

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361

ಫ್ಯಾಕ್ಸ್: 0821-2419363/2419301

e-mail : registrar@uni-mysore.ac.in

www.uni-mysore.ac.in

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ದಿನಾಂಕ:26-10-2021

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

### ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿಎ-ಅರ್ಥಶಾಸ್ತ್ರ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 04-10-2021 ರಂದು ಜರುಗಿದ ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
2. ದಿನಾಂಕ: 13-10-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
3. ದಿನಾಂಕ: 22-10-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

\*\*\*\*\*

ದಿನಾಂಕ:04-10-2021 ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1) ರ ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಬಿ.ಎ. ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ರ ಅನುಸಾರ ರೂಪಿಸಿ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 13-10-2021 ಮತ್ತು 22-10-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು

ಉಪಸಚಿವರು

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ವ್ಯವಸ್ಥಾಪಕರು.

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ/ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
8. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
10. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

SVN



National Education Policy 2020 (NEP 2020)

A REPORT ON THE  
CURRICULUM FRAMEWORK FOR FOUR-YEAR  
UNDER GRADUATE PROGRAM AND MASTER  
PROGRAM IN UNIVERSITIES OF KARNATAKA STATE  
UNDER NEP-2020  
IN  
ECONOMICS



Submitted to

**KARNATAKA STATE HIGHER EDUCATION COUNCIL**

30, Prasanna Kumar Block, Bengaluru City University Campus  
Y Ramachandra Road, Gandhinagara  
Bengaluru, Karnataka - 560009

**September 2021**



National Education Policy 2020 (NEP 2020)

A REPORT ON THE  
CURRICULUM FRAMEWORK FOR FOUR-YEAR  
UNDER GRADUATE PROGRAM AND MASTER  
PROGRAM IN UNIVERSITIES OF KARNATAKA STATE  
UNDER NEP-2020  
IN  
ECONOMICS



Submitted to

**KARNATAKA STATE HIGHER EDUCATION COUNCIL**  
30, Prasanna Kumar Block, Bengaluru City University Campus, Y  
Ramachandra Road, Gandhinagara,  
Bengaluru, Karnataka - 560009

**September 2021**

## PREAMBLE

Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. NEP is focused towards imparting such an education system.

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

NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.*”

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

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

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

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

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA/B.Sc. (Basic/Hons) in Economics is to impart the students a holistic understanding of the subject giving substantial weightage to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Economics” with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in-depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on the new and emerging techniques and understanding of the subject under the changing regime and global context.

There is a need to strengthen the students to understand essential aspects of economics in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Economics producing an intelligent human resource serving the Economy and society

## Composition of Curriculum Draft Committee for Economics

Sl.no	Name & Organization	Designation
1.	Dr. B.P. Veerabhadrappe Vice-Chancellor, Kuvempu University, Shankaraghatta	Chairperson
2.	Dr. B. K. Tulasimala Vice-Chancellor, KSAW University, Vijayapura	Member
3.	Dr. D.V. Gopalappa Professor, University of Mysore, Mysuru	Member
4.	Dr. S.T. Bagalkoti Professor, Karnatak University, Dharwad	Member
5.	Dr. S. R. Keshava Professor, Bangalore University, Bengaluru.	Member
6.	Dr. Viswanatha Professor, Mangalore University, Konaje	Member
7.	Dr. Dasharath Naik Professor, Gulbarga University, Kalaburgi.	Member
8.	Dr. Jayasheela Professor, Tumkur University, Tumakuru.	Member
9.	Dr. D.N. Patil Professor, Rani Channamma University, Belagavi	Member
10.	Dr. Basavaraja S. Benni Professor, VSK University, Ballari	Member
11.	Dr. Rangappa K.B. Professor, Davanagere University, Davanagere.	Member
12.	Dr. D. Kumuda Professor, Bengaluru North University, Kolar	Member
13.	Dr. N.T. Somashekhar Assoc. Professor, Maharani College, Mysuru	Member
14.	Dr. Hanumantharaya Y.S. Assoc. Professor, GFGC, Midigeshi, Madhugiri Tq.	Member
15.	Dr. Timmaraddi Assoc. Professor, A. S. Women's College, Ballari.	Member
16.	Dr. K.B. Dhanajaya Principal, Sahyadri Arts College, Shivamogga.	Member
17.	Dr. Joy Narella Assoc. Professor, University College of Arts, Tumakuru.	Member
18.	Dr. Prasanna Pandhari GFGC, Rajnagar, Hubballi	Member
19.	Dr. Tejaswini B. Yakkundimath Special Officer, Karnataka State Higher Education Council	Member Convener

## PREFACE

The course curriculum for undergraduate studies under choice-based credit system (CBCS) for BA/B.Sc. in Economics (Basic/Honours) is framed in this document. As a first step the first and second semester Syllabus and the entire course structure is prepared in this document. This exercise was undertaken as part of the nationwide curriculum restructuring initiative by the National Educational Policy-2020. Many online and offline meetings both formal and informal meetings were held by the committee taking the inputs from number of colleagues from the universities and colleges, who helped with crucial inputs as to the content of the course. This curriculum is a fresh exercise, but also represents a continuous effort of deliberations with various stake holders.

A graduate is the one who acquires skills of identifying a problem and factors responsible for the problem; acquires and appreciates problem solving skills; logically employs problem solving tools, spatially and temporally; identifies timely needs of the community and contributes to them; takes the community together creating an equitable ecosystem; works towards creating employment opportunities and work domains for different skill sets and knowledge disciplines; blends with various social and economic situations making life happier for the self and of the communities; envisages and employs various attitudes and skill sets for the betterment of the Nation, blending local and regional variations and utilises them to benefit the economy.

Economics is a domain which seamlessly connects the sciences with day-to-day economic demands of the people and policy making issues of the Government. Proposing and developing a curriculum for the subject of Economics is unique in many ways. Hence, a competent subject expert committee was constituted by Karnataka State Higher Education Council, Government of Karnataka. The assigned task of this committee was to design a model curriculum structure and syllabus for both under graduate and post graduate programmes of Economics.

Due efforts are taken to incorporate subject matter that seeks to create students with the ability of the problem-solving critical thinking, analytical thinking, model building, doing estimations, team work and collaboration etc. It is hoped that a student after a rigorous training in the BA/B.Sc. Economics (Honours) degree will have host of employment opportunities and will be an asset to the nation.



## **ACKNOWLEDGEMENT**

The Chairman and Members of the NEP 2020 Curriculum Development Committee in Economics are grateful to Dr. C.N. Ashwathanarayan, Hon'ble Minister for Higher Education, Science and Technology, IT and BT, Skill Development, Government of Karnataka for offering an opportunity to deliberate such vital issue of state importance in the area of Economics and to develop model curriculum.

The Chairman and the Members of the Curriculum Committee are also thankful to Prof. B.Thimme Gowda, Chairman, Task Force Sub-Committee on Curricular Reforms in Higher Education, Vice Chairman, KSHEC, Prof. Gopalakrishna Joshi, Executive Director, KSHEC and the office of KSHEC, Bangalore for their support during the preparation and development of New Curriculum Framework.

The Chairman and the Members of the Curriculum Committee are also thankful to the BOS Chairpersons and members of all the state Universities and all the stake holders who gave their valuable inputs during the preparation of the model structure of the syllabus and model syllabus.

## CONTENTS

- **Preamble**
- **Composition of Curriculum Draft Committee for Economics**
- **Preface**
- **Acknowledgement**

<b>Sl. No.</b>	<b>Details</b>
1	Executive Summary
2	Introduction
3	Need for Curriculum Frame work Development
3	Pedagogy
4	Exit Options and Credit Requirements
5	Continuous Internal Evaluation and Semester End Examination
6	Suggestive Template for IAT
7	Course Structure for BA and BA Honours and MA with exit options
8	Course Structure for B.Sc. and B.Sc. Honours and MA with exit options
9	Syllabus for first two Semesters of BA and BA Honours
10	<b>Syllabus for first two Semesters of B.Sc. and B.Sc. Honours</b>

## EXECUTIVE SUMMARY

Economics is the study to understand the ways to make accurate choices. By studying economics one can make the efficient choices in managing scarce resources such as money and time. It is not only helpful to increase the standard of living of the individual and their households and also in the policy decisions for the economic development of the Nation. Overall, the objective of Economics is to improve well-being of Indians and thereby developing Indian Economy, since it serves as a centre for developing ideas and innovations.

The economic graduates will be trained to make the best choices among these seemingly infinite possibilities. These rigorously trained economists will play a vital role in the Economic Development of the nation.

The implementation of NEP 2020 has given the great opportunity to make the structure and syllabus of Economics more dynamic and rigorous. Hence the Curriculum committee in Economics has prepared the model structure and syllabus for the first two semesters as the first step towards it.

The committee though has taken the confidence and suggestions of the BOS chairperson so far the state Universities, it is reiterated that the complete autonomy to the respective BOS of the Universities/Institutes remains intact even as per HEC. The committee has identified different category of courses to be studied by the **Economics Students namely Discipline Specific Core Course (DSCC), Ability Enhancement Courses (AECC), Skill Enhancement Courses (SEC), GE (Generic Electives), Discipline Specific Electives (DSE) etc., by keeping wide choices by considering the present context.**

The members of the committee strongly felt that rigorous training, continuous assessment is the key to improve the quality of the economics students and the fellow fraternity members should leave no stone unturned to ensure it in total.

## **Introduction**

Economics is a popular and much sought-after course owing to its policy relevance and application to business as well as real life situations. However, in the conventional graduate programmes, Economics education was more class-room based with very less practical orientation. Further, with changing technology, emergence of newer issues like uncertainty, pandemics, climate change and business data analytics; the skill requirements are changing. New business models demand newer skills to successfully manage the change. Therefore, keeping in mind the aspirations of the NEP, the emerging skill matrix and the progression of the student at various levels, the Curriculum Committee of Economics finalized the following programme structure to be taught for BA/B.Sc. (Basic and Honours).

### **Program Outcome**

The four-year Bachelor of Arts and Science (B.A./ B.Sc Basic/Honours) in Economics programme and MA/MSc in economics is designed with option for multiple entry and exit. The students will be taught theory as well as the practical aspects of Economic Science. They would begin with fundamental concepts and then as they progress to higher semesters they would be introduced to more sophisticated and intricate concepts.

The main focus would be on conceptual clarity and practical usage of the knowledge gained. To make the students to ‘think like an economist’ is the main motto of the curriculum. They will also be exposed to quantitative approaches and tools to understand the economic relationships and also to analyse the data for framing as well as evaluating socio-economic policies. With varied electives and approaches to study socio-economic problems and policies, the graduates will be prepared to review and evaluate policies. The whole process aims at making them more inquisitive about the economic phenomena. After graduation, the students can apply their knowledge, skills and competencies across a broad range of occupations. They enjoy a rewarding career in academic, business, corporate, science, health care, government, or any field that uses the information to answer critical questions and inform decision-making.

### **Learning Objectives**

The Graduates will demonstrate:

- ✓ Knowledge of the principles, methodologies, value systems, and thought processes employed in understanding economic behaviour of human beings;
- ✓ Ability to solve problems in microeconomics and macroeconomics;

- ✓ Understanding of contemporary economic issues and the impact of public and social policies to resolve them;
- ✓ Understanding of markets and how they function;
- ✓ Ability to identify, formulate and solve problems related to global, national and local socio-economic development.
- ✓ Ability to design and conduct social and behavioural experiments.
- ✓ Ability to design Questionnaires and other Survey tools.
- ✓ Ability to structure and analyse economic data with statistical tools, software and equipment;
- ✓ Ability to critically evaluate academic and policy research in economics;
- ✓ Ability to visualize and work on multidisciplinary tasks;
- ✓ knowledge of professional and ethical responsibilities;
- ✓ Ability to communicate effectively in both verbal and written form;
- ✓ Confidence for self-education and ability for life-long learning.
- ✓ Participation and success in competitive examinations like UPSC/KPSC Civil Services, Indian Economic Services etc.;
- ✓ Ability to prepare and understand simple financial statements

### **Program Outcomes**

The Programme outcomes (POs) are expected to be as under:

- Students will be able to understand economic vocabulary, methodologies, tools and analysis procedures.
- Students will be familiar with the knowledge and application of micro economics for the formulation of policies and planning.
- Students will learn to apply economic theories and concepts to contemporary social issues, as well as analysis of policies.
- Students will be able to understand the impact of government policies and will be able to assess the consequences of the policies on the parties involved.
- As the programme along with economics contains like statistics, mathematics, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, and rate of development with pattern of savings and investments and social security measures adopted in the country.
- Understand the basics of Quantitative techniques their applications

- Critically evaluate the ongoing economic developments in India and abroad
- Understand research methods in economics
- Student develops an awareness of career choices and the option for higher studies.

### **NEED FOR CURRICULUM DEVELOPMENT**

As per the NEP 2020 initiatives, it is intended to formulate Curriculum to eliminate the disparities among the students studying in different Universities/Institutes. The need for the curriculum development in Economics emerges due to the following reasons

1. **Changing Economic Scenario;** The Indian Economy is witnessing a radical amount of the changes in the economic policies since the introduction of the New Economic policy in 1991, followed by second and third generation reforms. India is not only inviting the FDI but at the same time also promoting Atmanirbhar Abhiyaan (A Self-reliant India). Market economy has expanded creating new opportunities and hence a new economics curriculum is prepared which helps the student to utilize the emerging.
2. **Credit transfer:** Credit transfer is approved by the UGC and the Government that allows the students to transfer course from their existing university to a new UGC approved university. The same number of credits in all the Universities in Karnataka is the first step to towards the credit transfer from University to University.
3. **Different Syllabus for BA and BSC in Economics:** All these years the BA and BSC in Economics had the same syllabus and as a path breaking the committee has prepared the separate syllabus for BA and BSC in Economics which suits to the needs of the changing time.
4. **Skill Enhancement:** The new curriculum focuses more on hands on training, internship and thereby enhancing the skills of the students. The papers like data **analytics etc further helps to develop the skills in the students.**

## PEDAGOGY

The goal of economics pedagogy is to awaken a student's critical consciousness and empower them with economic tools that help them in taking the crucial decision which helps them with economic tools through which they can make the efficient choices in managing scarce resources such as resources, money and time.

1. **Importance to theory as well as application:** All these years economics curriculum was concentrating more on teaching theoretical aspects, but the new curriculum gives importance to application through many hands-on training, case studies, empirical studies etc.
2. **Utilization of ICT:** in order to make the Critical and creative thinking among the students better the ICT tools will be used. It includes case studies of research-led teaching, via presentations, websites and other media
3. **Research-based and research-led teaching:** The theories will be explained with application. In order to give more hands-on training, the Projects and internships are introduced in the economics curriculum. The students will do the research project of their choice under the supervision of the research guide.
4. **Exposure to mathematics and statistics:** in today's world, economics is using more of statistics and mathematics in economic analysis. Hence the curriculum is designed in such a way which gives more exposure to mathematics and statistic straining.
5. **Brain Storming Approach:** Students will be deliberately involved either in groups or as individuals to deliberately discuss the possible implications or solutions to the Indian economic problems. The teacher will guide the process and help the students to think in right perspective and direction. This will help the teachers understand the extent of the student understanding and take corrective steps, but also helps in student involvement in the curriculum.
6. **Prominence to Indian economic contribution and Indian examples;** The western economic theories were taught ignoring the contribution of Indian economists. The new curriculum also emphasis on the Indian economist contribution, their theories and application. The teachers may highlight the Indian economic contribution and Indian examples in the pedagogy.

### **Exit Options and Credit Requirements:**

A Certificate / Diploma/ Bachelor Degree or Bachelor Degree with Honours in Economics both in BA / B.Sc. in Economics is awarded at the completion of every progressive year.

