8. GST : Introduction and way Forward – Bloom Bury publication

**MAPPING OF COs WITH PSOs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	-	3	-	2	-	-	2	3	3
<b>CO 3</b>		2	-	2	-		-	2	3
<b>CO 4</b>	-	3	2	3	-	2	3	3	-
<b>CO 5</b>	3	-	-	-	-	2	2	-	3

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	

Programme	B.A. Economics Honours				
Course Title	<b>FOUNDATIONS OF GST</b>				
Type of Course	<b>Vocational Minor</b>				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic Economics Course of 0-99 level				
Course Summary	This course provides a comprehensive introduction to GST, covering its features, application, applicability and practical implementation.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Understand the fundamentals of GST, its Features, framework and constitutional provision	R	F	Instructor-created exams / Quiz
CO2	Gain ability to differentiate supply of goods and services	An	C	Seminar Presentation / Group Discussion
CO3	Determining time and place of supply of goods and services	E	P	Seminar Presentation / Group Discussion
CO4	Determining value of supply of goods and services	E	P	Writing assignments
CO5	To Understand the exempted goods and services	U	P	Instructor-created exams / Quiz
CO6	To explore the scope and conditions of composition levy	An	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to GST</b>		<b>12</b>	<b>17</b>
	1	Meaning and features of Goods and Service Tax (GST)	2	
	2	Background, Necessity and implementation of GST	2	
	3	Benefits of GST	2	
	4	Taxes subsumed in GST	1	
	5	Framework of Goods and Services Tax	2	
	6	Constitutional provision	3	
<b>II</b>	<b>Supply under GST</b>		<b>12</b>	<b>17</b>
	7	Meaning and scope of Supply	2	
	8	Deemed Supply	2	
	9	Supply of goods or supply of services	3	
	9	Negative list	2	
	10	Tax Liability on composite supplies	2	
	11	Tax Liability on mixed supplies	1	
<b>III</b>	<b>Taxable Supply</b>		<b>15</b>	<b>22</b>
	12	List of exempt goods under GST	2	
	13	List of exempt services under GST	4	
	14	Time of supply of goods	2	
	15	Time of supply of services	2	
	16	Place of supply of goods and services	3	
	17	Determination of value of Taxable supply	2	
<b>IV</b>	<b>Composition Levy</b>		<b>9</b>	<b>14</b>
	18	Eligibility for composition scheme	2	
	19	Ineligibility for composition scheme	2	
	20	Intimation of opting for composition levy	1	
	21	Conditions and restriction for composition levy	2	
	22	Withdrawal and denial of composition scheme	2	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	23	Practical problems on determining value of supply		
	24	Electronic Commerce Operator		
	25	TDS and TCS under GST		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Shivakumar Upavasi (2021), GST FOR BEGINNERS : FOUNDATIONS FOR GST
2. <https://boslive.icai.org>

**ADDITIONAL READINGS**

1. Sonal G Singh ,Understanding GST, Cyber-tech publications, New Delhi
2. M M Surg , Goods and Services tax (GST) in India: Background, Present structure and Future changes, New Century Publications, New Delhi.

**MAPPING OF COs WITH PSOs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	1	-	-	-	-	-	-	-
CO 2	-	-	2	-	-	-	2	-	-
CO 3	-	-	-	-	-	-	3	-	-
CO 4	-	1	-	-	-	-	-	-	3
CO 5	3	-	-	-	-	-	-	2	3
CO 6	-	-	-	-	-	-	-	-	3

**CORRELATION LEVELS:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**ASSESSMENT RUBRICS:**

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar (10%)
- Internal Exam (10%)
- Assignments (10%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>GST COMPLIANCE</b>				
Type of Course	<b>Vocational Minor</b>				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic economics course of level 0 – 99				
Course Summary	This course explores principles of GST compliance, provides proficiency in filing GST returns in time and make the students updated on recent developments and amendments in GST laws and regulations that may impact compliance requirements.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Understand the fundamental concepts and principles of GST compliance, including return filing, input tax credit, and anti-profiteering measures.	R	F	Instructor-created exams / Quiz
CO2	Gain proficiency in filing various GST returns accurately and within the stipulated timelines, including GSTR-1, GSTR-3B, and annual returns.	U	C	Seminar Presentation / Group Discussion
CO3	Develop skills to identify and mitigate compliance risks associated with GST, including penalties for non-compliance.	Ap	P	Seminar Presentation / Group Discussion
CO4	Explore strategies and best practices for ensuring GST compliance in different business scenarios, including managing cross-border transactions and GST audits.	Ap	C	Seminar Presentation / Group Discussion
CO5	Analyze case studies and real-life examples to understand practical challenges and solutions in GST compliance.	An	P	Writing assignments
CO6	Stay updated on recent developments and amendments in GST laws and regulations that may impact compliance requirements.	C	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to GST Compliance and Registration Procedures</b>		<b>14</b>	<b>25</b>
	1	GST vs the Current Indirect Tax Structure	2	
	2	Key GST Compliance	1	
	3	Criteria for GST registration.	3	
	4	Procedure for GST registration.	4	
	5	Voluntary registration vs. mandatory registration.	2	
	6	Exemption from GST Registration	2	
<b>II</b>	<b>Books of Accounts</b>		<b>15</b>	<b>10</b>
	7	Maintenance of Books of Accounts:	2	
	8	Who must maintain accounts under GST?	2	
	9	The records must be maintained under GST	2	
	10	The accounts maintained under GST	3	
	11	Accounting entries under GST	2	
	12	Electronic Cash and Credit Ledger	2	
	13	Period for Retention of Accounts under GST	<b>1</b>	
14	Consequences of Not Maintaining Proper Records	<b>1</b>		
<b>III</b>	<b>Issuing GST Invoices and filing of GST Returns</b>		<b>11</b>	<b>20</b>
	15	The mandatory fields a GST Invoice - Types of invoices- Bill of supply- Aggregate invoice-Reverse charge invoice-Debit and credit note	4	
	16	GST Returns - How and When to File Them-	2	
	17	Types of GST returns (GSTR-1, GSTR-3B, GSTR-9, etc.). What is GSTIN?	3	
	18	Common errors and challenges in return filing	2	
<b>IV</b>	<b>Input tax credit and other compliance</b>		<b>8</b>	<b>15</b>
	19	ITC - conditions- Items not allowed for ITC	2	
	20	GST Compliance Audits-	3	
	21	Compliance with GST Council Notifications:	2	
	22	Consequences of Non-Compliance	1	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		Practical problem highlights the importance of having accurate GSTINs and the challenges businesses may face if there are discrepancies or errors in their GST registration details.		
		Latest budget updates on ITC		
		Practical problem illustrates the importance of adhering to the conditions for claiming ITC and being aware of the items for which ITC is not allowed to avoid financial implications and compliance issues.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam,