<b>Exit Option with</b>	<b>Certificate/ Diploma/ Degree/ Honors</b>
Successful completion of First year (two semesters) of the four years multidisciplinary undergraduate degree programme.	Certificate in Economics (Arts/ Science)
Successful completion of second year (four semesters) of the four years multidisciplinary undergraduate degree programme	Diploma in Economics (Arts/ Science)
Successful completion of three year (six semesters) of the four years multidisciplinary undergraduate degree Programme	Bachelor of Arts/Science Degree in Economics
Successful completion of four years (eight semesters) of the four years multidisciplinary undergraduate degree Programme	Bachelor of Arts/ Science Degree with Honours in Economics
Successful completion of Five years (Ten semesters) of the five years multidisciplinary degree programme	Master of Arts/ Science Degree with Honours in Economics

A student will be allowed to enter/re-enter only after the odd semester and they can only exit after even semester. Re-entry at various as lateral academic programmes based on the above mentioned earned proficiency test records.

The validity of the eared credit will be for a maximum period year or as specified by the academic bank of credits (ABC).

### **CONTINUOUS INTERNAL EVALUATION AND SEMESTER EXAMINATION**

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40:60 for CIA and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges.



The committee deliberated on the same and suggested the following pattern for the CIE Marks.

Sl. No.	Parameters for the Evaluation	Marks
	<b>Continuous Internal Evaluation (CIE)</b>	
A	<b>Continuous &amp; Comprehensive Evaluation (CCE)</b>	<b>20</b>
B	<b>Internal Assessment Tests (IAT)</b>	<b>20</b>
	<b>Total of CIE (A+B)</b>	<b>40</b>
C	<b>Semester End Examination (SEE)</b>	<b>60</b>
	<b>Total of CIE and SEE (A+B+C)</b>	<b>100</b>

**Evaluation process of IA marks may be as follows:**

- The first component (C1), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within the first half of the semester.
- The second component (C2), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of the remaining 50 percent of syllabus of the courses of the semester.
- During the 17<sup>th</sup> – 20<sup>th</sup> week of the semester, a semester end examination of Two and Half hours (2.30) duration shall be conducted by the University for each Course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the concerned teacher/ Program Coordinator / HOD and suitable decision taken accordingly.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (of A4 size), graph sheets etc., required for such tests / assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under:

Outline for continuous assessment activities for C1 and C2

Activities	C1	C2	Total Marks
Session Test	10 marks	10 marks	20
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc.	10 marks	---	10
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/ Review of the Book/ etc	---	10 marks	10
<b>Total</b>	<u>20 marks</u>	<u>20 marks</u>	<u>40</u>

**Suggestive Template for IAT**

Internal Assessment Test BA/B.Sc. and

MA/M.Sc. in Economics

Course Code:

Name of the Paper:

Duration: 60 Minutes

Total Marks: 10

**OPTION-A**

Answer any two of the following questions. Questions for testing conceptual clarity)

(5 X 2= 10)

- 1.
- 2.
- 3.

**OPTION- B**

Answer any one of the following questions. (Questions for testing the knowledge of theories and application)

(10X1=10)

- 1.
- 2.

Note: 1. After the completion of 50% of the syllabus, C1 test has to be conducted followed by this C2 test has to be conducted after completion of the syllabus.

**ANNUAL QUESTION PAPER PATTERN (C3)**

**Maximum Marks: 60 Marks**

**Duration: 2½ Hours**

**PART -A**

**Answer any Five of the following:**

**5X2 =10**

Sl. No. 1 to 8 questions

**PART - B**

**Answer any Six of the following:**

**6X5 =30**

Sl. No. 9 to 17

**PART - C**

**Answer any Two of the following:**

**2X10 =20**

Sl. No. 18 to 21

**Structure of BA/B.Sc., BA/B.Sc Honors and MA/M.Sc.**

**In**

**Economics**

## Acronyms Expanded

<b>AECC</b>	Ability Enhancement Compulsory Course
<b>DSCC</b>	Discipline Specific Core Course
<b>SEC/SB/VB</b>	Skill Enhancement Course- Skill Based/Value Based
<b>OEC</b>	Open Elective Course
<b>DSE</b>	Discipline Specific Elective

## B.A. PROGRAM

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

Semester – I								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics- C1	Basic Economics –I	DSC	3+0+0	60	40	100	3
2	Economics-C2	Contemporary Indian Economy	DSC	3+0+0	60	40	100	3
3	Open Electives- Economics	1. Kautilya's Arthshastra 2. Pre-reforms Indian Economy 3. Development Studies	OEC	3+0+0	60	40	100	3
<b>Sub- Total</b>								09

Semester – II								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics- C3	Basic Economics -II	DSC	3+0+0	60	40	100	3
2	Economics- C4	Karnataka Economy	DSC	3+0+0	60	40	100	3
3	Open Electives- Economics	1. Contemporary Indian Economy 2. Sustainable Development 3. Economics of Business Environment	OEC	3+0+0	60	40	100	3
<b>Sub- Total</b>								09
<b>Exit option with Certificate (48Credits)</b>								

Semester –III								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C5	Micro Economics	DSC	3+0+0	60	40	100	3
2	Economics-C6	Mathematical Economics	DSC	3+0+0	60	40	100	3
3	Open Electives-Economics	1. Rural Economics 2. Economics of Insurance 3. Economics of Human Development	OEC	3+0+0	60	40	100	3
<b>Sub- Total</b>								09

Semester -1V								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C7	Macro Economics	DSC	3+0+0	60	40	100	3
2	Economics-C8	Statistics for Economics	DSC	3+0+0	60	40	100	3
3	Open Electives-Economics	1. Karnataka Economy 2. Entrepreneurial Economics 3. Economics and Law	OEC	3+0+0	60	40	100	3
<b>Sub- Total</b>								09

**Exit option with Diploma (96 credits)/ Choose one Discipline as Major, the other as Minor**



**Semester -V**

Sl No .	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics -C9	Public Economics	DSC	4+0+0	60	40	100	4
2	Economics -C10	Development Economics	DSC	4+0+0	60	40	100	4
3	Economics	1. Agricultural Economics 2. Industrial Economics 3. Financial Economics (choose any one)	DSE	3+0+0	60	40	100	3
4	Economics	Vocational Course – 1 1. Entrepreneurial Economics 2. Digital Economics (Choose any one)	DSC	3+0+0	60	40	100	3
<b>Sub- Total</b>								14

**Semester – VI**

Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C11	International Economics	DSC	4+0+0	60	40	100	4
2	Economics-C12	Indian Public Finance	DSC	4+0+0	60	40	100	4
3	Economics	1. Labour Economics 2. Economics of Non-Farm Sector 3. Tertiary Economics (Choose any one)	DSE	3+0+0	60	40	100	3
4	Economics	Vocational Course – 2 1. Micro Entrepreneurs Development 2. Project Planning & Management (Choose any one)	DSE	3+0+0	60	40	100	3
<b>Sub- Total</b>								14

**Exit option with Bachelor of Arts, B.A/ Bachelor of Science, B.Sc. Basic Degree (136 credits)**

Semester –VII									
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours perweek (L+T+P)	SEE	CIE	Total Marks	Credits	
1	Economics-C13	Advanced Microeconomics	DSC	4+0+0	60	40	100	4	
2	Economics-C14	Financial Economics	DSC	4+0+0	60	40	100	4	
3	Economics C15	Econometrics	DSC	3+0+0	60	40	100	3	
4	Economics	1. Population Studies 2. Urban Economics 3. Economics of Infrastructure (Choose1)	DSE	3+0+0	60	40	100	3	
5	Economics	1. Economics of Governance 2. Gender Economics 3. Economics of Health & Education (Choose-1)	DSE	3+0+0	60	40	100	3	
6	B.A 7. 6	Research Methodology for Economics	DSC	2+1+0				3	
		<b>Sub- Total</b>							20

Semester – VIII									
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours perweek (L+T+P)	SEE	CIE	Total Marks	Credits	
1	Economics-C16	Economics and Data Analytics	DSC	4+0+0	60	40	100	4	
2	Economics-C17	Behavioural Economics	DSC	4+0+0	60	40	100	4	
3	Economics C18	Environmental Economics	DSC	3+0+0	60	40	100	3	
4	Economics	1. Institutional Economics 2. International Finance 3. Co-operative Economics	DSE	3+0+0	60	40	100	3	
5	B.A 8.5	Research Project	-					6	
		<b>Sub- Total</b>							20

**Award of Bachelor of Arts Honours/B.A. (Honours) and Bachelor of Science Honours/ B.Sc. (Honours) Degree in Economics (176 credits)**

**Semester -IX**

Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C19	Economic Policy Analysis	DSC	4+0+0	60	40	100	4
2	Economics-C20	Experimental Economics	DSC	4+0+0	60	40	100	4
3	Economics - C21	Computer Applications in Economics	DSC	3+0+0	60	40	100	3
4	Economics	1. Economics and Law 2. Global Economic Environment 3. Managerial Economics	DSE	3+0+0	60	40	100	3
5	B.A 8.5	Internship	-					6
<b>Sub- Total</b>								20

**Semester -X**

Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours perweek (L+T+P)	SEE	CI E	Total Marks	Credits
1	Economics-C22	Game Theory and its Applications in Economics	DSC	4+0+0	60	40	100	4
2	Economics-C23	Economics of Corporate Finance	DSC	4+0+0	60	40	100	4
3	Economics - C24	International Finance	DSC	3+0+0	60	40	100	3
4	Economics	1. Economics of Financial Statement Analysis 2. Stock Market Analysis 3. Economics of Information Communication and Technology	DSE	3+0+0	60	40	100	3
5	B.A 8.5	Research Project	-					6
<b>Sub- Total</b>								20

**Award of Master of Arts /Master of Science Degree in Economics (216 credits)**

**Note:**

1. In lieu of the research project, two additional elective papers/ Internship may be offered.
2. One Hour of Lecture is equal to 1Credit
3. Two Hours of Practical is equal to 1Credit
4. One Hour of Tutorial is equal to 1 Credit (Except Languages)

## BA (Honours) and MA (Economics) List of Open Electives

Semester	Open Elective Papers	Semester	Open Elective Papers
<b>I</b>	<ol style="list-style-type: none"> <li>1. Kautilya's Arthshastra</li> <li>2. Pre-reforms Indian Economy</li> <li>3. Development Studies</li> </ol>	<b>II</b>	<ol style="list-style-type: none"> <li>1. Contemporary Indian Economy</li> <li>2. Sustainable Development</li> <li>3. Economics of Business Environment</li> </ol>
<b>III</b>	<ol style="list-style-type: none"> <li>1. Rural Economics</li> <li>2. Economics of Insurance</li> <li>3. Economics of Human Development</li> </ol>	<b>IV</b>	<ol style="list-style-type: none"> <li>1. Karnataka Economy</li> <li>2. Entrepreneurial Economics</li> <li>3. Economics and Law</li> </ol>
<b>V</b>	<ol style="list-style-type: none"> <li>1. Agricultural Economics</li> <li>2. Industrial Economics</li> <li>3. Financial Economics</li> </ol> (Choose any one)	<b>VI</b>	<ol style="list-style-type: none"> <li>1. Labour Economics</li> <li>2. Economics of Non-Farm Sector</li> <li>3. Tertiary Economics</li> </ol> (choose any one)
	Vocational Course – 1 <ol style="list-style-type: none"> <li>1. Entrepreneurial Economics</li> <li>2. Digital Economics</li> </ol> (Choose any one)		Vocational Course – 2 <ol style="list-style-type: none"> <li>1. Micro Entrepreneurs Development</li> <li>2. Project Planning &amp; Management</li> </ol> (choose any one)
<b>VII</b>	<ol style="list-style-type: none"> <li>1. Population Studies</li> <li>2. Urban Economics</li> <li>3. Economics of Infrastructure</li> </ol> (choose any one)	<b>VIII</b>	<ol style="list-style-type: none"> <li>1. Institutional Economics</li> <li>2. International Finance</li> <li>3. Co-operative Economics</li> </ol>
	<ol style="list-style-type: none"> <li>1. Economics of Governance</li> <li>2. Gender Economics</li> <li>3. Economics of Health &amp; Education</li> </ol> (choose any one)		
<b>IX</b>	<ol style="list-style-type: none"> <li>1. Economics and Law</li> <li>2. Global Economic Environment</li> <li>3. Managerial Economics</li> </ol>	<b>X</b>	<ol style="list-style-type: none"> <li>1. Economics of Financial Statement Analysis</li> <li>2. Stock Market Analysis</li> <li>3. Economics of Information Communication and Technology</li> </ol>

## Program Structure

### Proposed Scheme of Teaching and Evaluation for B. Sc. with Economics as Core Subject

**DisciplineCore: Economics**

**Total Credits:**

#### Semester - I

Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1								
2								
3	Economics-C1	Microeconomics	DSC	3+0+0	60	40	100	3
4	Economics-C2	Mathematics for Economics	DSC	3+0+0	60	40	100	3
5								
6								
7	OE 1	4. Kautilya's Arthshastra 5. Development Studies 6. Managerial Economics	OEC	3+0+0	60	40	100	3
8								
<b>Sub- Total</b>								9

#### Semester -II

Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1								
2								
3	Economics-C3	Macroeconomics	DSC	3+0+0	60	40	100	3
4	Economics-C4	Statistics for Economics	DSC	3+0+0	60	40	100	3
5								
6								
7	OE 2	4. Contemporary Indian Economy 5. Sustainable Development 6. Economics of Business Environment	OEC	3+0+0	60	40	100	3
8								
9								
<i>Sub- Total</i>								9

**Exit option with Certificate (48 credit)**

Semester –III								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1								
2								
3	Economics-C5	Factor pricing and Welfare Economics	DSC	3+0+0	60	40	100	3
4	Economics-C6	Basic Econometrics	DSC	3+0+0	60	40	100	3
5								
6								
7	OE 3	4. Rural Economics 5. Economics of Insurance 6. Economics of Human Development	OEC	3+0+0	60	40	100	3
8								
<b>Sub- Total</b>								9

Semester –IV								
Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1								
2								
3	Economics-C7	Monetary Economics	DSC	3+0+0	60	40	100	3
4	Economics-C8	Time series Econometrics	DSC	3+0+0	60	40	100	3
5								
6								
7	OE 4	4. Karnataka Economy 5. Entrepreneurial Economics 6. Economics and Law	OEC	3+0+0	60	40	100	3
8								
9								
<b>Sub- Total</b>								9

Exit option with Diploma (96 credits)/ Choose any one Discipline as Major, the other as the Minor

Semester – V								
Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C9	Public economics	DSC	4+0+0	60	40	100	4
2	Economics-C10	International economics	DSC	4+0+0	60	40	100	4
3	Economics DSE-1 (Choose-1)	1. Environmental Economics 2. Economics of Information 3. Operations Research in Economics	DSE	3+0+0	60	40	100	3
4	Economics DSC-1 (Choose-1)	<b>Vocational Course – 1</b> 1. Entrepreneurial Economics 2. Digital economics	DSC	3+0+0	60	40	100	3
5								
6								
<b>Sub- Total</b>								14

Semester – VI								
Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C11	Economics of Growth & Development	DSC	4+0+0	60	40	100	4
2	Economics-C12	Indian Economy	DSC	4+0+0	60	40	100	4
3	Economics DSE-2 (Choose any one)	1. Experimental Economics 2. Game theory 3. Economics of Artificial Intelligence	DSE	3+0+0	60	40	100	3
4	Economics DSE-2 (Choose any one)	<b>Vocational Course – 2</b> 1. Micro Entrepreneur 2. Development 3. Project Planning & Management	DSE	3+0+0	60	40	100	3
5								
6								
<b>Sub- Total</b>								14

**Exit option with Bachelor of Science, B.Sc. Basic Degree (136 credits)**

**Semester -VII**

Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C13	Advanced Micro Economics	DSC	4+0+0	60	40	100	4
2	Economics-C14	Financial Economics	DSC	4+0+0	60	40	100	4
3	Economics C15	Computer application in Economics	DSC	3+0+0	60	40	100	3
4	Economics DSE-3 (Choose any one)	1. Agricultural Economics 2. Health Economics 3. Monetary Economics	DSE	3+0+0	60	40	100	3
5	Economics DSE-4 (Choose any one)	1. Economics of Climate Change 2. Financial Econometrics	DSE	3+0+0	60	40	100	3
6	Economics DSC-3	Research Methodology	DSC	2+1+0				3
<i>Sub-Total</i>								20

**Semester – VIII**

Sl No	Course Code	Title of the Course	Category of Courses	Teaching Hours /Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	Economics-C16	Advanced Macroeconomics	DSC	4+0+0	60	40	100	4
2	Economics-C17	Economic and Business Analytics	DSC	4+0+0	60	40	100	4
3	Economics C18	Programming with R for Economists	DSC	3+0+0	60	40	100	3
4	Economics DSE-5 (Choose-1)	1. Industrial Economics 2. Economics of Education 3. Economics of Artificial Intelligence and Machine learning	DSE	3+0+0	60	40	100	3
5	Economics DSC-4	Research Project	-					6
		<b>Sub- Total</b>						20
<b>Grand Total ( I to VIII) (Only Economics)</b>								<b>104</b>

**Exit option with Bachelor of Science, B.Sc. Basic (Honours) Degree (176 credits)**



<b>Semester-IX</b>									
<b>Sl No.</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Category of Courses</b>	<b>Teaching Hours /Week (L+T+P)</b>			<b>Total Marks</b>	<b>Credits</b>	
					<b>SEE</b>	<b>CIE</b>			
<b>1</b>	Economics-C19	International Trade and Finance	DSC	4+0+0	60	40	100	4	
<b>2</b>	Economics-C20	Advanced Econometrics	DSC	4+0+0	60	40	100	4	
<b>3</b>	Economics C21	Advanced Research Methodology	DSC	3+0+0	60	40	100	3	
<b>4</b>	Economics DSE-6 (Choose-1)	1. Labour Economics 2. International Finance 3. Stock Market Analysis	DSE	3+0+0	60	40	100	3	
<b>5</b>	Economics DSC-5	Internships	DSC					6	
		<b>Sub- Total</b>						20	

<b>Semester-X</b>									
<b>Sl No</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Category of Courses</b>	<b>Teaching Hours /Week (L+T+P)</b>			<b>Total Marks</b>	<b>Credits</b>	
					<b>SEE</b>	<b>CIE</b>			
<b>1</b>	Economics -C22	Contemporary Indian Economy	DSC	4+0+0	60	40	100	4	
<b>2</b>	Economics -C23	Advanced Development Economics	DSC	4+0+0	60	40	100	4	
<b>3</b>	Economics -C24	Advanced Public Economics	DSC	3+0+0	60	40	100	3	
<b>4</b>	Economics DSE-7 (Choose-1)	1. Behavioral Economics 2. Corporate Finance 3. Big Data Analytics	DSE	3+0+0	60	40	100	3	
<b>5</b>	Economics DSC-7	Project Work	-					6	
		<b>Sub- Total</b>						20	
		<b>Grand Total ( I to X) (Only Economics)</b>						<b>146</b>	

**Students who earn 216 credits will get M Sc. in Economics**

### B.Sc. and M. Sc. (Economics)-List of Open Electives

Semester	Open Elective Papers	Semester	Open Elective Papers
<b>I</b>	1. Kautilya's Arthshastra 2. Development Studies 3. Managerial Economics	<b>II</b>	1. Contemporary Indian Economy 2. Sustainable Development 3. Economics of Business Environment
<b>III</b>	1. Rural Economics 2. Economics of Insurance 3. Economics of Human Development	<b>IV</b>	1. Karnataka Economy 2. Entrepreneurial Economics 3. Economics and Law
<b>V</b>	1. Environmental Economics 2. Economics of Information 3. Operations Research in Economics	<b>VI</b>	1. Experimental Economics 2. Game theory 3. Economics of Artificial Intelligence (choose any one)
			Vocational Course – 2 1. Micro Entrepreneur 2. Development Project Planning & Management (choose any one)
<b>VII</b>	1. Agricultural Economics 2. Health Economics 3. Monetary Economics (choose any one)	<b>VIII</b>	1. Industrial Economics 2. Economics of Education 3. Economics of Artificial Intelligence and Machine learning
	1. Economics of Climate Change 2. Financial Econometrics (choose any one)		
<b>IX</b>	1. Labour Economics 2. International Finance 3. Stock Market Analysis	<b>X</b>	1. Behavioral Economics 2. Corporate Finance 3. Big Data Analytics

SYLLABUS FOR FIRST TWO SEMESTERS OF BA  
AND  
BA HONOURS  
in  
ECONOMICS

## BA (Honours) Economics

### Semester - 1

#### DSC 1.1: Basic Economics – I (Economic Analysis -I) 3 credits

##### Course Outcomes:

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

1. Identify the facets of an economic problem.
2. Learn basic economic concepts and terms.
3. Explain the operation of a market system;
4. Analyse the production and cost relationships of a business firm;
5. Evaluate the pricing decisions under different market structures; and
6. Use basic cost-benefit calculations as a means of decision making (i.e., thinking like an economist)

Content of Basic Economics 1	42 Hrs
<b>Unit– 1 Basic Concepts in Economics:</b>	14
<b>Chapter No. 1 Nature and Scope of Economics:</b> <ul style="list-style-type: none"><li>• Meaning of Economics</li><li>• Nature of Economics</li><li>• Scope of Economics</li><li>• Methods of Economics</li><li>• Why Study Economics?</li></ul>	5
<b>Chapter No. 2 Thinking Like an Economist:</b> <ul style="list-style-type: none"><li>• Thinking Like an Economist</li><li>• The Economist as Scientist</li><li>• The Economist as Policy Adviser</li><li>• Economic Policy</li></ul>	4
<b>Chapter No. 3 Economic System:</b> <ul style="list-style-type: none"><li>• Types of Economic Activities</li><li>• Organisation of Economic Activities</li><li>• Circular Flow of Economic Activities</li><li>• Evolution of the Present Economic System</li></ul> <b>Practicum:</b> 1. Group Discussions on Choice Problem 2. Assignment on Types of Economic Systems	5
<b>Unit – 2 Demand, Supply and Markets:</b>	14
<b>Chapter No. 4. Firms and Households:</b> <ul style="list-style-type: none"><li>• Meaning of Firms and Household</li><li>• Relationship Between Firms and Household</li><li>• Input Markets</li><li>• Output Markets</li></ul>	4
<b>Chapter No. 5. Demand and Supply:</b> <ul style="list-style-type: none"><li>• Individual Demand</li><li>• Market Demand</li><li>• Demand Determinants</li><li>• Supply and its Determinants</li><li>• Market Equilibrium</li></ul>	5

<p><b>Chapter No. 6. Elasticity and its Measurement:</b></p> <ul style="list-style-type: none"> <li>• Types of Elasticity of Demand</li> <li>• Price, Income and Cross Elasticities</li> <li>• Measurement of Elasticity of Demand</li> <li>• Determinants of Elasticity of Demand</li> </ul> <p><b>Practicum:</b> 1. Estimation of Demand and Supply Elasticities 2. Solving an Equilibrium Problem</p>	5
<p><b>Unit – 3 Cost and Market Structures:</b></p>	14
<p><b>Chapter No. 7 Production and Production Function:</b></p> <ul style="list-style-type: none"> <li>• Meaning and features of production</li> <li>• Production function: Cobb-Douglas Production function</li> <li>• Total Product</li> <li>• Average Product</li> <li>• Marginal Product</li> </ul>	4
<p><b>Chapter No. 8. Production Cost and Revenue:</b></p> <ul style="list-style-type: none"> <li>• TC, AC and MC</li> <li>• Cost in the Short-run</li> <li>• Fixed Costs and Variable Costs</li> <li>• Long run AC and MC</li> <li>• TR, MR and AR</li> </ul>	5
<p><b>Chapter No. 9. Market Structure:</b></p> <ul style="list-style-type: none"> <li>• Markets : Meaning and Features of Perfect and Imperfect/Monopolistic Competition</li> <li>• Meaning and Features of Monopoly, Duopoly and Oligopoly</li> </ul> <p><b>Practicum:</b> 1. Calculation of various costs and comparing them with production concepts; a mini-project can be taken up wherever possible 2. Studying the real-life pricing mechanism through a project/ case studies</p>	5
<p><b>References (indicative):</b></p> <ol style="list-style-type: none"> <li>1. Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + MyLab Economics with Pearson eText</i> (updated 2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN:9780136716532</li> <li>2. Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText</i> (2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN:9780133899368</li> <li>3. Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia, 2014.</li> <li>4. Mankiw N. Gregory. Principles of Economics, Thomson, 2013.</li> <li>5. Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton &amp; Co, New York, 2011.</li> </ol>	

## Semester I

Course Title: <b>DSC 1.2: Contemporary Indian Economy:</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

### Course Pre-requisite(s):

### Course Outcomes (COs):

At the end of the course the student should be able to:

- i. Understand the current problems of Indian Economy
- ii. Identify the factors contributing to the recent growth of the Indian Economy
- iii. Evaluate impact of LPG policies on economic growth in India
- iv. Analyze the sector specific policies adopted for achieving the as rational goals
- v. Review various economic policies adopted

Content of Course 1	42 Hrs
<b>Unit – 1 LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE:</b>	14
<b>Chapter No. 1 Recent Issues:</b> <ul style="list-style-type: none"> <li>• Genesis and Impact of LPG</li> <li>• India’s population policy</li> <li>• Demographic Dividend</li> <li>• India’s human development in global perspective</li> </ul>	4
<b>Chapter No. 2 Urbanization and governance:</b> <ul style="list-style-type: none"> <li>• Urbanization and Smart City Mission</li> <li>• Impact of COVID-19 Pandemic</li> <li>• Atma Nirbhara Bharat Abhiyan</li> <li>• Non-farm Sector</li> </ul>	4
<b>Chapter No. 3 Economic Reforms and Agriculture:</b> <ul style="list-style-type: none"> <li>• Agriculture and WTO</li> <li>• Commercialization and Diversification</li> <li>• Price Policy and Subsidies</li> <li>• Public Distribution System : TPDS</li> <li>• Impact of Public Expenditure on Agricultural Growth (1991 onwards)</li> <li>• Doubling Farm Incomes -MGNREGS (brief introduction)</li> </ul>	6
<b>Practicum</b> <ol style="list-style-type: none"> <li>1. Mini-project to ascertain the impact of pandemic on lives of different sections of population</li> <li>2. Field visits to understand the agrarian situation</li> </ol>	
<b>Unit – 2 INDUSTRY, BUSINESS, FISCAL POLICY:</b>	14
<b>Chapter No. 4. Industrial Policy:</b> <ul style="list-style-type: none"> <li>• New Industrial Policy and Changes</li> <li>• Public Sector Reforms</li> <li>• Privatisation and Disinvestment</li> </ul>	4

<ul style="list-style-type: none"> <li>• Competition Policy</li> </ul>	
<b>Chapter No. 5. Business:</b> <ul style="list-style-type: none"> <li>• Ease of Doing Business</li> <li>• Performance of MSMEs</li> <li>• Role of MNC's in Industrial Development</li> <li>• Make in India, Infrastructure Development : Health, Education, Transportation and Power (in brief)</li> <li>• National Monetization Pipeline</li> </ul> <p>(The teacher should include the latest policy of the government)</p> <b>Chapter No. 6. Fiscal Policy:</b> <ul style="list-style-type: none"> <li>• Tax, Expenditure, Budgetary Deficits</li> <li>• Fiscal Reforms - Public Debt Management</li> <li>• Fiscal Responsibility and Budget Management (FRBM) Act</li> <li>• GST (meaning and features), Fiscal Federalism and Fiscal Consolidation (in brief)</li> <li>• Recommendations of the Current Finance Commission</li> </ul>	5
<b>Practicum:</b> Mini-projects to assess the business climate	5
<b>Unit – 3 MONETARY POLICY, FOREIGN TRADE AND INVESTMENT:</b>	14
<b>Chapter No. 7 Monetary Policy:</b> <ul style="list-style-type: none"> <li>• Organisation of India's Money Market</li> <li>• Financial Sector Reforms</li> <li>• Review of Monetary Policy of RBI</li> </ul>	3
<b>Chapter No. 8. Money and Capital Markets:</b> <ul style="list-style-type: none"> <li>• Working of SEBI in India</li> <li>• Changing roles of the Reserve Bank of India</li> <li>• Commercial banks : Credit Creation</li> <li>• Foreign Banks and Non-Banking Financial Institutions</li> <li>• Demonetization and its impact</li> </ul>	5
<b>Chapter No. 9. Foreign Trade and Investment:</b> <ul style="list-style-type: none"> <li>• Direction of India's foreign trade</li> <li>• Balance of payments since 1991 (trends)</li> <li>• New Exchange Rate Regime: Partial and full convertibility</li> <li>• Capital account convertibility</li> <li>• FDI – Trends and Patterns</li> <li>• New EXIM policy</li> <li>• Bilateral and Multilateral Trade Agreements (in brief)</li> </ul>	6
<b>Practicum:</b> <ol style="list-style-type: none"> <li>1. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends.</li> <li>2. Group Discussions on India's trade policies and trade agreements</li> </ol>	
<b>References:</b> <ul style="list-style-type: none"> <li>• Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.</li> <li>• Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation</li> <li>• Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation in India, Delhi, OUP</li> </ul>	

<ul style="list-style-type: none"> <li>• Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand &amp; Co. Ltd. New Delhi.</li> <li>• Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge,CUP</li> <li>• Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.</li> <li>• Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi,OUP.</li> <li>• Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation</li> <li>• Mishra S.K &amp; V.K Puri (2001) "Indian Economy and –Its development experience", Himalaya Publishing House.</li> <li>• Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press , New Delhi.</li> <li>• Stuart and John Harris, (2000), Reinventing India, Cambridge Polity</li> </ul>	
--	--

**Pedagogy**

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson



## Semester I

<b>Course Title: OEC 1.3.1: Kautilya's Arthashastra (OEC):</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** 12<sup>th</sup> Standard Pass

**Course Outcomes (COs):**

At the end of the course the student should be able to:

1. This course will enlighten the students about the ancient fundamentals about political and economic constituents, which will frame out a basic land of understanding the modern trends. This will help them to understand the upcoming needs in the area of policy making for states at national and international level.
2. This treatise deals with the science of Governance, so it projects out all the dimensions needed to be understood by students about the present socio-economic and political rules and regulations of the state.

Unit	Description	Hours
I	<b>Chapter 1:</b> Introduction to Arthashastra	2
	<b>Chapter 2:</b> Various disciplines of Indian Education System	2
	<b>Chapter 3:</b> Place of Kautilya's Arthashastra among them	2
II	<b>Chapter 4:</b> Importance of science dealing with governance - Introduction to Tantrayuktis – The methods of preparing a compendium, tools and techniques of writing a compendium.	5
	<b>Chapter 5:</b> Governance Procedure- Appointment of the ministers, duties of Government superintendents, treasury, spies, royal writ, punishment- Vakparushya and Dandaparushya;	5
	<b>Chapter 6:</b> Laws of Inheritance – Determination of forms of Agreements, determination of legal disputes, Division of inheritance, Special shares in inheritance, Distinction between sons	5
III	<b>Chapter 7:</b> Economic Dimension- Body of income of the state, collection of revenue, duties of a Chamberlin (Koshadhyksha), Forty ways of embezzlement of the revenue, Punishment for the embezzlement of revenue, Expenditure, Loss and Profit, Keeping up the Accounts, Recovery of Debts, Deposits of the state, Resumption of the gifts, Remission of Taxes	9
	<b>Chapter 8:</b> Political Dimension- Six-fold Policy- War, Combination of Powers, Agreement of Peace with or without definite terms, Double Policy, Circle of States, Conduct of Corporations, Secret means, Plan of treatise,	9
		3
<b>Suggested readings:</b>		
1. Arthashastra of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi,		

India, 2005.