however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Agarwala, D., Banka, K. V., & Saraf, A. (2022). *Practical Guide to GST Compliances*. Taxmann.
2. <https://cleartax.in/s/gst-payment-issues-complaint>

#### ADDITIONAL READINGS

1. Government of India. (n.d.). Criteria for GST Registration. GST Council. Retrieved from <https://www.gst.gov.in/> (Module II)
2. Central Board of Indirect Taxes and Customs. (n.d.). Procedure for GST Registration. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>
3. Ministry of Finance, Government of India. (n.d.). Types of Invoices Under GST. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>
4. Central Board of Indirect Taxes and Customs. (n.d.). How to File GST Returns: Step-by-Step Guide. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO
CO 1	2	1	-	-	-	-	-	-	-
CO 2	-	-	2	-	-	-	2	-	-
CO 3	-	-	-	-	-	-	3	-	-
CO 4	-	1	-	-	-	-	-	-	3
CO 5	3	-	-	-	-	-	-	2	3
CO 6	-	-	-	-	-	-	-	-	3

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar (10%)
- Internal Exam (10%)
- Assignments (10%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>GST AUDIT AND INVESTIGATION TECHNIQUES</b>				
Type of Course	<b>Vocational Minor</b>				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	Foundation course on GST of level 100 – 199				
Course Summary	The objective of this paper is to understand the provisions of the GST law, including the correctness of the tax returns filed, payment of tax, and compliance with other provisions of the law and to know different techniques of GST auditing				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the fundamental concepts and principles of GST auditing	R	F	Instructor-created exams / Quiz
CO 2	The program's mission is to broaden the horizon of the learners with a deeper understanding of the GST law and its e filing in the new digital environment and equip them with a new set of tools to help them digitally create and file GST returns.	U	C	Seminar Presentation / Group Discussion
CO 3	Develop a detailed understanding in the students of law and practice of Goods and Services Tax and the application of its provisions.	Ap	P	Seminar Presentation / Group Discussion
CO 4	Develop a detailed understanding in the students of documents, records, books of accounts and tax returns, and the requirements for the payment of Goods and Services Tax using computer hardware and software packages.	Ap	C	Seminar Presentation / Group Discussion
CO 5	Analyze case studies and real-life examples to understand practical challenges and solutions in GST compliance.	An	P	Writing assignments
CO 6	Stay updated on recent developments and amendments in GST laws and regulations that may impact compliance requirements.	C	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Purpose and Principles of audit</b>		<b>13</b>	<b>25</b>
	1	Definition of Audit	2	
	2	Types of Audits in GST	1	
	3	General provisions relating to determination of tax	3	
	4	Levy of late fee	4	
	5	Aims and objectives of Audit	2	
	6	Principles of audit	1	
<b>II</b>	<b>Different Steps of Audit</b>		<b>15</b>	<b>10</b>
	7	Selection for audit	2	
	8	Administrative / procedural arrangements for risk-based selection of auditees:	2	
	9	Assignment & team formation for audit:	2	
	10	Commencement of Audit	3	
	11	Draft Audit Report and approval thereof	2	
	12	Knowledge of Form GST REG-06, GSTR1, GSTR2A, GSTR2B, GSTR3B, Form GST CMP – 08,	2	
	13	Form GST PMT –06 Payment Challan, DRC03,	1	
14	Verification of input tax credit system from portal vis a vis books of accounts and its adjustments	1		
<b>III</b>	<b>GST Tax Accounting</b>		<b>10</b>	<b>20</b>
	15	Final Audit Report	2	
	16	Thematic Audit	2	
	17	Administrative arrangement for conduct of Thematic audits.	2	
	18	Multi-locational Co-Audit	2	
	19	Administrative arrangement for Selection of Multi-location Co-Audits	2	
<b>IV</b>	<b>Training and Capacity Building</b>		<b>7</b>	<b>15</b>
	20	Building knowledge on financial accounting	2	
	21	Audit in GST with reference to financial accounting	3	
	22	Cash Flow - The third important financial statement	2	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
		Training: Relevant offline tools on GST portal.		
		Verification of input tax credit system from portal vis a vis books of accounts and its adjustments.		
		Every candidate will be assigned a project topic and project mentor/ guide in order to get the practical exposure about GST law and practice in India.		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final

exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Ahuja, Girish and Gupta, Ravi. Systematic Approach to GST. Wolters Kluwer
2. Sekhon, Shailinder., GST....Unlocking the complexities of Indirect taxes. Published by Sumirat publication and Bookman, New delhi.
3. Bansal, K. M., GST & Customs Law, Taxman Publication.
4. Mehrotra H.C. and Agarwal, V.P. Goods and Services Tax and Customs. Sahitya BhawanPublications.
5. Saha, R.G. Shah, Divyesh and Devi, Usha. Goods and Service Tax. HPH 6. Datey, V. S. All about GST, A Complete Guide to Model GST Law. Taxman Publications

#### ADDITIONAL READINGS

1. Government of India. (n.d.). Criteria for GST Registration. GST Council. Retrieved from <https://www.gst.gov.in/> (Module II)
2. Central Board of Indirect Taxes and Customs. (n.d.). Procedure for GST Registration. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>
3. Ministry of Finance, Government of India. (n.d.). Types of Invoices Under GST. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>
4. Central Board of Indirect Taxes and Customs. (n.d.). How to File GST Returns: Step-by-Step Guide. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	2	1	-	-	-	-	-	-	-
CO 2	-	-	2	-	-	-	2	-	-
CO 3	-	-	-	-	-	-	3	-	-
CO 4	-	1	-	-	-	-	-	-	3
CO 5	3	-	-	-	-	-	-	2	3
CO 6	-	-	-	-	-	-	-	-	3

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar (10%)
- Internal Exam (10%)
- Assignments (10%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5		✓	✓	
CO 6			✓	

Programme	B.A. Economics Honours				
Course Title	<b>ADVANCED TOPICS IN GST: ANTI-EVASION MEASURES AND CASE STUDIES</b>				
Type of Course	<b>Vocational Minor</b>				
Semester	VIII				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Course on GST of level 200 – 299				
Course Summary	This course provides a comprehensive knowledge on tax evasion, offences, penalties, appeals and revisions and also discusses the case studies related to tax evasion				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the concept of Tax evasion of GST, various situations evasion of GST and anti-evasion measures under GST regime	R	F	Instructor-created exams / Quiz
CO 2	Gain knowledge in Offences and Penalties under GST Laws, Punishment for offences and ethics under GST	U	C	Seminar Presentation / Group Discussion
CO 3	Understand appeals to appellate authority, tribunal and Powers of revision authority	U	P	Seminar Presentation / Group Discussion
CO 4	Analyze the Problem of tax evasion in India	An	P	Seminar Presentation / Group Discussion
CO 5	Explore the Lags leading to tax frauds	An	P	Writing assignments
CO 6	Stay updated on tax evasion cases in India and related issues	C	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction</b>		<b>10</b>	<b>15</b>
	1	Meaning of Tax evasion	2	
	2	Identification of tax evasion	2	
	3	Tax evasion in various situations	3	
	4	Anti-evasion measures under GST regime	3	
<b>II</b>	<b>Offences and Penalties under GST Laws</b>		<b>15</b>	<b>22</b>
	5	Offences under GST Laws	2	
	6	Penalties for certain offences	3	
	7	Punishment for offences	3	
	8	Power to impose and waive penalty	2	
	9	Compounding of offences	2	
	10	Ethics under GST	3	
<b>III</b>	<b>Appeals and Revisions</b>		<b>12</b>	<b>17</b>
	11	Appeals to appellate authority	2	
	12	Powers of revision authority	2	
	13	Appellate tribunal under GST laws	2	
	14	Appeal to appellate tribunal	2	
	15	Appeal to Supreme court and High court	2	
	16	Appeal not to be filed in certain cases	2	
<b>IV</b>	<b>Case Studies</b>		<b>11</b>	<b>16</b>
	17	Problem of tax evasion in India	2	
	18	Case studies related to tax evasion	3	
	19	Lags leading to tax frauds	2	
	20	Role of Professionals in avoiding prosecution	1	
	21	Role of Professionals in avoiding payment of Penalties	1	
	22	E- invoicing and reducing tax evasion	2	
<b>V</b>	<b>Open Ended Module</b>		<b>12</b>	
	23	Advance Ruling		
	24	Discussion on tax evasion cases in India and related issues		

**Note:** The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

REFERENCE:

1. Shivakumar Upavasi , GST FOR BEGINNERS : FOUNDATIONS FOR GST Paperback – 23 July 2021

2. Sumit Agarwal, Shashwat Alok, Shiv Dixit & Tejaswi Velayudhan , Impact of the GST on Corporate Tax Evasion: Evidence from Indian Tax Records, March 8, 2022, Indian Statistical Institute, Delhi
3. [https://icmai.in/TaxationPortal/upload/IDT/Article\\_GST/210.pdf](https://icmai.in/TaxationPortal/upload/IDT/Article_GST/210.pdf)
4. <https://fpibengaluru.karnataka.gov.in/storage/pdf-files/Intern%20Reports>

#### ADDITIONAL READINGS

1. Government of India. (n.d.). Criteria for GST Registration. GST Council. Retrieved from <https://www.gst.gov.in/> (Module II)
2. Central Board of Indirect Taxes and Customs. (n.d.). Procedure for GST Registration. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>
3. Ministry of Finance, Government of India. (n.d.). Types of Invoices Under GST. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>
4. Central Board of Indirect Taxes and Customs. (n.d.). How to File GST Returns: Step-by-Step Guide. Goods & Services Tax Network. Retrieved from <https://www.gstn.org/>

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	2	1	-	-	-	-	-	-	-
CO 2	3	-	2	-	-	-	-	-	-
CO 3	3	2	-	-	-	-	-	-	-
CO 4	-	1	-	-	-	-	-	3	2
CO 5	-	-	2	-	-	-	-	2	3
CO 6	-	-	-	-	-	-	-	3	3

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar (10%)
- Internal Exam (10%)
- Assignments (10%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

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*General Foundation Courses in Economics*