2. Arthashastra of Kautilya by Sri. Vacaspati Gairola, Chaukhambha Vidyabahavan, Varanasi, India, 2013.

3. Kautilya, The Arthashastra by L.N. Rangarajan, Penguin Books Ltd, London.

4. Kautilya's Arthashastra: The Way of Financial Management and Economic Governance, Jaico Publishing House, Mumbai, India.

### **Pedagogy**

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Semester 1

<b>Course Title: OEC 1.3.2: Pre-Reforms Indian Economy (OEC)</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** 12<sup>th</sup> Standard Pass

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- i. Trace the evolution of Indian Economy
- ii. Identify the structural features and constraints of the Indian Economy
- iii. Evaluate planning models and strategy adopted in India
- iv. Analyze the sector specific problems and contributions towards overall economic growth
- v. Review various economic policies adopted

Unit	Description	Hours
<b>Unit-I</b>	<b>Features and problems of Indian Economy:</b>	<b>15</b>
	<b>Chapter 1: Features of Indian Economy:</b> <ul style="list-style-type: none"> <li>• India as a Developing Economy</li> <li>• Demographic Features</li> <li>• Human Development Index(HDI),</li> <li>• Problems of Poverty: Unemployment and Income Inequality</li> </ul>	4
	<b>Chapter 2: Issues in Agriculture sector in India:</b> <ul style="list-style-type: none"> <li>• Land reforms (in brief)</li> <li>• Green Revolution</li> <li>• Agriculture Marketing in India</li> <li>• Agricultural Price Policy</li> </ul>	6
	<b>Chapter 3: Industrial and Service Sectors:</b> <ul style="list-style-type: none"> <li>• Industrial Policy</li> <li>• Industrial Development</li> <li>• Micro, Small and Medium Enterprises</li> <li>• Performance of Public Sector in India</li> <li>• Service Sector in India.</li> </ul>	5
	<b>Practicum:</b> 1. Identifying economic problems and their causes; 2. Mini-project on any aspect of Indian Agriculture, Industry, Service and Public Sectors	
<b>Unit-II</b>	<b>Economic Policies:</b>	<b>13</b>
	<b>Chapter 4: Planning:</b> <ul style="list-style-type: none"> <li>• Mixed Economy</li> <li>• Bombay Plan</li> <li>• Gandhian Model</li> <li>• Nehru-Mahalanobis Model</li> <li>• Objectives and Achievements Of Economic Planning in India (before 1991)</li> </ul>	5
	<b>Chapter 5: Monetary policy in India</b> <ul style="list-style-type: none"> <li>• Instruments of Monetary Policy</li> </ul>	2

	<ul style="list-style-type: none"> <li>Black money in India – Magnitude and Impact</li> </ul> <p><b>Chapter-6: Fiscal Policy in India:</b></p> <ul style="list-style-type: none"> <li>Tax Revenue</li> <li>Public Expenditure</li> <li>Budgetary Deficits</li> <li>Fiscal Reforms</li> <li>Public Debt Management and Reforms</li> <li>Centre State Finance Relations (before 1991)</li> </ul> <p><b>Practicum:</b> Assignment on successes and failures of India’s planning; Monetary and Fiscal Policy instruments</p>	6
<b>III</b>	<b>External sector and Nature of Reforms in India</b>	<b>14</b>
	<p><b>Chapter-7: India’s Foreign Trade:</b></p> <ul style="list-style-type: none"> <li>Salient Features</li> <li>Volume, Composition And Direction of Trade</li> <li>Balance of Payments</li> <li>Import Substitution and Protection</li> </ul> <p><b>Chapter-8: Pre-reforms Strategies:</b></p> <ul style="list-style-type: none"> <li>Stabilization Strategies/Measures in all the three sectors of the economy</li> <li>Tariff Policy: Types and Impact</li> <li>Exchange Rate Dynamics</li> </ul> <p><b>Chapter 9: Planning Commission:</b></p> <ul style="list-style-type: none"> <li>Organization and Objectives</li> <li>Functions</li> </ul> <p>Practicum: Calculation of BoP and evaluating trade policies; Assignment and group discussion on the planning commission.</p>	6  6  2
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand &amp; Co. Ltd. New Delhi.</li> <li>Mishra S.K &amp; V.K Puri (2001) “Indian Economy and –Its development experience”, Himalaya Publishing House.</li> <li>Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation</li> <li>Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.</li> <li>Jalan, B. (1996), India’s Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.</li> </ol>		

### Pedagogy

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Semester I

<b>Course Title: OEC 1.3.3: Development Studies (OEC)</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** 12<sup>th</sup> Standard Pass

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- i. Graduates will be able to excel in higher studies and/or to succeed in profession.
- ii. Graduates will get a solid foundation of fundamentals required to solve socioeconomic problems and also to pursue higher studies.
- iii. Graduates will demonstrate knowledge to appreciate of the dimensions of contemporary development issues, to generate sensitivity to problems concerning ethics and human values to develop orientation towards effective communication and critical analysis, and to appreciate the interrelationships among disciplines as they relate to everyday realities.
- iv. Graduates will cultivate professional and ethical attitude, effective Communication skills, teamwork skills, multidisciplinary approach, and to facilitate an advanced understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

Unit	Description	Hrs
I	<b>Development: Meaning and Current Challenges</b>	<b>9</b>
	<b>Chapter-1: Meaning of Development:</b>	3
	<ul style="list-style-type: none"> <li>• The Concept of Development,</li> <li>• Growth and Development</li> <li>• Transition from quantitative to qualitative indices</li> </ul>	
	<b>Chapter-2: Modern economic growth:</b>	3
	<ul style="list-style-type: none"> <li>• Characteristics of Modern Economic Growth</li> <li>• Regional and Global Disparities</li> <li>• Common Characteristics and Dissimilarities among Developing Countries.</li> </ul>	
	<b>Chapter-3: Current Development Challenges:</b>	3
	<ul style="list-style-type: none"> <li>• Inequality</li> <li>• Migration</li> <li>• Conflicts</li> </ul>	
	Practicum: Group discussion on migration	
II	<b>Approaches to Development:</b>	12
	<b>Chapter-4: Development Ethics</b>	2
	<ul style="list-style-type: none"> <li>• Concept and Meaning</li> <li>• Principles and Importance of Development Ethics</li> </ul>	
	<b>Chapter-5: Assessing Development:</b>	4
	<ul style="list-style-type: none"> <li>• Per Capita Income</li> </ul>	

	<ul style="list-style-type: none"> <li>• Physical Quality of Life Index (PQLI)</li> <li>• Gender Empowerment Index</li> <li>• HDI</li> </ul> <p><b>Chapter-6: Approaches of Development:</b></p> <ul style="list-style-type: none"> <li>• Adam Smith</li> </ul>	6
	<ul style="list-style-type: none"> <li>• Marx</li> <li>• Schumpeter</li> <li>• Structuralist Approach</li> <li>• Neo-liberalism, IMF and Structural Adjustment</li> <li>• Capabilities Approach</li> </ul> <p>Practicum: Calculation of different Human Development Indices</p>	
III	<b>Theories and Current Issues in Development:</b>	21
	<p><b>Chapter-7: Theories of Development</b></p> <ul style="list-style-type: none"> <li>• Theorizing Development - Modernization Theory, Dependency Theory</li> <li>• Capitalist World System</li> <li>• The Evolution of Thought on Poverty Reduction</li> <li>• Colonial Regimes and Their Legacies</li> </ul> <p><b>Chapter-8: The Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• Genesis and Spread</li> <li>• International specialization of Labour/Industry</li> <li>• Industrial Labour</li> <li>• ILO and its activities to promote labour standards</li> </ul> <p><b>Chapter-9: Environment and Development</b></p> <ul style="list-style-type: none"> <li>• Increasing degradation of natural environment – Water and Air pollution and Deforestation</li> <li>• Depletion of Global Commons</li> <li>• Sustainable development - Concept and Measures</li> <li>• Sustainable Development Goals (SDGs)</li> <li>• Climate Change – Causes, Impact, Measures of Mitigation and Adaptations</li> </ul> <p>Practicum: Identify the different pollution sources</p>	6 5 10
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Crocker, D. (2008). Ethics and development theory-practice, Ethics of Global Development Agency, Capability, and Deliberative Democracy,67-106</li> <li>2. Des Gasper (2008), ‘Denis Goulet and the Project of Development Ethics: Development, 8, 99. 481-9, Elsevier Science, 1,pp.10-26.</li> <li>3. Drèze, Jean and Amartya Sen( 2002), India: Development and Participation, second edition. Oxford: Oxford University Press.</li> <li>4. Gasper, D. (2004). The ethics of development: From Economism to human development. Edinburgh: Edinburgh University Press</li> <li>5. Huntington, Samuel (1971), The change to change: Modernization, development and politics. Comparative Politics,3.</li> <li>6. Myrdal, Gunnar. (1974), “What is Development?” Journal of Economic Issues8(4):729-736.</li> <li>7. Peet, Richard with Elaine Hartwick (2009), Theories of Development: Contentions, Arguments, Alternatives (2nd edition). New York: Guilford.</li> <li>8. Sen, Amartya (1999) Development as Freedom. New York: Anchor Books.</li> </ol>		

**Pedagogy**

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Semester - II

Course Title: <b>DSC 2.1: Basic Economics - II:</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** *Basic Economics I*

**Course Outcomes (COs):**

At the end of the course the student should be able to:

1. Understand the operation of the overall economic system;
2. Calculate national income and related aggregates
3. Explain the relationship between macroeconomic aggregates;
4. Analyse the nature of business cycles and policies towards controlling them;
5. Evaluate the macroeconomic policies for solving major problems like poverty and unemployment

Unit	Description	Hrs
<b>I</b>	<b>Macro Economic Concepts and Relationships:</b>	<b>12</b>
	<b>Chapter-1: Macroeconomy;</b> <ul style="list-style-type: none"> <li>• Introduction to National Income Accounting</li> <li>• Concepts of GDP, GNP and National Income</li> <li>• Approaches to calculating GDP, Personal Income, Nominal and Real GDP</li> <li>• Limitations of the GDP Concept</li> </ul>	5
	<b>Chapter-2: Monetary Economy</b> <ul style="list-style-type: none"> <li>• Characteristics of Money</li> <li>• The Demand for Money</li> <li>• The Supply Of Money and Overall Liquidity Position</li> <li>• Credit Creation</li> </ul>	4
	<b>Chapter-3: Inflation</b> <ul style="list-style-type: none"> <li>• Meaning and Causes of Inflation</li> <li>• Calculating Inflation Rate</li> <li>• Impact of Inflation</li> </ul>	3
	<b>Practicum:</b> 1. Understanding the relationships between various NI concepts used in India's NI accounting; 2. Estimating the components of money supply and interpreting the various price indices.	
<b>II</b>	<b>Macroeconomic Challenges and Policies:</b>	<b>12</b>
	<b>Chapter-4: Macroeconomic Challenges:</b> <ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Business Cycles</li> <li>• Economic Growth</li> </ul>	3
	<b>Chapter-5: Monetary Policy:</b> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Instruments</li> </ul>	3
	<b>Chapter-6: Fiscal Policy:</b> <ul style="list-style-type: none"> <li>• Public Finance vs. Private Finance</li> <li>• Fiscal policy - Role of Government: Allocation, Distribution and Stabilisation</li> <li>• Characteristics of Public Goods,</li> </ul>	6



	<ul style="list-style-type: none"> <li>Rationale in the Provision of Public Goods</li> </ul> Practicum: 1. Reviewing the Monetary Policy of RBI; 2.A project to identify the nature and causes of poverty and the latest central budget	
III	<b>Public Policy and Globalization:</b>	18
	<b>Chapter 7: Poverty and Public Policy:</b> <ul style="list-style-type: none"> <li>Meaning, Types and Measurement of Poverty</li> <li>Poverty Alleviation Strategies in India</li> </ul>	6
	<b>Chapter 8: International Trade:</b> <ul style="list-style-type: none"> <li>The Economic basis for trade—Absolute Advantage and Comparative Advantage.</li> <li>Terms of Trade: Meaning and Types</li> <li>Exchange Rates: Meaning, Types And Determinants</li> <li>Trade Barriers: Tariffs, Subsidies and Quotas</li> <li>Balance of Payments: The Current and Capital Account</li> </ul>	9
	<b>Chapter 9: Globalization:</b> <ul style="list-style-type: none"> <li>Meaning</li> <li>Importance</li> <li>Pros and cons of Globalization</li> </ul> Practicum: Survey on identification of poor; Calculating the components of BoP of India	3
<b>References (indicative)</b> <ol style="list-style-type: none"> <li>Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + MyLab Economics with Pearson eText</i> (updated 2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780136716532</li> <li>Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText</i> (2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780133899368</li> <li>Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia,2014.</li> <li>Mankiw N. Gregory. Principles of Economics, Thomson,2013.</li> <li>Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton &amp; Co, New York,2011.</li> </ol>		

### Pedagogy

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Semester II

Course Title: <b>DSC 2.2: Karnataka Economy</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

### Course Pre-requisite(s):

### Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the nature of economic growth and problems of Karnataka state.
2. Explain the process of structural growth in Karnataka Economy;
3. Evaluate the policies and programmes undertaken by the Govt. of Karnataka for bringing about socio-economic development

Units	Description	Hours
Unit - I	<b>Characteristics of Karnataka Economy:</b>	<b>12</b>
	<b>Chapter-1: State Income</b> <ul style="list-style-type: none"> <li>• State Domestic Product and PCI</li> <li>• Measures to redress economic inequality.</li> </ul>	2
	<b>Chapter-2: Human and Natural Resources</b> <ul style="list-style-type: none"> <li>• Population</li> <li>• Human Development Index</li> <li>• Poverty and Unemployment– Anti-Poverty and Employment generation Programmes</li> <li>• Functioning of Panchayat Raj Institutions</li> </ul>	6
	<b>Chapter-3: Natural Resources in Karnataka:</b> <ul style="list-style-type: none"> <li>• Land, Water, Forest and Mineral Resources in Karnataka</li> <li>• Sustainable Development Goals in Karnataka</li> <li>• Karnataka Environmental Policy</li> </ul> Practicum: conduct field visit to Forest/Reservoir/Mining and prepare the report	4
II	<b>Agriculture and Industries in Karnataka:</b>	<b>18</b>
	<b>Chapter-4: Agriculture in Karnataka:</b> <ul style="list-style-type: none"> <li>• Importance of Agriculture</li> <li>• Problems in Agriculture</li> <li>• Land Reforms</li> <li>• Cropping Pattern</li> <li>• Irrigation</li> <li>• Watershed Development Programme</li> <li>• Dry Land Farming</li> <li>• Farmers Suicide – Causes And Solutions</li> </ul>	9
	<b>Chapter-5: Rural Development:</b> <ul style="list-style-type: none"> <li>• Regional Imbalance: Prof. D. M. Nanjundappa report</li> <li>• Public Distribution System</li> <li>• Rural Development Programmes.</li> </ul>	3

	<p><b>Chapter 6: Industrial Development in Karnataka:</b></p> <ul style="list-style-type: none"> <li>• Major Industries in Karnataka - Problems and Prospects</li> <li>• MSMEs - Problems and Measures</li> <li>• IT Industries in Karnataka</li> <li>• Industrial Finance in Karnataka</li> <li>• Industrial Policy of Karnataka</li> </ul> <p>Practicum: visit to industrial units in local area and prepare the report/Trace-out the impact of Prof. D. M. Nanjundappa Committee report</p>	6
III	<p><b>Infrastructure and Finances:</b></p>	12
	<p><b>Chapter7: Economic Infrastructure in Karnataka:</b></p> <ul style="list-style-type: none"> <li>• Transportation: Road, Rail, Water and Air Transport</li> <li>• Information and Communication Technology Facilities;</li> </ul> <p><b>Chapter 8: Social Infrastructure:</b></p> <ul style="list-style-type: none"> <li>• Drinking Water, Sanitation</li> <li>• Housing</li> <li>• Health and Education</li> <li>• Rural Electrification</li> </ul> <p><b>Chapter 9: State Finance:</b></p> <ul style="list-style-type: none"> <li>• Sources of Revenue: Direct and Indirect Taxes</li> <li>• GST : Impact of GST</li> <li>• State Expenditure</li> <li>• States Indebtedness</li> <li>• State Finance Commission</li> <li>• Current State Budget</li> </ul> <p>Practicum: Discussion on State budget</p>	3 4 5
<p><b>References (Indicative):</b></p> <ol style="list-style-type: none"> <li>1. Government of Karnataka, Economic Survey [Various Issues]</li> <li>2. Planning Department, Annual Publication, Government of Karnataka.</li> <li>3. Karnataka at Glance, Annual Publication Government of Karnataka.</li> <li>4. Madaiah M &amp; Ramapriya. Karnataka Economy Growth: Issues and Development, Himalaya Pub., House, NewDelhi.</li> <li>5. Adul Aziz and K.G. Vasanti. (Eds) Karnataka Economy.</li> <li>6. Government District Development Reports</li> <li>7. Hanumantha Rao. Regional Disparities and Development in Karnataka.</li> <li>8. Krishnaiah Gowda H.R. Karnataka Economy, Spandana Publications, Bangalore</li> <li>9. Nanjundappa D.M. Some Aspects of Karnataka Economy.</li> <li>10. Puttaswamiah K. Karnataka Economy, Two Volumes</li> </ol>		

**Pedagogy**

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Semester II

<b>Course Title: OEC 2.3.1: Contemporary Indian Economy</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- vi. Understand the current problems of Indian Economy
- vii. Identify the factors contributing to the recent growth of the Indian Economy
- viii. Evaluate impact of LPG policies on economic growth in India
- ix. Analyze the sector specific policies adopted for achieving the aspirational goals
- x. Review various economic policies adopted

<b>Content of Course 1</b>	<b>42 Hrs</b>
<b>Unit – 1 LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE:</b>	14
<b>Chapter No. 1 Recent Issues:</b> <ul style="list-style-type: none"> <li>• Genesis and Impact of LPG</li> <li>• India’s population policy</li> <li>• Demographic Dividend</li> <li>• India’s human development in global perspective</li> </ul>	4
<b>Chapter No. 2 Urbanization and governance:</b> <ul style="list-style-type: none"> <li>• Urbanization and Smart City Mission</li> <li>• Impact of COVID-19 Pandemic</li> <li>• Atma Nirbhara Bharat Abhiyan</li> <li>• Non-farm sector</li> </ul>	4
<b>Chapter No. 3 Economic Reforms and Agriculture:</b> <ul style="list-style-type: none"> <li>• Agriculture and WTO</li> <li>• Commercialization and Diversification</li> <li>• Price policy and Subsidies</li> <li>• Public Distribution System : TPDS</li> <li>• Impact of public expenditure on agricultural growth (1991 onwards)</li> <li>• Doubling Farm Incomes -MGNREGS (brief introduction)</li> </ul>	6
<b>Practicum</b> <ul style="list-style-type: none"> <li>3. Mini-project to ascertain the impact of pandemic on lives of different sections of population</li> <li>4. Field visits to understand the agrarian situation</li> </ul>	
<b>Unit – 2 INDUSTRY, BUSINESS, FISCAL POLICY:</b>	14
<b>Chapter No. 4. Industrial Policy:</b> <ul style="list-style-type: none"> <li>• New Industrial Policy and changes</li> <li>• Public sector reforms</li> <li>• Privatisation and Disinvestment</li> </ul>	4

<ul style="list-style-type: none"> <li>• Competition Policy</li> </ul>	
<p><b>Chapter No. 5. Business:</b></p> <ul style="list-style-type: none"> <li>• Ease of Doing Business</li> <li>• Performance of MSMEs</li> <li>• Role of MNC's in Industrial Development</li> <li>• Make in India, infrastructure development : Health, Education, Transportation and Power (in brief)</li> <li>• National Monetization Pipeline</li> </ul> <p>(The teacher should include the latest policy of the government)</p> <p><b>Chapter No. 6. Fiscal Policy;</b></p> <ul style="list-style-type: none"> <li>• Tax, Expenditure, Budgetary Deficits</li> <li>• Fiscal Reforms - Public Debt Management</li> <li>• Fiscal Responsibility and Budget Management (FRBM) Act</li> <li>• GST (meaning and features), Fiscal Federalism and Fiscal Consolidation (in brief)</li> <li>• Recommendations of the Current Finance Commission</li> </ul>	5
<p><b>Practicum:</b> Mini-projects to assess the business climate</p>	5
<p><b>Unit – 3 MONETARY POLICY, FOREIGN TRADE AND INVESTMENT:</b></p>	14
<p><b>Chapter No. 7. Monetary Policy:</b></p> <ul style="list-style-type: none"> <li>• Organisation of India's Money Market</li> <li>• Financial Sector Reforms</li> <li>• Review of Monetary Policy of RBI</li> </ul>	3
<p><b>Chapter No. 8. Money and Capital Markets:</b></p> <ul style="list-style-type: none"> <li>• Working of SEBI in India</li> <li>• Changing roles of the Reserve Bank of India</li> <li>• Commercial banks : Credit Creation</li> <li>• Foreign banks and Non-banking Financial Institutions</li> <li>• Analysis of Price Behaviour in India</li> <li>• Demonetization and its impact</li> </ul>	5
<p><b>Chapter No. 9. Foreign Trade and Investment:</b></p> <ul style="list-style-type: none"> <li>• Direction of India's Foreign Trade</li> <li>• Balance of Payments since 1991 (trends)</li> <li>• New Exchange Rate Regime: Partial and Full Convertibility</li> <li>• Capital Account Convertibility</li> <li>• FDI – Trends and Patterns</li> <li>• New EXIM Policy</li> <li>• Bilateral and Multilateral Trade Agreements (in brief)</li> </ul>	6
<p><b>Practicum:</b></p> <ol style="list-style-type: none"> <li>1. Computation and analysis of Wholesale Price Index, Consumer Price Index: Components and Trends.</li> <li>2. Group Discussions on India's trade policies and trade agreements</li> </ol>	
<p><b>References</b></p> <ul style="list-style-type: none"> <li>• Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.</li> <li>• Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation</li> <li>• Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation' in India, Delhi, OUP</li> <li>• Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand &amp; Co. Ltd. New</li> </ul>	

<p>Delhi.</p> <ul style="list-style-type: none"> <li>• Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP</li> <li>• Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.</li> <li>• Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi,</li> <li>• Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation</li> <li>• Mishra S.K &amp; V.K Puri (2001) "Indian Economy and –Its development experience", Himalaya Publishing House.</li> <li>• Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press , New Delhi.</li> <li>• Stuart and John Harris, (2000), Reinventing India, Cambridge Polity</li> </ul>	
---	--

**Pedagogy**

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Semester II

<b>Course Title: OEC 2.3. 2: Sustainable Development Goals</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- i. Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions.
- ii. Know the history of the SD idea.
- iii. Be able to discuss the conflicts which are involved in the SD concept on the national as well as on the global scale.
- iv. Be able to discuss the (dis-)advantages of instruments for SD;
- v. Evaluate the sustainable development goals and their attainments

Unit	Description	Hrs
<b>I</b>	<b>Development, Environment and Pollution</b>	<b>15</b>
	<b>Chapter-1: Environmental Goods and Services:</b> <ul style="list-style-type: none"> <li>• Relationship between Environment and Development</li> <li>• Environmental Kuznets Curve – Meaning and Evidence</li> </ul>	3
	<b>Chapter-2: Resource Use and Management:</b> <ul style="list-style-type: none"> <li>• Resource Taxonomy – Renewable and Non-renewable Resources</li> <li>• Economic Theory of Depletable Resources</li> <li>• Optimal Use of Renewable Resources</li> <li>• Resource Scarcity and Economic Growth – Limits to Growth Model</li> <li>• Tragedy of Commons and Common Property Resources</li> <li>• Resource Pricing and Resource Conservation</li> </ul>	6
	<b>Chapter-3: Sustainable Development</b> <ul style="list-style-type: none"> <li>• Sustainable Development – Meaning and Indicators</li> <li>• Objectives and Principles</li> <li>• Approaches and Strategies for Sustainable Development</li> <li>• Environmental Accounting Measures</li> </ul> <b>Practicum:</b> Mini project on the impact of local environment	6
<b>II</b>	<b>Sustainable Development Goals</b>	<b>10</b>
	<b>Chapter-4: Introduction and History</b> <ul style="list-style-type: none"> <li>• Brundtland Committee Recommendations</li> <li>• Rio Summit and Agenda21</li> <li>• SDGs: Targets and Indicators</li> </ul>	3
	<b>Chapter-5: Government and the SDGs</b> <ul style="list-style-type: none"> <li>• Planning</li> </ul>	4



	<ul style="list-style-type: none"> <li>Localizing the SDGs</li> <li>SDG Policy Instruments</li> <li>Industrial Policies and the SDGs</li> </ul>	3
	<p><b>Chapter-6: Financing the SDGs</b></p> <ul style="list-style-type: none"> <li>Types of Financing</li> <li>New Financing Mechanisms and Global Funds</li> </ul> <p><b>Practicum:</b> Assignments on Progress in attainment of various SDGs in India and their states</p>	
<b>III</b>	<b>SDGs and their Achievement:</b>	17
	<p><b>Chapter-7: Realizing the SDGs:</b></p> <ul style="list-style-type: none"> <li>De-growth and Circular Economy</li> <li>Sustainable Production and Consumption</li> <li>Sustainable Cities and Transportation</li> <li>Sustainable Designs, Technology, Digital Revolution and Innovation</li> <li>Renewable Energy</li> </ul>	8
	<p><b>Chapter-8: Tools for SDGs Achievement:</b></p> <ul style="list-style-type: none"> <li>Governance and Policy Tools</li> <li>Openness, Participation and Accountability</li> <li>Effectiveness and Coherence</li> <li>India's framework for Sustainable Development</li> </ul>	5
	<p><b>Chapter-9: Other Issues in SDGs:</b></p> <ul style="list-style-type: none"> <li>Social business, Civil Society Organizations (CSOs) and Operations</li> <li>Development Assistance</li> <li>Cross-Border Cooperation</li> </ul> <p><b>Practicum:</b> Group Discussion on sustainable practices – other agriculture</p>	4
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>Baumol, W.J. and W.E. Oates (1988): <i>The Theory of Environmental Policy</i> (2e), CUP, Cambridge.</li> <li>Bhattacharya, R.N. (Ed): <i>Environmental Economics: An Indian Perspective</i>, OUP, New Delhi.</li> <li>Dalby, Simon, et al. <i>Achieving the Sustainable Development Goals: Global Governance Challenges</i>. Routledge,2019.</li> <li>Day, G.S., and P.J.H. Schoemaker (2011), <i>Innovating in uncertain markets: 10 lessons for green technologies</i>, MIT Sloan Management Review, 52.4:37-45.</li> <li>Elliott, Jennifer. <i>An introduction to sustainable development</i>. Routledge,2012.</li> <li>Gagnon, B., Leduc, R., and Savard, L., <i>Sustainable development in engineering: a review of principles and definition of a conceptual framework</i>. Working Paper 08-18,2008.</li> <li>Hanley, Shogren and White (1997): <i>Environmental Economics in Theory and Practice</i>, Macmillan.</li> <li>Kolstad, C.D. (1999): <i>Environmental Economics</i>, OUP,ND.</li> <li>Pearce, D.W. and R. Turner (1991): <i>Economics of Natural Resource Use and Environment</i>, John Hopkins Press, Baltimore.</li> <li>Sachs, Jeffrey D. <i>The age of sustainable development</i>. Columbia University Press,2015</li> <li>Tietenberg, T. (1994): <i>Environmental Economics and Policy</i>, Harper Collins,NY.</li> </ul>		

**Pedagogy**

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Semester II

<b>Course Title: OEC 2.3. 3: Business Environment:</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):****Course Outcomes (COs):**

At the end of the course the student should be able to:

- i. Explain the elements of Business Environment.
- ii. Identify the environmental constraints in the growth of a business firm.
- iii. Analyze the ways to utilize the current environmental conditions to achieve higher business growth.

<b>Unit</b>	<b>Content of Course:</b>	<b>42 Hrs</b>
<b>I</b>	<b>Introduction to Business Environment:</b>	12
	<b>Chapter-1: Introduction:</b> <ul style="list-style-type: none"><li>• Definition, Objectives, Importance of Business Environment.</li><li>• Strategies of Business Environment</li><li>• Business Environment Determinants</li><li>• The Micro Environment of Business and The Macro Environment of Business.</li></ul>	3
	<b>Chapter-2: Economic Environment:</b> <ul style="list-style-type: none"><li>• Meaning of Economic Environment</li><li>• Impact of Liberalization Privatization &amp; Globalization (LPG) on Indian Business Environment.</li><li>• Monetary policy – Meaning and Objectives</li><li>• Fiscal policy – Meaning and Objectives</li><li>• EXIM policy – Meaning and Objectives</li><li>• Industrial policy – Meaning and Objectives (Latest Policy Measures).</li></ul>	6
	<b>Chapter-3: Global Business Environment:</b> <ul style="list-style-type: none"><li>• Meaning</li><li>• Globalization: Nature and Impact of Globalization</li><li>• Challenges of International Business</li><li>• WTO and its Implications on Indian Economy.</li></ul>	3
	<b>Practicum</b> <ol style="list-style-type: none"><li>1. Group discussion on WTO and its impact on Indian business</li></ol>	
<b>II</b>	<b>Non-Economic Environment:</b>	10
	<b>Chapter-4: Social and Cultural Environment:</b> <ul style="list-style-type: none"><li>• Business and Society</li><li>• Social Objectives of Business</li><li>• Corporate Social Responsibility</li><li>• Consumer Rights &amp; Corporate Governance</li><li>• Business Ethics</li></ul>	4
	<b>Chapter-5: Technological Environment:</b> <ul style="list-style-type: none"><li>• Meaning</li></ul>	2

	<ul style="list-style-type: none"> <li>• Technological Changes – R &amp; D in India</li> <li>• Public and Private Investment in R and D.</li> </ul> <p><b>Chapter-6: Financial Environment:</b></p> <ul style="list-style-type: none"> <li>• Introduction and Meaning</li> <li>• An Overview of Indian Financial System</li> <li>• Financial Institutions and their Roles</li> <li>• Role of Foreign Direct Investment and its impact on Indian Business</li> </ul> <p><b>Practicum:</b> Students are expected to analyze the major economic and financial indicators such as GDP/BSE/NSE and submit the report .</p>	4
<b>III</b>	<b>Governance and Business in India:</b>	22
	<p><b>Chapter-7: Political Environment:</b></p> <ul style="list-style-type: none"> <li>• Introduction and Meaning</li> <li>• Political Environment and the Economic System</li> <li>• Provisions of Indian Constitution for Business</li> </ul> <p><b>Chapter-8: Legal Environment of Business:</b></p> <ul style="list-style-type: none"> <li>• Indian Company Law</li> <li>• Competition policy and law</li> <li>• Patents &amp; Trademarks</li> <li>• Industrial Policy- an overview</li> <li>• Labour Laws &amp; Social Security,</li> <li>• Environmental Laws.</li> </ul> <p><b>Chapter-9: Current Issues in Environmental Business:</b></p> <ul style="list-style-type: none"> <li>• Ease of Doing Business</li> <li>• Performance of MSMEs</li> <li>• Make in India</li> <li>• Development of Economic and Social Infrastructure</li> <li>• National Monetization Pipeline</li> </ul> <p>(The teacher should include the latest policy of the government)</p> <p><b>Practicum:</b> Students are expected to give a report on how the economic environment has affected the performance of any one of the large Indian Business Houses.</p>	4  8  10
	<p><b>REFERENCES:</b> Francis Cherunilam: Business Environment, Himalaya Publishing House, Mumbai. K. V. Sivayya and VBM Das: Indian Industrial Economy, Sulthan Chand Publications, Delhi. M. Adhikari: Economic Environment of Business, Sulthan Chand and Sons, New Delhi. Raj Agarwal: Business Environment, Excel Publications, New Delhi.</p>	

**Pedagogy**

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Suggestive Template for IAT

Internal Assessment Test BA/B.Sc.

and MA/M.Sc in Economics

Course Code:

Name of the Paper:

Duration:60 Minutes

Total Marks: 10

### OPTION-A

Answer any two of the following questions. Questions for testing conceptual clarity)

(5 X 2= 10)

- 1.
- 2.
- 3.