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Programme	B.A. Economics Honours				
Course Title	<b>SECURITY TRADING PRACTICES</b>				
Type of Course	MDC				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic course on stock market of level 0 - 99				
Course Summary	This course is designed to provide a theoretical and practical background in the field of investments.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Students will acquire a conceptual foundation in the field of investments.	U	C	Instructor-created exams / Quiz
CO 2	Learners will gain skills in designing and managing both bond and equity portfolios in real-world scenarios.	Ap	P	Practical Assignment using paper trading app
CO 3	Students will be able to value various financial instruments, including equity and debt securities	An	P	Seminar Presentation / Group Discussion
CO 4	Evaluate the characteristics of various avenues of investment.	E	M	Instructor-created exams / Home Assignments

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

### DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Investment Environment, Markets and Instruments</b>		<b>8</b>	<b>11</b>
	1	Financial Market—Primary and Secondary market	1	
	2	instruments of secondary market;	1	
	3	Major Agencies of Secondary market: NSE, BSE, CDSL, NSDL, SEBI	2	
	4	Different types of trading—overview of derivative market, futures and options, Major indices of BSE and NSE.	2	
	5	Different trader in the secondary market—FIIs, DIIs, retailers	2	
<b>II</b>	<b>Equity Selection</b>		<b>8</b>	<b>11</b>

	6	<b>The Fundamental Analysis:</b> Meaning and importance	1	
	7	Important ratios; Price-to-Earnings (P/E) ratio-Price-to-Book (P/B) ratio -Dividend Yield, Earnings Per Share (EPS), ROCE and ROE, D/EBITDA, EV/ EBITDA	2	
	8	Technical Analysis: Meaning and importance	2	
	9	important methods—chart, candle sticks-- important indicators namely, Support, resistance, RSI, Moving Average, volume, price channel, VIX –	3	
<b>III</b>	<b>Portfolio Creation</b>		<b>8</b>	<b>11</b>
	10	Theories of portfolio creation: Capital Asset Pricing Model (CAPM), Arbitrage Pricing Theory (APT), Markowitz portfolio theory, Behavioural Portfolio Theory	4	
	11	Different types of Brokers-- Process of opening a demat account with a discount broker--	2	
	12	Maintain trading account details— P& L statement-- capital gain – capital gain tax -- details that are to be included in the income tax return.	2	
<b>IV</b>	<b>Trade Management</b>		<b>12</b>	<b>17</b>
	13	Different Sectors in secondary market eg Banking, Auto, pharma, IT, infrastructure, FMCG etc.	2	
	14	Portfolio allocation and selection in different sectors. Maintaining risk- reward—Position sizing of equities	2	
	15	Capital building through cumulative investment	2	
	16	Trader psychology—need and approach to maintain good psychology by a trader	2	
	17	Practice—download a virtual trading platform and selection	1	
	18	Creating portfolio composing of multiple segments	1	
	19	Getting familiar with the demat account of any one broker preferably select one who do not charge AMC or brokerage fees	2	
<b>V</b>	<b>Open Ended Module</b>		<b>9</b>	
		Analyze the current trend Draw accurate trend lines Identify crucial support and resistance levels Make informed decisions on entry and exit points Trade in range-bound markets Use trading signals with different indicators		

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

**REFERENCE:**

1. "Investments" by Zvi Bodie, Alex Kane, and Alan J. Marcus (McGraw-Hill, 12th edition, 2023)
2. "The Stock Market Game" by Robert Hagstrom (John Wiley & Sons, 10th edition, 2022)
3. "Investing for Dummies" by Matthew Krantz (Wiley, 6th edition, 2023)
4. "The Intelligent Investor" by Benjamin Graham (HarperCollins, Revised edition by Jason Zweig, 2003)

5. "Security Analysis" by Benjamin Graham, David L. Dodd, and Sidney B. Zweig (McGraw-Hill, 8th edition, 2014)
6. "Technical Analysis Explained" by Martin Pring (McGraw-Hill, 5th edition, 2018)
7. "Trading in the Zone" by Mark Douglas (Harriman House Publishers, 3rd edition, 2011)
8. "Demat and Trading Guide" by NSE Academy (Available online at nseindia.com)
9. "A Random Walk Down Wall Street" by Burton Malkiel (Norton, 13th edition, 2023)
10. "The Art of Asset Allocation" by Roger Ibbotson and Rex Sinquefeld (Wiley, 5th edition, 2019)

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
<b>CO 1</b>	3	-	-	-	-	-	-	-	-
<b>CO 2</b>	-	3	-	1	-	-	2	-	-
<b>CO 3</b>	3	-	-	1	-	-	-	-	-
<b>CO 4</b>	-	3	1	2	-	-	3	-	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓

Programme	B.A. Economics Honours				
Course Title	<b>DIGITAL ECONOMY</b>				
Type of Course	MDC				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic course on Economics of 0 – 99 level				
Course Summary	This course is designed to provide a theoretical and practical knowledge about digital economy				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the Historical foundations and impact of the digital economy.	U	C	Instructor-created exams / Quiz, Assignment
CO 2	Analyze business and innovation in the digital age.	An	P	Case Study Analysis,
CO 3	Critically evaluate the role of data and analytics.	E	M	Research Paper, Debate Participation
CO 4	Assess the policy and social implications of the digital economy.	Ap	p	Instructor-created exams / Home Assignments

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

### DETAILED SYLLABUS:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Foundations of the Digital Economy</b>		<b>12</b>	<b>17</b>
	1	The Rise of the Digital Economy: Historical context, key technologies, economic impact of digital economy on economic growth, productivity and employment.	2	
	2	Definition and Meaning of Digital Economy	1	
	3	Digital Goods and Services: Characteristics, pricing models, and distribution channels.	2	
	4	Platforms and Marketplaces: Two-sided markets, network effects, and platform power.	2	
	5	Data & Information Economics: The information value chain, big data.	2	
	6	Privacy: Data protection and security – privacy concerns	1	
	7	Theories of Digital Economy: Growth theory of digital economy –endogenous growth theory – monetary theory of	2	

		digital economy		
<b>II</b>	<b>Business and Innovation in the Digital Age</b>		<b>8</b>	<b>11</b>
	8	E-commerce and Online Retail: Business models, customer behaviour, and logistics challenges.	2	
	9	Logistic – Logistic – models – challenges of E-commerce		
	10	The Sharing Economy: Collaborative consumption, platform competition, and regulatory issues.	2	
	11	Fintech and Financial Innovation: Digital payments, cryptocurrencies, and blockchain technology	2	
	12	Digital Transformation and Strategy: How businesses are adapting to the digital environment.	2	
<b>III</b>	<b>Data and Analytics</b>		<b>8</b>	<b>11</b>
	13	The Role of Data and Analytics – Big data, data analytics, and their importance in the digital economy.	3	
	14	Emerging trends and technologies shaping the future of the digital economy, such as AI, blockchain, and the metaverse.	4	
	15	The ethical implications of data collection and usage	1	
<b>IV</b>	<b>Policy and Social Implications of the Digital Economy</b>		<b>8</b>	<b>11</b>
	16	Competition Policy and Antitrust in the Digital Era: Regulating platform monopolies and market dominance	2	
	17	Intellectual Property and Copyright in the Digital Age: Challenges of protecting digital content and innovation.	2	
	18	Digital Divide and Inequality: Access to technology, skills development, and social justice concerns.	2	
	19	The Future of Work in the Digital Economy: Automation, job displacement, and new skills requirements.	2	
<b>IV</b>	<b>Digital Economy and India</b>		<b>9</b>	
		Discussion based on different digital systems, platforms, technologies, etc. prevailing in India		
		Practical Assignments on digital economy in India		
		Seminar on the digital economy and shaping of policies in India		

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, are only for the external examination.

**REFERENCE:**

1. Harld Overby and Jan Arild Audestad (2021). *Introduction to Digital Economics: Foundation, Business Models and Case Studies*. Springer.
2. Don Tapscott and Anthony D. Williams (2016). *The Digital Economy: Concepts and Applications*. McGraw-Hill Education (Module I)
3. Liu, Z. (2022). *Principles of Digital Economics: Innovation Theory in the Age of Intelligence*. Springer Nature. (Module 1, Unit 7)

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1. Mayer-Schönberger, V., & Cukier, K. (2013). *Big data: A Revolution that Will Transform how We Live, Work, and Think*. Houghton Mifflin Harcourt.
2. Davenport, T., & Harris, J. (2017). *Competing on Analytics: Updated, with a New Introduction: The New Science of Winning*. Harvard Business Press.
3. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach*, Global Edition. Pearson Higher Ed.
4. Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. Profile Books.

### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	2	-	1	1	-	1	-	-
CO 2	2	3	3	3	-	2	2	-	-
CO 3		1	-	2	2	3	2	-	-
CO 4	2	3	1	3	3	1	3	-	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (30%)
- Final Exam (70%)

### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓			✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

Programme	B.A. Economics Honours				
Course Title	<b>FINANCIAL LITERACY AND PERSONAL FINANCE</b>				
Type of Course	<b>Value Added Course</b>				
Semester	III				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic course on Economics of 0 – 99 level				
Course Summary	This course provokes the students on the importance of personal financial planning and imparts basic financial literacy principles, with the intention of building in them capability to manage personal finances optimally in various stages of life.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles of personal finance and its applications.	U	C	Instructor- created exams / Quiz
CO2	Develop and practice the skill of planning and managing personal finances efficiently.	Ap	P	Practical Assignment / Creating a sample personal financial plan
CO3	Help the students master the concept of time value of money and provide them with necessary skills to beat inflation and maintain the purchasing power of money.	U	C	Seminar Presentation / Group Discussion
CO4	Understand and apply structured personal financial techniques in real life situations.	Ap	P	Instructor- created exams / Home Assignments
CO5	Provide the students with an understanding of various financial products like bank accounts, insurance products and equities and enable them	U	F	Writing assignments

	to acquire a diversified portfolio of financial products in real life.			
CO6	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge to evaluate complex financial products.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

Module	Unit	Content	Hrs	Marks
I	<b>Personal Financial Planning/Financial Literacy</b>		<b>10</b>	<b>14</b>
	<b>Basics of financial planning</b>			
	1	Meaning of financial planning and the importance of financial planning.	1	
	2	Risk vs return (inflation risk, market risk and exchange risk).	1	
	3	Planning for the short, medium and long term.	3	
	4	Introducing financial products that suit short, medium and long time horizons.		
	5	Short term and money market or debt instruments		
	6	Long term and asset backed investments.		
	<b>Time value of money</b>			
	7	Inflation and its impact on personal financial security,	3	
	8	Concepts of absolute income and real income.		
	9	Concepts of nominal rate of interest and real rate of interest.		
	10	Principles of compounding and discounting.	2	
	II	<b>The financial planning process</b>		
11		The fact find or taking stock ones financial situation, identifying present provisions and shortfalls.	3	
12		Setting SMART (specific, measurable, achievable, realistic, time bound) financial goals.	2	
13		Concept of diversification-putting your eggs into different baskets.	1	
14		Physical assets like commodities (gold, silver and other precious metals) and properties.	2	
III	<b>Financial products</b>		<b>08</b>	<b>11</b>
	15	Savings bank accounts, current account, fixed deposits, recurring deposits. Introducing and debit cards. Modes of transfers-IMPS, NEFT, RTGS, UPI.	2	
	16	Bonds, debentures and other debt funds.	1	
	17	Equity market products, Risks involved in equity market investments. stocks, shares, equities, mutual funds, derivatives, options.	3	
	18	NSE, BSE, OTC Exchange of India. Stock market indices, Nifty, SENSEX, S&P, NASDAQ.	2	
	<b>Insurance and pension products</b>		<b>10</b>	
19	Insurance as a risk management device. Life insurance, (introduce various types of life products like term insurance, endowment plans,	2		
	unit-linked policies (ULIPs etc.), Riders in insurance (eg. critical illness benefit, hospitalisation benefit, permanent total disability etc.). Property and casualty insurance, health/medical insurance. Two rules of calculating life cover-multiples of salary and the inflation rule.	2		
20	The need for retirement security. Pension products. Difference between statutory pension system and contributory pension.	2		