### OPTION- B

Answer any one of the following questions. (Questions for testing the knowledge of theories and application)

(10X1=10)

- 1.
- 2.

Note: After the completion of 50% of the syllabus, C1 test has to be conducted followed by this C2 test has to be conducted after completion of the syllabus.

## ANNUAL QUESTION PAPER PATTERN (C3)

Maximum Marks: **60**

Duration: 2½ Hours

### PART -A

Answer any five of the following:

**5X2 =10**

Sl. No. 1 to 8 questions

### PART - B

Answer any six of the following:

**6X5 =30**

Sl. No. 9 to 17

### PART - C

Answer any two of the following:

**2X10 =20**

Sl. No. 18 to 21

Date

Course Co-ordinator

Subject Committee Chairperson

**SYLLABUS FOR FIRST TWO SEMESTERS OF B.Sc.  
AND  
B. Sc. HONOURS  
IN  
ECONOMICS**



**Name of the Programme: Bachelor of Science (B.  
Sc.) Course Code: B. Sc.  
Name of the Course: DSC 1.1 - Microeconomics**

<b>Course Credits</b>	<b>Number of Hours per Week</b>	<b>Total No of Teaching Hours</b>
<b>3 Credits</b>	<b>3 Hours</b>	<b>42 Hrs</b>
<p><b>Course Outcome:</b> On Successful completion of the course, the student will be able to;</p> <ol style="list-style-type: none"> <li>1. Analyse the economic behaviour of the consumer and the firm</li> <li>2. Explain the relationship between various variables such as Input and output, cost and output, price of the product and quantity demand and soon</li> <li>3. Product and Factor pricing under different market structure</li> </ol>		
<b>Unit – 1 : Introduction to Economics, Demand and Supply:</b>		<b>14</b>
<b>Chapter-1 introduction to Economics:</b> Nature and Scope of Economics, Basic Concepts in Economics, Importance of the study of Economics, Understanding the Economy, Mankiw’s ten Principles of Economics		7
<b>Chapter- 2: Demand:</b> Meaning and Determinants of Demand, the Demand Schedule, The Law of Demand, Exceptions to the Law of Demand, Elasticity of Demand: Meaning- Types: Price, Income and Cross Elasticity, Measurement of Elasticity of Demand		5
<b>Chapter- 3: Supply:</b> Concept of Supply, the Law of Supply, and Determinants of Supply.		2
<b>Unit – 2 Theory of Consumption and Production Function:</b>		<b>14</b>
<b>Chapter-4. Cardinal Analysis:</b> Utility: Law of Diminishing Marginal Utility, Equi-Marginal Utility, Consumer’s Equilibrium, Consumer Surplus and its application		3
<b>Chapter-5. Ordinal analysis:</b> Meaning of Indifference Curves- Indifference Schedule- Indifference Map, Properties of Indifference curves. Budget Line- Equilibrium Position, Income, Price and Substitution Effects –Inferior Goods v/s Giffen Goods, Samuelson’s Revealed Preference Theory		6
<b>Chapter-6. Production Function</b> Production Function - The Law of Variable Proportion - The Law of Returns to Scale- Least Cost Combination of Inputs		5
<b>Unit – 3: Cost, Revenue, Price and Output determination under different Markets:</b>		<b>14</b>
<b>Chapter No. 7 Cost Concepts, Cost Output relationship in the Short-run and Long- run:</b>		4
<b>Chapter No. 8. Concepts of Revenue:</b> Total, Average and Marginal Revenue Curve		1
<b>Chapter No. 9. Price and Output determination under different Market:</b> Meaning and Features of Perfect Competitive Market, Monopoly, Monopolistic Competition and Oligopoly, Price and Output determination under these Markets		9

### Text Books

Ahuja H.L (2017) Advanced Economic Theory, S. Chand and Company, New Delhi.  
Koutsoyiannis A, (2008) Modern Microeconomics, Macmillan, London.

### References

Dominick Salvatore (2002) Theory and Problems of Microeconomic Theory, Schaum's Outline Series, McGraw-Hill Book Company, Singapore.  
Ferguson C.E and Maurice S. Charles, (1978) Economic Analysis-Theory and Applications, Richard D. Irwin Inc. USA.  
Hubbard R. Glenn and Anthony Patrick O'Brien, (2016) Microeconomics, Pearson Prentice Hall, New Jersey.  
Pindyck Robert S., and Daniel L. Rubinfeld, (2012) Microeconomics, Pearson Prentice Hall, New Jersey.  
Varian, H. R., "Intermediate Microeconomics: A Modern Approach", W. W. Norton and Company, 8th Edition, 2010

### Pedagogy: Classroom lecture, tutorials, Seminar and Case analysis

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Continuous & Comprehensive Evaluation (CCE)	20 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	60 Marks
<b>Total</b>	<b>100 Marks</b>

Date

Course Co-coordinator

Subject Committee Chairperson

**Name of the Programme: Bachelor of Science (B. Sc.)**

**Course Code: B. Sc.**

**Name of the Course: DSC1.2 - Mathematics for Economics**

<b>Course Credits</b>	<b>Number of Hours per Week</b>	<b>Total No of Teaching Hours</b>
<b>3 Credits</b>	<b>3 Hours</b>	<b>42 Hrs</b>
<p><b>Course Outcome: On Successful completion of the course, the student will be able to;</b></p> <ol style="list-style-type: none"> <li>1. Perform basic operations in Vectors and Matrix algebra.</li> <li>2. Calculate limits, derivatives and integrals of functions of multiple variables.</li> <li>3. Calculate Optima for constrained and unconstrained optimization problems encountered in Economics.</li> </ol>		
<b>Unit – 1: Basics of Mathematical Economics, Vectors, Matrices and their applications</b>		14
<p><b>Chapter-1 Basics of Mathematical Economics:</b> Nature of Mathematical Economics applications in Economic Analysis -Mathematical Model: Variables, Constants, Parameters, Equations and Identities- Sets: Set notation, operations, Finite and Infinite Sets, Laws of Set Operations.</p>		5
<p><b>Chapter-2 Relations and Functions:</b> Ordered pairs, Relations and Functions - Meaning and Types of Functions- Constant Function, Polynomial Functions, Rational Functions and Non-Algebraic Functions. Simultaneous Equations- <b>Vectors</b>-Vector Spaces, Linear Dependence.</p>		4
<p><b>Chapter-3 Matrices:</b> Matrix Operations- Addition and Subtraction, Matrix Multiplication, Commutative, Associative and Distributive Laws-Transpose - Inverse Matrix - Determinants: Properties, Rank of Matrix, Minor, Co-factor - Cramer’s Rule, Derivation and its Applications in Economics</p>		5
<b>Unit – 2: Comparative Statics and Derivatives:</b>		14
<p><b>Chapter- 4.</b> Nature of Comparative Statics, Rate of Change and the Derivative -The Concept of Limit, Limit Theorems.</p>		3
<p><b>Chapter–5:</b> Continuity and Differentiability of a Function – Rules of Differentiation of a Function, Constant Functions, Linear, Power, Sums and Differences of Functions, Product of Functions, Quotient of Functions, Chain Rule, Exponential and Logarithmic Functions</p>		5
<p><b>Chapter - 6.</b> Functions of Two or More Variables - Partial Derivatives, Higher Order Partial Derivatives, the Chain Rule and Total Derivatives- Maxima and Minima – One and Two Variables- Differential Equations- First Order Linear Differential Equations- Nonlinear First Order Differential Equations- Second Order Linear Differential Equations</p>		6
<b>Unit – 3: Integration and Optimization Techniques:</b>		14
<p><b>Chapter - 7</b> Concept of Integration -Rules of Integration – Definite Integrals – Area and Summation – Indefinite Integration.</p>		4
<p><b>Chapter - 8.</b> Applications Integrations in Economic Analysis-Consumers Surplus- Producers Surplus-Obtaining primitive Function from Marginal Function</p>		5

**Text Books:**

Chiang, A. C. and Wainwright, K., “Fundamental Methods of Mathematical Economics”, McGraw-Hill/Irwin, 4th Edition, 2005.

Sydsaeter, K and Hammond, P., Mathematics for Economic Analysis, Pearson Educational Asia, 4th Edition, 2002.

**References**

Allen R.G.D., (2015) Mathematical Analysis for Economists, Macmillan.

Bose D., (2003) An Introduction of Mathematical Economics, Himalaya Publishing House, Mumbai.

Sydsaeter, K and Hammond, P., Mathematics for Economic Analysis, Pearson Educational Asia, 4th Edition, 2002.

Dowling, E. T., “Introduction to Mathematical Economics”, McGraw-Hill, 2001.

Hoy, M., Livernois, J. McKenna, C, Rees, R. and Stengos, T., “Mathematics for Economics”, MIT Press, 3rd Edition, 2011

Yamane Taro, (2002) Mathematics for Economists - An Implementer Analysis, Phi Learning Publishers.

**Pedagogy: Classroom Lecture, Tutorials, Problem Solving Exercise**

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Continuous & Comprehensive Evaluation (CCE)	20 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	60 Marks
<b>Total</b>	<b>100 Marks</b>

Date

Course Co-coordinator

Subject Committee Chairperson

## Semester I

**Name of the Programme: Bachelor of Science (B. Sc)**

**Course Code: B. Sc. (OEC)**

**Name of the Course: 1.3.1- Kautilya's Arthashastra (OEC)**

<b>Course Title: OEC 1.3.1: Kautilya's Arthashastra (OEC):</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: <b>2½ hours</b>
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** 12<sup>th</sup> Standard Pass

**Course Outcomes (COs):**

At the end of the course the student should be able to:

3. This course will enlighten the students about the ancient fundamentals about political and economic constituents, which will frame out a basic land of understanding the modern trends. This will help them to understand the upcoming needs in the area of policy making for states at national and international level.

4. This treatise deals with the science of Governance, so it projects out all the dimensions needed to be understood by students about the present socio-economic and political rules and regulations of the state.

Unit	Description	Hours
I	Chapter 1: Introduction to Arthashastra Chapter 2: Various disciplines of Indian Education System Chapter 3: Place of Kautilya's Arthashastra among them	2 2 2
II	Chapter 4: Importance of science dealing with governance - Introduction to Tantrayuktis – The methods of preparing a compendium, tools and techniques of writing a compendium. Chapter 5: Governance Procedure- Appointment of the ministers, duties of Government superintendents, treasury, spies, royal writ, punishment- Vakparushya and Dandaparushya; Chapter 6: Laws of Inheritance – Determination of forms of Agreements, determination of legal disputes, Division of inheritance, Special shares in inheritance, Distinction between sons	5 5 5
III	Chapter 7: Economic Dimension- Body of income of the state, collection of revenue, duties of a Chamberlin (Koshadhyksha), Forty ways of embezzlement of the revenue, Punishment for the embezzlement of revenue, Expenditure, Loss and Profit, Keeping up the Accounts, Recovery of Debts, Deposits of the state, Resumption of the gifts, Remission of Taxes Chapter 8: Political Dimension- Six-fold Policy- War, Combination of Powers, Agreement of Peace with or without definite terms, Double Policy, Circle of States, Conduct of Corporations, Secret means, Plan of treatise,	9 9

**Suggested readings:**

1. Arthashastra of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi, India, 2005.
2. Arthashastra of Kautilya by Sri. Vacaspati Gairola, Chaukhambha Vidyabahavan, Varanasi, India, 2013.
3. Kautilya, The Arthashastra by L.N. Rangarajan, Penguin Books Ltd, London.
4. Kautilya's Arthashastra: The Way of Financial Management and Economic Governance, Jaico Publishing House, Mumbai, India.

**Pedagogy**

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairper

## Semester I

**Name of the Programme: Bachelor of Science (B. Sc)**

**Course Code: B. Sc. (OEC)**

**Name of the Course: 1.3.2- Development Studies (OEC)**

Course Title: <b>OEC 1.3.1: Development Studies (OEC)</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: <b>2½ hours</b>
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** *12<sup>th</sup> Standard Pass*

### Course Outcomes (COs):

At the end of the course the student should be able to:

- v. Graduates will be able to excel in higher studies and/or to succeed in profession.
- vi. Graduates will get a solid foundation of fundamentals required to solve socioeconomic problems and also to pursue higher studies.
- vii. Graduates will demonstrate knowledge to appreciate of the dimensions of contemporary development issues, to generate sensitivity to problems concerning ethics and human values to develop orientation towards effective communication and critical analysis, and to appreciate the interrelationships among disciplines as they relate to everyday realities.
- viii. Graduates will cultivate professional and ethical attitude, effective Communication skills, teamwork skills, multidisciplinary approach, and to facilitate an advanced understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

Unit	Description	Hrs
I	<b>Development: Meaning and Current Challenges</b>	<b>9</b>
	<b>Chapter-1: Meaning of Development:</b>	3
	<ul style="list-style-type: none"> <li>• The Concept of Development,</li> <li>• Growth and Development</li> <li>• Transition from Quantitative to Qualitative Indices</li> </ul>	3
	<b>Chapter-2: Modern economic growth:</b>	3
	<ul style="list-style-type: none"> <li>• Characteristics of Modern Economic Growth</li> <li>• Regional and Global Disparities</li> <li>• Common Characteristics and Dissimilarities among Developing Countries.</li> </ul>	3
	<b>Chapter-3: Current Development Challenges:</b>	3
	<ul style="list-style-type: none"> <li>• Inequality</li> <li>• Migration</li> <li>• Conflicts</li> </ul>	
	Practicum: Group discussion on migration	
II	<b>Approaches to Development:</b>	12
	<b>Chapter-4: Development Ethics</b>	2

	<ul style="list-style-type: none"> <li>• Concept and Meaning</li> <li>• Principles and Importance of Development Ethics</li> </ul>	4
	<p><b>Chapter-5: Assessing Development:</b></p> <ul style="list-style-type: none"> <li>• Per Capita Income</li> <li>• Physical Quality of Life Index (PQLI)</li> <li>• Gender Empowerment Index</li> <li>• HDI</li> </ul> <p><b>Chapter-6: Approaches of Development:</b></p> <ul style="list-style-type: none"> <li>• Adam Smith</li> </ul>	6

	<ul style="list-style-type: none"> <li>• Marx</li> <li>• Schumpeter</li> <li>• Structuralist Approach</li> <li>• Neo-liberalism, IMF and Structural Adjustment</li> <li>• Capabilities Approach</li> </ul> <p>Practicum: Calculation of different Human Development Indices</p>	
III	<b>Theories and Current Issues in Development:</b>	21
	<p><b>Chapter-7: Theories of Development</b></p> <ul style="list-style-type: none"> <li>• Theorizing Development - Modernization Theory, Dependency Theory</li> <li>• Capitalist World System</li> <li>• The Evolution of Thought on Poverty Reduction</li> <li>• Colonial Regimes and Their Legacies</li> </ul>	6
	<p><b>Chapter-8: The Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• Genesis and Spread</li> <li>• International specialization of Labour/Industry</li> <li>• Industrial Labour</li> <li>• ILO and its activities to promote labour standards</li> </ul>	5
	<p><b>Chapter-9: Environment and Development</b></p> <ul style="list-style-type: none"> <li>• Increasing degradation of natural environment – Water and Air pollution and Deforestation</li> <li>• Depletion of Global Commons</li> <li>• Sustainable development - Concept and Measures</li> <li>• Sustainable Development Goals (SDGs)</li> <li>• Climate Change – Causes, Impact, Measures of Mitigation and Adaptations</li> </ul> <p>Practicum: Identify the different pollution sources</p>	10

**Suggested Readings:**

9. Crocker, D. (2008). Ethics and development theory-practice, Ethics of Global Development Agency, Capability, and Deliberative Democracy,67-106
10. Des Gasper (2008), ‘Denis Goulet and the Project of Development Ethics: Development, 8, 99. 481-9, Elsevier Science, 1,pp.10-26.
11. Drèze, Jean and Amartya Sen( 2002), India: Development and Participation, second edition. Oxford: Oxford University Press.
12. Gasper, D. (2004). The ethics of development: From Economism to human development. Edinburgh: Edinburgh UniversityPress
13. Huntington, Samuel (1971), The change to change: Modernization, development andpolitics. Comparative Politics,3.
14. Myrdal, Gunnar. (1974), “What is Development?” Journal of Economic Issues8(4):729-736.
15. Peet, Richard with Elaine Hartwick (2009), Theories of Development: Contentions, Arguments, Alternatives (2nd edition). New York: Guilford.
16. Sen, Amartya (1999) Development as Freedom. New York: Anchor Books.