		National Pension system and its features. Tier I and Tier II contributions in the NPS . Investment options-active choice and auto choice.		
	21	Annuities. Difference between annuities and pensions. Various types of annuities-fixed, variable and equity linked.	2	
	22	Retirement pension policies of life insurance companies. Annuity service providers (ASP). Role of IRDAI and PFRDA as regulators.	2	
	<b>Open Ended Module</b>		<b>9</b>	
<b>V</b>		Discussion based on the exit of governments from pension provision.		
		Practical Assignments to create a sample personal financial plan for an individual/ family making provisions for emergency funds, savings, insurances and retirement schemes.		
		Seminar/workshop on investor awareness with a focus on stock/equity investments.		

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Lokesh Sehgal (2023). Learn and Practice Financial Planning
2. Nevar Theodore Malabre (2020). Financial Literacy: Understanding the Basics of Financial Investments
3. Purvi Kothari and Keyur Mehta (2010). Financial Investment and Financial Planning

#### ADDITIONAL READING

1. Kana Sukumaran (2024). Personal Finance: A Treatise on Financial Literacy
2. Introduction to Financial Planning (2017) By Indian Institute of Banking and Finance
3. Prasanna Chandra. Financial Management: Theory and Practice

### MAPPING OF COS WITH PSOS:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	3	-
CO 2	-	2	2	-	-	-	3	2	-
CO 3	-	3	2	-	1	-	1	1	-
CO 4	-	3	-	-	-	-	-	2	-
CO 5	-	-	-	-	-	-	2	3	-
CO 6	-	3	2	-	-	-	2	2	-

### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

### MAPPING OF COS TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	
CO 6			✓	

Programme	B.A. Economics Honours				
Course Title	<b>DIGITAL MARKETING AND E-COMMERCE STRATEGIES</b>				
Type of Course	Value Added Course				
Semester	IV				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic course on Economics of 0 – 99 level				
Course Summary	The course equips students to understand the basics of marketing and how effectively they can use digital medias to run a successful business venture.				

### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles of marketing	U	C	Instructor- created exams / Quiz
CO2	Develop and practice the skill of planning and managing e commerce	Ap	P	Practical Assignment / Creating a sample personal financial plan
CO3	Help the students master the concept of digital marketing and provide them with necessary skills to run an online business	U	C	Seminar Presentation / Group Discussion
CO4	Understand and apply digital marketing techniques in real business world.	Ap	P	Instructor- created exams / Home Assignments
CO5	Provide the students with an understanding of various digital platforms and marketing strategies and enable them to run successful business	U	F	Writing assignments
CO6	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge in complex business world	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**DETAILED SYLLABUS:**

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Basic concepts of marketing</b>		<b>10</b>	<b>14</b>
	1	Meaning of marketing	1	
	2	Customer value	1	
	3	Customer relationship management- concept and process	3	
	4	Customer buying behaviour		
	5	Buyer decision process		
	6	Competitor analysis	3	
	7	New product development		
	8	Price strategies		
	9	Positioning strategies	2	
10	Market targeting			
<b>II</b>	<b>Introduction to Digital marketing</b>		<b>08</b>	<b>11</b>
	11	Meaning, evolution and channels of digital marketing	3	
	12	Search Engine Optimization, Search Engine Marketing.	2	
	13	Content Marketing	1	
	14	Social media platforms and marketing	2	
<b>III</b>	<b>The concept of E-Commerce</b>		<b>08</b>	<b>11</b>
	15	Meaning and concept, E- commerce v/s Traditional Commerce	2	
	16	Importance, features & benefits of E- Commerce	1	
	17	Impacts, Challenges & Limitations of E- Commerce and Supply chain management	3	
	18	Payment systems and security issues	2	
<b>IV</b>	<b>Website planning</b>		<b>10</b>	<b>14</b>
	19	<b>Website Planning &amp; Creation :</b> Content Marketing Strategy, Keywords Research and Analysis	3	
	20	Web Presence and Creating content	3	
	21	Different types of display advertising	2	
	22	Google analytics	2	
<b>v</b>	<b>Open Ended Module</b>		<b>9</b>	
<b>V</b>		<b>Discussion</b> on various social media platforms		
		<b>Practical Assignments</b> case study on the success story of any popular e-commerce provider.		

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. E-Commerce Strategy, Technologies and Applications, Whitley, David, Tata McGraw Hill.
2. Philip Kotler and Eduardo Roberto, Social Marketing: Strategies for Changing Public Behavior, The Free Press, 1989.

#### ADDITIONAL READING

1. Philip Kotler, Marc Oliver Opresnik, and Kahzon Takaoko, *Digital Marketing Management and Transformation by Innovation* (2020) Philip Kotler and Christian Sarkar, *Losing Our Democracy* (2020)

#### MAPPING OF COS WITH PSOS:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	3	-
CO 2	-	2	2	-	-	-	3	2	-
CO 3	-	3	2	-	1	-	1	1	-
CO 4	-	3	-	-	-	-	-	2	-
CO 5	-	-	-	-	-	-	2	3	-
CO 6	-	3	2	-	-	-	2	2	-

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COS TO ASSESSMENT RUBRICS:

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓		✓	✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>BIG DATA ANALYSIS IN ECONOMICS</b>				
Type of Course	<b>SEC</b>				
Semester	V				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic Economics Course of 0 – 99 level				
Course Summary	The students will be able to identify the role of big data in economic theory, using big data for prediction purpose and make capable for helping private and public policies				

**COURSE OUTCOMES (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand the characteristics and sources of data	U	F	Instructor-created exams / Quiz
CO 2	Analyze different Motivating applications	Ap	C	Practical Assignment / Observation of Practical Skills
CO 3	Evaluate Architectures for big data collection	E	P	Seminar Presentation / Group Discussion
CO 4	Apply Big Data for Prediction and Public Policy	Ap	P	Instructor-created exams / Home Assignments
CO 5	Create programs for big data analytics	C	M	Running programs
CO 6	Demonstrate critical thinking and problem-solving skills by applying the acquired knowledge to address complex economic challenges in the contemporary world.	Ap	M	Viva Voce

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

**DETAILED SYLLABUS:**

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>The Role of Economic Theory in big data</b>		<b>8</b>	<b>10</b>
	1	Characteristics of Big data.	2	
	2	The need for Analytics and Understanding Analytics: Impact of analytics on business; Being analytically competitive; Models and algorithms in Analytics; The Analytics Methodology	2	

	3	Advantages of big data in the economic research and policymaking	2	
	4	Challenges and risks in big data	2	
<b>II</b>	<b>Major economic data sources</b>		<b>9</b>	<b>12</b>
	5	Sources of big data - National and International	3	
	6	Motivating applications: web scraping, social media, Google.	3	
	7	Real time data (Social media and the labor market)	3	
<b>III</b>	<b>Using Big Data to Advanced Economic Theory</b>		<b>9</b>	<b>14</b>
	8	Tool and Tech Landscape: A review of technology used in data storage, data processing, and data science; Popular tools used in Data Science and when to use each	2	
	9	Using Big Data for Prediction and Public Policy	2	
	10	Architectures for big data collection, analysis, and storage.	1	
	11	Using micro data to answer macroeconomic questions	2	
	12	Finance and high frequency trading	2	
<b>IV</b>	<b>Machine learning methods</b>		<b>10</b>	<b>14</b>
	13	Linear Regression Models and their applications	1	
	14	Logistics Regression Models and their applications	2	
	15	Time Series Forecasting	2	
	16	k-nearest-neighbors, classification and regression trees, random forests.	1	
	17	An overview of neural networks and deep learning: Images, sounds, text, as sources of information.	1	
	18	Text mining: natural language processing, latent Dirichlet allocation, sentiment analysis.	1	
	19	Big Data Analytics with R.	2	
<b>V</b>	<b>Open Ended Module</b>		<b>9</b>	
		NFHS data extraction techniques		
		NSSO data extraction techniques		

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. “Big Data: A Revolution That Will Transform How We Live, Work, and Think” by Viktor Mayer-Schönberger and Kenneth Cukier, Houghton Mifflin Harcourt, 2013
2. “Machine-learning Techniques in Economics: New Tools for Predicting Economic Growth” by Atin Basuchoudhary, James T. Bang, and Tinni Sen, Springer.
3. “Data Science for Economics and Finance: Methodologies and Applications” edited by Sergio Consoli, Diego Reforgiato Recupero, and Michaela Saisana, Springer.
4. Antenucci, Dolan, et al. (2014) “Using social media to measure labor market flows.” Working paper no. w20010. National Bureau of Economic Research.

5. Athey, S. (2018). "The impact of machine learning on economics", in The Economics of Artificial Intelligence: An Agenda. University of Chicago Press.
6. BDS Taddy, M. (2019) Business Data Science: Combining Machine Learning and Economics to Optimize, Automate, and Accelerate Business Decisions. McGraw Hill.
7. Choi, Hyunyoung and Hal Varian (2009). "Predicting the present using Google Trends" Working paper.
8. Dave Donaldson and Adam Storeygard, The View from Above: Applications of Satellite Data in Economics, The Journal of Economic Perspectives, Fall 2016, Vol. 30, No. 4 (Fall 2016), pp. 171-198, Published by: American Economic Association.
9. Einav, Liran, and Jonathan D. Levin. (2013) "The data revolution and economic analysis." Working paper no. w19035. National Bureau of Economic Research.
10. Hal R. Varian, Big Data: New Tricks for Econometrics, The Journal of Economic Perspectives, Spring 2014, Vol. 28, No. 2 (Spring 2014), pp. 3-27, American Economic Association
11. Jay Liebowitz, "Big Data and Business Analytics" Auerbach Publications, CRC press (2013)
12. Liran Einav and Jonathan Levin, The Data Revolution and Economic Analysis, Innovation Policy and the Economy, Vol. 14, No. 1 (January 2014), pp. 1-24, The University of Chicago Press on behalf of the The National Bureau of Economic Research
13. Michael Berthold, David J. Hand, "Intelligent Data Analysis", Springer, 2007.
14. Seema Acharya, Subhasini Chellappan, "Big Data Analytics" Wiley 2015.
15. Sendhil Mullainathan and Jann Spiess, Machine Learning: An Applied Econometric Approach, The Journal of Economic Perspectives, Spring 2017, Vol. 31, No. 2 (Spring 2017), pp. 87-106, American Economic Association
16. Stephen Hawkins, Brief Answers to the Big Questions (Selected Chapters)
17. Yuval Harari, 21 Lessons for the 21st Century