**Name of the Programme: Bachelor of Science (B. Sc)**

**Course Code: B. Sc. (OE)**

**Name of the Course: 1.3.3- Managerial Economics**

<b>Course Credits</b>	<b>Number of Hours per Week</b>	<b>Total No of Teaching Hours</b>
<b>3 Credits</b>	<b>3 Hours</b>	<b>42 Hrs</b>
<p><b>Course Outcome: On Successful completion of the course, the student will be able to;</b></p> <ol style="list-style-type: none"> <li>1. Forecast the demand for goods and services</li> <li>2. Analyse the efficiency of resource use in the production</li> <li>3. Understand the determination of price and output under different market besides the methods of pricing in practice</li> </ol>		
<b>Content of Course 1</b>		<b>42 Hrs</b>
<b>Unit – 1 Introduction to Managerial Economics, Demand Analysis and Forecasting;</b>		14
<b>Chapter-1:</b> Meaning, Nature and Scope of Managerial Economics- Organisation of Business Firms- General Objectives of Business Firms.		3
<b>Chapter-2: Application of Basic Economic Principles to Managerial Problems:</b> Incremental, Discounting, Time Perspective, Opportunity Cost and Equi-Marginal Principle.		5
<b>Chapter-3:</b> Demand and its Determinants- Elasticity of Demand; Meaning, Types and Determinants-Meaning and Objective Demand Forecasting - Methods of Demand Forecasting and their Usefulness and Limitations.		6
<b>Unit – 2 : Production Analysis, Cost Analysis and Determination of Price:</b>		14
<b>Chapter- 4.: Managerial Applications of Production Function-</b> Laws of Returns and their applications -Least Cost Combinations of Inputs.		4
<b>Chapter - 5. Cost Concepts and Cost Function-</b> Cost-output Relationship and its Usefulness in Production Decision.		4
<b>Chapter - 6. Price and Output Determination in Various Markets:</b> Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly.		6
<b>Unit – 3: Pricing Methods in Practice, Profit Management and Capital Budgeting:</b>		14
<b>Chapter – 7: Pricing Methods in Practices:</b> Specific Pricing Problems - Popular Pricing Practices: Cost-Oriented Pricing, Cost-Plus Pricing and Other Price Determinants, Peak - Load Pricing, Price over the Life Cycle of the Product, Penetration Price - Pricing of Multiple Products		5
<b>Chapter – 8: Profit Analysis:</b> Meaning of Profit - Accounting Profit and Economic Profit- Break-Even Analysis - Problems, Break-even Quantity, Break-Even Sales - Targeted Profit, Safety Margin.		5
<b>Chapter – 9: Capital Budgeting:</b> Meaning and Importance - Techniques: Payback Period and Net Present Value (NPV) Method.		4

**Text Books:**

Salvatore Dominick, (2014) Managerial Economics in a Global Economy, McGraw Hill Inc., New York.

Mehta P.L., (2007) Managerial Economics: Analysis, Problems and Cases, Sultan Chand and Sons, New Delhi.

**References:**

Mc Guigon R. James, R. Charles Moyer, Frederick H Deb, Harris (2017) Managerial Economics: Applications, Strategy and Tactics, South Western, USA

Keat Paul G. and Philip K.Y. Young, (2003) Managerial Economics- Economic Tools for Today's Decision Makers, Prentice Hall, New Jersey.

Petersen H. Craig and W. Cris Lewis, (2006) Managerial Economics, Maxwell Macmillan International Editions, New York.

Samuelson William F, and Stephen G. Marks, (2006) Managerial Economics, John Wiley and Sons, Inc., New Jersey

**Pedagogy: Classroom lecture, tutorials, Seminar and Case analysis**

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Continuous & Comprehensive Evaluation (CCE)	20 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	60 Marks
<b>Total</b>	<b>100 Marks</b>

Date

Course Co-coordinator

Subject Committee Chairperson

**Name of the Programme: Bachelor of Science (B. Sc.)**

**Course Code: B. Sc.**

**Name of the Course: DSC 2.1 - Macroeconomics:**

<b>Course Credits</b>	<b>Number of Hours per Week</b>	<b>Total No of Teaching Hours</b>
<b>3 Credits</b>	<b>3 Hours</b>	<b>42 Hrs</b>
<p><b>Course Outcome: On Successful completion of the course, the student will be able to;</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of National Income and methods of its estimation</li> <li>2. Analyse the relationship between Macro economic variables</li> <li>3. Understand the determination of income and employment under Classical and Keynesian framework</li> </ol>		
<b>Unit – 1: Introduction to Macroeconomics and National Income accounting:</b>		<b>14</b>
<p><b>Chapter-1: Introduction to Macroeconomics:</b> Nature of Macroeconomics and its Significance, Indicators of Macro Economic Activity - Key Concepts: Stock and Flow Variables.</p>		<b>3</b>
<p><b>Chapter-2: Building Blocks of Macroeconomic Analysis:</b> Aggregate Demand (AD) curve, Aggregate Supply (AS) Curve, Sources of shift in AD an AS, Equilibrium in National Income and Price Level, Unemployment and National Income, Inflation and Unemployment, Circular Flow of Income, Goods Market and Money Market.</p>		<b>4</b>
<p><b>Chapter-3: National Income Accounting:</b> Measurement of Macro Variables and Economic Performance: National Income Accounting - <i>Important Concepts:</i> GNP, GDP, NNP, NDP, NI, PI, DPI- Real GDP versus Nominal GDP- GDP Deflator- <i>Methods of Estimating National Income-</i> Expenditure Method- Income Method- Value Added or Net Product Method- Difficulties in National Income Accounting- Trends in GDP in India -GNP and Quality of Life - Net Economic Welfare - Green Income.</p>		<b>7</b>
<b>Unit – 2: Classical and Keynesian Macroeconomics</b>		<b>14</b>
<p><b>Chapter- 4. Classical Theory:</b> Introduction to Classical Theory of Employment - Basic Assumptions of the Classical School- Say’s Law of Market- Determinants of Output, Employment, Savings, Investment, Wages, Prices, Interest Rate - Equilibrium Output and Employment - Implications of Classical Full-Employment Model-Critical Evaluation.</p>		<b>5</b>
<p><b>Chapter - 5. Keynesian Macroeconomics:</b> Principle of Effective Demand- Keynesian Theory of Output, Income and Employment- Equilibrium Income and Output in Simple Two Sector Model, Three Sector &amp; Four Sector Models.</p>		<b>4</b>
<p><b>Chapter- 6:</b> Keynes Psychological Law of Consumption- An Overview of Post Keynesian Theories of Consumption: Absolute Income, Relative Income, Permanent Income &amp; Life Cycle Hypothesis- Multiplier and Accelerator Analysis - Marginal Efficiency of Capital - Relevance and Critique of Keynesian Macroeconomics.</p>		<b>5</b>
<b>Unit – 3 Recent Debates in Macroeconomics</b>		<b>14</b>

<b>Chapter - 7</b> Supply Side Economics	4
<b>Chapter - 8.</b> Money Market and Goods Market Equilibrium-IS-LM Model-Business Cycle- Concept and Theories	5
<b>Chapter - 9.</b> Macroeconomic Policies; Monetary Policy and Fiscal Policy-Relative Effectiveness of Monetary and Fiscal Policy	5

### Text Books

Ahuja H L (2013) Macroeconomics: Theory and Policy, S Chand & Company Pvt. Ltd. New Delhi

Mankiw N. Gregory, (2012) Macroeconomics, Worth Publishers, New York.

Shapiro Edward, (2004) Macroeconomic Analysis, Galgotia Publications Pvt. Ltd, New Delhi.

### References

Ackley Gardner, (1978) Macroeconomics: Theory and Policy, Macmillan, New York

Dornbusch, R., Fischer, S. and Startz, R., "Macroeconomics", McGraw-Hill, 11th Ed 2010

D'Souza E., "Macroeconomics", Pearson Education, 2009

Froyen Richard T. (2013) Macroeconomics-Theories and Policies, Macmillan Pub., Company, NY.

Hubbard R. Glenn and Anthony Patrick O'Brien, (2012) Macroeconomics, Pearson Prentice, New Jersey, USA.

Oliver Blanchard, (2016) Macroeconomics, Pearson Prentice Hall, New Jersey, USA.

**Pedagogy : Classroom Lecture, Tutorials, Seminar and Case Analysis**

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Continuous & Comprehensive Evaluation (CCE)	20 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	60 Marks
<b>Total</b>	<b>100 Marks</b>

Date

Course Co-coordinator

Subject Committee Chairperson

**Name of the Programme: Bachelor of Science (B. Sc)**

**Course Code: B. Sc.**

**Name of the Course: DSC 2.2 - Statistics for Economics**

<b>Course Credits</b>	<b>Number of Hours per Week</b>	<b>Total No of Teaching Hours</b>
<b>3 Credits</b>	<b>3 Hours</b>	<b>42 Hrs</b>
<p><b>Course Outcome: On Successful completion of the course, the student will be able to;</b></p> <ol style="list-style-type: none"> <li>1. Calculate basic descriptive and inferential statistics.</li> <li>2. Interpret descriptive and inferential statistics.</li> <li>3. Explain the process of hypothesis testing</li> </ol>		
<b>Unit – 1: Basics of Statistics for economics, Measures of central tendency and dispersion:</b>		<b>14</b>
<p><b>Chapter-1 Basics of Statistics for Economics:</b> Why Study Statistics - Importance of Statistics in Economics- Descriptive and Inferential Statistics -Data - Elements, Variables, and Observations, Scales of Measurement - Qualitative and Quantitative Data - Cross-Sectional and Time Series data- Data sources - Computers and Statistical Analysis.</p>		4
<p><b>Chapter-2 Measures of Central Tendency:</b> Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean Measurement and applications in Economics.</p>		5
<p><b>Chapter-3 Measures of Dispersion:</b> Meaning and Significance of Measure of Dispersion -Measurement and applications of Range , Quartile Deviation, Mean Deviation , Standard Deviation , Variance and Coefficient of Variation.</p>		5
<b>Unit – 2 Correlation, Regression, Time Series Analysis and Index Numbers:</b>		<b>14</b>
<p><b>Chapter- 4. Correlation and Regression:</b> Meaning and Types of Correlation, Methods of Computation of Correlation Coefficient –Karl Pearson’s Method, Spearman’s Rank Correlation Method- <b>Regression</b>–Meaning and Importance of Regression Analysis, Simple Regression Lines and Equations and Forecasting (Two Variables Only).</p>		6
<p><b>Chapter - 5. Time Series:</b> Nature and Decomposition of Time Series - Analysis of Trend - Moving Average Method, Least-Square Method</p>		3
<p><b>Chapter - 6. Index Numbers:</b> Nature and Purpose of Index Numbers - Types of Index Numbers: Price Index - Quantity Index, Link and Chain Index - Simple and Aggregate Index Numbers -Laspyre’s Index, Paasche’s Index, Marshall and Edgeworth's Index - Fisher’s Index – Time- Reversal and Factor Reversal Tests-Deflation and Splicing of Index Numbers - Problems in the Construction of Index Numbers - Limitation of Index Numbers.</p>		5
<b>Unit - 3 Introduction to Probability Distributions and Hypothesis Testing:</b>		<b>14</b>
<p><b>Chapter - 7 Probability:</b> Basic Concepts- Properties of Probability- Expected Values, Conditional Probability Random Variables: Discrete and Continuous</p>		3
<p><b>Chapter - 8. Probability Distributions:</b> Probability Density Functions and Cumulative Distribution Functions – Expected values and Moments - The</p>		6

Binomial Probability Distribution, Poisson and Normal Distribution	
<b>Chapter - 9. Hypothesis Testing:</b> Meaning of Hypothesis Testing-Null and Alternative Hypothesis, Level of Significance, One-tailed and Two-tailed Tests, Type-I, Type-II Errors - Approaches to Hypothesis Testing - Confidence Interval Approach -Test of Significance Approach.	5

**Text Books:** Gupta S P. (2012) *Statistical Methods*, S. Chand and Company, New Delhi.

**References:**

- Anderson, Sweeney & Williams, (2002) *Statistics for Business & Economics*, Thomson South-Western, Bangalore.
- Daniel and Terrel: *Business Statistics for Management and Economics*; Houghton Mifflin Co., Boston, Toronts, 7th Edition, 1995, PP 1 to 972 + 6 Appendices
- Medhi, J., *Statistical Methods: An Introductory Text*, Wiley, 1992
- Morris H. Degroot and Mark J. Schervish, "Probability and Statistics", 4th edition, 2012.
- Teresa Bradley, *Essential Statistics for Economics, Business and Management*, John Willey Publisher, 2007

**Pedagogy: Classroom lecture, tutorials, Problem solving exercise**

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Continuous & Comprehensive Evaluation (CCE)	20 Marks
Internal Assessment Test (IAT)	20 Marks
Semester End Exam (SEE)	60 Marks
<b>Total</b>	<b>100 Marks</b>

Date

Course Co-coordinator

Subject Committee Chairperson

**Name of the Programme: Bachelor of Science (B. Sc)**  
**Course Code: B. Sc.**  
**Name of the Course: OEC 2.3.1: Contemporary Indian Economy**  
**Semester II**

<b>Course Title: OEC 2.3.1: Contemporary Indian Economy</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: <b>2½ hours</b>
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- xi. Understand the current problems of Indian Economy
- xii. Identify the factors contributing to the recent growth of the Indian Economy
- xiii. Evaluate impact of LPG policies on economic growth in India
- xiv. Analyze the sector specific policies adopted for achieving the aspirational goals
- xv. Review various economic policies adopted

<b>Content of Course 1</b>	<b>42 Hrs</b>
<b>Unit – 1 LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE:</b>	14
<b>Chapter No. 1 Recent Issues:</b>	4
<ul style="list-style-type: none"> <li>• Genesis and Impact of LPG</li> <li>• India’s population policy</li> <li>• Demographic Dividend</li> <li>• India’s human development in global perspective</li> </ul>	
<b>Chapter No. 2 Urbanization and governance:</b>	4
<ul style="list-style-type: none"> <li>• Urbanization and Smart City Mission</li> <li>• Impact of COVID-19 Pandemic</li> <li>• Atma Nirbhara Bharat Abhiyan</li> <li>• Non-farm sector</li> </ul>	
<b>Chapter No. 3 Economic Reforms and Agriculture:</b>	6
<ul style="list-style-type: none"> <li>• Agriculture and WTO</li> <li>• Commercialization and Diversification</li> <li>• Price policy and Subsidies</li> <li>• Public Distribution System : TPDS</li> <li>• Impact of public expenditure on agricultural growth (1991 onwards)</li> <li>• Doubling Farm Incomes -MGNREGS (brief introduction)</li> </ul>	
<b>Practicum</b>	
5. Mini-project to ascertain the impact of pandemic on lives of different sections of population	
6. Field visits to understand the agrarian situation	

<b>Unit – 2 INDUSTRY, BUSINESS, FISCAL POLICY:</b>	14
<b>Chapter No. 4. Industrial Policy:</b>	4
<ul style="list-style-type: none"> <li>• New Industrial Policy and changes</li> <li>• Public sector reforms</li> <li>• Privatisation and Disinvestment</li> </ul>	

<ul style="list-style-type: none"> <li>• Competition Policy</li> </ul>	
<b>Chapter No. 5. Business:</b>	5
<ul style="list-style-type: none"> <li>• Ease of Doing Business</li> <li>• Performance of MSMEs</li> <li>• Role of MNC's in Industrial Development</li> <li>• Make in India, infrastructure development : Health, Education, Transportation and Power (in brief)</li> <li>• National Monetization Pipeline</li> </ul> <p>(The teacher should include the latest policy of the government)</p>	
<b>Chapter No. 6. Fiscal Policy;</b>	5
<ul style="list-style-type: none"> <li>• Tax, Expenditure, Budgetary Deficits</li> <li>• Fiscal Reforms - Public Debt Management</li> <li>• Fiscal Responsibility and Budget Management (FRBM) Act</li> <li>• GST (meaning and features), Fiscal Federalism and Fiscal Consolidation (in brief)</li> <li>• Recommendations of the Current Finance Commission</li> </ul>	
<b>Practicum:</b> Mini-projects to assess the business climate	
<b>Unit – 3 MONETARY POLICY, FOREIGN TRADE AND INVESTMENT:</b>	14
<b>Chapter No. 7. Monetary Policy:</b>	3
<ul style="list-style-type: none"> <li>• Organisation of India's Money Market</li> <li>• Financial Sector Reforms</li> <li>• Review of Monetary Policy of RBI</li> </ul>	
<b>Chapter No. 8. Money and Capital Markets:</b>	5
<ul style="list-style-type: none"> <li>• Working of SEBI in India</li> <li>• Changing roles of the Reserve Bank of India</li> <li>• Commercial banks : Credit Creation</li> <li>• Foreign banks and Non-banking Financial Institutions</li> <li>• Analysis of Price Behaviour in India</li> <li>• Demonetization and its impact</li> </ul>	
<b>Chapter No. 9. Foreign Trade and Investment:</b>	6
<ul style="list-style-type: none"> <li>• Direction of India's Foreign Trade</li> <li>• Balance of Payments since 1991 (trends)</li> <li>• New Exchange Rate Regime: Partial and Full Convertibility</li> <li>• Capital Account Convertibility</li> <li>• FDI – Trends and Patterns</li> <li>• New EXIM Policy</li> <li>• Bilateral and Multilateral Trade Agreements (in brief)</li> </ul>	
<b>Practicum:</b>	
<ol style="list-style-type: none"> <li>1. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends.</li> <li>2. Group Discussions on India's trade policies and trade agreements</li> </ol>	



### References

- Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
- Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation
- Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation' in India, Delhi, OUP
- Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New Delhi.
- Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP
- Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.
- Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi,
- Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation
- Mishra S.K & V.K Puri (2001) "Indian Economy and –Its development experience", Himalaya Publishing House.
- Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press , New Delhi.
- Stuart and John Harris, (2000), Reinventing India, Cambridge Polity

<b>Pedagogy</b>		
<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/ Review of the Book/ etc	-	10
Date	Course Co-ordinator	Subject Committee Chairperson

## Semester II

Name of the Programme: Bachelor of Science (B. Sc)

Course Code: B. Sc.

Name of the Course: OEC 2.3.2: Sustainable Development Goals

Course Title: <b>OEC 2.3. 2: Sustainable Development Goals</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: <b>2½ hours</b>
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- vi. Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions.
- vii. Know the history of the SD idea.
- viii. Be able to discuss the conflicts which are involved in the SD concept on the national as well as on the global scale.
- ix. Be able to discuss the (dis-)advantages of instruments for SD;
- x. Evaluate the sustainable development goals and their attainments

Unit	Description	Hrs
<b>I</b>	<b>Development, Environment and Pollution</b>	<b>15</b>
	<b>Chapter-1: Environmental Goods and Services:</b> <ul style="list-style-type: none"><li>• Relationship between Environment and Development</li><li>• Environmental Kuznets Curve – Meaning and Evidence</li></ul>	3
	<b>Chapter-2: Resource Use and Management:</b> <ul style="list-style-type: none"><li>• Resource Taxonomy – Renewable and Non-renewable Resources</li><li>• Economic Theory of Depletable Resources</li><li>• Optimal Use of Renewable Resources</li><li>• Resource Scarcity and Economic Growth – Limits to Growth Model</li><li>• Tragedy of Commons and Common Property Resources</li><li>• Resource Pricing and Resource Conservation</li></ul>	6
	<b>Chapter-3: Sustainable Development</b> <ul style="list-style-type: none"><li>• Sustainable Development – Meaning and Indicators</li><li>• Objectives and Principles</li><li>• Approaches and Strategies for Sustainable Development</li><li>• Environmental Accounting Measures</li></ul>	6
	<b>Practicum:</b> Mini project on the impact of local environment	
<b>II</b>	<b>Sustainable Development Goals</b>	<b>10</b>
	<b>Chapter-4: Introduction and History</b> <ul style="list-style-type: none"><li>• Brundtland Committee Recommendations</li></ul>	3

<ul style="list-style-type: none"> <li>• Rio Summit and Agenda21</li> <li>• SDGs: Targets and Indicators</li> </ul>	4
<b>Chapter-5: Government and the SDGs</b>	
<ul style="list-style-type: none"> <li>• Planning</li> <li>• Localizing the SDGs</li> <li>• SDG Policy Instruments</li> <li>• Industrial Policies and the SDGs</li> </ul>	3
<b>Chapter-6: Financing the SDGs</b>	

<ul style="list-style-type: none"> <li>• Types of Financing</li> <li>• New Financing Mechanisms and Global Funds</li> </ul>	
<b>Practicum:</b> Assignments on Progress in attainment of various SDGs in India and their states	
<b>III SDGs and their Achievement:</b>	17
<b>Chapter-7: Realizing the SDGs:</b>	8
<ul style="list-style-type: none"> <li>• De-growth and Circular Economy</li> <li>• Sustainable Production and Consumption</li> <li>• Sustainable Cities and Transportation</li> <li>• Sustainable Designs, Technology, Digital Revolution and Innovation</li> <li>• Renewable Energy</li> </ul>	
<b>Chapter-8: Tools for SDGs Achievement:</b>	5
<ul style="list-style-type: none"> <li>• Governance and Policy Tools</li> <li>• Openness, Participation and Accountability</li> <li>• Effectiveness and Coherence</li> <li>• India's framework for Sustainable Development</li> </ul>	
<b>Chapter-9: Other Issues in SDGs:</b>	4
<ul style="list-style-type: none"> <li>• Social business, Civil Society Organizations (CSOs) and Operations</li> <li>• Development Assistance</li> <li>• Cross-Border Cooperation</li> </ul>	
<b>Practicum:</b> Group Discussion on sustainable practices – other agriculture	
<b>Suggested Readings:</b>	
<ul style="list-style-type: none"> <li>• Baumol, W.J. and W.E. Oates (1988): <i>The Theory of Environmental Policy</i> (2e), CUP, Cambridge.</li> <li>• Bhattacharya, R.N. (Ed): <i>Environmental Economics: An Indian Perspective</i>, OUP, New Delhi.</li> <li>• Dalby, Simon, et al. <i>Achieving the Sustainable Development Goals: Global Governance Challenges</i>. Routledge,2019.</li> <li>• Day, G.S., and P.J.H. Schoemaker (2011), <i>Innovating in uncertain markets: 10 lessons for green technologies</i>, MIT Sloan Management Review, 52.4:37-45.</li> <li>• Elliott, Jennifer. <i>An introduction to sustainable development</i>. Routledge,2012.</li> <li>• Gagnon, B., Leduc, R., and Savard, L., <i>Sustainable development in engineering: a review of principles and definition of a conceptual framework</i>. Working Paper 08-18,2008.</li> <li>• Hanley, Shogren and White (1997): <i>Environmental Economics in Theory and Practice</i>, Macmillan.</li> <li>• Kolstad, C.D. (1999): <i>Environmental Economics</i>, OUP,ND.</li> <li>• Pearce, D.W. and R. Turner (1991): <i>Economics of Natural Resource Use and Environment</i>, John Hopkins Press, Baltimore.</li> <li>• Sachs, Jeffrey D. <i>The age of sustainable development</i>. Columbia University Press,2015</li> <li>• Tietenberg, T. (1994): <i>Environmental Economics and Policy</i>, Harper Collins,NY.</li> </ul>	

**Pedagogy**

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/ Review of the Book/ etc	-	10

Date

Course Co-ordinator

Subject Committee Chairperson

## Semester II

**Name of the Programme: Bachelor of Science (B. Sc)**

**Course Code: B. Sc.**

**Name of the Course: OEC 2.3. 3: Economics of Business Environment**

<b>Course Title: OEC 2.3. 3: Economics of Business Environment:</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: <b>2½ hours</b>
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- i. Explain the elements of Business Environment.
- ii. Identify the environmental constraints in the growth of a business firm.
- iii. Analyze the ways to utilize the current environmental conditions to achieve higher business growth.

Unit	Content of Course:	42 Hrs
<b>I</b>	<b>Introduction to Business Environment:</b>	12
	<p><b>Chapter-1: Introduction:</b></p> <ul style="list-style-type: none"> <li>• Definition, Objectives, Importance of Business Environment.</li> <li>• Strategies of Business Environment</li> <li>• Business Environment Determinants</li> <li>• The Micro Environment of Business and the Macro Environment of Business.</li> </ul> <p><b>Chapter-2: Economic Environment:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Economic Environment</li> <li>• Impact of Liberalization Privatization &amp; Globalization (LPG) on Indian Business Environment.</li> <li>• Monetary policy – Meaning and Objectives</li> <li>• Fiscal policy – Meaning and Objectives</li> <li>• EXIM policy – Meaning and Objectives</li> <li>• Industrial policy – Meaning and Objectives (Latest Policy Measures).</li> </ul> <p><b>Chapter-3: Global Business Environment:</b></p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Globalization: Nature and Impact of Globalization</li> <li>• Challenges of International Business</li> <li>• WTO and its Implications on Indian Economy.</li> </ul> <p><b>Practicum</b></p> <ol style="list-style-type: none"> <li>2. Group discussion on WTO and its impact on Indian business</li> </ol>	<p>3</p> <p>6</p> <p>3</p>
<b>II</b>	<b>Non-Economic Environment</b>	10
	<p><b>Chapter-4: Social and Cultural Environment:</b></p> <ul style="list-style-type: none"> <li>• Business and Society</li> <li>• Social Objectives of Business</li> </ul>	4

<ul style="list-style-type: none"> <li>• Corporate Social Responsibility</li> <li>• Consumer Rights &amp; Corporate Governance</li> <li>• Business Ethics</li> </ul> <p><b>Chapter-5: Technological Environment:</b></p> <ul style="list-style-type: none"> <li>• Meaning</li> </ul>	2
--	---

<ul style="list-style-type: none"> <li>• Technological Changes – R &amp; D in India</li> <li>• Public and Private Investment in R and D.</li> </ul> <p><b>Chapter-6: Financial Environment:</b></p> <ul style="list-style-type: none"> <li>• Introduction and Meaning</li> <li>• An Overview of Indian Financial System</li> <li>• Financial Institutions and their Roles</li> <li>• Role of Foreign Direct Investment and its impact on Indian Business</li> </ul> <p><b>Practicum:</b> Students are expected to analyze the major economic and financial indicators such as GDP/BSE/NSE and submit the report .</p>	4
<b>III</b>	<b>22</b>
<p><b>Chapter-7: Political Environment:</b></p> <ul style="list-style-type: none"> <li>• Introduction and Meaning</li> <li>• Political Environment and the Economic System</li> <li>• Provisions of Indian Constitution for Business</li> </ul> <p><b>Chapter-8: Legal Environment of Business:</b></p> <ul style="list-style-type: none"> <li>• Indian Company Law</li> <li>• Competition policy and law</li> <li>• Patents &amp;Trademarks</li> <li>• Industrial Policy- an overview</li> <li>• Labour Laws &amp; Social Security,</li> <li>• Environmental Laws.</li> </ul> <p><b>Chapter-9: Current Issues in Environmental Business:</b></p> <ul style="list-style-type: none"> <li>• Ease of Doing Business</li> <li>• Performance of MSMEs</li> <li>• Make in India</li> <li>• Development of Economic and Social Infrastructure</li> <li>• National Monetization Pipeline</li> </ul> <p>(The teacher should include the latest policy of the government)</p> <p><b>Practicum:</b> Students are expected to give a report on how the economic environment has affected the performance of any one of the large Indian Business Houses.</p>	4 8 10
<b>REFERENCES:</b> Francis Cherunilam: Business Environment, Himalaya Publishing House, Mumbai. K. V. Sivayya and VBM Das: Indian Industrial Economy, Sulthan Chand Publications, Delhi. M. Adhikari: Economic Environment of Business, Sulthan Chand and Sons, New Delhi. Raj Agarwal: Business Environment, Excel Publications, New Delhi.	

## Pedagogy

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/ Review of the Book/ etc	-	10

### Suggestive Template for IAT

#### Internal Assessment Test BA/B.Sc. and MA/M.Sc in Economics

Course Code:

Name of the Paper:

Duration: 60 Minutes

Total Marks: 10

#### OPTION-A

Answer any two of the following questions. (Questions for testing conceptual clarity) (5 X 2=10)

- 1.
- 2.
- 3.

#### OPTION- B

Answer any one of the following questions. (Questions for testing the knowledge of theories and application) (10X1=10)

- 1.
- 2.

Note: After the completion of 50% of the syllabus, C1 test has to be conducted followed by this C2 test has to be conducted after completion of the syllabus.

### ANNUAL QUESTION PAPER PATTERN(C3)

Maximum Marks: 60

Duration: 2½ hours

#### PART -A

Answer any five of the following:

5X2 =10

Sl. No. 1 to 8 questions

#### PART - B

Answer any six of the following:

6X5 =30

Sl. No. 9 to 17

#### PART - C

Answer any two of the following:

2 X10 =20

Sl. No. 18 to 21

Date

Course Co-ordinator

Subject Committee Chairperson