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
<b>CO 1</b>	3	-	-	3	2	2	3	2	3
<b>CO 2</b>	1	1	1	2	2	2	3	2	3
<b>CO 3</b>	1	1	1	2	2	2	3	2	3
<b>CO 4</b>	1	1	2	2	2	2	3	3	3
<b>CO 5</b>	2	2	1	3	2	2	3	3	3
<b>CO 6</b>	1	1	2	2	2	2	3	3	3

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam

- Practical Assignments (20%)
- Final Exam (70%)

**MAPPING OF COs TO ASSESSMENT RUBRICS:**

	<b>Internal Exam</b>	<b>Quiz / Assignment/ Viva Voce/ Discussion / Seminar</b>	<b>Practical Assignment</b>	<b>End Semester Examination</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓	✓	✓
<b>CO 3</b>	✓	✓	✓	✓
<b>CO 4</b>	✓	✓	✓	✓
<b>CO 5</b>		✓	✓	
<b>CO 6</b>			✓	

Programme	B.A. Economics Honours				
Course Title	<b>ECONOMIC RESEARCH WITH R</b>				
Type of Course	<b>SEC</b>				
Semester	VI				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic Economics, Basic Mathematics and Basic Statistics courses of 0 – 99 level				
Course Summary	This course provides an introductory exposure to Economics research using ‘R’ with imparting basic programming skills in the various functions in R, which enable the students to apply various functions learned in Economic Research.				

#### COURSE OUTCOMES (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Understand basic programming in R.	U	C	Instructor-created exams / Quiz
CO 2	Analyse various loops and use them appropriately	Ap	P	Practical Assignment /Case Studies in the Indian context
CO 3	Evaluate various data analysis tools and employ them appropriately.	U	P	Seminar Presentation / Group Discussion
CO 4	Apply various functions/models in Economic Research	Ap	C	Instructor-created exams / Home Assignments/Cases in the Indian context
CO 5	Design various models and use it in the data analysis.	E	P	Writing assignments
CO 6	Demonstrate problem-solving skills by applying the acquired knowledge in R software to address complex economic challenges in the contemporary world.	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Introduction to R and R studio.</b>		<b>7</b>	<b>10</b>
	1	Basics of R programming	1	
	2	R Markdown files	2	
	3	Primitive Object Types: Vectors, List	2	
	4	Matrices, Arrays, Factors, Data frames.	2	
<b>II</b>	<b>Loops in R and Functions in R.</b>		<b>6</b>	<b>8</b>
	5	if, else, while and for loops.	2	
	6	apply () class functions	2	
	7	Writing your own function	2	
<b>III</b>	<b>UNIT 3 Data management with Tidyverse</b>		<b>12</b>	<b>17</b>
	8	Importing and exporting data	2	
	9	Introduction to tidyverse and tidy workflow	2	
	11	Data extraction	2	
	12	Data cleaning	1	
	13	Data formatting and wrangling	2	
	14	Creating summary statistics tables	1	
	15	Basic data analysis using tidyverse	2	
<b>IV</b>	<b>UNIT 4 Data Visualisation and Basics of Plotting in R</b>		<b>11</b>	<b>15</b>
	16	Creating plots with base R functions.	1	
	17	Introduction to ggplot. Data visualization using ggplot2	1	
	18	Linear models - Generic functions for extracting model information - Linear (Multiple Regression) Models	3	
	19	The (Model Formula in Straight Line Regression) - Analysis of variance (ANOVA) and ANOVA tables	6	
<b>V</b>	<b>Open Ended Module</b>		<b>9</b>	
	Use Various models learned in the above modules			

**Note:** The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, are only for the external examination.

#### REFERENCE:

1. Zamora Saiz, A., Quesada González, C., & Mondéjar Ruiz, D. (2020). Introduction to R. *An Introduction to Data Analysis in R: Hands-on Coding, Data Mining, Visualization and Statistics from Scratch*, 9-67.
2. Hafner, S. (2019). An Introduction to R for Beginners. ([www.researchgate.net/publication/325170649\\_An\\_Introduction\\_to\\_R\\_for\\_Beginners](http://www.researchgate.net/publication/325170649_An_Introduction_to_R_for_Beginners)).
3. <https://rstudio-education.github.io/hopr/preface.html>

4. <https://r4ds.had.co.nz/>

#### ADDITIONAL READINGS

1. Maindonald, J., & Braun, J. (2006). *Data analysis and graphics using R: an example-based approach* (Vol. 10). Cambridge University Press.
2. [www.cran.r-project.org](http://www.cran.r-project.org).

#### MAPPING OF COs WITH PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO 1	3	-	-	-	-	-	-	-	-
CO 2	-	3	-	1	-	-	2	-	-
CO 3	3	-	-	1	-	-	-	-	-
CO 4	-	3	1	2	-	-	3	1	-
CO 5	3	-	-	-	-	-	2	1	1
CO 6	-	2	2	3	3	-	3	1	1

#### CORRELATION LEVELS:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

#### ASSESSMENT RUBRICS:

- Quiz / Assignment/ Viva Voce/ Discussion / Seminar
- Internal Exam
- Practical Assignments (20%)
- Final Exam (70%)

#### MAPPING OF COs TO ASSESSMENT RUBRICS:

	Internal Exam	Quiz / Assignment/ Viva Voce/ Discussion / Seminar	Practical Assignment	End Semester Examination
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓	✓	✓
CO 6			✓	